

SENATE
Agenda – November 4, 2023
Time: 9:00am - 4:30pm
Location: Health Sciences Bldg, 1B03

9:00am Call to Order

AGENDA ITEM	ACTION	RESPONSIBILITY
1. <u>Welcome</u>		
1.1. Harvey Thunderchild - opening of Senate “in a good way”		
1.2. Greetings: The Hon Gordon Wyant, Minister of Advanced Education		
1.3. Chair’s Remarks		Grit McCreath
1.4. Introductions		
2. <u>Agenda & Minutes</u>		Grit McCreath
2.1. Adoption of the agenda	Decision	
2.2. Approval of Minutes of April 22, 2023	Decision	
2.3. Business arising from the minutes		
3. <u>President’s Address</u>		
3.1. Questions	Information	Peter Stoicheff
4. <u>Reports for Information</u>		
4.1. Report on Undergraduate Student Activities	Information	Ishita Mann
4.2. Report on Graduate Student Activities	Information	Mostofa Kamal
4.3. Report on Board of Governors Activities	Information	Joy Crawford
4.4. Report on University Council Activities	Information	Zsuzsa Papp
4.5. Strategic Enrolment Management Report	Information	Airini

Morning Break 10:45am – 10:55am

5. Senate Discussions

- | | | |
|---|----------|--------|
| 5.1. Arts & Science: Fine Arts merger of Departments | Decision | Airini |
|---|----------|--------|

Motion: *To recommend to University Council and the Board of Governors the establishment of a college-level interdisciplinary school in the College of Arts & Science temporarily called “the school”. The school will consist of the amalgamated departments of Art & Art History, Drama, and Music; these departments will be disestablished once the school is established. The interdisciplinary school will be the new academic authority for the existing programs in the disestablished departments of Art & Art History, Drama, and Music.*

AGENDA ITEM	ACTION	RESPONSIBILITY
5.2. Senate Engagement Plan Update	Information	Julian Demkiw
Lunch Break 12:00pm – 1:15pm – Gordon Oakes Red Bear Student Centre		
6. <u>Senate Education Sessions</u>		
6.1. Generative Artificial Intelligence and USask <i>Survey to complete prior to Senate: https://www.surveymonkey.ca/r/BWH9X82</i>	Workshop	Nancy Turner
7. <u>Senate Committee Reports</u>		
7.1. Executive Committee	Information	Peter Stoicheff, vice-chair
7.2. Nominations Committee	Information	Rhonda Gough, chair
7.3. Membership Committee	Information	Tamara Buckwold, chair
7.3.1. Discussion Regarding Membership Process & Review	Information	
7.3.2. Recommendation for New Organizational Member	Decision	
7.4. Education Committee	Information	Larry Wagner, chair
7.4.1. Report on approvals	Information	
7.5. Ad-Hoc Committee on Non-Academic Discipline Policy	Information	Amanda Storey
7.5.1. Report on Non-Academic Student Discipline	Information	
7.6. Honorary Degree Committee	Information	Peter Stoicheff, chair
7.6.1. Discussion Regarding Honorary Degree Process		
8. <u>Senate Education Sessions - continued</u>		
8.1. Growth of USask Health Programs	Information	Airini
9. <u>Closing</u>		
9.1. Other Business		
9.2. Question Period		
9.3. Adjournment		

Next meeting: Spring meeting of Senate – April 20, 2024

Convocation: November 8, 2023

Zoom:

Join Zoom Meeting using this link:

<https://usask-ca.zoom.us/j/97314892433?pwd=bEJGc0xEYmRLVHM5OUZGbk1lOUw1QT09>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/97314892433?pwd=bEJGc0xEYmRLVHM5OUZGbk1lOUw1QT09>

Meeting ID: 973 1489 2433

Passcode: 47201293

Telephone Passcode: 47201293





Minutes of University Senate

9:00 am – 3:00 pm, Saturday April 22, 2023

1. Opening Remarks

Julian Demkiw, University Secretary and Chief Governance Officer opened the meeting by welcoming everyone and calling upon knowledge keeper and cultural coordinator Harvey Thunderchild to open the meeting with a prayer.

Chancellor McCreath, chair of Senate, welcomed everyone to the Spring meeting including all attending via Zoom. The Chancellor acknowledged that Senate meets on Treaty 6 Territory and the Homeland of the Métis. We pay our respects to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

Procedures for the hybrid meeting were explained. Quorum was confirmed and the meeting commenced.

2. Consent agenda

The adoption of the agenda, the minutes of April 22, 2023 and businesses arising (items 2, 3, and 4) were presented via the consent agenda.

2.1 Adoption of the Agenda

MOTION – (Hamilton/Genest): *That the agenda be adopted as distributed.*

CARRIED.

2.2 Approval of the minutes of October 29, 2022

MOTION – (McKercher/Clarke): *That the agenda be adopted as distributed.*

CARRIED.

2.3 Business Arising from the minutes

There was no other business.

3.1 President's Statement

President Peter Stoicheff was invited to speak. Internationalization activities of the university have been robust and many of our senior leaders have been busy across the globe in important work, including an invitation to speak at the United Nations.

President Stoicheff gave a summary of the continued work on EDI (Equity, Diversity, Inclusion) and Indigenization. Very importantly, last July, the Board of Governors approved a policy for the work on Indigenous membership/citizenship verification. A question was asked about the trip to Singapore and whether there were government officials as well as on the research trip to Germany Stoicheff. No government officials were involved in Germany then, but the next trip to Berlin will most likely include people from the provincial government's office. In Singapore, the province already has a trade office there and they collaborated extensively with our delegates. The President's written report was distributed with the agenda materials. No questions were received on this item.

4.0 Standing Reports

4.1 Report on undergraduate student activities

University of Saskatchewan Students' Union (USSU) president Abhineet Goswami invited questions of the written report distributed with the agenda materials after a brief summary of the past year's activities. No questions were received on this item. The Chancellor noted that this was Abhineet's last Senate meeting as USSU president, but has been elected as a student representative on Senate for 2023-2024, effective May 1.

4.2 Report on graduate student activities

Graduate Student Association (GSA) president, Mostofa Kamal invited questions of the written report distributed with the agenda materials after a brief summary of the past year's activities. No questions were received. The Chancellor noted that Mostofa has been reelected as the graduate student representative on Senate for 2023-24.

4.3 Report on Board of Governors

Chancellor McCreath next introduced Joy Crawford to speak on behalf of the Board of Governors. As a Senate-elected member to the Board of Governors, she invited questions of the written report distributed with the agenda materials. No questions were received.

4.4 Report on University Council activities

Zsuzsa Papp, a Senate representative on University Council joined via Zoom. There were no questions for this item.

5.0 Senate Business

5.1. Establishment of a Department of Indigenous Health and Wellness - for decision

Dr. Airini, Provost and Vice-President Academic, was invited to speak to this item. After a brief introduction, she asked the project lead for this College of Medicine department, the Vice-Dean Indigenous, Dr. Janet Tootoosis, to come up to present the proposal to the Senate.

Chancellor McCreath presented the motion and noted that at the time that this motion was written, the Board of Governors and University had not yet met, but both bodies have since voted to approve this proposal. Just before the vote was taken, there was a question regarding the seed and start-up money for this department. This is a department that will continuously need funding and the proposal did not fully address where the future funding will continue to come from. Dr. Airini acknowledged that this is an expansion, and the College of Medicine has prepared for the funding needed and has added it to their budget. There will be base funding following the establishment funding.

MOTION: (Doig/Burshtyn): *That Senate recommends the establishment of a Department of Indigenous Health and Wellness in the College of Medicine.*

CARRIED.

10 minute Break

5.2 Indigenous Land Management Institute name change to the *kihci-okâwîmâw askiy* (Mother Earth) Knowledge Centre -for information

Dr. Airini was asked to introduce this item. She introduced Dr. Angela Bedard-Haughn to speak briefly to it. There were no questions.

5.3 Toxicology Centre – changes to reporting structure - *for decision*

Dr. Airini noted that this recommendation to have the Toxicology Centre now report into the School of Environment and Sustainability, has the approval of University Council as well as the Board of Governors. This represents a move in reporting lines, and outlines a new academic home for the Centre.

A few questions were raised: Does this have any impact on the way other schools are structured and funded at the university, specifically with inter-disciplinary or cross-college collaboration. This is a singular initiative. It will change one part of the funding arrangements - tied into the centres policy. Currently, the funding for the toxicology work, does not come directly into the academic unit, but now it will. What sources of funding does the centre rely on? External funding plays a role but the goal is to have centres eventually become self-sustaining after receiving support from the Office of the Vice-President Research.

MOTION: (Moore/Jaisee): *That Senate recommends the change in reporting structure for the Toxicology Centre such that the Toxicology Centre will report into the School of Environment and Sustainability (SENS).*

CARRIED.

5.4 Name change of the Canadian Centre for Health and Safety in Agriculture to “The Canadian Centre for Rural and Agricultural Health - *for information*

Dr. Airini spoke to this item on behalf of Dr. Baljit Singh, Vice-President, Research, who was unable to be here today. There were no questions.

6 Senate Committee Reports

6.1 Senate Executive Committee

6.1.1 Report on Activities

President Stoicheff, vice-chair of this committee was called up to speak. He reviewed the membership of this committee and thanked them for their work. The building of the agenda was noted, as well as the continued desire to make it as interactive as possible. No questions were received for this item.

6.1.2 Update on standards for student conduct in non-academic matters

Secretary Demkiw spoke on this item and referred to the draft set of the Terms of Reference that was included with the agenda package for this process. The current process is very formal with not a lot of conflict resolution or restorative processes for the “before” stage. This includes accommodating EDI considerations withing the standards of conduct. A call will be sent out to have people work on this review and update. No questions were received for this item.

6.1.3 Nominations for Senate Nominations committee

President Stoicheff was asked to present on the nominees to the Nominations Committee of Senate.

MOTION: (Bratvold/Buckwold): *That Senate approves the recommendation of the Senate executive committee and appoints the following Senate members to the Senate nominations committee for*

one-year terms beginning July 1, 2023 and ending June 30, 2024: Barb Gustafson, Aaron Genest, Rhonda Gough, and Jordan Robertson

CARRIED.

6.2 Nominations Committee

Grant McKercher, chair of the Nominations Committee, was asked to speak to this item.

6.2.1 Nominations for Senate committees 2023-2024

MOTION (Genest/Drever): *That Senate approves the appointments to Senate committees as indicated in the attached schedule for 2023-2024, effective July 1, 2023.*

CARRIED.

6.3 Membership Committee

6.3.1 Report on Activities

Tamara Buckwold, chair of the Membership Committee, spoke to this item. She briefly reviewed the mandate of this committee. The process of review depends greatly on applications coming in, a reactive process. In striving to include a greater diversity of membership on the university Senate, this committee has initiated work to enhance this diversity, and be more proactive in pursuing that diverse membership. This committee will be initiating the statutory five-year review of organizational memberships. This will be reported on at the fall Senate.

No questions were received for this item.

6.4 Education Committee

6.4.1 Report on Activities

Kathy Gable presented on behalf of the chair, Larry Wagner who could not be in attendance. She noted that there is an invitation to Senators for a symposium on Sustainability. The details and invitation are included in the agenda package.

No questions were received for this item.

6.4.2 Academic Admission Changes

Senator Gable noted that this report is included in the agenda package. No questions were received for this item.

6.5 CONFIDENTIAL (Guests exited the room)

6.5.1 Report of the Senate Honorary Degrees Committee – *for decision*

President Stoicheff was asked to introduce this next item. It concerns the approval of revisions to the honorary degrees guidelines. He noted the few changes and edits to the guidelines, specifically with regards to the need to revoke honorary degrees, if it was deemed necessary.

A question from the floor was asked about where USask is situated in comparison with other universities. President Stoicheff noted that among the 97 universities that can offer honorary degrees, there many that do and do not have this process in place. Many are working towards this process.

MOTION (Hermiston/McKercher): *That Senate approves the revisions to the Honorary Degrees Guidelines as presented.*

CARRIED.

6.5.2 Honorary Degree – Nominee – for decision

President Stoicheff spoke to this item. A question was asked about why Doctor of Laws was chosen for nominee. This degree is the one of the two that are bestowed, that are not exclusively for academic work and research. The other honorary degree is a Doctor of Letters. There will be five, including Ellen Remai if she accepts, total honorary degrees being awarded during the Spring 2023 Convocation.

MOTION - (Jones/Gable): *That Senate approves the awarding of the Honorary Doctor of Laws degree to Ellen Remai.*

CARRIED.

7. Senate Education Session (Workshop)

7.1 Senate Education Topic: Micro-credentials

Dr. Nancy Turner was introduced and joined the Senate via Zoom. She gave a presentation on this topic and began with an overview of what micro-credentials are, and what the possibilities are for what it can offer people in the province. Dr. Turner reviewed the background, assessment, and processes being proposed for the USask micro-credentials. After the presentation, she took questions and asked attendees to break out into discussion groups - to hear “your micro-credentials story”.

Dr. Turner organized those attending virtually into Zoom discussion rooms. Prior to discussions commencing, attendees asked several questions.

Questions that came up:

- *What are we calling these credentials? How do these differ from the non-degree certificates already being offered?*
 - We are calling these **micro-credentials** - a new space for the university. A series of possible pathways have been created to help with decisions on how these are stacked or positioned. You will not receive a certificate, but rather a digital badge that confirms you have completed the micro-credential.
- *Are all these post-degree credentials? The examples all mentioned people with degrees.*
 - The intention is to attract a much broader audience - degree not required to engage with these micro-credentials.
- *Who will be instructing in these courses?*
 - Broad spectrum - internal and external to the university. The decision will be made by the academic home of the micro-credential.
- *Accessibility to the program - concern about the cost; would the university be able to offer relief to those who do not have an employer paying for the courses?*
 - In the pilot, we were able to trial the offering of certain bursaries; needing to think carefully about opening up access to certain groups. We have had interest from certain groups wanting to provide funding for access to certain learners.
- *How is your particular mission fitting into the mosaic of potential customers, providers and what this means for the university - regarding meeting financial needs and as a U15 member?*

- Much work has been done with identifying the needs of many types of employers and professional associations; what kinds of formats, costs, benchmarks and ideas. Finding those niches where there is need, and not duplicating and those areas that fit with what the university offers. We are aware also that our colleges have ongoing and long-standing relationships with these organizations -which is a key place to grow and understand our needs.
- *Question on the sector - not duplicating and focusing on our institutional strengths; will the courses running out of JS GS become micro-credentials now?*
 - There is opportunity for some of this work to migrate into the micro-credential space. It would need to align with the competency-based requirements.

Micro-credentials provide the learner with a currency, like a certificate or degree - this is something the learner would put on their resume. After questions were answered, the breakout discussions commenced. People discussed answers to two questions:

1. What opportunities do you see for this programming in your space?
2. What challenges should we be aware of?

After group discussions were completed, Chancellor McCreath thanked Dr. Turner for her presentation and Liz Kuley for her help with the discussions in person.

8. Senate Business (continued)

8.1 Equitable Allocation of Resources: What are the resource allocations to Huskies Women's Athletics and Huskie Men's Athletics? Are the human resources and budgets equitable?

Senator Rhonda Gough submitted this request for an agenda item for information at this Senate meeting. Historically, this ties in to a gender-equity (sex discrimination) case with the Human Rights Commission regarding equitable distribution of resources at the university that Senator Gough participated in. The hard work to get to where we are today in ensuring that resources are equitable still requires us to review this from time to time.

Shannon Chinn, the university's Chief Athletics Officer, was then introduced and asked to come up to the podium. She reported on the funding that the university's teams receive as well as the gender representation of the coaching staff. Her numbers reflected an equitable position in funding for teams and coaching. No questions were received for this item.

8.2 Comprehensive Campaign

Cheryl Hamelin, Vice-President, University Relations, was introduced to speak on the comprehensive campaign. A summary of the ongoing activities, relationships built, goals still to reach and achievements - was presented. The public launch took place on Tues April 18th. Vice-President Hamelin announced that the university is currently at \$322,894,498 funds raised on the \$500,000,000 goal. Confirmation to come in for approximately \$40,000,000 more by May. The summary of this item ended with the viewing of the five-minute launch video. Senators were asked to think about how they can contribute individually and collectively. Ideas included a senate-funded bursary or scholarship, a small room or program named, and a group initiative through a senator's professional organization, association, or district.

8.3 A University for Everyone - Equity, Diversity & Inclusion (EDI) Framework for Action – for decision

This item is being taken through all three governing bodies. The Chancellor called upon President Stoicheff to speak to this item. Senate is being asked for their endorsement of this framework for action, and this is the first of the three collegial bodies to see it. It will proceed to University Council and then to the Board of Governors. Kelly McInnes was introduced and asked to speak further on this work.

Questions and feedback included:

- *Gaps and consistent challenges exist from outside the university: There is an existing strong call to action to work with the K-12 population, but what about seeing the university going outside its walls to promote equity of access in the community?*
- *What does the reference to “investments” made in the document mean – is there any budgetary allocation for this? There has been budget put aside for this work over the past few years and the right people in place now. The framework will help us determine the scope of the work ahead.*

MOTION - (Dubois/Buckwold): *That Senate endorses ‘A University for Everyone – Equity, Diversity, Inclusion Framework for Action.*

CARRIED.

8.4 Student Enrolment Report – for information

Russell Isinger, Interim Vice-Provost TLSE, and University Registrar was invited to come up to speak to this item. He gave a summary of activity and growth in enrolment and plans for the future. Reports included in the package were reviewed briefly.

Questions were taken and they included:

- *Gender representation inquiry: is there information you can include on gender balance and equity?*
- *What is the vision for enrolment for micro-credentials and the numbers, and how would they appear in the snapshot information? This will be defined further in the coming months.*
- *What are the supports in place for indigenous students and support for ones that are parents? Childcare spots are through lease agreements but through this – 75% are asked to be reserved for students, and within that a certain allocation for indigenous students as well as graduate students.*

8.5 Senate Engagement Plan – verbal update

Secretary Demkiw gave an update on this item. A Senate Engagement Advisory group was created, with focus groups set up, and a presentation of engagement strategy shown and approved at the April 2022 Senate. Next steps and goals were identified:

- Building meaningful and mutually beneficial engagement from a clear and inspiring purpose of Senate
- Idea of positioning the Senate as a champion and ally around EDI strategies
- Ensure meaningful contributions through strengthened relationships
- Co-create mission driven engagement opportunities: how to partner within the university setting on activities.

Meeting formats, onboarding of senators, and legislative changes are topics being reviewed. One of the actions also includes senate composition handled by the Senate Membership Committee. An Outreach and Engagement Committee is in the process of being developed. Wanting to ensure that Senate is involved more at the beginning of processes is also a key action item. A call will be put out for membership on the Senate Engagement Working Group, with an update or report in the fall. No questions were received for this item.

8.6 Senate election update

Secretary Demkiw gave a brief update on this item. Elections are coming up. We have one acclamation to announce: congratulations to Garfield Hnatiuk from District 9. We have five Members-at-large positions to fill and seven nominees have put their name forward. The information is included in the agenda package. No questions were received for this item.

9 Closing

9.1 Other Business

There was no other business.

9.2 Question Period

- Dr. Patti McDougall addressed senators in question period regarding a concern that was expressed about the certificate in Indigenous Drama. This is still in place and will continue.
- A member of Senate suggested that more northern representation be seen at this university.
- Question on fundraising to-date: are federal contributions included in the total funds raised? Vice-President Hamelin confirmed that no contract research or government funding is included in the campaign fundraising totals. Dr. Airini addressed government funding and updated Senate on this work. President Stoicheff concluded the responses to this question by noting that major research funding comes from federal grants.
- Dr. Airini noted that there is a plan underway to allow the covid convicators to have their own ceremony, in September.

9.3 Adjournment

The meeting was adjourned at 3:00pm.

Attachments:

1. Senate Attendance April 2023
2. Senate Education Presentation April 2023

Senate Attendance April 2023

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Amaya, Rod	P	Beach, Alishia	R	Airini	P
Balaski, Beverley	P	Clark, Darlene	P	Alcorn, Jane	P
Banks, Donna	P	Doig, Anne	P	Bedard-Haughn, Angela	P
Bergerman, Johanna	P	Gustafson, Barb	P	Bilson, Beth	R
Bergstrom, Twyla	P	Hainstock, Wade	P	Bonham-Smith, Peta	P
Bilson, Max	P	Hnatiuk, Garfield	P	Buhr, Mary	R
Bratvold, Robert	P	Matthews, Colleen	P	Burshtyn, Debby	P
Caplette, Keshia	P	MacDonald, Michelle	P	Favel, Blaine	P
Claypool, Tim	P	Martens, Dion	P	Fowler, Greg	R
Cooley, Carol	P	Nash, Faith	P	Hamelin, Cheryl	P
Côté, Richard	P	Smith, Walter	P	Harasmychuk, Robert	P
Crook, Lindsey	P	Wheaton, Cathy	P	Harrison, Bill	P
Dick, Bethany	P	Robertson, Jordan	P	Isinger, Russell	P
Digney Davis, Lynn	P	Wesolowski, Fred	P	Jaime, Angela	P
Dubois, Bev	P	Wilmot, Eric	P	Just, Melissa	P
Gable, Kathy	P	ELECTED MEMBERS-AT-LARGE		Kresta, Suzanne	P
Das, Shankar	P	Atanasova, Nathalie	P	Lanovaz, Joel	P
Grimard, Helene	P	Buckwold, Tamara	P	Luke, Iain	P
Gabruch, Laurianne	P	DeCillia, Brooks	P	Macza, Denise	P
Hamilton, Don	P	Drever, Kyle	P	Manley-Tannis, Richard	R
Harwood, Judy	P	Genest, Aaron	P	Martini, Jeromey	P
Jones, Michael	P	Gough, Rhonda	P	McCaffrey, Geordy	P
Loken, Andrew	P	Henderson, Robert	P	McCreath, Grit (chair)	P
Macleod, Jane	P	Kelly, David	P	McDougall, Patti	P
McKercher, Grant	P	Kobes, Brent	P	McKercher, Peggy	R
Meiers, Pamela	P	Maguire, Rob	P	Muir, Gillian	R
Michalishen, Doria	P	Moore, Kelley	P	Pawelke, Michael	P
Muggli, Tracy	P	Papp, Zsuzsa	P	Pezer, Vera	R
Mirosovsky, Jodie	R	Robertson, Jordan	P	Phillipson, Martin	P
Mischak, Brenda	P	Wesolowski, Fred	R	Ramaswamy, Meghna	P
Moen, Shawn	P	STUDENTS		Richter, Solina	P
Peterson, Kent	P	Jaisee, Tasnim	P	Romanow, Roy	R
Pilat Burns, Charlotte	P	Kamal, Mostofa, GSA	P	Singh, Baljit	P
Sharma, Sandeep	P	Choksi, Kathan	P	Siqueira, Walter	P
Wagner, Larry	R	Perreault, Levi	P	Smith, Preston	R
Walton, Jack	P	Chayda, Krunal	R	Still, Carl	R
Weninger, Dean	P	McKeown, Shanleigh	P	Stoicheff, Peter	P
White, Bernie	P	Medina, Kingslei	P	Willoughby, Keith	P
		<i>P = Present</i>		Wilson, Jay	R
		<i>R = Regrest</i>		Wyant, Gordon	R
		<i>A = Absent</i>		NON-VOTING	
		<i>Z = Zoom</i>		Demkiw, Julian	P

Presentation from April 2023 Senate

Attachment 2

USASK MICROCREDENTIALS

Nancy Turner and Liz Kuley

BE WHAT THE WORLD NEEDS

WHAT ARE MICRO-CREDENTIALS¹³

**They focus on
specific skills/
competencies**

**They are
short and
flexible**

**They respond
to a labour
market need**

OUR GOALS

- Strengthen connections with and service to industry, professions, and community
- Position USask as a leader in this space
- Generate new revenue streams for academic units
- Create new pathways into existing degree credit programs

Micro-Credentials in Canada

Where we converge

14/15

**U15 Institutions are
developing
micro-credential
programs.**

Where we diverge

Programs cost between
\$0-\$3,000.

Programs take between
3 to 100+ hours
to complete.

U15 Institutions have
between
3 to 80+
micro-credentials.

Assessments include:
**participation,
multiple choice
exams, authentic
assessment &
more.**

USask Context

USask micro-credentials will have meaningful connections to our local **labour market.**

Learners practice skills in a **real-world context** and get feedback on **how to improve.**



USask micro-credentials **will verify skills.** Assessment isn't based on participation or attendance.



A MICRO-CREDENTIAL STORY



The Potential of Micro-credentials



WHAT IS YOUR MICRO-CREDENTIAL STORY?





What opportunities do you see for this programming?

What challenges should we be aware of as we advance?

OPPORTUNITIES FOR GROWTH





Partner with us!
email micro.credentials@usask.ca to get started



President's Report to Senate

November 2023

Welcome to the first USask Senate meeting of the 2023/2024 academic year. I always look forward to this time of year, in the midst of fall term, after welcoming new and returning students to our campus. I am pleased to note that we experienced record enrolment this fall, with first day of semester numbers showing an increase of three percent over last year. It is clear students are choosing USask to learn, to grow as leaders, and to create new ideas as innovators and researchers.

Over the summer months, we continued to hear of success with research, scholarly and artistic work, including the receipt of more than [\\$8.7M from the NSERC Discovery Grants Program](#), the announcement of a [new research chair appointed to explore improving Indigenous children's health](#), and the [planning of a concert that mixes jazz and math](#). And to kickstart the fall semester we celebrated with Welcome Week, the Welcome Back Powwow and Metis Cultural Dance, and homecoming activities that culminated in a sell-out crowd at Griffith's Stadium for our Huskie Football season home opener.

The following report highlights the extraordinary work and achievements that continue to shape USask and our community. I am looking forward to the coming year and engaging with Senate. Together, we will continue to advance USask's mission to be the university the world needs.

Best regards,
Peter

USask embarks on largest campaign in Saskatchewan history

An ambitious goal of \$500 million will be reached with the support and generosity of USask donors and community members, with the money going toward work in four principal areas. First is **leading critical research**, aimed at increasing the number of endowed research chairs, supporting graduate student funding, and providing undergraduate research experiences. Next, we will support **Indigenous achievement** by creating an endowment fund for scholarships and bursaries, new programming, support

for learners, and reducing barriers to post-secondary education. Third is a focus on **student success** by creating new scholarships and bursaries, technology support, mentoring programming, and other initiatives that support the health and success of our learners. Finally, **visionary spaces** will be designed, including those for the Colleges of Dentistry and Engineering, the Prince Albert campus, the Emma Lake Kenderdine campus, upgraded libraries, and improved classrooms and laboratories.

To learn more about the campaign and how to get involved, please visit our website give.usask.ca

VIDO scientists receive leadership awards for excellence in vaccine research

Scientists at USask's Vaccine and Infectious Disease Organization (VIDO) have been recognized by the Canadian Institutes of Health Research (CIHR) for their international leadership in vaccine research for infectious diseases.

Drs. Darryl Falzarano (PhD) and Alyson Kelvin (PhD) received CIHR Leadership Awards for Excellence in Vaccine Research for Infectious Diseases of Epidemic Potential. In total CIHR funded six awards, with five in partnership with the Coalition for Epidemic Preparedness Innovations (CEPI).

The funding from CEPI is part of a new partnership with the CIHR announced during a virtual event to celebrate National Immunization Awareness Week. CIHR and CEPI will provide \$2.7 million in grant funding to support Canadian scientists pursuing projects to prepare for epidemic and pandemic threats.

CIHR awarded Falzarano \$200,000 to advance the development of a novel combination adjuvant—a component added to vaccines that helps promote the right kind of immune response. In response to the COVID-19 pandemic, Falzarano and his team developed a protein subunit vaccine candidate formulated with this combination adjuvant. Preclinical research demonstrated this adjuvant boosted the immune response and importantly was able to provide protection in the upper respiratory tract—a characteristic that could help reduce virus transmission. Falzarano will use synchrotron technology at USask's Canadian Light Source to advance the characterization.

Kelvin will receive \$200,000 from CIHR and an additional \$200,000 from CEPI to develop a universal coronavirus vaccine. Creating a universal vaccine to protect against multiple coronaviruses (SARS-CoV variants of concern, Middle East respiratory syndrome coronavirus, future coronaviruses, etc.) will help control future potential pandemics. Kelvin will identify similarities in the immune responses triggered by multiple coronaviruses to develop a universal coronavirus vaccine. The project includes collaborators in Rwanda and Bangladesh.

The 6th annual māmowī āsohtētān Internal Truth and Reconciliation Forum

The 6th annual internal forum at USask focused on the Truth and Reconciliation Commission of Canada (TRC) Calls to Action as they relate to education, and how USask can continue to respond to the TRC's recommendations in meaningful and impactful ways.

The [Office of the Vice-Provost Indigenous Engagement](#) (OVPIE) led the organization and hosted the event, which was facilitated by the [Mistatimōk Committee](#). This year, the forum celebrated 50 years of

success in USask's [Indian Teacher Education Program](#) (ITEP). Students, alumni, and leaders from ITEP shared their experiences leading, attending, and teaching within the program and how those experiences have impacted their lives today.

I want to extend a thank you to the OVPIE team for organizing a successful event, and to all of USask community members who participated. The annual māmowī āsohtētān Internal Truth and Reconciliation Forum was created in response to the [94 Calls to Action](#) that the TRC made in 2015 to redress the legacy of residential schools and advance the process of Canadian reconciliation. The forum provides an opportunity for all members of the USask community to gather and constructively and respectfully dialogue and plan for the university environment they need and want. The māmowī āsohtētān Internal Truth and Reconciliation Forum began in 2017 to continue the discussion after USask hosted the first national Building Reconciliation Forum in 2015.

USask celebrates the opening of the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning

Located in the College of Education, the centre was established thanks to a \$2-million donation from USask alumni Jane (BE'd'62, DCL'22) and Ron (BE'62, DCL'13) Graham.

At the heart of the centre's work is the Scholarship of Teaching and Learning – commonly referred to as SoTL — which focuses on the systematic study of teaching practices in higher education with the goal of improving student learning. Donors Jane and Ron Graham gathered with representatives from USask to officially open the newly renovated space, located on the main floor of the Education Building. The donation is part of the newly-launched Be What the World Needs Campaign, which aims to raise \$500 million to support key priorities at the university.

Two USask alumni awarded prestigious McCall MacBain scholarship

Thanks to a landmark \$200 million gift in 2019 by John and Marcy McCall MacBain, USask graduates Julia Morelli (BA'23) and Minh Au (BE/BSc'23) will be pursuing fully funded master's degrees worth \$100,000 each at McGill University, while participating in mentorship, coaching, and a leadership development program.

This is the second time a USask graduate has been awarded the McCall MacBain scholarship: Last year, [Nikaela Lang \(BA'21\) earned this exciting opportunity](#). This is the first time USask will celebrate two recipients. Morelli and Au are two of 20 Canadian recipients of the award; 10 international students also received the scholarship.

Each scholar was chosen based on their character, community engagement, leadership potential, entrepreneurial spirit, academic strength, and intellectual curiosity.

Originally from Viscount, Morelli graduated with a Bachelor of Arts (Honours) in political studies and works as a constituency assistant for two Members of the Legislative Assembly of Saskatchewan. She also helps first-year students learn to conduct research and is a seasonal farmhand for the family business.

Morelli played on the USask Huskies women's hockey team and gave back to the hockey community as an assistant coach and on-ice instructor. Her academic interests include decolonization, Indigenous-settler relations, and Indigenous self-determination, and she will pursue a master's degree in political science at McGill. The selection committee was so impressed with her potential, it placed her in the top 20 of nearly 700 applicants.

Engineering physics student Au leads a student group dedicated to design and innovation in biomedical engineering. She has worked and volunteered as an editor for the university's student-run newspaper, tutored students at a Vietnamese language school, and managed social media for a financial literacy club. During the summers, Au worked in research and taught kids at a science camp. She spent last summer conducting research at CERN, the largest particle physics laboratory in the world, and plans to study experimental particle physics at McGill.

Spring Convocation – celebrating the Class of 2023

Congratulations to the 3,565 new USask alumni who received 3,740 degrees, certificates, and diplomas during the eight Convocation ceremonies held at Merlis Belsher Place earlier in June. During Convocation we acknowledged the accomplishments of the graduating students who were presented with awards, including [Governor General Gold Medal](#) recipients Joshua Cordell Neudorf and Caroline Aubry-Wake, and Governor General Silver Medal recipients William Thomas Peter Stryker and Alexander Devan Mayhew.

Congratulations were also extended to this year's [honorary degree recipients](#): Rosalie Silberman Abella (Honorary Doctor of Laws), Gary Carriere (Honorary Doctor of Science), Dr. John Conly (Honorary Doctor of Science), Elder Sharon Jinkerson-Brass (Honorary Doctor of Laws), and Ellen Remai (Honorary Doctor of Laws).

Please see our extensive webpage for the [Class of 2023](#) listing, information on honorary doctorate recipients, and news articles featuring graduate stories.

USask a leader in higher education sustainability rankings

USask has earned a top-100 worldwide rank in the Times Higher Education (THE) Impact Rankings, with top-20 rankings in two key areas. USask has earned a rank of 67th overall around the world, even with the addition of more than 180 universities to the THE Impact Rankings bringing the total number of participants to nearly 1,600.

THE measures the performance of institutions around the world against the Sustainable Development Goals (SDGs) set out by the United Nations. Universities must submit information for at least four of the 17 SDGs to be included in the overall rankings, and one must be for SDG 17 – Partnerships for the Goals. In addition to ranking 67th overall, USask made a significant jump into the top 20 worldwide in SDG 2 – Zero Hunger (moving up from 52nd last year to 16th) and placing 20th in SDG 11 – Sustainable Cities and Communities.

Overall, USask submitted data and supportive evidence for nine SDGs in the 2023 rankings and placed in the top 100 worldwide in four of those categories. One of those was SDG 10 – Reduced Inequalities, where USask placed 95th worldwide in the university's first-ever year submitting for that SDG.

USask finished no lower than the 101-200 tier for any SDG in this year's THE rankings, with the other top 100 placing in SDG 3 – Good Health and Wellbeing.

USask has also received recognition from the Association for the Advancement of Sustainability in Higher Education (AASHE), achieving “gold” status in the Sustainability Tracking & Assessment Rating System (STARS) in 2023. This is the first time USask has received gold status since being part of the STARS system.

Meewasin and USask renew MoU

In mid-September, the Meewasin Valley Authority (Meewasin) and the University of Saskatchewan re-signed a three-year Memorandum of Understanding. The MOU is aimed at fostering and advancing joint initiatives in sustainability and conservation in the Saskatoon region.

Meewasin and USask have a longstanding history of collaboration and shared interests. The Meewasin Valley Authority Act (1979) outlines the authority of Meewasin and articulates USask has a shared responsibility (with the City of Saskatoon and the provincial government) for the governance of Meewasin. More informally, USask and Meewasin collaborate through teaching and research opportunities within the river valley, student engagement and employment, and governance processes related to infrastructure development and approvals. The MOU signifies a continued commitment by both organizations to this collaboration. Both organizations share a focus on sustaining, conserving and preserving the natural beauty and ecological integrity of the Meewasin Valley, a unique and vital environmental asset within Saskatoon and the surrounding area. USask's expertise in sustainability, environmental science and research, and Meewasin's on the groundwork in active conservation and monitoring, are a strong combination.

Meewasin and USask believe that this MOU will have a lasting positive impact on the Meewasin Valley, USask students, staff and faculty and set an example for collaborative environmental stewardship in the region and beyond.

Generosity of USask community fuels Giving Day success

On Sept. 12, the University of Saskatchewan held its first Giving Day, in support of the Be What the World Needs Campaign.

Thanks to the generosity of more than 400 donors, \$253,859 was raised to support 64 projects ranging from student scholarships and critical research to Indigenous priorities and a new design hub for the College of Engineering. Gifts made on Giving Day had double the impact as several generous alumni stepped up to match donations dollar-for-dollar. And thanks to a partnership with Rawlco Radio, Giving Day was featured on News Talk 650 CKOM through live interviews throughout the day with USask leaders, faculty, staff and students as they spoke about the impact of giving across all areas of the university.

Matching donations were generously provided by USask alumni Grit (BEd'91) and Scott McCreath (BComm'69), Jefferson Mooney, C.M. (BA'66, LLD'19), Greg (BComm'79) and Rae Smith, and the Engineering Advancement Trustees.

World-leading quantum computer will give USask 'Quantum Boost'

The inauguration of the 'Quantum System One' quantum computer by the Platform for Digital and Quantum Innovation of Quebec (PINQ²) and IBM Canada is making waves for research, scholarly and artistic works (RSAW) at the University of Saskatchewan.

Dr. Steven Rayan (PhD), professor in USask's College of Arts and Science's Department of Mathematics and Statistics, who is also the director of USask's Centre for Quantum Topology and its Applications (quanTA), and lead of USask's Quantum Innovation Signature Area of Research, joined government representatives, industry leaders and researchers from across U15 universities in Bromont, Que., for the inauguration event on Sept. 22, 2023. Having worked closely with IBM Canada and PINQ² to envision and expand the 'use applications' for Quantum System One in institutional and industrial settings across Canada, Rayan is now championing a 'quantum boost' to existing and future RSAW at USask.

Though Quantum System One itself is stationed in Quebec, Rayan noted that emerging partnerships and USask's strong relationships with both IBM Canada and PINQ² will allow use of the new quantum computer by faculty, staff and students across the university.

Rayan believes an important factor in USask's involvement with and access to Quantum System One is the breadth and diversity of the RSAW taking place across campus. Interdisciplinary and forward-thinking approaches to agricultural innovation, vaccine development, material science, social science and the humanities are opening new and creative doorways for quantum applications. As quantum computers make the once impossible possible, the USask community is embracing this technology to help advance solutions to the world's most pressing challenges.

Celebrated USask medical researchers named Canadian Academy of Health Sciences fellows

I want to congratulate USask researchers Dr. Alan Rosenberg (MD) and Dr. Nazeem Muhajarine (PhD), who were named members of the Canadian Academy of Health Sciences (CAHS) in recognition of their work in the greater health sciences community. Both Rosenberg and Muhajarine were recipients of CAHS fellowships and are now part of the organization which seeks to "provide independent, objective, evidence-based analyses of health challenges that inform both public and private sectors in decision-making about policy, practice and investment," per the CAHS website.

Huskies begin the chase for championships

More than 400 Huskie Athletics student-athletes began their academic year this September with USask, all on a the quest for national titles this season. While chasing championships is the ultimate goal for all teams, the student half of the student-athlete equation remains first and foremost for the program, with 118 Huskies named Academic All-Canadians in 2022/23 (for posting an academic average of 80 per cent

or better while completing a full course load) including 26 student-athletes earning remarkable averages of more than 90 per cent.

Huskie Athletics also began the year with all 11 head coaches back, with many having coached internationally in the off-season.

For more information on season and schedules, please visit the [Huskies Athletics site for the 2023/2024 season schedule](#).

USask reaches new heights in world university rankings

USask has made significant leaps forward in both the QS World University Rankings (QS WUR) and the Times Higher Education (THE) World University rankings.

In June, USask earned a ranking of 345th in the 2024 QS WUR out of 2,963 participating institutions – an increase of 128 spots from USask's rank of 473rd overall for the 2023 rankings. The performance is USask's best showing in these rankings, improving on the previous best ranking by nearly 50 spots (393rd in 2013).

The QS ranking agency implemented a revised methodology this year based on a variety of indicators, including research impact, reputational measures, number of international students and faculty, employment outcomes and more. USask performed extremely well in the new "Sustainability" indicator, ranking 56th among all participating institutions. USask also achieved high rankings in the two other new indicators of the QS rankings, earning a placement of 331st in the "International Research Network" category and 396th in the "Employment Outcomes" category.

USask has also reached its highest ever position in the Time Higher Education (THE) World University rankings, an indicator that gauges university performances at an international level. THE World University Rankings measure the overall performance of higher learning institutions based on 17 key indicators across five pillars of teaching, research environment, research quality, industry, and international outlook, per the THE website.

USask leapt more than 100 spots in the rankings to enter the 351-400 tier this year, after reaching an overall rank in the 501-600 tier of universities in the prior year's rankings. In addition to the remarkable rise in the rankings, the placement in the 351-400 tier is the highest USask has achieved in these rankings to date. It marks the second time this year that USask has reached its best-ever placement on an international ranking scale, as [USask jumped 128 positions](#) to reach a previously unprecedented placement of 345th in the 2024 QS World University Rankings announced in June.

Of the five pillars of the THE rankings, USask greatly improved its rank in the research environment, research quality, and industry areas. USask scored highly in the "research excellence" indicator – which measures the amount of "world-leading researchers" in an institution by examining research publications and how often they are cited. USask also scored favourably in the "research influence" indicator, which acts as a "broader look at excellence and considers the importance of citing publications."

USask jumped to 109th in the world in the industry pillar, which includes measures in the area of industry income as well as the number of patents that cite a university's research. The 2024 THE World University Rankings include 1,904 universities from around the world in the placement system, which is an increase from 1,799 last year.

USask's VIDO selected for CEPI's international research network

The USask Vaccine and Infectious Disease Organization (VIDO) recently signed an agreement to join the Coalition for Epidemic Preparedness Innovations' (CEPI) preclinical research network. VIDO is the only organization in Canada and the ninth in the world selected for this research network to date. CEPI is a leading global partnership launched in 2017 with the mission to accelerate the development of vaccines and other countermeasures against epidemic and pandemic threats so they can be accessible to all people in need. CEPI's global membership includes public, private, philanthropic, and civil society organizations. The Government of Canada provides financial support to CEPI.

The agreement establishes a formal partnership between the two organizations for preclinical research model development and testing innovations for human health. Saskatchewan Minister Responsible for Innovation Saskatchewan, Jeremy Harrison, was on hand in London, U.K., to participate in the signing ceremony with CEPI's Executive Director of Vaccine Research and Development, Melanie Saville, and VIDO's Director, Dr. Volker Gerdts. VIDO receives operating support from Innovation Saskatchewan. This network is an important part of CEPI's pandemic preparedness plan which aims to accelerate the development of vaccines against priority pathogens with epidemic or pandemic potential—including "Disease X" or a pathogen currently unknown to cause human disease—in pursuit of the 100 Days Mission. Backed by Canada and other members of the G7 and G20, the 100 Days Mission aims to compress the time taken to develop safe, effective, globally accessible vaccines against emerging disease outbreaks to within 100 days.

CEPI-supported vaccine developers can access this research network to advance preclinical testing of their vaccine candidates, with the data from such trials informing the developer as to whether the candidate can move into clinical testing. Regulatory approval of these vaccines will rely on the preclinical efficacy studies conducted in high containment facilities, such as VIDO.

VIDO was selected as part of CEPI's network based on their scientific excellence, their robust quality systems, and their strong ethical research practices. Today's agreement further builds on a collaboration started in 2021 with [CEPI providing up to \\$6 million \(CAD\) award to VIDO for vaccine development](#). It was CEPI's first ever award to a Canadian university as part of a \$200-million program to advance the development of vaccines that provide broad protection against COVID-19 variants and other coronaviruses.

This announcement aligns with VIDO's strategic efforts to increase its global presence as part of its mission to protect the world from infectious diseases.

Vital multiple sclerosis research at USask to continue with \$750,000 donation from Saskatoon City Hospital Foundation

A new gift of \$750,000 from the Saskatoon City Hospital Foundation (SCHF) will provide funding to USask College of Medicine to support the Saskatchewan Multiple Sclerosis (MS) Clinical Research Chair for the next three years.

Chairholder, Dr. Michael C. Levin (MD), along with his team of researchers have been working to develop medications that can inhibit the nerve cell damage that occurs due to diseases such as MS.

Saskatchewan has one of the highest rates of MS in the world, with an estimated 3,700 people in the province living with the disease and there is no known cure. MS is a disorder of the central nervous system affecting the ability of the brain and spinal cord to communicate. This results in muscle weakness, a lack of muscle control, problems with vision and other neurological symptoms.

Since the chair was first established in 2017, Dr. Levin and his team have made incredible progress and discovered that a protein in nerve cells, named A1, is abnormal in the brains of MS patients. Specifically, that A1 gets stuck in the wrong part of nerve cells and triggers their death.

Using state-of-the-art drug design, Dr. Levin's team has studied drug therapies and discovered a drug treatment that return A1 to its normal location, not only preventing nerve cell death, but promoting nerve cell regeneration. By blocking nerve cell death, these innovative drugs can prevent a lifetime of disability with MS.

The SCHF's latest commitment of \$750,000 over three years will support the chair's greatest needs, including infrastructure, research support and necessary equipment as part of the vision to advance treatment for and ultimately end MS.

SCHF has a decades-long history of supporting MS research in Saskatchewan. In 2010, the foundation joined the USask College of Medicine and the Saskatchewan Health Research Foundation to raise \$5 million toward the creation of the chair position.

To learn more about the exciting breakthroughs in MS research happening at the University of Saskatchewan, visit <https://research-groups.usask.ca/skms-office/>

USask to honour Father Poilievre for lifetime commitment to community

USask will honour the remarkable public service of Father André Poilievre with an Honorary Doctorate during USask Fall Convocation next month. Poilievre will be celebrated for his contributions to society during USask's afternoon convocation ceremony at Merlis Belsher Place on Wednesday, Nov. 8 at 2 pm.

Poilievre was named to the Order of Canada in 2008 for his lifelong contributions as an educator, counsellor and chaplain, and for his remarkable work in helping more than 500 individuals leave street gangs and start new lives. The Order of Canada is one of a number of honours that Poilievre earned through a career of contributions to the community, including the Saskatoon YMCA Peace Medal Award in 2007, the Queen Elizabeth II Diamond Jubilee Medal in 2013, and the St. Thomas More College Recognition Award in 2015.

The youngest of three siblings, Poilievre was born and raised in Prud'homme, Sask. After graduating from high school, he went on to earn a baccalaureate in theology, and later completed adult education courses in Paris and Toronto. Poilievre went on to spend six years with Arctic Cooperatives Ltd., in the former Northwest Territories (now Nunavut), where he developed and implemented training programs for Inuit and Dene management trainees in Indigenous-owned co-operative enterprises. Poilievre moved to Saskatoon and was ordained as a Catholic priest in 1962, taught at St. Paul's and Joe Duquette (now Oskāyak) high schools, and also served as a chaplain at Saskatoon City Hospital and the Saskatoon Correctional Centre.

In 2002, Poilievre and two former gang members he met during his time with the correctional centre co-

founded STR8 UP, the inspiration for his life's work for the next 20 years. The support centre continues to help street gang members – many Indigenous – and their families escape from the clutches of gang life and get a fresh start. STR8 UP is the embodiment of Poilièvre's lifelong commitment to serving Indigenous peoples, training community co-operatives, and supporting quality education for all children.

Honorary degrees are awarded to recipients for worthy and unique contributions made to their community and to the world. USask recognizes individuals who have outstanding accomplishments in research, scholarly and artistic works; performed exceptional public service; contributed greatly through their professional or philanthropic activity; and demonstrated extraordinary athletic prowess. To view past recipients, visit: <https://library.usask.ca/uasc/campus-history-databases/honorary-degrees>

For more on USask Fall Convocation, visit:

<https://students.usask.ca/academics/convocation/future-convocation-dates.php>

USask to offer Bachelor of Education program in Pelican Narrows

Representatives from the University of Saskatchewan (USask), Northern Lights School Division and Peter Ballantyne Cree Nation (PBCN) Education Authority met in Pelican Narrows Wednesday, Sept. 27 to sign an agreement between their organizations to offer the Bachelor of Education degree program in the northern community.

The agreement supports courses delivered by the College of Education and the College of Arts and Science to pre-service teachers in Pelican Narrows, with satellite locations in Sandy Bay and Deschambault Lake. Named the Cree Teacher Education Program (CTEP), 34 students joined the cohort in September and are working towards a Bachelor of Education (BEd) degree, specializing in Cree and Indigenous Studies.

In 2019, the first CTEP cohort began classes in Cumberland House, Sask. The program reached its conclusion in the spring of 2023 **with 26 students receiving their BEd degrees**. As a result of the first CTEP cohort, the two schools in the Cumberland House area no longer face staffing shortages.

USask rural health centre announces two distinct milestones

The newly renamed Canadian Centre for Rural and Agricultural Health (CCRAH) is celebrating its new name along with a \$1.5 million gift that will help ensure the safety and health of rural people and their families. The \$1.5 million gift was given to the CCRAH by an anonymous donor for the purpose of developing a mobile unit for the CCRAH. The new unit will give the centre speed and flexibility to travel to rural areas in Saskatchewan to support residents as well as enable more nimble and reactive field research teams.

The mobile unit will be a new addition to the capabilities of the CCRAH, which regularly operates in rural Saskatchewan but has never had its own mobile service centre before. This unit will serve rural communities, bringing services to those communities and improving the well-being of rural residents throughout the province.

The gift announcement and celebration of the centre's new name are separate initiatives announced at the same time in conjunction with today's CCRAH open house. The Canadian Centre for Rural and Agricultural Health became official on June 1, 2023.

The centre was established by USask in 1986 as the Centre for Agricultural Medicine, working alongside the Lung Association of Saskatchewan with a focus on agricultural environmental exposures and lung health. Over its nearly 38 years of existence, the centre has continually grown and expanded its research programs and services. The newly announced gift will also significantly impact and expand the Agricultural Health and Safety Network (AHSN), one of the centre's key programs. This program connects close to 200 rural municipalities in Saskatchewan with services and knowledge mobilization for farmers and their families.

Government of Saskatchewan appoints McFaul to USask Board of Governors

USask is pleased to announce that the Government of Saskatchewan has appointed Herb McFaul to its Board of Governors.

McFaul has served as President of McFaul Financial since 1985, a tradition carried on from his father Dr. J.Y. McFaul who founded the financial firm. He holds Certified Financial Planner ®(CFP®) and Registered Retirement Consultant designations ® (RRC®). McFaul is active in serving his community and has held a number of leadership roles in charitable organizations, and recently served as Chair of the Remai Modern Foundation and of Camp fYrefly Saskatchewan. His current volunteer activities include chair of the Planned Giving Advisory Committee for Royal University Hospital Foundation of Saskatoon. McFaul's community contributions were recognized with a Saskatoon CTV Citizen of the Year award in 2014, and in 2017 with his receipt of the prestigious Jack Y. McFaul Memorial Award from Manulife.

McFaul replaces Ritu Malhotra whose term on the board expired. In addition to Brown, the terms of government appointees Grant Devine and Keith Martell have been extended for an additional three years.

The University of Saskatchewan's 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. The board consists of eleven members: the chancellor and the president of the university as *ex officio* members, five members appointed by through an Order in Council, two members elected by the University Senate, the president of the University of Saskatchewan Students' Union and one faculty member elected by the faculty.

USSU NOVEMBER | 2023
University of Saskatchewan Students' Union

UNIVERSITY

SENATE



ACKNOWLEDGEMENT

As an organization of Indigenous and Non-Indigenous students, we acknowledge that we gather on Treaty 6 territory, the homeland of the Cree, Saulteaux, Blackfoot, Métis, Dene and Dakota people. We acknowledge the harm that colonial institutions, such as the University of Saskatchewan, have done. We remember that there were centuries of governance and education on this land before the settlers arrived and that these forms of education and governance are continuing today. We honour and reaffirm our relationships with one another and the land that we are on as we work to dismantle the systematic barriers to education that First Nations, Métis, Inuit and other marginalized people face.





INTRODUCTION

Honourable members of the University Senate,

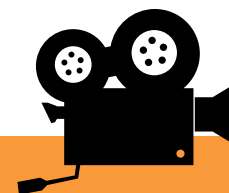
The USSU is pleased to welcome and facilitate everyone back to campus. Our current report highlights the projects, initiatives, and partnerships from the recent months and sets out our primary goals for the year ahead.

To dive deeper into our activities and see firsthand the vibrant campus life over the past months, we invite you to peruse our Instagram @ussuexec and visit the USSU website.

The pulse of the university is its students. Recognizing their diverse needs and aspirations, we've meticulously curated our priorities, grounded in direct feedback and extensive consultations. Our refocused trajectory revolves around three cardinal pillars:

1. **Empowerment:** Beyond mere recognition, our vision is to foster an environment where students are inspired to fully realize their potential, leading their academic and co-curricular activities with assurance and enthusiasm.
2. **Wellness:** Recognizing the multifaceted pressures of modern academic life, our allegiance goes beyond just scholastic achievement. We are dedicated to promoting holistic well-being, inclusive of extensive mental health support, resources for physical health, and avenues for emotional well-being.
3. **Accessibility:** With a commitment to inclusivity at the forefront, we are amplifying our initiatives to ascertain that all students, irrespective of their unique backgrounds, abilities, or situations, can effortlessly access the comprehensive range of resources, opportunities, and experiences we proudly offer.





USSU SO FAR

As the University opened in the fall, USSU focused on conducting various student community outreach campaigns to enhance the student body. Acknowledging the spike in enrolment at USask, the USSU executives also strengthened our resources for the student body. Executives particularly organized several events and activities to ensure that students felt welcomed and supported in the new academic year. These campaigns included mental health awareness events, cultural celebrations, and academic skills workshops. The USSU executives also worked closely with the University administration to address student concerns and improve campus facilities

600+ MEETINGS

50+ EVENTS ATTENDED

40+ EVENTS HOSTED

40+ EVENTS SPONSORED

10000+ STUDENTS IMPACTED

3000+ GIVEAWAYS



RETURN TO CAMPUS

The USSU leadership made our presence felt at several orientations across colleges, such as the Indigenous Students' Achievement Program, the Arts and Science Orientation, the Nursing Students Orientation, the Campus Expo, and numerous other events.

It is imperative that students feel the tangible presence and impact of the USSU executives, ensuring they are valued and empowered in their academic and personal journeys.



KEY PERFORMANCE INDICATORS

Increased Student Involvement

Increased Student Engagement to Surveys



EVENTS



BIKE TO WORK DAY

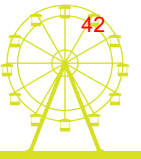


USSU organizes various sustainability events and awareness sessions throughout the year in collaboration with Matt Wolsfeld, the Community Engagement Coordinator from the Office of Sustainability. In May, the Office of Sustainability, the City of Saskatoon, and USSU collaborated on Bike to Work Day. Bike to work day was organized on May 18, 2023, to promote emission-free transportation and encourage the community to use bikes to work during summer. The initiative was a great success. 164 participants stopped by the booth to support the initiative.

USSU SUMMER GAMES



USSU organized its summer games on June 1, 2, and 3. Keeping the games inclusive, accessible, and diverse, we organized Spike Ball, Soccer, Tug of War, Capture the Flag, Cricket, and various board games. Combining both days, there were more than 150 active participants from students in multiple games. President Mann extended the game invite to staff, faculty, and students for more engagement on campus. USSU executives are planning to bring back the summer games in early fall and winter, and we would like to extend the invitation again to our students, staff, faculty, and alumni.



WELCOME WEEK 2023



This year, the USSU orchestrated a four-day Welcome Week on the Saskatoon campus, marking the start of the academic year in collaboration with our esteemed community partners including SaskTel, Discover Saskatoon, Studentcare, Affinity Credit Union, Grip It Climbing, TD Bank, RBC on campus, Stoked Centre, and CIBC. Throughout these days, our executives disseminated a plethora of resources to the campus community, encompassing both academic and non-academic aids, opportunities for volunteering, applications for student-at-large positions, and an assortment of giveaways such as survival calendars, lanyards, pens, tote bags, among others. We further engaged students this year by TikTok challenges, scavenger hunts, bingo-games, and other unique modalities. Thank you to **President Stoicheff** for supporting us with a generous monetary donation.

NATIONAL TRUTH & RECONCILIATION

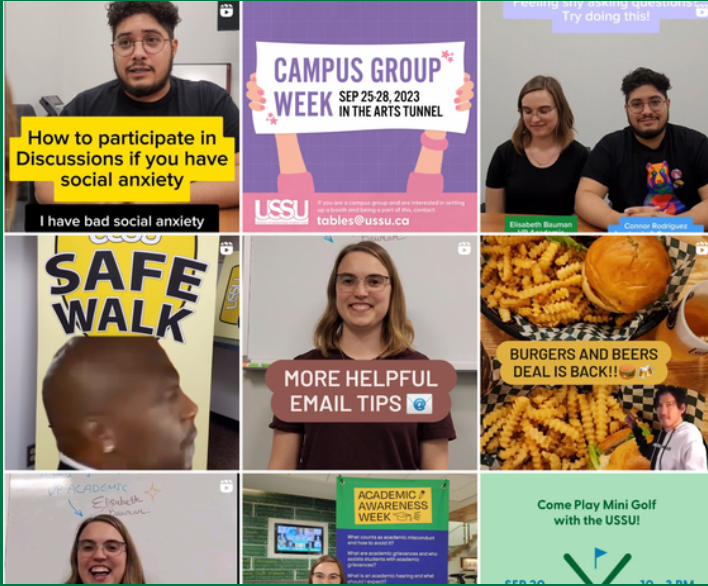


“Remembering and honouring residential school survivors and their families.”

USSU ardently backs the USask’s ohpahotân | oohpaahotaan let’s fly up together Indigenous Strategy and always anticipates our joint efforts. In the Truth and Reconciliation week, USSU joined forces with the President’s office to offer more than **50 free orange t-shirts** to students. Alongside, we distributed more than **2000 moose-hide campaign pins** to honour victims of domestic violence. We further distributed key resources to make our advocacy as inclusive as possible. President Ishita Mann organized the week’s activities to essentially provide key advocacy tools to students and encourage conversations on tough topics. In the week itself, USSU president Ishita Mann actively engaged in numerous activities spread across the campus and encouraged more students to take part as well.



ACADEMIC AWARENESS WEEK



The USSU additionally spearheaded the Academic Awareness Week. VP Elisabeth Bauman not only disseminated valuable resources but also orchestrated a plethora of de-stressing activities. She undertook the task of gathering data from students to better understand their needs and resources and kickstarted a vibrant social media campaign that zeroed in on engaging students with the principles of professional ethics. Topics of discussion ranged from "how to address a professor?" and "what steps to take if XYZ situation arises?" to "best practices for drafting a coherent email." These are indispensable skills that students need to seamlessly transition into the job market and to excel in their professional or academic pursuits. Moreover, we rolled out an optional quiz, which many students participated in, giving us insights into their specific needs.



“Students need to know their rights and understand their options!”



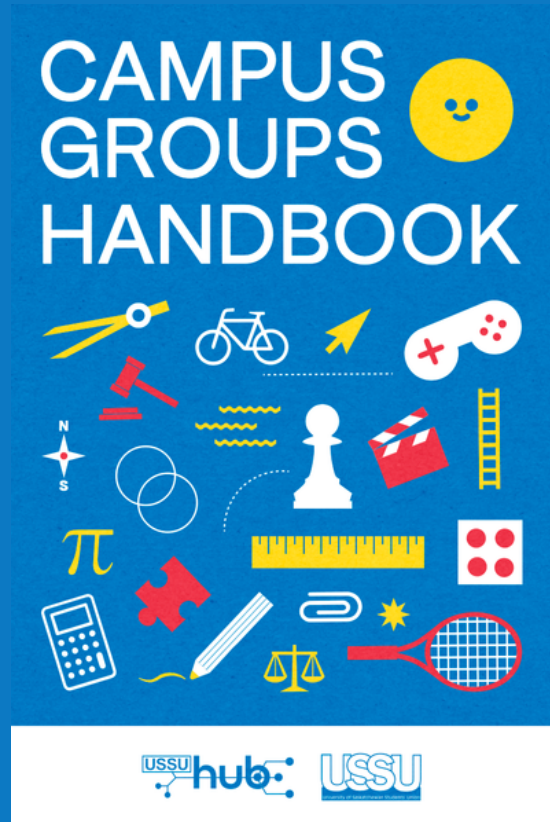
HARRY POTTER TRIVIA NIGHT



September often sees students grappling with a slew of new changes, making it a particularly stressful period. Recognizing this, the USSU decided to initiate monthly trivia nights, with the inaugural event being Harry Potter-themed. A heartfelt thanks goes out to Louis' for offering their venue, an act made even more commendable given the impressive turnout of **180 attendees** on the debut night. The atmosphere was electrifying with many students donning costumes, diving into spirited discussions, and greatly contributing to the evening's ambiance. Amid the backdrop of prevailing political events, VP Gurbaz Singh and President Ishita Mann took the opportunity to distribute resources curated by the USSU Centres. They also opened up conversations on the profound influence of hate on society.

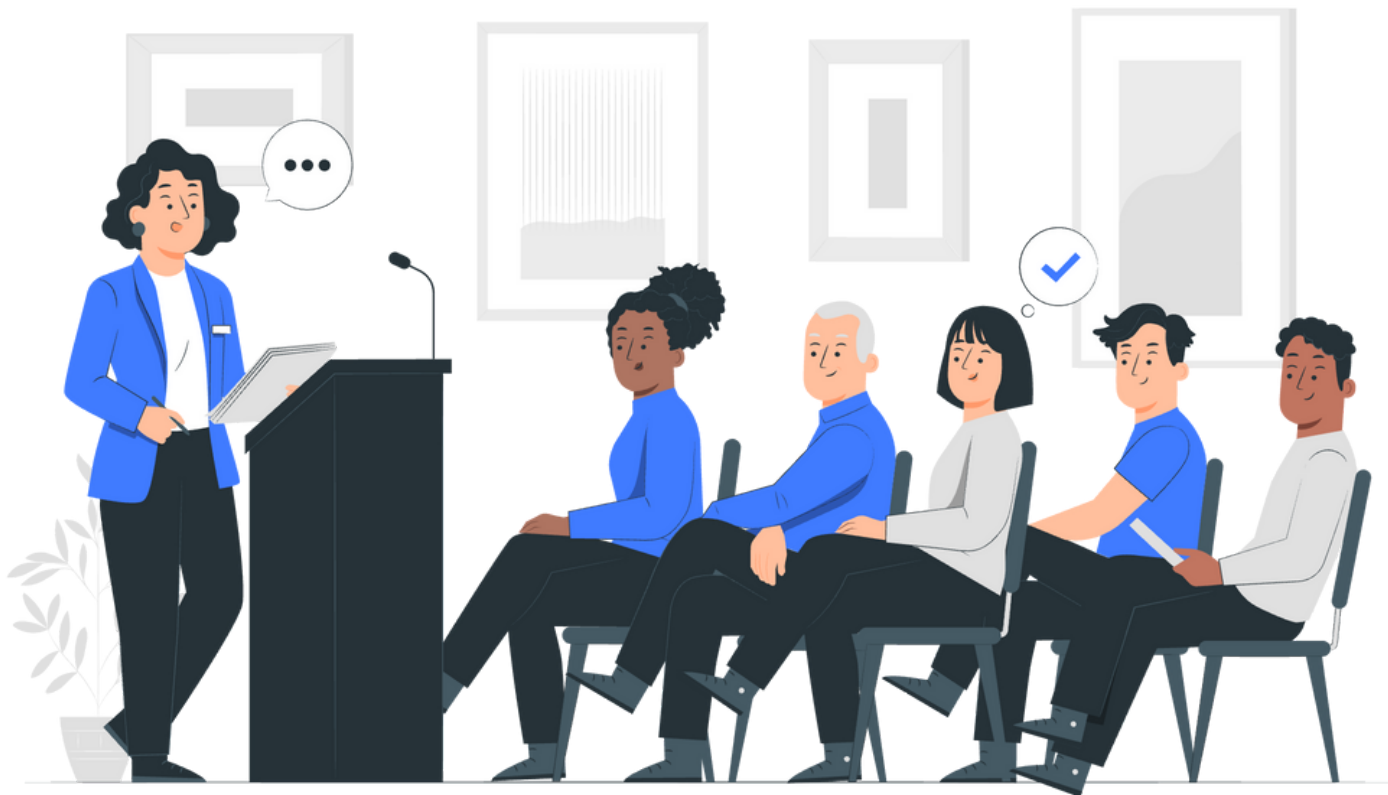


CAMPUS CLUB WEEK



Campus groups stand as a cornerstone of the diverse services offered by the USSU. In a bid to fortify their financial foundation, we implemented ratification discounts, advice, and resources over the summer months. Our user-friendly USSUhub portal has been designed to simplify processes for these groups, enabling seamless applications for ratification, easy access to funding, and hassle-free space reservations. Notably, this academic year has seen an unprecedented surge in interest, with as many as **13,000** students choosing to partake in clubs ratified with the USSU.

Keeping this in mind, VP Nishtha Mehta hosted a campus club week to draw up ratifications further, share resources with students, and encourage leadership across the student body. We had an amazing turnout - especially at the executive social we also hosted at Louis'.



ADVOCACY



PERIOD EQUITY

In reflecting on the achievements of the community, one initiative stands out prominently - the Period Equity Project. This project transitioned from being a mere vision to a tangible reality, and for this transformative journey, a great deal of credit is owed. We would like to particularly commend Tasnim Jaisee, our former USSU president. Tasnim's relentless dedication, paired with her collaborative efforts with the University administration, played a pivotal role in the success of this initiative. Her leadership in this regard serves as an exemplary model of commitment, collaboration, and drive to bring about positive change for our student community.

The very essence of this project underscores a crucial issue that affects many in our community, ensuring that all students have access to necessary menstrual products without financial or social barriers. Such an initiative not only addresses a basic need but also challenges long-standing societal norms and stigmas associated with menstruation.





STUDENT LEADERSHIP



USSU Executive Networks

AACP members are the bridge between USSU and the student community, and collaboratively, they advocate for student support and services. We are happy to continually aim to focus on sharing our strategies and priorities for the year, achievements, and resources for the presidents. Additionally, we encourage the association presidents to share their priorities and plans for the year and how USSU can help them achieve their goals. Furthermore, VP Singh, Bauman, and Mehta are additionally creating similar networks with students from such associations that serve a role similar to them. The purpose of these executive networks will be to offer 1-on-1 mentorship and advice to student leaders as governance can be a challenging endeavour.

University Students Council (USC)



University Students' Council Meetings are every Thursday at 6:00 PM in the Roy Romanow Student Council Chamber, with the exception of May, June, July, and August. On September 14, we began council meetings and welcomed several new councillors who are just starting their advocacy journeys. We would like to thank everyone in the uSask community who will be coming to the council and using the opportunity to engage with young leaders. The council is currently working on developing a recommendations document for the Provost's office to help present a student perspective on the upcoming annual budget.



President's Executive Committee (PEC)

USSU executives are very grateful to have the opportunity to engage with PEC members on a regular basis. We are currently discussing issues such as student wellness wait times, building wellness spaces, and working with President Stoicheff to understand how students can contribute to increasing our university's rankings on a national and global scale.



UNIVERSITY COUNCIL



KEY NETWORKS

The USSU had the privilege of attending the Student Union Development Summit in UBC, where we engaged and collaborated with fellow union leaders. These interactions proved fruitful, setting the stage for potential collaborations as the USSU gears up for our Federal and Provincial lobbying endeavours. President Mann and VP Mehta are slated to represent us alongside representatives from other **U-15 Universities** in Ottawa from **February 10-16**, furthering our lobbying efforts. Additionally, our provincial lobbying activities are scheduled to take place in Regina this fall. We are optimistic about the strides we can make through these combined efforts and collaborations.



UCRU is an informal coalition of student associations whose mandate is to advocate the Canadian Federal Government for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research.

We collectively represent over 300,000 university students across Canada.

This year, UCRU is putting forward key priorities to develop a robust federal lobbying campaign. All UCRU members are looking forward to meeting with Members of Parliament to support UCRU's advocacy goals.

Mental Health
International Students
Student Financial Aid
Housing

USSU will be additionally advocating for improved **geopolitical/international relationships** and **Indigenization policies**.

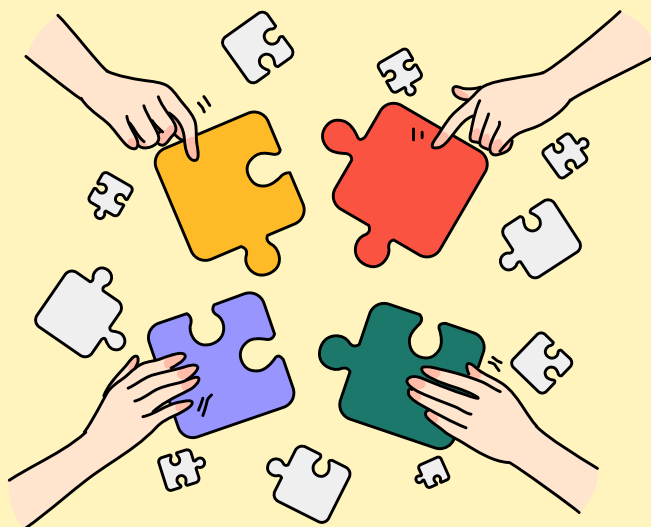


SASKATOON & BEYOND

USSU executives are scheduled to meet with **Mayor Charlie Clark** on November 1st. During the meeting, we will discuss the Student and the City of Saskatoon Connection Committee and how the city and students can collaborate on employment opportunities, mental health support and engagement. The USSU and the Mayor's office are also looking to collaborate on events.

USSU is looking forward to continuous collaboration through the **Student and the City of Saskatoon Connection Committee**.

We also look forward to connecting with **Mr. Gordon Wyant, Minister of Advance Education** and student leaders of other student unions and associations across Saskatchewan to create a unified lobbying campaign.





USSU CENTRES

The USSU takes pride in its centres, which serve as inclusive sanctuaries equipped with pivotal resources for the campus community. Throughout the summer, these centres were abuzz with preparations, organizing a range of programming and support initiatives for the forthcoming academic year.

Before stepping into their roles, our centre volunteers undergo comprehensive training. This covers several crucial areas, such as USSU-specific training, protocols related to sexual violence and assault, anti-racism and anti-oppression measures, LGBTQ2SA+ inclusivity, and peer health education.

In recognition of their invaluable contributions, every USSU centre volunteer is awarded CCR credit along with an honorarium.

Currently, the USSU centres are open and ready to assist from 9 AM to 4:30 PM, Monday through Friday.



FOOD CENTRE

The USSU is proud to introduce uFood, our tailored emergency food hamper initiative, designed specifically with the diverse dietary requirements of UofS students in mind. Recognizing the unique needs of our student body, our pantry is fully equipped not only with a broad array of food choices but also with essential baby items. This allows students to assemble an emergency hamper that truly aligns with their individual needs.

Students are welcome to avail of uFood up to four times each term. It's important to emphasize that both undergraduate and graduate students can benefit from this service. Additionally, students have the flexibility to access the Food Bank through either the USSU or our downtown depot, with a limit of two visits every month.

In addition to uFood, the USSU Food Centre proudly presents the Fresh Food Market situated in Place Riel. This initiative offers students an accessible venue to pick up healthy snacks and grocery items. With a keen focus on student health, the market offers fresh fruits and vegetables at highly subsidized rates, ensuring good nutrition is within every student's reach.

PRIDE CENTRE

The USSU's Pride Centre is a beacon of inclusivity, fostering collaboration and understanding among individuals of all sexual orientations and gender identities. Our commitment is to create an environment that not only respects but also celebrates and affirms the vast spectrum of sexual and gender diversity.

One of our flagship initiatives is the Positive Space workshops. These sessions serve as an introductory exploration of gender and sexual diversity, equipping participants with the knowledge to cultivate welcoming spaces for lesbian, gay, bisexual, transgender, two-spirit, queer, and questioning individuals.

Key Offerings of the Pride Centre:

Peer Support & Queer Programming

USSU Pride Centre Library

Queer Housing Guidance

Gender Coup d'etat

Pride Night

HELP CENTRE

The USSU Help Centre stands as a cornerstone of support for our student community, offering an array of resources and assistance tailored to address various student concerns.

Key Services and Resources of the USSU Help Centre include:

Peer Support Program: Trained peers are here to provide guidance and referrals concerning a multitude of issues including sexual health, queer concerns, academic challenges, suicide, pregnancy, and more.

Eating Disorder Support Group

USSU Help Centre Exam File

Mental Health Support Group

A.S.I.S.T. (Applied Suicide Intervention Skills Training)

Comprehensive Resource Centre: We pride ourselves on our extensive collection of resources catering to a wide array of student needs.

'Adulthood 101'

Tools to address harassment

A variety of helpful workbooks and more.

WOMEN'S CENTRE

The USSU Women's Centre stands as a bastion of empowerment and awareness on the UofS campus. Our ethos revolves around taking a dynamic and forward-thinking approach to enlightening the campus community on pertinent issues impacting women today.

Commitment to Equality: Our primary mission is to foster an environment that promotes equality. However, we believe that recognizing and celebrating the distinctiveness within our diverse community is equally vital.

Awareness Initiatives:

Sexual Assault Awareness Week

Take Back the Night

The National Day of Remembrance and Action on
Violence Against Women

Parent Emergency Contact Program (PECP)

SAFEWALK

Safety is paramount, and the Safewalk initiative stands as a testament to our commitment to ensuring the well-being of every individual on campus.

You are never alone; Safewalk is here to accompany you.

While you can request a Safewalk at ANY time, our dedicated volunteers are actively available to walk individuals safely to their destinations on or near campus from Sunday to Thursday, between 8:30 pm and 11:30 pm. Should you require assistance outside of these hours, please still reach out to protective services.

Join Our Team: We believe in community-driven safety. To make Safewalk even more efficient, we are eagerly seeking volunteers who share our vision of a safer campus. Volunteering for Safewalk not only helps in making a tangible difference in the community but also offers an opportunity to foster connections and be a part of a dedicated team.

USSU CENTRES' EVENTS

USSU 

FREE DROP-IN NALOXONE TRAINING

BE PREPARED, SAVE LIVES!

Learn how to administer this life-saving medication. Together we can combat drug overdoses and make a difference in our community.



TRAINING SESSION DATES:

OCT 16 | NOV 17 | JAN 29 | FEB 26 | MAR 25

Time: 3-4PM  **Louis' Private Function Room**

Rock Your Stress!

ROCK PAINTING

OCT 6, 2023
4-5PM
Help Centre
(Located on the first floor of the Memorial Union Building)

USSU 

For more information, visit ussu.ca/events

USSU 

De-Stress WITH Doodles & Mocktails!

Thursday, September 28th, 4-5pm
 **Help Centre, 93 Campus Drive**

 helpcentre@ussu.ca  [ussuhelpcentre](https://www.instagram.com/ussuhelpcentre)

Mental Health Support Group

We are here for you!

4-5PM ON FOLLOWING WEDNESDAYS:
OCT11 OCT25 NOV22 DEC07

USSU  **USSUHELPCENTRE**
HELPCENTRE@USSU.CA
HELP CENTRE, MAIN FLOOR OF LOUIS' MEMORIAL UNION BUILDING

USSU 

SEXUAL VIOLENCE Awareness Week

SEPTEMBER 25-28, 2023

September is known as the RED ZONE, a time at which sexual violence is most likely to occur on college campuses.

In order to spread awareness and build resilience to stand up against sexual violence, the USSU Women's centre is hosting multiple events this year.

View upcoming events 

EVENTS

We will be tabling all week in Place Riel!

MONDAY SEPTEMBER 25, 2023

Bystander Training
What to do when something happens in front of you.
2pm in the Women's Centre, Memorial Union Building Room 103

WEDNESDAY SEPTEMBER 27, 2023

Self-Defense Class
In the Bowl at 7 pm (If weather permits)

THURSDAY SEPTEMBER 28, 2023

First campus-wide TAKE BACK THE NIGHT MARCH
Starts at 7:00 pm in front of the Women's Centre (Memorial Union Building)

 **weekly** **USSU**

QUEERS OF COLOUR

5 PM ON WEDNESDAYS IN THE PRIDE CENTRE ROOM 104 MEMORIAL UNION BUILDING

BOARD GAMES! **CARD GAMES!**

GAYMER NIGHT

WEEKLY on Mondays



PRIDE CENTRE at 5 PM


 **ROOM 104 - MEMORIAL UNION BUILDING** **USSU**

LET'S BE PERFECTLY QUEER

BOOK CLUB

Book: Livingsky
Author: Anthony Bidulka
When: Wednesday, October 11th at 5PM
Where: Education and Music Library (Education Building, 28 Campus Dr, Rm 2003)

First 10 people to register get a **FREE** copy of the book!

USSU 



LOBBYING

In collaboration with the University Student Council, we are actively advocating to the university administration. Our mission is clear: to ensure that the forthcoming budget genuinely reflects and caters to the essential student support and resources.

This initiative underscores our commitment to proper representation and prioritizing the well-being and success of our student body.

Furthermore, safety on campus remains paramount in our list of priorities. We are currently joining forces with key stakeholders, working diligently to highlight the importance of enhanced lighting throughout the campus. Proper lighting not only ensures the safety of everyone, especially during evening hours, but also amplifies the aesthetic appeal of our esteemed institution.

Additionally, we recognize the importance of accessibility. Every student, regardless of physical ability, deserves to navigate our campus with ease. To that end, we are emphasizing the need for accessible pathways specially designed for students with disabilities. Such pathways would guarantee a more inclusive and welcoming environment for all.



S U P P O R T



CAMPUS GROUPS

Campus Groups (CG) are an integral part of the services that USSU provides. We support our student-led activities on campus through our USSUHub portal. A CG, who ratifies with the USSU, has free access to space, funding, and various other kinds of assistance throughout the year. Whether you are interested in sports, politics, improv, or painting, there is a CG for everyone!

TYPES OF CAMPUS GROUPS GRANTS

GRANT	AMOUNT	DEADLINE	APPLY AT
Project and Initiatives Grant	Maximum \$1000 per group per year	March 30, 2022	USSUhub VP Operations & Finance and Campus Group Committee
Anti-Racism & Anti-Oppression	May vary	March 30, 2022	USSUhub VP Operations & Finance and Campus Group Committee
Sustainability Grant	May vary	March 30, 2022	VP Student Affairs & Sustainability Committee
Executive Sponsorship	May vary	Fall Events October 31, 2021 Winter Events March 30, 2022	USSUhub VP Operations & Finance and Campus Group Committee



INSURANCE

USSU, in partnership with Studentcare, operates extended health and dental coverage that fills the gaps in provincial health care and other basic healthcare programs. Through negotiation, USSU executives were able to extend the plan support. The new plan covers:



Health \$1000

Prescription drugs
Vaccinations
Psychologists
Physiotherapists
Chiropractors
and more...



Dental Upto \$600

Checkups
Cleanings
Fillings
Root canals
and more...



Vision Upto \$350

Eye exam
Eyeglasses
and contact lenses
Laser eye surgery



Travel Upto 5,000,000

Travel care abroad (120 days per trip, upto \$5,000,000 per lifetime)

NEW: Increased Trip cancellation and trip interruption coverage in the event of a medical emergency

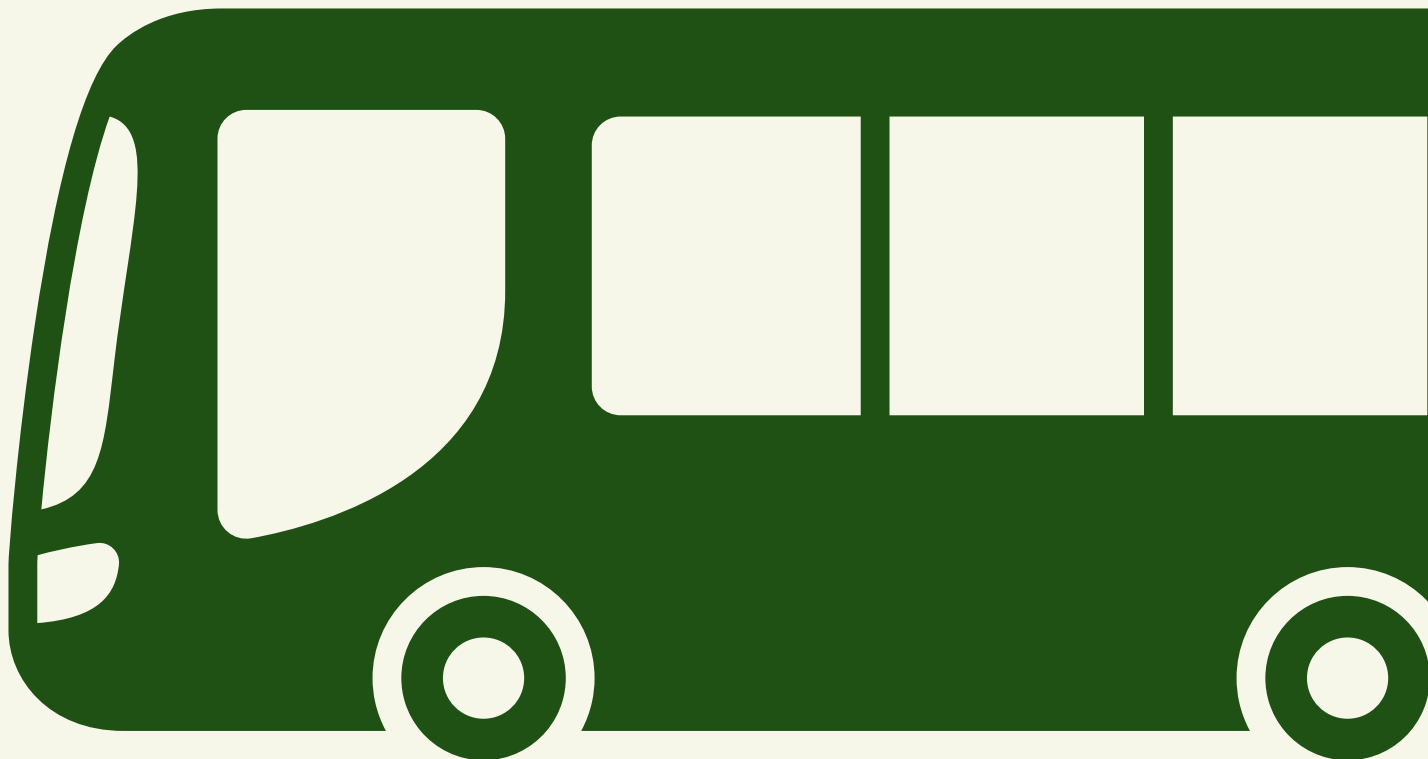
NEW: COVID-19 coverage



U-PASS

Through building relationships with the city and continuous negotiations, USSU and the City of Saskatoon Transit Services have developed a contract that not only supports students' needs but also creates a sustainable travel option for our students. Through U-PASS, USSU is supporting sustainability goals.

U-PASS costs one-fourth of the regular transit pass.



ACKNOWLEDGEMENTS

We are very grateful to our USSU senior managers, Amanda Mitchell (Controller), Jason Ventnor (Communications and Marketing Manager), Jason Kovitch (Business and Services Manager), and Stefanie Ewen (Facilities Manager), for answering our questions and guiding us in the right direction.

We thank the university administration for your continued support in our efforts to empower more resilient student leaders.



President

Ishita Mann, S.V.M.

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University of Saskatchewan Graduate Students' Association Report to Senate

November 2023

Dear Senate Members,

The Graduate Students' Association (GSA) welcomes all the members of the University Senate. Since the April 2023 senate meeting, the GSA has organized many important events and participated in many advocacies works. In this report, the GSA leadership team of 2023-2024 includes their list of advocacy and priority works for the senator's review. The GSA leadership team also had a list of services they planned to start, and new events scheduled to be organized in the remainder of their term in office. The GSA team firmly believes that successfully implementing further initiatives and advocacy works would positively change graduate students' experience and help them focus their invaluable time on producing outstanding scholarly and artistic works, which ultimately will help boost the University of Saskatchewan's national, regional, and global reputations. The GSA looks forward to working with Professor Peter Stoicheff and his leadership team in advancing the University of Saskatchewan's goals of producing the type of graduates the world needs. The GSA sincerely hopes that respected senate members will support the GSA's advocacy works wholeheartedly and give invaluable feedback to help the GSA successfully implement all new initiatives listed in this report.

GSA Advocacy Priorities for the 2023-2024 Fiscal Year:

- I. To advocate for a minimum guaranteed funding for all thesis-based graduate students not less than the equivalent of Saskatchewan's minimum wage salary.

- II. To advocate ensuring a university-wide minimum guaranteed scholarship/stipend for thesis-based graduate students for a duration compatible with the median degree completion time of the University of Saskatchewan graduates.
- III. Advocacy for the introduction of a universal “Parental Leave Bursary” for graduate students like other U15 universities. For example, the University of Waterloo offers an eight-month Parental Leave Bursary (including adoption) to eligible graduate students. Details can be found [HERE](#).
- IV. Advocacy for the introduction of walk-in clinic service at the student wellness center.
- V. Advocacy for the introduction of part-time study opportunities coupled with part-time tuition fee options for part-time students.
- VI. Advocacy for the removal of international tuition differential for master's students.
- VII. Advocacy for a seat on the University of Saskatchewan Board of Governors.
- VIII. Expanding the anti-racism and anti-oppression training beyond top-level university leaders, especially for faculty members, managers, and directors of different university services.
- IX. Advocacy for broader and faster adoption of Equity, Diversity, and Inclusion (EDI) principles across the university.

Support for the Post-Secondary Tuition-free Education National Campaign

1. National Day of Action (November 8, 2023)

On November 8, 2023, students from post-secondary institutions across Canada will march for the National Day of Action campaign under the leadership of the Canadian Federation of Students (CFS), demanding Free and Accessible Post Secondary Education. The campaign aims to urge the Government of Canada to prioritize accessible education for all. The GSA strongly supports the movement and is collaborating with the CFS to organize a march here at the University of Saskatchewan.

GSA's Planned New Events and Service Expansion during 2023-2024

1. Establish a Childcare Centre:

Many graduate students need help finding a childcare center for their kids, compromising their research and scholarly work time and taking an extraordinarily long time to complete their degrees. The GSA has initiated establishing a childcare center to help graduate students find affordable childcare space for their kids. The successful establishment of the proposed childcare center will help many graduate parents spend their invaluable time on scholarly and artistic works, reducing their graduation timeline. Further, the proposed initiative could improve the mental well-being of graduate parents struggling to find a childcare spot for their kids.

2. Start a GSA Endowment Fund:

The GSA has no revenue source apart from the annual graduate students' fees (\$77.8/year/student) and a small amount of money from the GSA Commons space rental. The GSA is empathetic to graduate students struggling to manage the skyrocketing cost of living and tuition fees. Thus, the GSA is exploring opportunities to expand its revenue streams so that it can help offset various annual service fee increases. The GSA is currently working to start an Endowment fund. The GSA firmly believes that if successful, the proposed initiative will help the GSA provide subsidized services and an increased number of bursaries to graduate students.

3. Expansion of Vision Care Services:

The GSA aims to expand its vision care service coverages from 2024-2025, motivated by the success of the health and dental care coverage expansion starting from Fall 2023.

4. Pop Talk/ Elevated Speech Competition:

The GSA plans to start a new research presentation competition called the Pop Talk/ Elevated Speech Competition. This competition aims to help graduate students share their research in less than one minute in a situation like a family reunion, a dinner party, a bar, conspiracy theorist, or teenagers at a science fair. The 2023 competition will occur on November 30, 2023.

5. Starting a New Flagship Research Communication Workshop:

The GSA plans to begin a new annual professional development workshop for graduate students called "The Art of Research Communication." This workshop aims to introduce graduate students to research communication skills beyond journal publications, conference talks, and poster presentations. A preliminary list of the workshop topics is included below.

- i. Infographic/Visual Storytelling/ Video Documentaries
- ii. Oral storytelling narrative of Indigenous Culture
- iii. Writing plain language summary of a journal abstract
- iv. Writing a rebuttal
- v. Podcasting/Public Talk
- vi. Communicating research via blog pieces
- vii. Shaping public policy via newspaper op-eds
- viii. Sharing research through social media

GSA-led Services Improvement and Past Events

1. Health and Dental Care Coverage Expansion for the 2023-2024

The GSA has expanded the health and dental care coverage for all graduate students starting in Fall 2023. Under the new coverage plan, all graduate students can receive a \$40 reimbursement per paramedical practitioner visit from the earlier \$20 (100% increment). The GSA also enhanced the dental care annual maximum coverage to \$1000 from \$750 (25% coverage expansion). GSA also improved the dental care yearly coverage to \$ 1,000 (25% coverage expansion) during 2023-2024 from \$750 during 2022-2023. The GSA also negotiated a two-year insurance premium freeze deal with the insurance company. Details about the GSA Health and Dental Plan can be found [HERE](#).

2. More GSA-CGPS Need-Based Bursaries for the 2023-2024

The GSA-CGPS Need-Based Bursaries were established to provide emergency financial assistance to those graduate students who are ineligible for other awards, are in financial need, and

no longer receive funding as part of their program. Graduate students are going through unprecedented financial hardship because of rapid tuition fee hikes and record-breaking inflation rates. The GSA will provide 110 GSA-CGPS Need-Based Bursaries during the 2023-2024 GSA Fiscal year. Each bursary is worth \$1000. Of the 110 bursaries, 70 bursaries will be awarded from GSA's funding. The College of Graduate and Postdoctoral Studies (CGPS) agreed to sponsor 40 bursaries. The GSA is currently accepting applications for the 2023 Fall Term GSA-CGPS need-based bursaries and hopes to distribute 46 bursaries each of \$1000. Details about the GSA-CGPS Need-Based Bursaries can be found [HERE](#).

On average, the GSA could only offer bursaries to approximately 15~20 % of the total applicants each semester because of limited financial capacity. The GSA is committed to increasing the number of bursaries to help graduate students in dire financial need. The GSA wants to thank the CGPS for its continuing financial support for the need-based bursary and for advocating to the CGPS to match funding equivalent to GSA's contribution during the 2024-2025 academic year.

3. GSA's Financial Contribution Towards USSU Operated Foodbank

The GSA is pleased to inform the senate members that the GSA donated \$6,000 to the USSU-operated Food Bank for the 2023-2024 fiscal year. The GSA hopes to continue this financial support in the future, provided that graduate students can access the USSU-operated Foodbank.

4. GSA Fall'23 Orientation Program:

The GSA organized an in-person Fall orientation at the GSA Commons on September 7, 2023. This year, the GSA distributed custom-designed polo shirts among the graduate students. The design of the Polo shirt was selected through a student design competition. The GSA invited guests from different departments of the University of Saskatchewan. The guests were as follows:

- Guest Speaker: Dr. Debby Burshtyn, Dean, College of Graduate and Postdoctoral Studies
- Kacia Whilby, Events and Communications Specialist, USASK Career Services
- Angie Gerrard, Liaison librarian for psychology and political studies
- Susan Bens, Academic Integrity Strategist, Teaching and Learning Enhancement
- Mirjana Mandaric, Senior International Education Officer, Regulated International Student Immigration Advisor (RISIA), ISSAC

- Robyn Paches, Program Manager, Student care
- Jesse Todd, Regional Representative, North Saskatchewan Region, PSAC



Picture: GSA distributed custom-designed polo shirts among graduate students



Picture: Pictures from the Fall 2023 orientation event.

Graduate Student Opportunities to Participate in GSA's Governing Process

1. Academic Councils, Campus Club, and Social Groups Membership

The GSA encourages graduate students of all departments to participate in its governance by becoming GSA Councilors. The GSA Council consists of representatives from Academic Councils, each of which generally represents students from a department or a college. The GSA also supports various campus clubs and social groups by providing direct financial assistance and sharing GSA Commons space free to organize their events, provided that academic councils, student groups, and campus clubs must register every academic year to receive GSA benefits. More details about the GSA Council can be found on the GSA website ([HERE](#)).

2. GSA Standing Committees Membership

The GSA standing committees play a significant role in organizing GSA events and regular activities. There are eight standing committees, each comprising regular student members, academic council members, and at least one elected GSA executive. More information about the GSA Standing Committees and Terms of Reference for each committee can be found [HERE](#).

Regards,

Mostofa Kamal, President
 Ramin Mohammadi, VP Finance and Operations
 Sristy Sumana Nath, VP Academic and Student Affairs
 Kayla Benoit, Vice President of Indigenous Engagement
 Abbas Fazel Anvari-Yazdi, Vice-President External Affairs

Graduate Students' Association (GSA)

University of Saskatchewan

Saskatoon, SK, CANADA

Email: gsa.pres@usask.ca | Web: <https://gsa.usask.ca/>

Facebook: [UsaskGSA](#) | Twitter: [GSA_USask](#) | Instagram: [GSA_Usask](#)

Address: 1337 College Dr, Saskatoon, SK S7N 0W6

We acknowledge that I live and work 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.

**Board of Governors - Report to Senate – for November 4, 2023 Senate Meeting
Submitted by Joy Crawford, Senate-elected member of the Board of Governors – October 22,
2023**

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. 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, Keith Martel, Marty Seymour, and, recently appointed, Herb McFaull
- Senate elected members – Louise Simard and Joy Crawford
- Student member –Ishita Mann, USSU President
- Faculty member – Nadeem Jamali

Shelley Brown serves as chair of the board, and Keith Martell is vice chair. I chair the Audit & Finance committee; Keith Martell chairs the Governance & Executive committee; Louise Simard chairs the Human Resources committee; and Marty Seymour chairs the Land & Facilities committee.

Of note, public minutes of the board meetings are now be posted on the University Secretary web page. This is something that was requested for quite some time, and I am delighted to announce that as of July 2019, this was put in place. Currently, the most recent minutes published are from July 2023.

SENATE ELECTIONS

This report will be a bit different. At the spring Senate meeting, senators will be electing two members to the Board of Governors. My third, 3-year term will be complete at the end of June 2024 and I am ineligible to seek re-election.

As senators prepare for the election and contemplate candidates, I thought it might be helpful to provide some items for considerations based on my experience. Some of these items are my opinion only, so please take it as such.

1. **Time Commitment:** The board of governors meets at least 6 times equaling 10 days per year. On top of this is the time required to review materials and prepare for meetings. Initially, this was a 1-to-2-day venture per meeting, however with time, I can now prepare in about ½ day. These meetings are held on weekdays, often with events into the evening. In my previous employment position, I bought and used vacation time to meet this commitment. In addition, board of governor members serve on additional university committees, such as senior position search committees which can add an additional 10+ hours of meetings per year.
2. **Expertise:** 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. This includes:
 - construction and maintenance of buildings, equipment and capital assets;
 - appointing the president and other senior officers of the university and fixing salaries;
 - compensation and terms of employment for all employees, and pension plans for retirees;
 - overseeing the university's finances, investments and pension plans;
 - providing for the establishment and/or disestablishment of colleges, schools, departments, endowed chairs and institutes;
 - affiliation and federation with other educational institutions;
 - setting of tuition and other fees; and
 - establishment and oversight of good governance practices, including regulating the conduct of its meetings, establishing its committees and making bylaws respecting matters over which it has responsibility.

To this end, important consideration should be given to the appropriate education, skill set and expertise in areas such as financial, human resources, governance, project management, and so on.

3. **Senate Commitment:** The senate elected member are NOT members of Senate and have no obligation to attend Senate meetings and report to senators. I would encourage any potential candidates to voluntarily participate with senate and senators. Note: Successfully elected governors are responsible for keeping track of Senate meetings, requesting time on the agenda and preparing any reports.
4. **Ambassador Role:** I always felt honored to serve on the board of governors and felt an obligation to be an ambassador for the University and to be visible and accessible to the wider university community. I attend as many events including convocations, sporting events, banquets, etc. as I possible can from both a time and a financial perspective.

5. **Financial Obligation:** While not mandatory, I would suggest that members of the board of governors should include the University in their charitable giving activities.
6. **Committee Leadership:** There is a strong possibility of chairing a board committee. This will require comfort with governance and leading meetings, as well as additional time to meet and prepare with university management and resource people in advance of committee and board meetings.

If anyone would like to discuss further, please reach out to me.

PERSONAL ENGAGEMENT

For my 3rd term on the board, I also have been appointed to sit on the following committees:

- The presidential review committee – complete
- The campaign advisory committee – complete
- The review committee for the Dean of Kinesiology - complete
- The joint committee for the conflict-of-interest policy review – complete
- The search committee for the executive director of SENS – complete
- The joint committee for the Chancellor - complete
- The review committee for the Dean of Edwards School of Business – complete
- Vice chair, board of governors – complete
- Chair, governance & executive committee – complete
- Chair, audit & finance committee - ongoing
- The search committee for the Dean of Kinesiology – underway
- The search committee for the Chief Information Officer – just starting
- The search committee for the Chief Financial Officer – just starting

In 2019, I joined the executive of the Canadian University Boards Association (CUBA). After a year as interim president, I was elected in April 2021 to the president role for 2 years. This was a doubly exciting role as the University of Saskatchewan hosted the annual CUBA convention in Saskatoon in May. I represent the University of Saskatchewan in this way, with thanks to Senate and their confidence in me, as Senate-elected board of governor.

In closing, I look forward to meeting with you in November.

Respectfully submitted,
Joy Crawford
joy.crawford@usask.ca

Senate Report on University Council - Nov 2023

Submitted by Dr. Zsuzsa Papp and Larry Wagner, non-voting representatives on the University Council

It has been an honour to represent Senate on University Council. As one of three governing bodies of the University of Saskatchewan, Council is responsible for overseeing and directing the university's academic affairs. They meet the third Thursday of every month between September and June. Virtual attendance is accommodated. Agenda and minutes of the meetings are public and are posted on the USask website.

Council comprises elected representatives of all colleges, members at large, students, the president and provost. Meetings are open and guests are welcome. Current chair is Dr. Marjorie Delbaere, Associate Dean Research and Faculty Relations, Edwards School of Business.

- Council's responsibilities include, e.g., granting academic degrees, approving programs, academic Chairs, prescribe qualifications for admission, methods for evaluating student performance, makes recommendations on physical and budgetary plans
- Council has standing reports and updates from the President, the Provost and student societies (USSU and GSA)
- Council receives reports, requests for decision and notices of motion from their Committees: Academic Programs; Governance; Executive; Nominations; Planning and Priorities; Research, Scholarly and Artistic Work; Scholarships and Awards; Teaching, Learning and Academic Resources
- Council is also informed of and invited to comment on Strategic Planning
- Council provides representatives on major search committees for the University

Some of the items discussed and approved between May 2023 and October 19th 2023 (four council meetings) were:

- Merger of Departments of Art and Art History, Drama, and Music into New College-level School (not named yet)
- A University for Everyone: Equity, Diversity and Inclusion Framework for Action
- Micro-credential Framework and Nomenclature Policy
- Program approvals and changes –
 - Master of Science (M.Sc) in Management (the existing M.Sc. programs in Marketing and Finance will eventually be phased out)
 - Master of Science and Doctor of Philosophy in Statistics
 - Graduate Degree-level Certificate in Substance Use Health and Wellbeing
 - Grade Descriptor change for the B.Sc. in Nutrition
- Program Name Changes
 - Canadian Centre for Health and Safety in Agriculture to Canadian Centre for Rural and Agricultural Health

- Revisions:
 - College of Arts and Science Council Bylaws Revisions
 - College of Nursing Faculty Council Bylaws Revisions
 - Academic Courses Policy

- Change to Admissions Qualifications for the
 - Master of Business Administration
 - Master of Music (Music Education)
 - Master of Arts in Linguistics
 - Grade Degree-level Certificate in Veterinary Diagnostic Pathology
 - Johnson Shoyama Graduate School of Public Policy programs

- College Name Changes
 - name change for a College-level School in the College of Arts and Science from “The School” to the “School for the Arts”.

- Change to Admissions Qualification
 - change to the grade descriptors for the Bachelor of Science in Nutrition program
 - changes to the admissions qualifications for the graduate degree-level Certificate in Veterinary Diagnostic Pathology
 - changes to the admissions qualifications for the Master of Arts in Linguistics (thesis-based) program

Additional highlights, information:

- Recent announcement of \$200 million to move Saskatchewan Polytechnic to Innovation Place, next to the University of Saskatchewan, a great opportunity for SK to support student learning, innovation, and research. President Stoicheff noted his support and expressed that USask has a wonderful situation developing with these three coming together- a creative and innovative undertaking, rare in Canada
- The USask community was encouraged to participate in a week of reflection on the history of Truth and Reconciliation (end of September)
- Two new vice-provosts began five-year terms at the University of Saskatchewan on Aug. 1, 2023. Dr. Jerome Cranston (PhD) has been appointed as vice-provost, students and learning, and Dr. Scott Walswoth (PhD) has been appointed as vice-provost, faculty relations.
- Faculty raised how artificial intelligence such as Chat GPT is used by students
- **USask helps science be accessible to the public: USask concert connects music and math.**
 At a free concert at USask, we were witness to a bold experiment in conveying mathematical meaning through music: on Sept. 20, 2023, the Saskatoon Jazz Orchestra and guest musicians debuted new music by Canadian composer Jeff Presslaff, based on the work of USask quantum science researcher Dr. Steven Rayan (PhD), who is also University Council member, chair of the

Research, Scholarly, and Artistic Works Committee (RSAW). Great reminder of the USask following their vision “to be the university the world needs”

Note: Many of the above items were forwarded to the Senate Education Committee for review and approval

Council’s parallel function to Senate’s Education committee is to review and approve Academic policy changes at the University. Hearing the discussions around these proposals was beneficial in Larry Wagner’s role on the Senate Education Committee. Where appropriate, the Senate Education Committee receives a request for a decision on many of the items listed below after approved by Council.

Overall, it has been a pleasure to attend these meetings and affirm that our University is active in keeping its member involved and informed.

Larry Wagner and Zsuzsa Papp

University of Saskatchewan Senate

FOR DECISION

- PRESENTED BY:** Provost and Vice-President Academic, Airini
- DATE OF MEETING:** November 4, 2023
- SUBJECT:** Establishment of College-Level School and Disestablishment of the Existing Departments of Art and Art History, Drama, and Music
- DECISION REQUESTED:** *To recommend to University Council and the Board of Governors the establishment of a college-level interdisciplinary school in the College of Arts & Science temporarily called “the school”. The school will consist of the amalgamated departments of Art & Art History, Drama, and Music; these departments will be disestablished once the school is established. The interdisciplinary school will be the new academic authority for the existing programs in the disestablished departments of Art & Art History, Drama, and Music.*

PURPOSE:

The purpose of this proposal is to ensure that the organizational structure of the Fine and Performing Arts at the University of Saskatchewan facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting research, scholarly and artistic (RSAW) interactions, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts, enabling them to thrive.

CONTEXT AND BACKGROUND:

In December 2021, the College of Arts and Science launched the project “Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan,” with the mandate from the Dean to do all things necessary to ensure that the fine and performing arts thrive at the University of Saskatchewan.

The value of the fine arts disciplines is implicit. Each of the three departments has a proud and storied history. Graduates of their programs have influenced every aspect of the arts in Saskatchewan. The relationships these departments have with the larger arts communities are exemplary and contribute greatly to the reputation and impact of the university, the city, and the province. The past successes of these units, coupled with the impressive talent of faculty, staff and students, provides a solid platform for future advancement and growth.

Each of the fine arts disciplines is distinctive in its origins, traditions and knowledge systems, and this distinctiveness has ongoing utility within the academy and in many places within the arts community. By loosening the rigidity created by departmental boundaries, and gathering the distinct disciplines under one administrative umbrella, we will allow for the development of collective strategies and priorities for fine arts as closely related fields. Disciplinary depth will be maintained, while opportunities for interdisciplinarity will be increased and simplified, as will greater ease of inclusion of diverse cultures.

The merger creates favourable conditions for maintenance and evolution of existing academic programs and to improve fine arts students' access to courses in other disciplines within the School; sustainable enrolment growth at both undergraduate and graduate levels; enhanced RSAW including Tri-Council funding and collaboration in signature areas; and inclusion of the worldviews of Indigenous peoples alongside Western traditions in the academic enterprise. Though excellent work is ongoing in each area, more is possible in the areas of: Indigenization, decolonization and reconciliation; shaping the student experience with collaborative learning opportunities; and contributing to building the culture of trust essential to collaboration.

Amalgamation into one School will enable the voice and influence of the fine arts to be magnified, more effectively represented, and have greater impact when and where decisions are made within the college and university. Appropriate metrics will be developed that reflect the distinctiveness of the ways in which scholarship is experienced and recognized. Rebranding within a comprehensive School will increase the range of opportunities for securing partnerships and gifts, continuing to encourage discipline and program specific partnerships and gifts while offering opportunities for gifts and partnerships at the intersection of disciplines and at the level of the entire family of Arts disciplines. The School will exercise leadership on behalf of the college and university in expanding and/or enhancing new and existing formal partnerships with larger community arts and culture organizations, creating an effective centre of responsibility for such partnerships within the university.

Amalgamation of the existing departments will allow for prioritization of budget among the disciplines to be determined in a more contextual way, considering the opportunities to make best use of resources across the full range of programs, rather than those in three separate competing departments. The amalgamation will mitigate the risks inherent with small departments, risks that include proportionally higher administrative costs, higher total administrative workload for faculty, difficulty securing department leadership from amongst a small group of faculty and difficulty populating collegial process committees.

The Arts must challenge the choice of competition over collaboration, fragmentation over resource-sharing, and growth at all costs over sustainable development. To achieve this, the sector must innovate. (Canada Council for the Arts, 2021)

The change in organizational structure proposed is one of four actions described in the project charter that taken together are intended to renew the vision for the Fine and Performing Arts at USask. The others are:

- **Vision:** We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.
- **Infrastructure:** We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.
- **Policy Environment:** We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts disciplines.

The outcomes articulated are ambitious and aspirational. It will be up to the School to establish priorities and create action plans.

The motions regarding the establishment of college-level school and disestablishment of the existing Departments of Art and Art History, Drama, and Music were approved by University Council in June 2023 and the Board of Governors in July 2023. There will be no imminent changes to current Arts programming and no impact on students enrolled during the 2023-24 academic year. No faculty or staff positions will be eliminated as a result of the merger.

This proposal is consistent with the priorities articulated in the University Plan 2025, namely Courageous Curiosity (Unleash Discovery and Embrace Interdisciplinarity), Boundless Collaboration (Align Structures and Embolden Partnerships), and Inspired Communities (Celebrate Stories and Energize Champions). This proposal aligns with the strategic goals in the college's "Think Big – Be Bold" Plan 2025, namely Students First, and Excellence in Research, Scholarly and Artistic Work.

Key activities in the 2023-24 pre-implementation year include: naming the school and recruiting its inaugural head; developing a governance structure for the school; continuation of visioning with stakeholders; continuing engagement with USask Infrastructure, Campus Planning and Real Estate in review and analysis of infrastructure used by the departments and required to support the school; completion of a headquarters space for the school; development of a website and a plan for the launch of the school; and engagement by the dean with all faculty and staff regarding the transfer of their appointments to the school. The existing departments will be disestablished and the school will formally be established effective July 1, 2024. The project includes a formal evaluation of progress toward expected outcomes, to be completed no later than October 2025, in time to inform 2026/27 college and university budgets.

CONSULTATION:

In fall 2022, members of the arts community in Saskatoon and Saskatchewan were consulted and were almost unanimous in their lack of concern for the administrative structures within USask. Their focus was entirely on the quality of the programs, the flow of alumni into their organizations, and their partnerships with individuals in the departments, and few concerns were surfaced on the proposed change or the name of the school.

A list of meetings and consultations is found in attachment #2.

A complete list of the organizations consulted and ensuing report by the Visioning Development Team is found in attachment #3 "Proposal."

ATTACHMENTS:

1. Meetings and consultations list from project start to 20 October 2023
2. Proposal to Merge the Fine Arts into a School (includes community organizations consulted and report)

Amalgamation of the Departments of Art & Art History, Drama and Music

Record of Meetings and Consultations within USask

Date	Participants
13 October 2021	Peta Bonham-Smith and Lisa Vargo (Head, Art & Art History)
2 November 2021	Peta Bonham-Smith and Dean McNeill (Head, Music)
3 November 2021	Peta Bonham-Smith and Greg Marion (Head, Drama)
18 November 2021	Peta Bonham-Smith Presentation to Departmental Faculty and Staff
15 December 2021	Ernie Barber, Andrea Wasylow and Lisa Vargo
15 December 2021	Ernie Barber, Andrea Wasylow and Greg Marion
20 November 2021	Arts & Science Faculty Council – Announcement of the project to the college
21 December 2021	Ernie Barber, Andrea Wasylow and Dean McNeill
13 January 2022	Ernie Barber, Andrea Wasylow and Leah Brodie (Director of Development, A&S)
14 January 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion and Lisa Vargo
20 January 2022	Peta Bonham-Smith, Dr. Airini, Peta Bonham-Smith, Patti McDougall and Vince Bruni-Bossio
21 January 2022	Ernie Barber, Andrea Wasylow, Vincent Bruni-Bossio and Julian Demkiw
21 January 2022	Ernie Barber, Andrea Wasylow and Dr. Airini
25 January 2022	Ernie Barber, Andrea Wasylow, Jacquie Thomarat and Chelsea Willness
27 January 2022	Ernie Barber, Andrea Wasylow, Sara Daniels, Vincent Bruni-Bossio, Julian Demkiw and Jennifer Thoma
27 January 2022	Ernie Barber, Andrea Wasylow and Bram Noble (Vice-Dean RSAW, A&S)
27 January 2022	Ernie Barber, Baljit Singh and Tonya Wirchenko
1 February 2022	Peta Bonham-Smith and Mark Turner (CEO, Saskatoon Symphony Orchestra)
2 February 2022	Ernie Barber, Andrea Wasylow and Jay Wilson
3 February 2022	Ernie Barber, Andrea Wasylow and Carla Orosz (incoming Head, Drama)
4 February 2022	Ernie Barber, Andrea Wasylow, Jacquie Thomarat, Vicki Squires and Darrell Mousseau
7 February 2022	Peta Bonham-Smith, Ernie Barber, Andrea Wasylow and Dr. Airini
8 Feb 2022	Peta Bonham-Smith, Ernie Barber, Andrea Wasylow, Jake Moore (faculty, Art & Art History, and Director of Galleries)
8 February 2022	Ernie Barber, Andrea Wasylow and Jon Bath (incoming Head, Art & Art History)
8 February 2022	Andrea Wasylow and Tonya Wirchenko
10 February 2022	Ernie Barber, Andrea Wasylow and Department of Art & Art History faculty and staff
11 February 2022	Ernie Barber, Andrea Wasylow and Department of Music faculty and staff
11 February 2022	Andrea Wasylow, Sara Daniels, Julian Demkiw, Jennifer Thoma and Vince Bruni-Bossio
16 February 2022	Arts & Science Faculty Council – presentation by Peta Bonham-Smith followed by Q&A
17 February 2022	Ernie Barber, Peta Bonham-Smith, Vince Bruni-Bossio, Julian Demkiw – guests at President's Executive Committee meeting (Peter Stoicheff, Baljit Singh, Greg Fowler, Dr. Airini, Debra Pozega Osburn, Chelsea Willness, Dara Hrytzak and David Stack)

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17 February 2022	Ernie Barber and Peter Stoicheff
23 February 2022	Ernie Barber, Andrea Wasylow and Department of Drama faculty and staff
24 February 2022	Ernie Barber, Andrea Wasylow, Troy Harkot and Jennifer Beck
4 March 2022	Ernie Barber and Tonya Wirchenko
9 March 2022	Ernie Barber, Andrea Wasylow and Jill Blakley (Vice-Dean Faculty Relations, A&S)
11 March 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion and Lisa Vargo
11 March 2022	Ernie Barber and Peter Stoicheff
15 March 2022	Ernie Barber, Andrea Wasylow and Jake Moore
16 March 2022	Ernie Barber, Andrea Wasylow, Ken Wilson and Jill Blakely
16 March 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion, Lisa Vargo, Carla Orosz and Jon Bath
17 March 2022	Ernie Barber, Andrea Wasylow and Dean McNeill
17 March 2022	Ernie Barber and Natasha Martina (faculty, Drama)
21 March 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion, Lisa Vargo, Carla Orosz and Jon Bath
22 March 2022	Ernie Barber, Andrea Wasylow, Candice Pete-Cardoso, Angela Jaime, Emily Snyder (Vice-Dean Indigenous, A&S) and Matthew Dunn
22 March 2022	Ernie Barber and Chancellor Grit McCreath
22 March 2022	Ernie Barber, Andrea Wasylow, Susan Shantz (faculty, Art & Art History) and Graham Strickert (faculty, SENS)
23 March 2022	Ernie Barber and Jon Bath
25 March 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion and Lisa Vargo (Steering Committee)
28 March 2022	Ernie Barber and A&S Dean's Executive Committee
29 March 2022	Ernie Barber and Tonya Wirchenko
29 March 2022	Ernie Barber, Andrea Wasylow, Colleen Macdonald and James Cook
30 March 2022	Ernie Barber, Andrea Wasylow and Department of Music faculty and staff
4 April 2022	Ernie Barber, Andrea Wasylow and Department of Drama faculty and staff
8 April 2022	Ernie Barber and Garry Gable (faculty, Music)
12 April 2022	Ernie Barber and Kathy Gable (sessional, Music)
13 April 2022	Ernie Barber and Jeremy Morgan
18 April 2022	Ernie Barber and A&S Dean's Executive Committee
18 April 2022	Ernie Barber, Andrea Wasylow and Dr. Airini
19 April 2022	Ernie Barber, Andrea Wasylow and Darrin Oehlerking (faculty, Music, and Associate Dean Student Affairs, A&S)
18 April 2022	Ernie Barber and Lori Bradford (faculty and CRC, Engineering)
22 April 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion and Lisa Vargo (Steering Committee)
29 April 2022	Ernie Barber, Andrea Wasylow and Jon Bath
2 May 2022	Ernie Barber, Andrea Wasylow and Deneh'Cho Thompson (faculty, Drama)
2 May 2022	Ernie Barber, Andrea Wasylow and Alison Norlen (faculty, Art and Art History)
2 May 2022	Ernie Barber, Andrea Wasylow and Glen Gillis (faculty, Music)
3 May 2022	Ernie Barber, Andrea Wasylow, Baljit Singh and Tonya Wirchenko
5 May 2022	Andrea Wasylow, Joseph Anderson, Sharla Daviduik, Kieran Foss and Amy Gerein (Office Coordinators and Supervisor of the ASG, A&S)
9 May 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion and Lisa Vargo

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10 May 2022	Ernie Barber, Andrea Wasylow, Adam Baxter-Jones and Crystal Maslin
10 May 2022	Ernie Barber, Andrea Wasylow and Candace Wasacase-Lafferty
13 May 2022	Ernie Barber, Andrea Wasylow and Vince Bruni-Bossio
16 May 2022	Ernie Barber and Jennifer Lang (faculty, Music)
16 May 2022	Ernie Barber, Andrea Wasylow and Jon Bath
16 May 2022	Ernie Barber, Andrea Wasylow and Mary Longman (faculty, Art and Art History)
16 May 2022	Ernie Barber, Andrea Wasylow and Paul Suchan (sessional, Music)
17 May 2022	Arts & Science Faculty Council – Information included in Dean’s Report
19 May 2022	Andrea Wasylow and Vince Bruni-Bossio
1 June 2022	Ernie Barber, Greg Marion and Carla Orosz
2 June 2022	Ernie Barber, Andrea Wasylow and Emily Snyder
2 June 2022	Ernie Barber, Andrea Wasylow, Beth Bilson, Shaun Murphy, Dean McNeill and Jennifer Lang
7 June	Ernie Barber, Andrea Wasylow and Mary Longman
7 June 2022	Andrea Wasylow and Tonya Wirchenko
8 June 2022	Ernie Barber, Andrea Wasylow and Jon Bath (Visioning Team)
9 June 2022	Ernie Barber, Andrea Wasylow, Jon Bath, and Candace Wasacase-Lafferty
10 June 2022	Ernie Barber and Natasha Martina
10 June 2022	Andrea Wasylow, Andrea Hala and Kristen Gryba (A&S Development)
13 June 2022	Ernie Barber, Andrea Wasylow, Baljit Singh, Terry Fonstad, Dawn Wallin and Darcy Marciniuk
14 June 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Greg Marion and Lisa Vargo (Steering Committee)
14 June 2022	Andrea Wasylow and Candace Wasacase-Lafferty
14 June 2022	Ernie Barber and Jeremy Morgan
23 June 2022	Ernie Barber, Andrea Wasylow and Deneh’Cho Thompson
26 June 2022	Andrea Wasylow, Joseph Anderson, Kieran Foss and Amy Gerein
4 July 2022	Ernie Barber and Jon Bath
11 July 2022	Ernie Barber, Andrea Wasylow and Shannon Blanchet (faculty, Drama)
11 July 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Carla Orosz and Jon Bath (Steering Committee)
12 July 2022	Ernie Barber, Andrea Wasylow and Jake Moore
13 July 2022	Ernie Barber and Baljit Singh
13 July 2022	Ernie Barber, Andrea Wasylow and Bruce Sinclair (now Indigenous Storyteller in Residence)
20 July 2022	Ernie Barber, Andrea Wasylow, Jennifer Lang, Natasha Martina and Jon Bath (Visioning Team)
27 July 2022	Andrea Wasylow and Jon Bath
3 August 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Carla Orosz and Jon Bath (Steering Committee)
4 September 2022	Peta Bonham-Smith, Ernie Barber, Aileen Burns and Johan Lundh, co-CEOs of Remai Modern
6 September 2022	Ernie Barber, Andrea Wasylow and Liz Duret
6 September 2022	Ernie Barber, Andrea Wasylow, Dr. Airini and Peta Bonham-Smith
6 September 2022	Ernie Barber, Andrea Wasylow and Liz Duret
7 September 2022	Ernie Barber, Andrea Wasylow and Priscilla Settee (Interim Vice-Dean Indigenous)

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8 September 2022	Ernie Barber, Andrea Wasylow, Shannon Durand, Bill Roesler, Adel Mohamed, Roxanne Martine
9 September 2022	Ernie Barber, Andrea Wasylow and Bonita Beatty (Head, Indigenous Studies)
9 September 2022	Ernie Barber, Andrea Wasylow, Colleen Macdonald and James Cook
12 September 2022	Ernie Barber, Veronique Matthieu (faculty, Music)
12 September 2022	Peta Bonham-Smith, Ernie Barber, Dean McNeill and Mark Turner CEO of Saskatoon Symphony Orchestra
13 September 2022	Ernie Barber and Jon Bath
13 September 2022	Ernie Barber and Troy Harkot
13 September 2022	Ernie Barber, Andrea Wasylow, Bram Noble, Dawn Wallin and Tonya Wirchenko
13 September 2022	Andrea Wasylow, Jon Bath, Jennifer Lang and Natasha Martina (Visioning Team)
14 September 2022	Peta Bonham-Smith, Ernie Barber, Jon Bath and Darlene Brander (CEO, Wanuskewin Heritage Park)
20 September 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Jon Bath, Carla Orosz, Jennifer Lang, Natasha Martina, Jennifer Crane, Glen Gillis, Alison Norlen, Shawn Anderson, Greg Marion, Stephen Wade, John David Graham, Jake Moore, Kathleen Solose, Deneh'Cho Thompson and Mary Longman (Welcome to the Development Teams)
22 September 2022	Ernie Barber, Andrea Wasylow, Jacquie Thomarat and Julian Demkiw
26 September 2022	Ernie Barber, Andrea Wasylow, Brent Nelson (Head, English) and Jeannette Lynes (Director, MFA in Writing)
26 September 2022	Ernie Barber, Andrea Wasylow, Greg Marion, Stephen Wade, John David Graham, Jake Moore and Kathleen Solose (Infrastructure Development Team)
3 October 2022	Ernie Barber, Andrea Wasylow and Jill Blakely
3 October 2022	Ernie Barber, Andrea Wasylow and Bram Noble
3 October 2022	Ernie Barber, Andrea Wasylow, Shawn Anderson (A&S COFO) and Renee Lepitzki (A&S Finance Manager)
4 October 2022	Andrea Wasylow, Jon Bath, Jennifer Lang and Natasha Martina (Visioning Team)
6 October 2022	Ernie Barber and Peter Stoicheff
11 October 2022	Andrea Wasylow, Jon Bath, Jennifer Lang and Natasha Martina (Visioning Team)
17 October 2022	Ernie Barber, Andrea Wasylow, Jill Blakely, Jennifer Lang, Natasha Martina and Jennifer Crane (Policy Development Team)
17 October 2022	Ernie Barber and Dean McNeill
17 October 2022	Ernie Barber and Dr. Airini
18 October 2022	Ernie Barber, Andrea Wasylow and Priscilla Settee (Vice-Dean Indigenous, A&S)
18 October 2022	Ernie Barber, Andrea Wasylow, Lorin Elias, David Harris, and Troy Harkot
19 October 2022	Ernie Barber, Andrea Wasylow, Dean McNeill, Carla Orosz and Jon Bath (Steering Committee)
21 October 2022	Ernie Barber, Andrea Wasylow, Glen Gillis, Alison Norlen, Carla Orosz, Shawn Anderson, Dean McNeill (Organizational Design Development Team)
21 October 2022	Ernie Barber and Greg Marion
21 October 2022	Andrea Wasylow and Sinead McGartland
25 October 2022	Ernie Barber and Amanda Lalonde (faculty, Music)
31 October 2022	Ernie Barber, Andrea Wasylow and Vicki Squires
31 October 2022	Ernie Barber, Andrea Wasylow, Greg Marion, Stephen Wade, John David Graham, Jake Moore, Kathleen Solose, Terry Fonstad, Jennifer Meneses, Bram Noble, Spencer Smit and Trisha Ottenbreit

AGENDA ITEM NO: 5.1 Attachment 1

31 October 2022	Ernie Barber and A&S Dean's Executive
1 November 2022	Ernie Barber, Andrea Wasylow, Candace Wasacase-Lafferty, Deneh'Cho Thompson and Mary Longman
1 November 2022	Ernie Barber, Andrea Wasylow and Steven Rayan (Chair, RSAW Committee of Council)
4 November 2022	Ernie Barber, Andrea Wasylow, Glen Gillis, Alison Norlen, Carla Orosz, Shawn Anderson, Dean McNeill (Organization Design Team)
7 November 2022	Ernie Barber, Andrea Wasylow, Greg Marion, Stephen Wade, John David Graham, Jake Moore, Kathleen Solose, Terry Fonstad, Jennifer Meneses, Bram Noble, Spencer Smit and Trisha Ottenbreit
9 November 2022	Ernie Barber, Andrea Wasylow, Greg Marion, Stephen Wade, John David Graham, Jake Moore, Kathleen Solose, Terry Fonstad, Jennifer Meneses, Bram Noble, Spencer Smit and Trisha Ottenbreit
15 November 2022	Arts & Science Faculty Council – Information included in Dean's Report, including link to project website
18 November 2022	Ernie Barber, Alexis Dahl, Dean McNeill, Glen Gillis, Carla Orosz, Alison Norlen and Shawn Anderson (Organization Design Team)
22 November 2022	Ernie Barber, Alexis Dahl, Dean McNeill, Carla Orosz and Jon Bath (Steering Committee)
1 December 2022	Ernie Barber and RSAW Committee of Council
2 December 2022	Ernie Barber, Mary Buhr, and Jill Blakley
2 December 2022	Ernie Barber, Alexis Dahl, Dean McNeill, Glen Gillis, Carla Orosz, Alison Norlen and Shawn Anderson (Organization Design Team)
6 December 2022	Ernie Barber, Greg Marion, Stephen Wade, John David Graham, Jake Moore, Kathleen Solose, Terry Fonstad, Jennifer Meneses, Bram Noble, Spencer Smit, James Cook and Trisha Ottenbreit
12 December 2022	Alexis Dahl and Jacquie Thomarat
15 December 2022	Ernie Barber, Alexis Dahl, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
15 December 2022	Ernie Barber, Alexis Dahl and Jill Blakley
16 December 2022	Ernie Barber, Dean McNeill, Glen Gillis, Carla Orosz, Alison Norlen and Shawn Anderson (Organization Design Team)
5 January 2023	Ernie Barber, Alexis Dahl, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
9 January 2023	Ernie Barber, Alexis Dahl and Department of Drama faculty and staff
10 January 2023	Ernie Barber and Jon Bath
11 January 2023	Ernie Barber, Alexis Dahl and Department of Music faculty and staff
12 January 2023	Ernie Barber, Alexis Dahl, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
12 January 2023	Ernie Barber, Alexis Dahl and Department of Art & Art History faculty and staff
17 January 2023	Ernie Barber, Alexis Dahl, Jon Bath, Jennifer Lang, Natasha Martina, Dean McNeill, Glen Gillis, Carla Orosz, Alison Norlen and Shawn Anderson
23 January 2023	Ernie Barber, Alexis Dahl, Candace Wasacase-Lafferty, Winona Wheeler, Angela Jaime
26 January 2023	Ernie Barber, Alexis Dahl, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
Winter 2023	Head of Department of Music led a few formal faculty meetings

AGENDA ITEM NO: 5.1 Attachment 1

6 February 2023	Department of Drama faculty meeting
16 February 2023	Ernie Barber, Alexis Dahl, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
28 February 2023	Alexis Dahl and Jacquie Thomarat
1 March 2023	Music faculty held a faculty meeting which name was discussed and debated
9 March 2023	Ernie Barber, Alexis Dahl, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
15 March 2023	Music faculty held a faculty meeting which name was discussed and debated
17 March 2023	Ernie Barber, Alexis Dahl, Peta Bonham-Smith and Fine Arts students
20 March 2023	Special Meeting of College Faculty Council – Presentation made to attendees by Peta Bonham-Smith
23 March 2023	Ernie Barber, Alexis Dahl, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
23 March 2023	Ernie Barber, Alexis Dahl, Greg Marion, Stephen Wade, John David Graham, Jake Moore and Kathleen Solose, Spencer Smit, James Cook, Trisha Ottenbreit (Infrastructure Development Team)
31 March 2023	Ernie Barber, Troy Harkot, Mary Kavanagh, Rebecca Duclos and Geraldine Balzer (Art & Art History Program Review Team)
4 April 2023	Ernie Barber, Alexis Dahl, Peta Bonham-Smith and Fine Arts students
10 April 2023	Ernie Barber, Andrea Wasylow, Alexis Dahl, Dawn Wallin, Bram Noble, Dean McNeill, Carla Orosz, Jennifer Lang and Natasha Martina Koechl (Policy Development Team)

12 April 2023	Peta Bonham-Smith, Alexis Dahl, PPC
18 May 2023	Dr. Airini and Peta Bonham-Smith, University Council NOM for merger
31 May 2023	Peta Bonham-Smith, Andrea Wasylow, Shawn Anderson
15 June 2023	University Council vote for merger
22 June 2023	Peta Bonham-Smith, Andrea Hala, Andrea Wasylow
26 June 2023	Ernie Barber, Andrea Wasylow, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
5 July 2023	Andrea Wasylow, Vince Bruni-Bossio
13 July 2023	Ernie Barber, Andrea Wasylow, Vince Bruni-Bossio
25 July 2023	Andrea Wasylow, Vince Bruni-Bossio, Ernie Barber, Dean McNeill, Carla Orosz, Jon Bath
1 August 2023	Andrea Wasylow, Vince Bruni-Bossio
8 August 2023	Andrea Wasylow, Brooke Milne
9 August 2023	Cheryl Hamelin, Andrea Wasylow, Vince Bruni-Bossio
14 August 2023	Brooke Milne, Ernie Barber
29 August 2023	A&S Dean's Executive annual retreat
30 August 2023	Fine Arts Faculty Retreat with Cheryl Hamelin, Vince Bruni-Bossio, Liz Duret, Alexis Dahl, Andrea Wasylow, Ernie Barber, Jill Blakley, Brooke Milne
31 August 2023	A&S Leadership annual retreat (dept heads, InterD Prog Chair, Dean's Executive)
8 September 2023	Written responses from fine arts faculty received
14 September 2023	Ernie Barber, Andrea Wasylow, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
19 September 2023	Andrea Wasylow, Jill Blakley

AGENDA ITEM NO: 5.1 Attachment 1

25 September 2023	Committee of Department Heads
25 September 2023	Andrea Wasylow, Sharla Daviduik, Shawn Anderson
28 September 2023	Ernie Barber, Andrea Wasylow, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
10 October 2023	Fine arts faculty, Joseph Anderson, Iain Rose, Beverley Kobelsky, Amy Gerein, Kendra Harder, Andrea Wasylow, Ernie Barber, Vince Bruni-Bossio, Liz Duret
11 October 2023	Dean Brooke Milne and Planning and Priorities Committee of Council
11 October 2023	Dean's Report to Faculty Council
18 October 2023	Ernie Barber, Andrea Wasylow, Carla Orosz, Dean McNeill, Jon Bath (Steering Committee)
20 October 2023	Fine arts faculty meeting

Dean's Executive meetings

Agenda items on:
January 17, 2022
February 28, 2022
March 28, 2022
April 18, 2022
October 31, 2022

Expanded Dean's Executive

Agenda items on:
December 6, 2021
February 7, 2022

College Planning Advisory Committee

Agenda items on:
February 14, 2022
March 28, 2022
May 12, 2022



UNIVERSITY OF SASKATCHEWAN

College of Arts and Science

ARTSANDSCIENCE.USASK.CA

PROPOSAL

TO MERGE THE DEPARTMENTS OF
ART AND ART HISTORY
DRAMA
MUSIC

INTO A NEW COLLEGE-LEVEL SCHOOL

**SUBMITTED FOR CONSIDERATION BY THE PLANNING
AND PRIORITIES COMMITTEE**

APRIL 5, 2023

DR. PETA BONHAM-SMITH, DEAN AND PROFESSOR

COLLEGE OF ARTS AND SCIENCE DEPARTMENT RESTRUCTURING

Request:

The College of Arts and Science requests that Council:

- *Approve the establishment of a new academic unit, The School, created by the merger of three existing academic units: the Departments of Art and Art History, Drama, and Music. The three named departments will be disestablished coincidentally with the establishment of the School.*
- *Amend Council Regulations to reflect this change to the departments in the College of Arts and Science.*

Prologue:

The change in organizational structure proposed herein is one of four actions that taken together are intended to renew the vision for the visual and performing arts at USask, and to ensure that the Arts are appropriately structured and supported to enable them to thrive. The four actions are described in the attached project charter (Appendix A):

- ***Vision:*** *We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.*
- ***Infrastructure:*** *We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.*
- ***Policy Environment:*** *We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts. disciplines.*
- ***Organizational Change:*** *We will create a new organizational structure for the Fine and Performing Arts which facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting interdisciplinarity, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts.¹*

The value of the visual and performing arts disciplines is implicit. Each of the three departments has a proud and storied history. Graduates of their programs have influenced every aspect of the Arts in Saskatchewan. Many current and former faculty have earned recognition and prestigious awards for their scholarly and artistic work. The relationships these departments have with the larger Arts community are exemplary and contribute greatly to the reputation and impact of the university, the community, and the province. The past successes of these units, coupled with the impressive talent of faculty, staff and students, provides a solid platform for future advancement and growth.

¹ The preferred language to describe the collection of disciplines to be housed in the School has been evolving throughout the project.

Each of the visual and performing arts disciplines is distinctive in its origins, traditions and knowledge systems, and this distinctiveness has ongoing utility within the academy and in many places within the Arts community. However, notwithstanding some existing initiatives such as the wîcêhtowin Theatre program and specific courses in Art History, there are ways in which other worldviews are not reflected in these mostly Western discipline-specific approaches. In alignment with university and college priorities, and in order to address the ever-changing needs of communities and learners, including those of Indigenous peoples, and the evolving demand to embrace interdisciplinary approaches to education and scholarship, it is reasonable to assume that an accessible way to increase interdisciplinarity is to loosen the rigidity created by department boundaries. Gathering the distinct disciplines under one administrative umbrella will allow for the development of collective strategies and priorities for the visual and performing arts as closely related fields. Disciplinary depth will be maintained, while opportunities for interdisciplinarity will be increased and simplified, as will greater ease of inclusion of diverse cultures.

Amalgamation will enable the voice and influence of the visual and performing arts to be magnified and more effectively represented when and where decisions are made within the college and university. One single voice will have more resonance and impact with university and community leaders, compared to three small departments, and one School contains the promise of a boon to reputation, enrolment and prestige, and for investments such as donations. Appropriate metrics will be developed that reflect the distinctiveness of the ways in which scholarship is experienced and recognized in the visual and performing arts. Rebranding within a comprehensive School for visual and performing arts will increase the range of opportunities for securing partnerships and gifts, continuing to encourage discipline and program specific partnerships and gifts while offering opportunities for gifts and partnerships at the intersection of disciplines and at the level of the entire family of Arts disciplines. The School will exercise leadership on behalf of the college and university in expanding and/or enhancing new and existing formal partnerships with larger community arts and culture organizations, creating an effective centre of responsibility for such partnerships within the university.

Amalgamation of the existing departments will allow for prioritization of budget among the visual and performing arts disciplines to be determined in a more contextual way, considering the opportunities to make best use of resources across the full range of programs, rather than those in a single department. The amalgamation does not introduce any new competition for resources, but increases the opportunity for individual program proponents to be better understood at the decision-making level. The merger of the departments will mitigate the risks inherent with small departments, risks that include proportionally higher administrative costs, higher total administrative workload for faculty, difficulty securing department leadership from amongst a small group of faculty and difficulty populating collegial process committees. Without the likelihood of being able to return to past states and decades of time that contained greater funding for the arts, we need to be collectively realistic and future oriented. The College holds that it is necessary at this point to embrace a bold new structure where the fine arts will be stronger together, and determine essential implementation decisions after University Council vote.

The Arts must challenge the choice of competition over collaboration, fragmentation over resource-sharing, and growth at all costs over sustainable development. To achieve this, the sector must innovate. (Canada Council for the Arts, 2021)

1. Departments to be Merged

Department of Art and Art History

Department of Drama

Department of Music

2. Proposed Name of New Department

The new unit will use the designation “School” in its name. This *school* nomenclature is familiar to the Arts community, carries a gravitas that exceeds that of *department*, and is indicative of the diversity and breadth of disciplinary expertise and academic programs of the unit. This term also lends itself to adding a benefactor’s name(s) or honorary name to the School, should external funding be achieved that could confer naming rights.

This use of *school* is consistent with university policy:

<https://governance.usask.ca/governance/nomenclature.php#SectionIOrganizationalDefinitions>

School

A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.

The college-level school is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Rehabilitation Science in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.

The School will be a college-level school, within the College of Arts and Science. The visual and performing arts are very much part of College of Arts and Science, and will continue to contribute to, and benefit from, being a unit within this college.

The full name of the School is yet to be finalized. The name of the unit will ideally be consistent with these criteria:

- The name will authentically signal the scope of current academic programs and faculty’s areas of RSAW. Whereas prospective students will be directed to descriptions of individual academic programs by the names of those programs, the name of the unit should make sense to the public as well as those who are very familiar with the fine and performing arts. The name should resonate with partners, collaborators and benefactors. The name should be indicative of the distinctive scope of disciplinary and cross-disciplinary expertise, people and programs contained within, when considered alongside the full set of USask academic units.

- The name will establish a platform for future expansion of the unit’s scope, to include specific disciplinary areas not currently present at USask (e.g., architectural studies). The name must still work if a benefactor’s name(s), or an honorary name(s) identified by a financial benefactor(s), is subsequently added.
- The name should be exciting, create a feeling of interest, and elicit a desire to find out more about the unit, its people and its programs. It should be contemporary, modern and inclusive of Indigenous and non-Indigenous ways of knowing.
- The name should be easy to say in conversation, to be a set of words that will not be shortened or replaced by an acronym in everyday conversation by students, faculty and staff, university senior leaders, and partners. Less is more – can the name be put on a sweatshirt?
- The name should not reduce to an acronym that is offensive or confusing in those instances where an acronym may be used or written.
- The name should be translatable into other relevant languages, such as Cree, Dakota, Dëne, French, Lakota, Michif, Nakota and Salteaux.

3. Academic Rationale

The merger creates favourable conditions for (a) evolution of academic programs to include cross-disciplinary programming while maintaining disciplinary-specific programs; (b) sustainable enrolment growth at both undergraduate and graduate levels; (c) enhanced research, scholarly and artistic work; and (d) inclusion of the worldviews of Indigenous peoples alongside Western traditions in the academic enterprise; and (e) enhanced collaborations. More specifically, the merger will:

- facilitate easier collaboration and interdisciplinary initiatives and place a premium on collaboration over competition;
- enable nimble responses to evolving needs and desires of learners, and increase enrolment;
- accelerate Indigenization, decolonization and reconciliation;
- reduce the administrative load per faculty member and thereby foster more favourable conditions for RSAW across the Arts. This could in turn increase ability to submit grant applications and success in securing RSAW funding for the Arts;
- amplify the voice and influence of the Arts internally and externally;
- enable Arts disciplines to compete more effectively for revenue and recognition, internally and externally; and
- reduce administrative costs through elimination of two department head positions and reduce faculty workload in administration through efficiencies of scale and streamlined processes.

These objectives are consistent with priorities articulated in the University Plan 2025 and the college’s “Think Big – Be Bold” Plan 2025. Restructuring the visual and performing arts now will enable these disciplines to make an increasingly important contribution to priority initiatives and outcomes articulated in the College Plan 2025 and beyond, including:

- Demonstrating interdisciplinarity as a key to college identity

- Encouraging and supporting faculty to offer courses and programs that cross traditional departmental and disciplinary lines
- Increasing emphasis on recruitment of students into programs with capacity
- Lowering curricular, regulatory and administrative barriers to collaboration between programs and instructional units
- Enabling Indigenous student success
- Boosting Indigenous faculty and staff recruitment and success
- Improving Tri-Agency outcomes by increasing intensity of RSAW objectives and accelerating RSAW performance and success
- Developing strategies for external funding specifically for the Arts disciplines

The visual and performing arts already make measurable contributions towards achieving USask commitments, goals and aspirations as articulated in the University Plan 2025. Areas of strength and leadership include:

- community engagement, including supporting local practitioners, and direct contributions to overall community health and wellness, quality of life, and capacity to achieve social intents; and
- applied learning experiences for students, and preparation of students for productive careers and citizenship.

Though excellent work is ongoing in each area, more is possible in the areas of:

- Indigenization, decolonization and reconciliation;
- research, scholarly and artistic work, including Tri-Council funding and collaboration in signature areas;
- collaboration and interdisciplinarity, including in RSAW, shaping the student experience by collaborative learning opportunities, and contributing to building the culture of trust essential to collaboration; and
- strengthening alumni relations and the donor base for support of the University mission.

The outcomes articulated here are ambitious and aspirational. It will be up to the School to establish priorities and create action plans. Some of the objectives may require a longer timeframe and securing of additional resources.

4. Impact of the Changes:

The merger, through its design and implementation, will have no negative impacts on students, on the careers of the faculty and staff, or on internal and external relationships. To the contrary, desired outcomes of the restructuring, along with other initiatives that are part of the overall project, are forward looking and positive.

Impact on Students and Academic Programs: The restructuring in and of itself will have no immediate effect on academic programs or student services and will not affect individual programs of study of current students. There will be an early opportunity to build community among students in these closely related disciplines. Following the amalgamation, the faculty of the School will consider and where appropriate, implement changes in programs and course offerings that will adapt to changing needs of students and their careers and life aspirations. Faculty will consider the demand for both disciplinary

and interdisciplinary programs and pursue, as a priority, the continuing journey toward decolonization and fulfilling their role in answering the [Calls to Action](#) recorded by the Truth and Reconciliation Commission of Canada.

The programs now offered by the three departments and the headcounts and enrolments for each are shown in Appendix B. Enrolment across all programs has been stable or declining across all measures, while overall enrolment in the college has increased by one per cent over the same 10-year period. With rebranding as a School, and considering the diversity of expertise, opportunities exist to increase enrolment and to optimize the use of existing resources and to secure additional resources.

The academic programs in the three departments are currently being reviewed (Academic Program Review) and it is anticipated that insights gained in this process will be helpful for future program planning.

Impact on Faculty and Staff: All existing faculty and staff will be offered a transfer to the School, effective July 2024. Access to infrastructure for teaching, research, scholarly and artistic work is unchanged in the restructuring. The School structure is being designed to encourage collegiality and to reduce the time faculty as a whole expend on administrative functions. Some restructuring of the duties of staff may occur following establishment of the School and in anticipation that there may be some functions that are better realized across multiple disciplines. No faculty or staff positions will be deleted as a result of this merger.

Impact on Relationships with Other Departments: The merger will have no direct impacts on other departments within the college or elsewhere in the university. There are many established collaborations that are unaffected by the restructuring, including with, but not limited to, the Departments of Computer Science, English and Geography & Planning and the College of Education.

Impact on Research, Scholarly and Artistic Work: The restructuring creates new opportunities for collaboration as the faculty of the three departments become more familiar with each other and their scholarly interests. Current initiatives of the vice-president research and the college are casting attention to the administrative and other supports needed by faculty in the Arts to be successful in securing grants. The college will collaborate with the School to develop and adopt metrics and standards that more appropriately recognize the distinctive approaches and outcomes of scholarship and artistic work in these disciplines. The School will prioritize existing and new collaborations of faculty within the university signature area programs and initiatives; the collaboration that has recently been established at the intersection of Arts, health and well-being is one to be fully nurtured and used as an exemplar for how the visual and performing arts contribute to expansion of knowledge.

Impact on Outreach and International Activities: Faculty in the three departments have nurtured an extraordinary number of productive community collaborations and partnerships, and these will continue to be encouraged and facilitated. New relationships at the intersection of the current departments may be possible and will be more easily facilitated by the merger into an integrated School. A number of formal memoranda of understanding have been entered into, by the university, with some larger cultural institutions; the university's engagement with these agreements will be enhanced through the leadership of the School. Faculty relationships and collaborations with peers at other academic and professional institutions are unaffected by the restructuring. Development of a website for the School will be a priority and its design will ensure enhanced connectivity within and beyond the university.

5. Department Management

The School will function as a department within the College of Arts and Science and the Head of School (HoS) will report to the dean. The School will come into effect on July 1, 2024. An open search will be conducted for the head of the School, beginning in 2023. The dean will appoint an interim Head of School if the search and appointment of the Head of School is not completed by July 2024.

The departments of art and art history, drama and music will continue operations until June 30, 2024, at which time the departments will be disestablished. Until June 30, 2024, the department heads will continue their current leadership and administrative responsibilities.

The department heads have been serving together on the project steering committee since July 2022 and have used this experience as an opportunity to share information about their departments with each other. A full implementation plan will be developed collaboratively with the heads as soon as the merger is approved by University Council.

While details have yet to be finalized, an academic structure is anticipated in which existing program responsibilities will continue in a semi-autonomous manner and led by program chairs/leads, with ultimate accountability for academic programs residing with the faculty of the School. Internal department administrative, committee and staffing structure will be determined by the head of the School, with staffing structure approved by the dean.

The College Plan 2025 identified the development of architectural studies as a priority for expansion of academic programming, contingent on securing adequate new resources. The School is being designed in a way to make the future inclusion of architectural studies a possibility without any significant restructuring of the School.

Collegial processes at the department level are well defined in the faculty collective agreement and apply to the School. New faculty standards for salary review, tenure and promotion will be required. While some advance deliberations are possible and encouraged, the standards will not be finalized until after the School is established in July 2024 and following the established approval process at senior levels.

6. Resources and Budget

The School will retain the combined financial resources of the current three departments and all funds currently managed by the three departments will transfer to the School. The collective resources will include all operating fund balances, reserve funds, department discretionary funds and special purpose funds. The head will be responsible for evolving the fund structure to be appropriate to the School, including amalgamation of current funds where that will support academic goals and result in effective financial management. Donor supported funds will continue to be used for their identified purposes. Specific funds/activity codes will be retained where revenue/expenses need to be separately tracked, such as for Greystone Theatre, music ensembles, or gallery events unless it is agreed to, by the faculty of the School, to amalgamate these revenues/expenses.

All current faculty and staff positions of the three departments (Appendix C) will transfer to the School effective July 2024 and in accordance with the collective agreements. One new faculty position will be allocated to the School for the appointment of the Head of School of the School.

Financial stability during the transition period (2022-2026) will enable the new academic unit to focus on developing its operating procedures and nurturing collaboration among faculty and staff. Maintaining the number of faculty and staff positions at 2022 levels is contingent upon approval of the academic restructuring. Until the School comes into being in July 2024, it is expected that the three department heads will collaborate in making recommendations to the dean about recruiting into any vacant faculty positions and staff positions.

Revenue diversification to support the visual and performing arts will continue to be a necessity. The departments have already received generous donor support for undergraduate student awards and in the case of music, with financial support for an endowed faculty chair. Rebranding the three departments and their programs within a School, coupled with development of a renewed vision in collaboration with the Arts communities, will provide new opportunities to increase donor support for the School's mission.

7. Space and Infrastructure Requirements

The merger itself does not create a need for additional space, nor does it depend explicitly on having new spaces. However, the infrastructure currently available to the three departments and galleries is inadequate in some ways, particularly in quality and accessibility. Additionally and significant to the goal for greater collaboration among the visual and performing arts disciplines, the departments and the galleries are geographically dispersed (Education Building, Murray Building, John Mitchell Building, Anthropology and Archeology Building, Research Annex, Peter MacKinnon Building and Agriculture Building). An Infrastructure Development Team has begun engagement with Infrastructure Planning and Land Development (IPLD) in a systematic space review, to be followed by condition and sustainability assessments and ultimately to produce a framework for infrastructure improvement and renewal that will support the vision of the visual and performing arts. This will be a complex undertaking because of the varied and specialized student learning spaces, research spaces, and performance spaces. In its early years, the School will need to be imaginative about how it can create connectivity for students, faculty and staff, notwithstanding the infrastructure constraints. An early outcome of the space analysis will be to identify an appropriate location for the School's administrative head office, with the goal of having this ready for occupancy by July 2024.

8. Consultation Undertaken and Letters of Support

The mandate to merge the departments was initiated by the dean in 2021. The dean secured funding through the university's Horizons Fund to support the project, notably paying for start-up costs for the Head of School of the merged unit and contributing funds toward the costs of minor renovations to establish a head office for the School.

The project was designed to engage faculty, staff and stakeholders, both for the restructuring component as well as for the parallel initiatives around longer-term visioning, infrastructure review and renewal, and policy evolution. (See Appendix D).

The project lead, Dr. Ernie Barber, selected by the dean in consultation with the department heads, began engagement with the departments in January 2022. In addition to meetings of each department, approximately half of the faculty and staff also responded to an invitation for individual meetings with the project lead. A steering committee was created as a principal mechanism for the department heads to regularly advise the project lead and as an essential two-way communication link with the departments.

The project lead also consulted with:

- the President’s Executive Committee and with these leaders individually;
- staff in key university administrative offices;
- the chairs, and then the entire membership, of the PPC and RSAW committees of University Council;
- the Dean’s Executive Committee and with these leaders individually;
- the dean of the College of Education and the head of the Department of Indigenous Studies; and
- leaders of key community partners (Remai Modern, Saskatoon Symphony Orchestra and Wanuskewin Heritage Park).

Consultation with Indigenous faculty and leaders in the departments, college and university has been a priority. Given that there are only two Indigenous faculty in the three departments combined, it was important to amplify their voices. These two faculty were consulted at key decision points throughout the project. The project lead met, sometimes more than once, with university Indigenous leaders, including the vice-provost Indigenous, the vice-dean Indigenous, the head of the Department of Indigenous Studies, and the director of the Gordon Oakes Red Bear Student Centre. Notwithstanding intentions in place at the outset of this project, the extent and effectiveness of engagement with Indigenous faculty and communities could have been better, and will need to be better in development of the vision and priorities of the School, imagining interdisciplinary academic programming, establishment of revised metrics to recognize scholarship, and designing infrastructure. Finding effective ways to amplify the voice of underrepresented Indigenous faculty among the larger faculty complement within the School will be essential. A more formal Indigenous advisory circle was imagined for the project, but not yet realized; establishing this advisory body remains a high priority recommendation for the implementation phases of the project.

In May 2022, the dean published the project charter “Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan” (Appendix A). A project website was created and letters were sent from the dean to community partners and stakeholders, students, key alumni and benefactors. The charter document was distributed to faculty and staff of the departments and is an important record of intentions and commitments. The document was informed significantly by the conversations with the departments, individuals from the departments, and discussions with department heads on the steering committee. These discussions prompted the following changes in the project scope, timeline and financial support:

- The project scope was explicitly enlarged to include, parallel with the department restructuring, holistic engagement with the external communities, a review of infrastructure, and an examination of the college and university policy environment regarding faculty standards and RSAW metrics.
- The timeline for the merger was extended by one year, to allow more time for collaborative engagement with the departments and more opportunity for conversation with community partners and collaborators. A further pre-implementation year was added to enable preparations for the formal launch of the School. (See Appendix E for complete project timeline).
- The dean and provost agreed to hold the number of faculty and staff positions at 2022 levels for a transition period ending April 2026, to provide financial stability through the transition from three departments to a School.

In June 2022 the Dean communicated with all students in the three departments by email. These same students were also invited to two town-hall meetings in March/April 2023, where they were presented with information on the proposed amalgamation, followed by a robust discussion of the transition and it having little to no effect on students and their programs.

Following development of the project charter, faculty and staff of the three departments were identified by the department heads to serve on four teams focusing attention on parallel streams of the overall project:

- Visioning Team – This team surveyed department faculty and staff for feedback on the merger. The team also met with key community stakeholders and partners, and gathered information from peer universities where the visual and performing arts disciplines have been brought into a formal structural relationship with each other, in some way similar to what is proposed here.
- Infrastructure Team – This team toured all of the spaces used by the three departments and the galleries, in the company of the assigned strategic business advisor – space and officers from Integrated Planning and Land Development (IPLD). IPLD has initiated a comprehensive space review which ultimately will lead to a framework for infrastructure improvement and renewal. The Infrastructure Team will be a first line of engagement with IPLD during the space review and reporting out of that review.
- Policy Team – This team has begun a review of the faculty standards of the three departments. The team will participate with the vice-dean research and the OVPR in joint college-university level initiatives to improve existing metrics and/or add new metrics that define how productivity in these disciplines is understood, measured, reported and valued.
- Organizational Structure Team – This team engaged in deliberations on the name and internal organizational structure of the School.

The Visioning Team was very active, logging many hours in consultations and reporting out since beginning its work in August 2022. The other three teams were initiated slightly later, in September/October 2022, and have each met at least once. The work of these teams will continue, although the teams and their terms of reference may be restructured as the project evolves.

A penultimate draft of this proposal was distributed to the departments in February 2023 with an invitation to provide feedback that would improve the content or clarity of the proposal. The proposal

will stand alongside the previously published project charter as a record of expectations and commitments that have been made. Faculty were specifically invited to provide letters of support or concern for transmittal with this proposal to the planning and priorities committee.

The Faculty Council of the College of Arts and Science was informed of the merger proposal, and the full scope of the project, on various occasions, including at a special Faculty Council meeting in March 2023, ahead of submission of the final merger proposal.

Feedback from Faculty, Staff, Stakeholders and Partners

Especially early in the project, some faculty and staff, as well as some leaders of community organizations, expressed concerns about the project, specifically the intention to merge the three departments within a single academic unit. There is a very strong disciplinary attachment among faculty and staff, which is expressed as a desire to maintain autonomous departments. Many of those working in the Arts community are alumni of the programs of these three departments; alumni, as well as key community collaborators and partners, wanted to be certain that disciplinary visibility and distinctiveness would not be jeopardized, and that there would be no disinvestment by the university in the visual and performing arts. Preexisting issues such as underfunding of the Arts, as well as previous failed initiatives to invest in the Arts, contributed to misgivings of many when they first learned about the project.

While some remain opposed to the merger, others have been supportive. Many welcome the opportunities especially for cross-disciplinary and interdisciplinary programming, and for the expectation of collaboration among the visual and performing arts disciplines, which they see as having been lacking with the current structures.

Both positive and negative feedback have informed this restructuring proposal. Many of the concerns which were communicated to the project lead have been addressed in this proposal; other unresolved concerns will be resolved through the effective implementation of the restructuring, including appointing an experienced leader, supporting faculty and staff, and continuing engagement with the Arts community.

For completeness of the record, key concerns and responses are documented in Appendix F within four major categories of concern: (a) preservation of disciplinary identity and expertise, and acknowledgement of the distinctive culture of each discipline; (b) process, including how the project was initiated; (c) leadership and management; and (d) working within geographically dispersed infrastructure.

A report of the findings of the Visioning Team from its extensive stakeholder constituencies is appended (Appendix G). A key finding is that there is an inseparable and essential link between the Arts community, especially in Saskatoon, and the university. The community is a strong advocate for the visual and performing arts at USask and the university contributes in measurable ways to the vitality and completeness of the Arts community. Visioning for the visual and performing arts at USask must continue to be done with full engagement of the Arts community.

9. Timeline

The project timeline is outlined in Appendix E. Significant phases of the project and milestones include the following:

- The proposed change in structure for the departments of music, drama, and art and art history was initiated in 2021. The project lead and administrative lead were assigned to the project in January 2022.
- The goals and expected outcomes of the restructuring, as well as for a parallel set of initiatives designed to support the visual and performing arts, were published in June 2022 after extensive consultation with the departments and stakeholders.
- A period of intense engagement with internal and external stakeholders and partners ensued in the last half of 2022. Faculty and staff were engaged in conversations about infrastructure, policies and metrics, and structure of the School.
- A penultimate draft of this merger proposal document is being distributed to the departments in February 2023 for their further input, and to invite their written letters of support and/or concern.
- The dean will present the penultimate draft of the document to the College of Arts and Science Faculty Council for review and feedback in March 2023.
- Discussions will continue regarding a name for the School, and its internal administrative structure, until decisions are made that are satisfactory to the faculty and to the dean.
- Approval of the merger by University Council in the spring of 2023 will usher in a pre-implementation year. Key activities during this period include: (1) recruitment of the head of the School; (2) continuation of visioning with stakeholders; (3) continuing engagement with IPLD in review and analysis of infrastructure used by the departments and required to support the School; (4) completion of a headquarters space for the School; (5) development of a website and a plan for the launch of the School; and (6) engagement by the dean with all faculty and staff regarding the transfer of their appointments to the School.
- The existing departments will be disestablished and the School will formally be established effective July 1, 2024.
- The project includes a formal evaluation of progress toward expected outcomes, to be completed no later than October 2025, in time to inform 2026 college and university budgets.

APPENDIX

A

RENEW A VISION FOR THE FINE AND PERFORMING ARTS
AT THE UNIVERSITY OF SASKATCHEWAN



UNIVERSITY OF SASKATCHEWAN

College of Arts and Science

ARTSANDSCIENCE.USASK.CA

“Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan”

COLLEGE OF ARTS AND SCIENCE – PROJECT CHARTER
FOR INTERNAL AUDIENCES

APPROVED BY DR. PETA BONHAM-SMITH, DEAN AND PROFESSOR

JUNE 6, 2022

Opportunity / Context Statement

The Fine and Performing Arts have a key place in the history, values, and life of the College of Arts and Science, the University of Saskatchewan (USask) and the Province of Saskatchewan. These disciplines play a leading role in creating healthy and resilient communities and economies. Art and Art History, Drama and Music have and continue to enrich and advance the University's mission, vision, and goals, resulting in a deeper engagement with communities and an enhanced awareness and reputation of USask as a cultural institution. The College and University are proud of its Fine and Performing Arts programs and are especially proud of the graduates from these programs who lead the way in Saskatchewan and beyond, both in their own artistic and professional practice and in their citizenship and their contributions to the social, cultural, creative, and economic fabric of the country and beyond. The Fine and Performing Arts are playing a key role as we emerge as a post-pandemic community. While the Fine and Performing Arts already contribute to a realization of the five aspirations articulated in [University Plan 2025](#), and the College's "[Think Big – Be Bold](#)" [Plan 2025](#), we believe that more is possible.

The Fine and Performing Arts have an important place and role in a medical-doctoral research-intensive university, intersecting with other disciplines to co-create knowledge, channel community commentary, and interpret societal challenges. At this point in the University's history, the Fine and Performing Arts are preparing the way for their continued excellence and resiliency. Close engagement with Indigenization, decolonization, and reconciliation: *ohpahotân | oohpaahotaan*, the [Indigenous Strategy](#) for the University of Saskatchewan, and the [Indigenization Plan](#) within the College of Arts and Science, will be central to renewing a vision for the Fine and Performing Arts.

In the College of Arts and Science, a single, strong, and sustainable academic unit will be created by combining the departments of Art and Art History, Drama, and Music. By coming together under common leadership, the programs in each of these disciplines will continue building on their solid foundations of excellence. Building on strengths, the disciplines will be enabled to set more expansive goals for attracting students and faculty, research investment, alumni and donor support, and community partners and collaborators. The unit will reaffirm and celebrate the essential and distinctive role of the Fine and Performing Arts in connecting the University with the local community, as well as nationally and internationally. Opportunities to optimize and renew infrastructure will be pursued.

This is a strategic initiative of the College of Arts and Science, supported as a strategic initiative of the University, based on the mission-critical place of the Fine and Performing Arts at USask and to enable these disciplines to flourish within a research-intensive university. This initiative will maintain a strong and influential place within and further enrich the Fine and Performing Arts communities beyond the University and will engage our partners and collaborators as we imagine ways to future-proof and strengthen the College's programming.

Scope



VISION

We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.

INFRASTRUCTURE

We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.

POLICY ENVIRONMENT

We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts disciplines.

ORGANIZATIONAL CHANGE

We will create a new organizational structure for the Fine and Performing Arts which facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting interdisciplinarity, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts.

Key Performance Indicators

Aspirational goals for this project:

- Demonstrated responsiveness to foundational commitments and calls to action in the USask Indigenous Strategy and College Indigenization Strategy
- Increased enrolment in Fine and Performing Arts programs and courses (number, quality, diversity), including increased enrolment and retention of Indigenous students
- Recruitment and retention of Indigenous faculty to tenure track positions
- Further steps toward Indigenization of curricula
- Increased research, scholarly, and artistic work (RSAW) in the Fine and Performing Arts, especially external funding
- Increased inclusion of Fine and Performing Arts within USask research signature areas
- Enhanced collaborations with Fine and Performing Arts community organizations and professionals
- Enhanced number and total value of all gifts and sponsorships in support of Fine and Performing Arts
- Maintain disciplinary distinctiveness and increase visibility for art and art history, drama and music
- Expansion of interdisciplinarity in programs, teaching, RSAW, and community engagement
- Enhanced employee engagement within the Fine and Performing Arts
- Financial sustainability of new Fine and Performing Arts unit
- Successful recruitment of unit head

Determinants of Success

- Benchmarking with high performing peer university units in Fine and Performing Arts
- Institutional and College support for the project
 - Senior University leaders continuously apprised of the project and its goals
 - Support given for an initiative to assess infrastructure and develop a plan for infrastructure renewal and development
 - Explicit inclusion of Fine and Performing Arts among College priorities for philanthropic gifts
 - Commitment to examination of metrics defining world-class scholarship, and impacts from RSAW, to ensure the contributions of the Fine and Performing Arts are appropriately recognized in institutional reporting and internal resource allocation

- Full and meaningful involvement of the Fine and Performing Arts faculty and staff in all aspects of the project
 - Commitment to student success and learning outcomes
 - Respect for reasonable timelines while remaining action-oriented
 - Maintaining a collegial environment that provides safe spaces for the offering of dissenting views
 - A Steering Committee with Development Teams to allow for wide participation and consultation
- Collaboration within the University and with community partners
 - Extensive, meaningful, and ongoing engagement with Indigenous scholars, knowledge keepers, Indigenous students, and Indigenous communities
 - Full and meaningful engagement with external collaborators and partners
 - Effective engagement with private and public Fine and Performing Arts educators, especially those who influence students in their choice of post-secondary education provider
- Meaningful progress toward revised standards for tenure, promotion and salary review
 - Reflect measures of scholarly activity, productivity and impact that are appropriate for creative and performing arts
 - Reflect interdisciplinarity, collaboration, and community engaged scholarship
 - Value Indigenous peoples' ways of knowing, being and doing
- Continuity through leadership transitions
 - Project will continue, and commitments will be honored, despite changes in University or College leadership
- Institutional support for transition
 - Provision of project funding for planning and transition expenses (secured through Strategic Priorities Fund, "College of Arts and Science Amalgamation" initiative)
 - Financial stability during transition period (until April 2026) is assured, including no reduction in number of faculty or staff positions
 - Addition of one faculty FTE above 2021-22 level, to facilitate possible appointment of an external unit head

Commitment to continual review during transition and establishment years and a full summative review five years after establishment of a new organizational structure

Principles

- Outcomes focused – explicitly contributing to aspirations within University Plan 2025 and the College's Think Big – Be Bold 2025 Plan
- Focus on growing and evolving from platform of existing strengths
- Financial sustainability
- Commitment to Indigenization, decolonization, reconciliation
- Student success
- Adherence to collective agreements
- Collegiality and consensus seeking
- Respect for academic disciplinary integrity
- Transparency and effective communications
- Widely consultative
- Reasonable timelines

Impacts and Outcomes

Non-financial:

- Explicit recognition of the distinctiveness of scholarship in the Fine and Performing Arts will future-proof the Fine and Performing Arts by defining a sustaining rationale for investment in these disciplines commensurate with the value they bring to the University and the province
- Visioning for the Fine and Performing Arts at this time, with community and in an integrated way, will accelerate actions toward the University's goals of Indigenization, decolonization and reconciliation
- An infrastructure renewal plan will guide the University in providing the Fine and Performing Arts with the infrastructure required to support the desired excellence and outcomes in education, research (RSAW), community engagement, and Indigenization
- An integrated academic unit that includes all of the Fine and Performing Arts will increase ongoing recognition, and elevate the status and influence, of these disciplines within the College and the University, the Province, nationally and internationally
- An organizational structure design will meet the needs of the current disciplines and invite future additional Fine and Performing Arts disciplines as may occur
- Collaborations in academic programs and collaborative use of infrastructure will be enhanced

- Combining smaller academic units will increase administrative efficiency and reduce the amount of faculty time and effort required for administrative functions and thereby maximize scholarly productivity, while continuing to ensure faculty responsibility for academic oversight

Financial:

- Financial sustainability by design
 - Provision of project funding for planning and transition expenses (secured through Strategic Priorities Fund, “College of Arts and Science Amalgamation” initiative)
 - Enhanced revenue generation through increased enrolment and incremental external research grants is anticipated
 - Promotion of the Fine and Performing Arts in an integrated manner will broaden the opportunities for sponsorships and philanthropic gifts and thereby continue to diversify revenue streams to support the Fine and Performing Arts
 - Possible savings in administrative costs will be shared and where possible redirected to academic enhancements
- Investment in short and longer term improvements in facilities will be guided by a vision for the Fine and Performing Arts as an interconnected set of distinct disciplines, thereby optimizing the necessary investments for infrastructure renewal and replacement

Milestones

- Define project objectives and outcomes (Mar 2022)
- Establish project governance and timelines (May 2022)
- Describe vision for the Fine and Performing Arts sufficient to inform policies, Indigenization, infrastructure planning, and design of organizational structure (Dec 2022)
- Validate vision and goals internally and externally, secure assurance of conditions for success; seek Council approval for organizational structure (Apr 2023)
- Implementation of new organizational structure, including recruitment of unit head, and alignment of faculty, students, staff and programs within the new structure (April 2024)

TIMELINE AND IMPLEMENTATION PLAN	ACTIVITY	2021-22	2022-23	2023-24
November 2021 - May 2024	Project Start	November 2021		
	Initiation			
	Planning and Design			
	Approval Process			
	Implementation			
	Project End			May 2024

Project Structure

PRESIDENT'S EXECUTIVE COMMITTEE SPONSOR

Dr. Airini, Provost and Vice-President Academic

EXECUTIVE SPONSOR

Dr. Peta Bonham-Smith, Dean of the College of Arts and Science

PROJECT LEAD

Dr. Ernie Barber, Professor Emeritus

ADMINISTRATIVE LEAD

Andrea Wasylow, Director of Planning and Communications, College of Arts and Science

STEERING COMMITTEE (ADVISORY TO PROJECT LEAD)

Fine Arts Department Heads (additional members TBA)

DEVELOPMENT TEAMS

TBD

APPENDIX B

ENROLMENT IN UNDERGRADUATE AND
GRADUATE PROGRAMS AND COURSES

Reporting Level	Major Department	Major	Program	Fall Census Enrolment 2022-23 (10 year Academic Year average)	Qualifications Awarded in 2022 (10 year average)	Course subject	3 cue per subject in 2021-22 (10 year average)					
Under-graduate	Art and Art History	Art History	B of Arts (Double Honours)	0 (0.3)	0 (0.4)	ARTH	585 (636)					
			Bachelor of Arts (3 Yr)	2 (3.7)	0 (0.9)							
			Bachelor of Arts (4 Yr)	11 (11.2)	1 (2.1)							
			Bachelor of Arts (Honours)	1 (2.3)	0 (1.1)							
		Studio Art	B of Arts (Double Honours)	1 (1.5)	1 (0.4)			ART	1359 (1418)			
			Bachelor of Arts (3 Yr)	13 (20)	5 (6.3)							
			Bachelor of Arts (4 Yr)	53 (10.4)	3 (5.3)							
			Bachelor of Fine Arts(Honours)	23 (25.25)	9 (13)							
		Art and Art History Total			104					19 (29.5)	Total	1943 (2055)
		Drama	Drama	B of Arts (Double Honours)	1 (0.2)					0 (0)	DRAM	712 (915)
				Bachelor of Arts (3 Yr)	3 (3.5)					0 (0.7)		
	Bachelor of Arts (4 Yr)			23 (32.8)	0 (1.3)							
	Bachelor of Fine Arts(Honours)			15 (30.6)	3 (10.5)							
	wicêhtowin Theatre		Certificate	0 (1.7*)	2 (1.5*)							
	Drama Total			42	5 (13.7)	Total	712 (915)					
	Music		Music	Bachelor of Arts (3 Yr)	0 (2.6)	0 (0.8)	MUS	1802 (1534)				
		Bachelor of Arts (4 Yr)		2 (6.2)	1 (0.6)							
		Bachelor of Arts (Honours)		0 (1)	2 (1)							
		Bachelor of Music		20 (24.5)	4 (2)							
		Bachelor of Music (Honours)		4 (7.2)	2 (2.7)							
		Music Education	Bachelor of Music	22 (25)	0 (0.1)	MUAP	146 (178)					
			Bachelor of Music (Honours)	2 (13.1*)	9 (7.8*)							
		Jazz	Certificate in Jazz	1 (0.1*)	2 (2*)	EMUS	57 (84)					
		Music Total			51			20 (14.8)	Total	2005 (1796)		
		Undergraduate Total				197	44 (58)	UG Total	4660 (4766)			

*average enrolment since inception

*average qualifications since inception

<i>Reporting Level</i>	<i>Major Department</i>	<i>Major</i>	<i>Program</i>	<i>Fall Census Enrolment 2022-23 (10 year Academic Year average)</i>	<i>Qualifications Awarded in 2022 (10 year average)</i>	
Graduate Studies	Art and Art History	Special Case - Art History	Master of Arts-Thesis	0 (0.4)	0 (0.2)	
		Studio Art	Master of Fine Arts-Thesis	10 (12.6)	7 (4.5)	
		Art and Art History Total		10	7 (4.7)	
	Drama	Drama	Master of Arts-Thesis	0 (.4)	0 (0)	
		Drama Total		0	0 (0)	
	Music	Composition	Master of Music-Thesis	0 (.1)	0 (0.1)	
		Music Education	Master of Music-Course	3 (0)	0 (0)	
			Master of Music-Thesis	2 (0)	0 (0)	
		Music Theory	Master of Music-Thesis	3 (0.3)	0 (0)	
		Musicology	Master of Arts-Thesis	4 (2)	1 (0.1)	
		Performance	Master of Music-Project	3 (1.4)	1 (0.6)	
	Music Total		11	2 (0.8)		
	Graduate Studies Total				21	9 (5.5)
	Grand Total				218	53 (63.5)

<i>Course subject</i>	<i>3 cue per subject in 2021-22 (10 year average)</i>
ARTH	9 (4.3)
ART	10 (21.95)
Total	19 (26.25)
DRAM	1 (1.6)
Total	1 (1.6)
EMUS	4 (0.4)
MUS	32 (9.75)
MUAP	1 (0.3)
Total	37 (10.4)
CGPS Total	57 (38.3)
Grand Total	4717 (4805)

APPENDIX

C

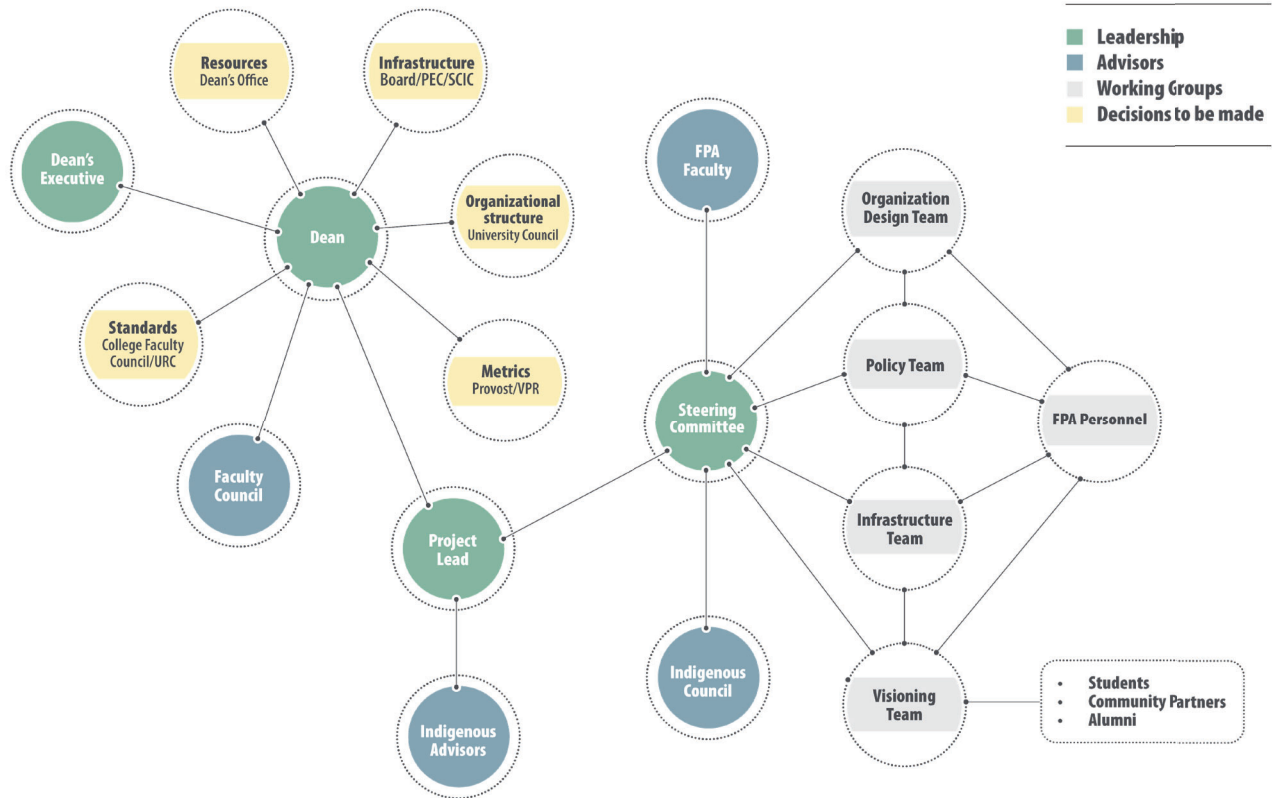
FACULTY AND STAFF POSITIONS BY DEPARTMENT

Fiscal Year FTE - Faculty, Staff and Students			Fiscal Year		
Department	Employee Category	Bargaining Unit	2012/2013	2021/2022 FTE (Number of individuals)	
Art and Art History	Admin & Support	In Scope Admin (ASPA)	0.8		
		In Scope Support (CUPE 1975)	4.4	2.2	
		Admin & Support Total	5.2	2.2	
	Faculty & Instructional	In Scope Faculty (USFA)	11.6	10.1	
		In Scope Sessional (CUPE 3287)	3.9	4.235 (13)	
		Out of Scope General			
		Faculty & Instructional Total	15.5	14.3	
	Student Employment	In Scope Grad Student (PSAC)			
		Out of Scope General	1.0		
		Res & Other General	0.0		
		Student Employment Total	1.0		
	Art and Art History Total			21.7	16.5
	Drama	Admin & Support	In Scope Admin (ASPA)	1.3	1.9
In Scope Support (CUPE 1975)			0.7		
Admin & Support Total			2.0	1.9	
Faculty & Instructional		In Scope Faculty (USFA)	6.7	6.0	
		In Scope Sessional (CUPE 3287)	1.2	2.059 (12)	
		Faculty & Instructional Total	7.8	8.1	
Student Employment		Out of Scope General	0.2		
		Res & Other General		0.2	
		Student Employment Total	0.2	0.2	
Drama Total			10.1	10.1	
Music	Admin & Support	In Scope Admin (ASPA)	2.6	2.1	
		In Scope Support (CUPE 1975)	1.4		
		Admin & Support Total	4.0	2.1	
	Faculty & Instructional	In Scope Faculty (USFA)	10.3	7.3	
		In Scope Sessional (CUPE 3287)	4.0	2.318 (22)	
		Out of Scope Faculty		0.5	
		Out of Scope Senior Admin		0.8	
		Out of Scope Sessional			
		Faculty & Instructional Total	14.3	11.0	
	Research Admin & Support	Res & Other Admin've Personnel		0.0	
	Student Employment	Out of Scope General	0.7	0.2	
		Res & Other General			
		Student Employment Total	0.7	0.2	
Music Total			18.9	13.4	
Grand Total			50.7	40.0	

APPENDIX D

PROJECT STRUCTURE

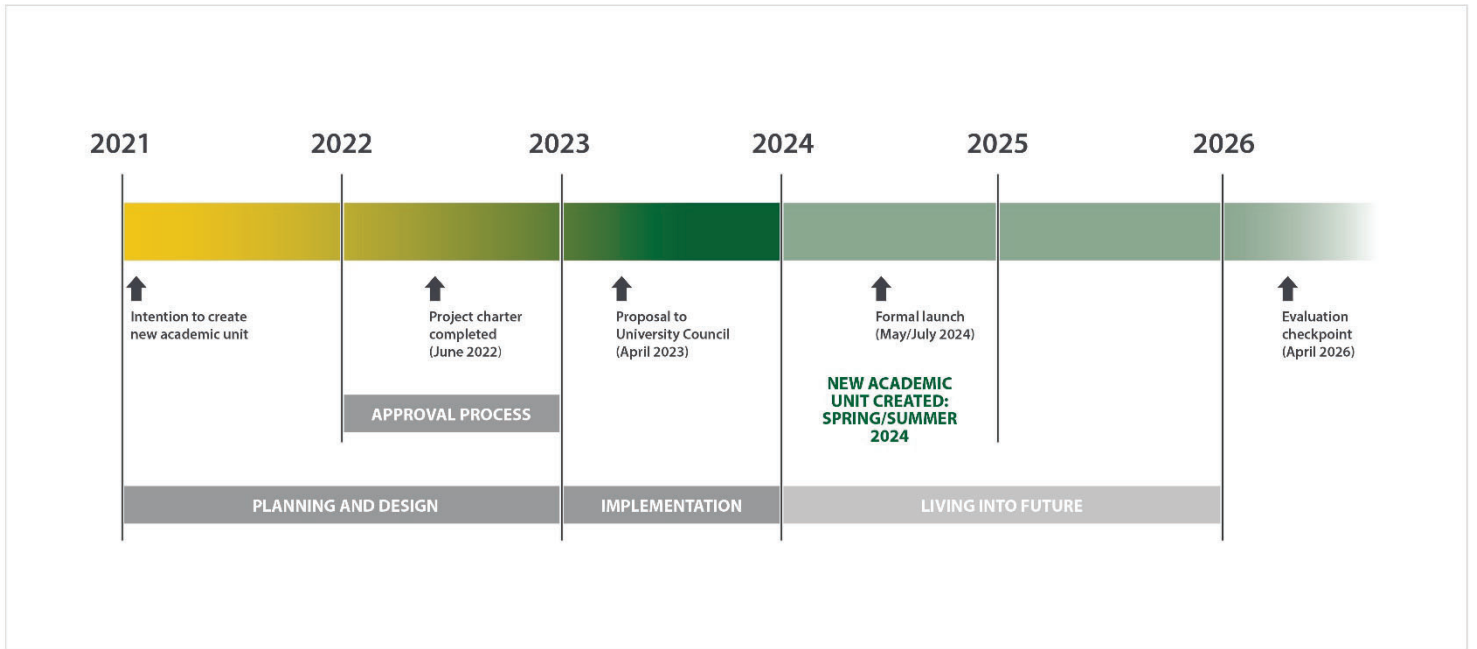
Fine and Performing Arts Project Structure



APPENDIX

E

PROJECT TIMELINE



APPENDIX F

FEEDBACK FROM CONSULTATIONS WITH THE
DEPARTMENTS AND STAKEHOLDERS

Disciplinary Identity:

- *A concern by faculty and some community leaders that the restructuring will cause a loss of disciplinary depth in academic programs.*

The three departments each are homes to what are generally understood to be distinctive Arts disciplines. It will be possible to maintain and support both disciplinary and interdisciplinary programs. The academic administrative structure will enable the continuance of disciplinary-based programs and the inclusion of interdisciplinary programs within a federation of semi-autonomous programs. Program chairs/leads will continue to serve as ambassadors within and beyond the university for specific disciplines and programs. Individual programs will continue to be recognized in nomenclature, student recruitment and student awards.

The merger of the three departments into a single academic unit will erase the rigidity of department boundaries in order to foster collaboration, evolution of interdisciplinary learning opportunities and improved administrative efficiency. The priorities given by the School to disciplinary and interdisciplinary programming, in extent and timing, will be determined by the School itself. Decisions should be informed by evolving needs and desires of prospective students, and by practices within the Arts community.

- *A concern/perception that there is a lack of understanding about, and appreciation for, the value of each discipline distinct from the value of the Arts more generally, and a sense of having unfairly been identified for merger from among a larger set of small departments.*

The visual and performing arts disciplines each has its own history, culture and distinctiveness. At the same time, there are many ways in which these disciplines are viewed appropriately as part of the same family, the family of the “Arts”, a family within which there are many evolving expectations for collaboration among the disciplines. This is a logical grouping of disciplines—a creative academic federation—and not merely a convenient administrative coupling. While more academic restructuring within the college is not ruled out, this restructuring of the visual and performing arts was an obvious immediate choice for creation of a coalition that is expected to flourish together better than as autonomous departments.

- *A concern that relationships with MOU partners, collaborators, major donors, alumni and potential students might be damaged by the elimination of departments.*

There is no reason for these relationships to be hurt. In fact, the launch of a new School provides a rare opportunity for creating excitement, for renewing old relationships and creating new ones. Everyone who wants the School to be successful will do everything they can to ensure that partners and stakeholders know the truth: academic programs are not disappearing or being “watered down”—they are being augmented by new opportunities for interdisciplinary studies. There is no loss of student services—students will have more opportunities to get to know peers in related disciplines. There is no disinvestment by the university in the Arts—in fact there is a small incremental investment, and conditions are being improved for financial sustainability. Opportunities for partnerships and

collaborations are not diminished—every existing relationship is valued and supported. Donor wishes are not being ignored—conditions of preexisting gifts for specific uses will continue to be honoured, and new gifts may be focused to support specific disciplines and purposes if that is the wish of the donor. In general, stakeholders and collaborators tend not to be concerned about how the university is organized; rather, they want to know about programs, services and opportunities for engagement. The School will continue to give priority to community engagement and there is an expectation for collaborations at the level of individual faculty and programs as well as at a more collective level.

Project Initiation:

- *A concern that the departments were not involved in initiation of the merger proposal and felt they should have been consulted before the merger was announced.*

These kinds of academic restructuring more commonly emanate from institutional leaders than from the units themselves. Leaders have a perspective that transcends any one department and have a responsibility to take actions even when they may not be popular. These departments have experienced the administrative and collegial inefficiencies that come with being small units, with having few degrees of freedom for curricular innovation, with stagnant or declining resources and no effective way to increase their priority in either productivity-driven or strategic funding competitions. The college needs the visual and performing arts disciplines now more than ever. There is an urgency to stabilizing the investments in these disciplines and to putting in place the structures and supports that will enable them to thrive. There is no good alternative to restructuring. Having conveyed this decision to the departments, the dean engaged in conversation with the departments and a project lead was selected collaboratively with the heads. A commitment was made to a full and comprehensive engagement of the departments in developing details for the merger and its implementation. Early consultation led to an expansion of the scope of the project to include other elements that, along with restructuring, would enable the visual and performing arts to respond to changing needs and environments and to achieve their full potential.

- *A concern that the reasons for the merger are not understood, that there are other alternatives not considered, and that there is a suspicion of a hidden agenda for disinvestment.*

This project is a good example of an initiative that is motivated by a sense of greater potential and opportunity rather than by an intent to fix a specific shortcoming. No attempt has been made to “name and prove each problem.” The objectives of the merger, and the goals for the visual and performing arts at USask, are outlined in the section on “Academic Rationale.” These goals and objectives are consistent with the priorities and strategies articulated in the college and university strategic plans. Could these goals and objectives be achieved in ways that do not include a merger of departments? Perhaps, but not likely.

One major reason for restructuring is to reduce the financial and people costs of administration and to relieve the collegial process limitations that are inherent with small departments. The number of faculty positions in each department has declined slightly over the past decade, consistent with an overall reduction in faculty positions in the college, yet these never were large departments. Growing each department to a critical size would require resources that cannot rationally be assigned based on current productivity and productivity trends when compared across all the activities and units within the college. Much is expected of this college and we cannot solve all deficiencies and inefficiencies

through incremental investment. The School, by virtue of its increased size and diversity of disciplines, will be better positioned than each of the three departments separately to compete and thrive in the challenging fiscal environment of the university. The guaranteed financial stability through the transition period will give the School time to evaluate the current situation and make thoughtful changes in the academic enterprise.

A second major reason for restructuring is to achieve higher levels of collaboration and interdisciplinarity in academic programming and RSAW. Coupled with these are the imperative to move with a sense of urgency and common purpose toward Indigenization, decolonization and reconciliation. These have been priority goals of this college and university for many years, and progress must be accelerated, including in the visual and performing arts. Achieving these goals will result in higher and sustainable enrolment in courses and programs, and more funding available for RSAW, both of which are drivers of the college's share of operating funding. The current and historical lack of collaboration across the three departments, especially in academic programming, is a barrier that will be removed by restructuring. Any other alternative to increase collaboration would add layers of administration which would add cost and run counter to the previously described financial considerations.

Finally, it should be admitted that restructuring academic units is difficult in a university where departmentalization creates safe spaces for disciplinary identity and preservation. Pride of discipline, and an ever pressing desire to grow one's own discipline are strong forces in the academy. Restructuring, by merging the three departments, provides opportunities for interdisciplinarity that are built on a solid foundation of disciplinary expertise and excellence.

- *A concern that the pace of change foreshadowed by announcement of the project added significant stress at an already stressful time. The departments were particularly vulnerable to the impacts of the pandemic and people were exhausted.*

The timeline for the restructuring decision was extended by one year, to enable more deliberative engagement and involvement with the people of the three departments. A pre-implementation year was inserted between council approval of the restructuring and the beginning of operations as a new academic unit, to give sufficient time to recruit a head and to prepare for a successful launch.

There is an urgency to achieve the goals of this project.

- There is vigorous competition for the best students, faculty and staff, and evolving with the changing needs of students and stakeholders is critical for success;
- The college is determined to position the visual and performing arts to thrive in face of continuing revenue challenges at the university and within the college and in anticipation of potential changes in the ways in which the government may fund higher educational institutions;
- The arts and culture communities in Saskatoon and across Saskatchewan continue to look for collaborations and partnerships with USask in operations and infrastructure, including for example in the planning for new performance and cultural venues. The university must put itself in the best possible situation to engage with these other organizations on their time scales;
- The time to respond to the fundamental commitments and calls to action of the USask Indigenous Strategy is now, and the Arts have a central role in how the university will respond at its best.

Balanced against urgency is a need and desire to allow sufficient time for the three departments to grow together in trust and hope, to come together with their communities to arrive at a clear vision for the future expectations and roles of USask and to seek opportunities for both incremental and transformational change. The college and university have committed to financial stability during a reasonable transition period to enable the new unit to find its feet.

Leadership and Management:

- *A concern that elimination of three department head positions and replacement with only one head will lessen the voice of the visual and performing arts.*

A key outcome of restructuring is, in the words of one member of faculty, “to create equitable spaces for the Arts to represent themselves at the university.” The ways in which this objective can be accomplished have yet to be explored fully, and they will be. At the very least, having a strong voice for the visual and performing arts, as a larger collective rather than for a smaller single disciplinary group, will lead to more impact at college and university-level deliberations. Faculty assignment to college and university administrative committees can be more strategic. The head of this School will be representing and speaking for a team of 26 faculty, one of the largest and most diverse departments in the college. Comparisons and issues discussed at college and university levels will be in reference to the visual and performing arts, in its entirety. Program leads will be important participants in the School’s leadership team, standing beside and working in a collaborative fashion with each other and with the head of the School, to promote specific disciplines whenever separate disciplinary focus is appropriate.

- *Concern that the responsibilities of the head of the School may be too onerous for one leader.*

The complexity of the role of department head is most surely associated with factors such as size of the faculty complement and the student population, the diversity of the programs held within the department and the nature of community engagement. The School will require a seasoned leader as its head, and the head will require support from the college’s leadership team. Assignment of administrative responsibilities to staff wherever appropriate is paramount. A team of program leads and a graduate chair(s) will lead the academic administration, with support from and in consultation with, the head. Faculty members and program leads will continue to have an important role in student recruitment and community engagement related to their discipline.

Provision has been made for an additional faculty position to be assigned to the School to accommodate the appointment of the head. In this way, no former departmental grouping will be disadvantaged at the time of implementing the new School by a loss of faculty complement for teaching, research, scholarly and artistic work.

- *Concern that the merger will create an additional layer of administration and thus increase the administrative workload of faculty.*

The internal structure of the School, for administration of collegial, academic and resource processes, will be designed in a way that affords an appropriate level of autonomy for discrete academic programs while not adding new layers of administration. As this level of structure is not prescribed by existing

policy, the School will be free to experiment and evolve the organizational design in ways that best support the vision of the School.

- *Concern that the restructuring will place the three pre-existing department groups in an adversarial relationship for resource allocation and collegial processes.*

The merger does not create new competition among the disciplines for resources; it only relocates the decision-making at a more local level where decisions may be more closely informed by the unit itself. The head of the School holds primary responsibility for connection and communication with the dean and other college and university leaders to ensure that the faculty have the resources necessary to sustain academic programs and RSAW. The head will coordinate with the program leads to set budget priorities.

Faculty collegial processes are informed by the collective agreement. Whereas the merger itself does not cause any changes in college-level collegial processes, the dean is committed to monitor for unintended consequences. For example, it may be necessary to revisit conflict of interest procedures that would disadvantage the faculty of the School now that they are all in one department rather than three. Similarly, there is a need to ensure that when faculty of the School collaborate with each other there is no lesser value ascribed to that collaboration than to inter-department collaborations.

Infrastructure:

- *Concern that a physical separation of the spaces used by the three departments will render collaboration ineffective or unlikely.*

An initiative is underway, with leadership of the facilities strategic business advisor and IPLD, to review and evaluate the space and infrastructure now used by the constituent departments. The university galleries are included in this initiative because of their close association with academic programming in art and art history. The space review, followed by analysis of the physical condition and sustainability of the spaces, will inform priorities for infrastructure renewal.

The college will collaborate with IPLD to identify and retrofit appropriate space for the School's administrative head office. The costs for creation of the administrative head office are the responsibility of the college.

Some faculty have called for a new co-located space (a "hub") which would draw the faculty, staff, and students into closer physical association with each other. That idea will be examined and prioritized alongside other desired infrastructure needs of the School. Whether or not such a "hub" is realized, the School will need to be creative about how to achieve connectivity while continuing to operate in their dispersed locations.

It is important to note that the spaces used by the visual and performing arts, many of which are used for hands-on learning and performances, are specialized, and opportunities for interdisciplinary collaboration in the use of most of the spaces are quite limited. Nevertheless, maximizing the use of all infrastructure must be a goal. The School, in cooperation with the college and the university, will continue to explore ways in which specialized infrastructure can optimally be used. Opportunities for collaborative use of infrastructure with community partners must also continue to be explored and captured wherever it makes sense.

APPENDIX G

REPORT OF VISIONING TEAM FROM
COMMUNITY CONSULTATIONS



“Our city is made rich by the university arts”

In the Fall of 2022 the Visioning Committee from the Re-imagining a Vision for the Fine and Performing Arts at the University of Saskatchewan project met with the leaders of Saskatchewan arts organizations, and other closely aligned groups [see Appendix A for list of groups] for a structured conversation about their thoughts on the role of, and their relationship to, the U of S’s visual and performing arts departments [see Appendix B for questions asked to participants]. In the report that follows we highlight findings from this process related to student engagement, faculty engagement, post-graduate and overall engagement, Indigenous engagement, new initiatives, and perceived risks and opportunities of bringing the three departments together.

Overall, our community collaborators believe that the U of S Music, Drama, and Art and Art History departments:

- Need to continue to provide exceptional education to the arts practitioners that enable arts culture in the city, the province, and beyond.
- Need to continue to work with our partners to build an arts community that enables graduates to stay in the province and encourages students and professionals to come here.
- Need to retain our disciplinary expertise and acknowledge the distinctive cultures of each discipline.
- Need our department and programs to reflect that these disciplinary boundaries are creations of Western institutions and that Indigenous cultures often work across, or ignore, these boundaries.
- Need to be supported in new interdisciplinary collaborations and programs, such as internships, arts administration training, research-creation methodologies, and other professionalization opportunities.
- Need to reduce, or at least not increase, administrative burdens for faculty, staff, and the community members that work with us.

STUDENT ENGAGEMENT

The conversations reinforced that the arts education of students provides one of the fundamental links between the university and the community. Our students are members of and contributors to these organizations, sit on their boards, and both attend and participate in their events. We need to continue to work together to increase mentorship possibilities to help “ladder” students throughout the early stages of their career, to enable pre-university students to imagine a path forward into the Arts programs, and to create further opportunities for university students to become involved in the organizations so that they gain valuable professional experience.

FACULTY ENGAGEMENT

For many of the organizations we talked to there is already a strong link to the university because of a connection between the organization and faculty members. As we move forward we need to ensure that this opportunity for individual connection is not jeopardized by over-bureaucratization or other administrative hurdles. We also need to enable the formation of new relationships between faculty, or entire departments, and these organizations. We heard from several organizations of their appreciation of the now-defunct Interdisciplinary Centre for Culture and Creativity (ICCC) as it provided a single point of contact for an organization to reach out to the university, as well as made funding available for joint projects between faculty and community groups. Further related to funding, the availability and use of funding programs such as SK Arts and Canada Council continues to be problematic as there is misunderstanding of how faculty use these funds as part of their own research.

POST-GRADUATE | OVERALL ENGAGEMENT

While the U of S has MOUs in place with a few of the larger organizations, most of the relationships are informal, and can be reliant on the personal connection of just a few people. Numerous organizations noted that the biggest impediment to increased collaboration, both between the university and the community, and between community groups, is that they simply are not aware of what the others are doing. It was suggested that any re-imagining of the Arts departments should put mechanisms and the personnel in place to help facilitate this communication.

However, even without these formal relationships and means of communication, the community groups were unanimous that the U of S's fine and performing arts departments are absolutely crucial to the culture of the city and the province, and to their own organization's ability to thrive. Our graduates are the artists in their galleries, the performers in their events, the members on their boards, the staff in their organizations, and their audiences. We heard from many organizations that without the university injecting “new blood” into the city and province, their organizations could not exist. Even the largest arts organizations are reliant on the university and its graduates; recruiting from further afield would increase costs, and this recruitment would be harder because of a diminishment in the cultural life of the city and other arts opportunities. A healthy arts ecosystem where our graduates can move from being students, to their first professional experiences, to making the Arts a career, begins with strong university departments.

INDIGENOUS ENGAGEMENT

The infusion of arts in everyday life is critical to Indigenous ways of knowing and being. The strength of Music, Drama, and Art and Art History for the Indigenous groups that we met with is that they are all fields that engage with telling of stories, and that one of our aims should be modeling to the rest of the university ways to incorporate storytelling methodologies in their own practices. We were also advised that while disciplinary expertise is important, the boundaries between the Arts are less important, and often absent, for Indigenous cultures. Similarly, in imaging the structure of the new school we should be careful not to simply replicate Western hierarchies if we are truly serious about Indigenization.

NEW INITIATIVES

Community members expressed concern that unfilled faculty retirements, such as in Art History, Composition, and Theatrical Direction, have created gaps in existing university programs much to the detriment of the university programs and therefore, community organizations, and they hoped that any renewal initiative would address these deficits. They also valued the possibility of new programming becoming available, but not at the expense of current faculty capacity and resources. These opportunities would need the injection of resources into departments. In particular there is a need for training in arts administration and cultural leadership, which will only be possible through university/community partnerships. There is also a demand for additional student training in technical production and the interdisciplinary area of digital media content creation. Research creation and other arts-based research methodologies are also a perceived area of further growth. Community organizations are eager to expand their partnering with us on internships and other professionalization opportunities such as bringing in high-profile professionals to speak to students and/or lead courses and workshops.

Beyond new programming opportunities there were other ideas for ways additional resources could strengthen the connections between the university and the community. The possibility of the sharing of space was commonly heard from organizations across the Arts. Some of these arrangements already exist and are a successful bridge between the university and the community, but additional resources could result in activities as simple as allowing the organization to access our construction shops, or our researchers to access their spaces and audiences, or as complex as a new shared performance space. We could also expand our sharing of resources beyond their current informal agreements. There was also a real interest in the university being able to serve as a catalyst to help bring the various arts organizations together; here again the ICCC was held up as an example of a positive force that is no longer available.

RISK AND OPPORTUNITIES OF AMALGAMATION

The greatest perceived risk of departmental amalgamation is that specialized disciplinary instruction will be sacrificed in order to offer a watered-down, “general Arts” experience. This model is already being enforced in the elementary and secondary school systems, and the university needs to resist it if they wish for the Art and Art History, Music, and Drama programs to be respected and continue to attract, and produce, skilled artists. Without this skilled local body of artists, many of the community arts organizations would be jeopardized. There is also a general concern that this is a cost-cutting exercise, that some disciplines will be privileged while others sacrificed, or that the voice of the Arts on campus will be diminished by having only one voice instead of three. Finally there is the worry that the

amalgamation will create additional layers of bureaucracy that will jeopardize our ability to collaborate with the community in a timely fashion.

Some community organizations recognized that there may be benefits to the departments coming together. In general there was the belief that the Arts are becoming more interdisciplinary and our programming could reflect that if financial and faculty resources were provided to make this happen. The idea of a common point of contact for someone off-campus to access all the Arts departments was also seen as a positive. Finally, if the proposed amalgamation truly results in a “louder” voice for the Arts on-campus, it was hoped that this increased profile could be used to benefit all of the Arts in the province.

Appendix A

Groups consulted:

AKA Gallery	Saskatchewan Choral Federation
City of Saskatoon	Saskatchewan Teachers Federation
Gordon Tootoosis Nīkānīwin Theatre	Saskatoon Jazz Festival
Indigenous Studies Faculty, University of Saskatchewan	Saskatoon Jazz Orchestra
La Troupe	Saskatoon Jazz Society / The Basement
Live Five Theatre	Saskatoon Musicians' Association
Mann Art Gallery	Saskatoon Symphony Orchestra
Nuit Blanche Saskatoon	Sessional lecturers from Art and Art History, Drama and Music
On the Boards Staging Company	Shakespeare on the Saskatchewan
Paved Arts	SK Arts
Persephone Theatre	Sum Theatre
Remai Modern	25th Street Theatre

Appendix B

Questions for discussion:

1. How does your organization currently interact with the university?
2. How would a hypothetical disappearance of the Arts departments affect your organization?
3. How do our departments contribute to Arts and Culture in Saskatchewan?
4. If we had access to additional resources, how do you think the university could better assist your organization?
5. As we bring the departments together, do you see any opportunities or challenges or risks for your organization or the Arts in Saskatchewan?
6. What do you think your organization/community has to offer in partnership with the university?

APPENDIX H

CONSULTATION ON THE PROPOSAL

The draft proposal was circulated to the departments on February 16, 2023. Faculty and staff were asked to submit their feedback by March 24, 2023 in order to have their comments or questions considered in the creation of the final proposal. The following is feedback received in this time period by three faculty members:

From: Blanchet, Shannon <shannon.blanchet@usask.ca>

Sent: Monday, March 6, 2023 2:37 PM

To: Dahl, Alexis <alexis.dahl@usask.ca>

Cc: Orosz, Carla <carla.orosz@usask.ca>

Subject: Feedback on FA Amalgamation proposal

Hi Alexis,

My considerable feedback and questions below.

Rationale

“However, there are ways in which other worldviews, especially those of Indigenous peoples, are not reflected in these mostly Western discipline-specific approaches. In order to address the ever-changing needs of communities and learners, and the evolving demand to embrace interdisciplinary approaches to education and scholarship, it has become apparent that it is time to loosen the rigidity created by department boundaries.”

Based on this phrasing, Indigenization is the primary reason for this amalgamation. Is this the case? I am not arguing the importance of Indigenizing curriculum, but Indigenization has not been raised as a driving motive for initiating this process before, and this statement is misleading. It should be moved to somewhere else in the document or rephrased.

Key Performance indicators highlight the importance of Indigenization but do not include mention of an audit to assess current assonances in teaching, research and creative activity in the Fine and Performing Arts at USask with broader values of Equity, Diversity, Inclusivity and Anti-Oppression, including, but not limited to, the crucial mission of Indigenization. Is there a commitment from the University of Saskatchewan and the College of Arts and Science to provide financial and human resources to support and assess performance measures that reflect teaching, learning and research processes/activities that employ/are informed by anti-oppression and inclusivity/accessibility frameworks and practices emerging from within the cultural sector including but not limited to Indigenization? If no additional resources are going to be provided. This should be explicitly stated in the proposal.

At this time, there are no appropriate metrics to measure the performance or impact of teaching and RSAW in the fine and performing arts, or to adequately assess the quality of research projects put

forward for internal or external Tri-council funding. Further, there are no financial or human resources to support their development. **Is there a commitment by the University of Saskatchewan and the College of Arts and Science to provide financial and human resources to support the development of appropriate assessment tools and performance measures for the Fine and Performing Arts?** Is there a commitment to meaningful advocacy from Senior leadership at the University of Saskatchewan and the College of Arts and Science on behalf of the Fine and Performing Arts with provincial and federal funding organizations including Tri-council agencies, specifically SSHRC and members of Legislative Assembly/Parliament for the development of appropriate research funding models, assessment tools and performance measures for the Fine and Performing Arts? **If this commitment is not being made, it should be explicitly stated in the proposal.**

Administrative Workload

If, as this document states, the amalgamation “will reduce administrative costs and reduce faculty workload in administration”, this document should provide credible evidence to support this claim. The stated goal of finding administrative savings means faculty workload will increase further, leaving even less time for faculty to commit to the advocacy and recruitment efforts needed to meaningfully grow the School, increase interdisciplinarity in our programming, and conduct research in for our respective disciplines. Reports from Universities where similar amalgamations have taken place, use words like ‘nightmare’ and ‘cancer-causing’ to describe the subsequent increase in administrative workloads. **An diagram that demonstrates a potential organizational structure, including the number and placement of administrative personnel, staff, faculty and sessionals; a list of existing administrative responsibilities in the three units, and a model of how these duties might be redistributed to reduce existing torque on faculty should be included in this document. If no model can be provided, is the College of Arts and Science and the University of Arts and Science committing to increased course release/sessional funding or faculty complement to compensate for increased workload flowing from this restructuring? If this commitment is not being made, it should be explicitly stated in the proposal.**

Enrollment

Despite repeated statements juxtaposing the cruciality of the Fine and Performing arts and stable or declining enrollment levels, there have been no additional financial or human resources devoted to recruitment efforts to increase enrollment levels. This has fallen on the shoulders of faculty already overburdened by workload as the result of shrinking resources over the past several years. This document further states that restructuring will result in “Increasing emphasis on recruitment of students into programs with capacity” **Is there a commitment by the University of Saskatchewan and the College of Arts and Science to provide additional funding and human resources, to support the development of recruitment programs/initiatives specifically for the fine and performing arts, similar to those already in place for the sciences such as The Sciences Ambassador program? If there is not, this should explicitly stated in the proposal.**

Rebranding and Unit Identity

“Rebranding the three departments and their programs within a School, coupled with development of a renewed vision in collaboration with the Arts communities, will provide new opportunities to increase donor support for the School’s mission.”

Is the College of Arts and Science committed to budget and media production resource allocations to support the significant rebranding needed? Is the College of Arts and Science and the University of Saskatchewan willing to let Faculty participate in the conceptualization and creation of new branding/media materials in collaboration with Media Production and Communications? Will the College of Arts and Science permit the School to have a visual identity and logo to promote the new School, mark its uniqueness among departments and attract new students and donations?

Infrastructure

“the merger itself does not create a need for additional space, nor does it depend explicitly on having new spaces. However, the infrastructure currently available to the three departments and galleries is inadequate in some ways”. This is demonstrably false. Significant funds have been allocated to furnish a new administrative office for the new unit head, but not to address sorely needed updates to inadequate teaching and research spaces. **The amalgamation, if it is to be successful, absolutely creates the need for new updated spaces for teaching, exhibition and performance that are accessible and of industry standard quality.** Currently, none of the facilities on campus meet these standards, contributing to decreases in enrollment as students head west to institutions such as Grant MacEwan University where new facilities have increased student enrollment. **Recent provincial investments in Saskatchewan’s film and television industry represent an opportunity for the Fine and Performing Arts to develop programs and curricula that directly align with the government's strategic priorities, essentially becoming the talent pipeline for a growing industry in the province. It would strengthen the argument to tie increased interdisciplinarity to industry, acknowledge that existing facilities are inadequate to support growth and innovation, and identify this as an opportunity for targeted fundraising to support new facilities for the unit.**

Thank you,

Shannon

Shannon Blanchet, BFA MFA

she/her

Assistant Professor

University of Saskatchewan

Department of Drama

Ph: 306-966-5180

From: Koechl, Natasha <natasha.martina@usask.ca>

Sent: Wednesday, March 1, 2023 9:11 AM

To: Dahl, Alexis <alexis.dahl@usask.ca>

Cc: Orosz, Carla <carla.orosz@usask.ca>; Brenna, Dwayne <dwayne.brenna@usask.ca>; Blanchet, Shannon <shannon.blanchet@usask.ca>; MacKenzie, Kenneth <ken.mackenzie@usask.ca>; Thompson, Deneh'Cho <dpt161@mail.usask.ca>; Bath, Jon <jon.bath@usask.ca>; McNeill, Dean

<dean.mcneill@usask.ca>

Subject: My response to the Dean's proposed document

Hello Alexis:

I have read through the merger document and as a faculty member I would like some more clarification around the following declarations made in said document.

"...imagined interdisciplinarity, inclusion of Indigenous cultures, and increased collaborations across the disciplines."

Previous to this statement it is mentioned disciplinary depth will be maintained, yet how will it be possible to create interdisciplinary connections when we are below capacity in faculty numbers and currently have a high rate of sessionals teaching our upper-level classes? What plan of action is in place to make this a reality? It is easy to make a statement, but I suggest more planning goes into place to show viable routes of success.

For example: Would the College consider mandating three new positions (1 in each department) over the next 6 years (every 2 years a new position is added) with the aim to hire candidates with an interdisciplinary focus?

Would the college consider bringing in someone like Dylan Robinson (Canada Research Chair in Indigenous Arts) to lead an external committee to help the Fine Arts work towards achieving the goal of Indigenization being at the center of this path towards growth and renewal.

"Rebranding within a comprehensive School for visual and performing arts will increase the range of opportunities for securing partnerships and gifts."

Could we have more detailed specifics around how this will be approached, and will we have dedicated individual in the office of Advancement to secure such funding? Could the college consider the departments taking some onus to seek out their own funding rather than having to rely on the college to do so? Such as seeking Greystone Theatre sponsorships?

"...foster more favorable conditions for RSAW across the Arts and increase RSAW funding for the arts"

Could you please explain what you anticipate putting in place prior to the amalgamation so that statement bears weight and actuality? Perhaps could something like the ICCC be developed to nurture the wish for interdisciplinarity or community partnerships?

"...reduce administrative costs and reduce faculty workload."

If you plan to reduce administration how is this going to reduce faculty workload? I hope you are not considering going back to the days of "admin commons" which was a disaster for Drama and increased our workload tenfold. Could an administrative structure be presented to the arts faculty to help us visualize this plan of action?

“Enrolment across the programs has been stable or declining across all measures, while overall enrolment in the college has increased by 1 percent over the same 10-year period.”

I struggle with this statement since nowhere is it mentioned that over the last ten years our budget envelope has been decreased each year, which subsequently impacts how many sessionals we can hire to teach our first-year classes, which then has later repercussions on our enrollment in the upper year classes. Also, a pandemic happened and as a result high schools cut all their drama and music classes (in the past two years), which yet again is now having a huge impact on students moving forward into those programs.

The School is being designed in a way to make the future of architectural studies a possibility without any significant restructuring of the school.”

Can someone explain why this statement is in here and why alarm bells just rung for me reading that statement? Didn't Art and Art History originally vouch for this program and wish to see a link between the two programs? If so, how will this not impact the school, and will our resources be pulled to fund this?

The school will retain the combined financial resources of the current three departments and all funds currently managed by the three departments will transfer to the school. The collective resources will include all operating fund balances, reserve funds, department discretionary funds and special purposes funds.

Do I understand from this statement that the three departments will lose having any agency over the funds they bring into the department concerning things like Greystone Theatre, music ensembles, choral concerts, gallery events etc.? What about donations to the individual departments or things like summer camps?

Sincerely,

Natasha Martina Koechl

Professor in Drama

Natasha Martina (she, her)

Professor

Drama Department

University of Saskatchewan

Office: 306-966-5183

natasha.martina@usask.ca



March 19, 2023

To Whom It May Concern:

I will start by saying that I support the idea of the amalgamation because I believe that when we work together we strengthen the learning outcomes of the students. I say this with some reservation and concern because for this to happen there are actions we need to take to make this amalgamation successful and I would like to address those concerns here.

1. **Investment in people.** We need more faculty and more support staff. Yes, every single department will ask for this but I ask because in Drama there is no wiggle room in the courses we can offer because there are not enough people to teach them and we can only offer the bare minimum as we rely heavily on sessional support staff. You might respond with 'change your program to allow this to happen'? This would mean lessening the quality of students that we graduate from the programs. Many have completed a drama degree and put this education directly into the arts and culture in this city and province while others have taken it abroad. If we water down the programs because we only have a handful of instructors, we are essentially watering down the arts and culture that is feeding our province. I am not willing to do this. This also does not allow us to easily have a faculty member take on other duties such as leadership or committee work and it raises concern when a leave (sabbatical, parental, personal, etc) needs to take place. Putting three distinct disciplines together does not immediately solve these issues.
2. **Adequate training facilities.** The Department of Drama is located in the John Mitchell Building, its temporary location for the past 32 years, and we were first established in 1945 producing plays in Convocation Hall and later (1949) in the Hangar Building. After all these years I no longer think of this as a temporary location but as an inadequate facility. With age comes depreciation and necessary upgrades. Unfortunately, the department has not been substantially invested in since the temporary move in 1991 and it is showing. In fact, in that move we only completed Phase 1 of the development which was to build a scenic carpentry shop. We need support in resources and a proper facility to properly educate students in the performing arts. We also need this to create recruitment and keep our students here in the province. It does not matter how established we are or who we have as alumni if we cannot provide the student body with basic facilities and equipment. In fact, most high schools are better equipment than we are and it is embarrassing.
3. **Support for Indigenization.** Throughout the proposal you will see that this amalgamation is asking us to 'enable Indigenous student success' and to 'boost Indigenous faculty and staff recruitment and success'. We are not equipped to do this on our own and we need an Indigenous leader to work with us for this to be successful.



The wîcêhtowin theatre program started in 2016 has yet to see the support necessary to be truly impactful to the Indigenous people in our community and beyond.

4. **Recruitment Strategy.** There needs to be a dedicated position for a recruitment officer in the Fine Arts. It is unacceptable to ask faculty members to take this on when they are already overworked between teaching, research and administrative duties.
5. **Chair / Lead in each program unit.** For there to be success in each program the Director of the 'School' needs representation from each program unit. This person should be elected by the people they represent (just as a department head is elected). This role should be acknowledged for the amount of time commitment that it requires and teaching release should be granted in compensation for it.
6. **Program Development.** We need to see this through the lens of a student in relation to the professional industry. Our programs need to be evaluated in areas where we can overlap in the disciplines and bolster our students' learning outcomes so that they are even more successful when they leave the University of Saskatchewan.

The world is changing and becoming more competitive and we need to equip our students for the work force they are entering. We need to continue to foster an environment of creativity, collaboration and critical discourse. By taking the right steps forward in building this amalgamation it can happen. Other universities have taken this approach and not succeeded as they thought they would. Let us learn from them, listen to the artistic community, listen to the faculty members this affects most, and make choices that move us forward in way for success.

Sincerely,

Carla Orosz

Associate Professor, Drama

The draft proposal was shared with the College of Arts & Science on February 13, 2023, for discussion and feedback at a Special Meeting of Faculty Council on March 20, 2023. The following are the draft minutes of that meeting (motion for approval will be made at the next meeting, scheduled in May), and a more detailed summary of the discussion of the merger:

Meeting of the Faculty Council of the College of Arts and Science

March 20, 2022 2:15 – 4:00 pm, Zoom

Minutes

Voting Members:

Carin Holroyd (Chair); Alec Aitken; Leonzo Barreno; Jon Bath (DHead); Scott Bell; Lisa Birke; Jill Blakley (Vice-Dean); Peta Bonham-Smith (Dean); Ron Borowsky; Dwayne Brenna; Joel Bruneau (DHead); Sam Butler (DHead); Chantale Cenerini; Valery Chirkov; Krysz Chutko; Jennifer Crane; Michael Cuggy; Jordan Cummings; Dirk de Boer; Rainer Dick; Pam Downe; Chris Dutchyn; Carlos Egydio de Carvalho; Lorin Elias (Vice-Dean); Gerry Farthing (Assoc. Dean, STM); Martin Gaal; Gary Gable; Jan Gelech; Allyson Glenn; Peter Grant; Neil Hibbert (DHead); Jenna Hunnef; Mobinul Huq; Shahedul Khan; Beverly Kobelsky; Martin Kohlberger; Amanda Lalonde; Simon Lambert; Jennifer Lang; Keiran Leggo-Henderson; Zhi Li; Angela Lieverse; Yin Liu; Janeen Loehr; Rachel Loewen-Walker; Enrique Lukong; Tammy Marche (Dean STM); Greg Marion; Ann Martin; Veronique Mathieu; Dean McNeill (DHead); Debajyoti Mondal; Jake Moore; Brent Nelson (DHead); Bram Noble (Vice-Dean); Allison Norlen; Darrin Oehlerking (Assoc. Dean); Ella Ophir; Carla Orosz (DHead); Dave Palmer; Pete Pioli; Steven Rayan; Bill Roesler; Gordon Sarty; Susan Shantz; Kathleen Solose; Chris Soteros; Artur Sowa (DHead); Colin Sproat; Ian Stavness; Allyson Stevenson; Heather Szabo-Rogers; Deneh'Cho Thompson; Christopher Todd (DHead); Megan Vandendriessche; Jim Waldram; Anne-Marie Wheeler; Yansun Yao

Non-voting member or designates:

Rachel Seargent-Jenkins (Assoc. Dean Libraries);

Staff and guests:

Ernie Barber, Jacque Thomarat;

Joseph Anderson; Shawn Anderson; Dorothy Austen; Sandy Bonny; Jess Brown; Patrick Bulas; Jenelle Butler; Robyn Corcoran; Alexis Dahl; Sharla Daviduik; Kieran Foss; Amy Gerein; Tara Hackl; Peter Krebs; Renée Lipitzki; Cree Longjohn; Gail McKenzie; Sofia Mycyk; Banjo Olaleye; Wendy Quinton; Spencer Smit; Amanda Terry; Lavina Watts; Kate Wilson; Larissa Wudrick; Sara Wurst

1. Chair's Remarks – Carin Holroyd, Chair of Faculty Council

Faculty Council chair Carin Holroyd welcomed the meeting participants with the *Treaty Land Acknowledgement* and expressed her appreciation for a good turnout at the meeting.

Chair Holroyd reminded the assembly that the primary purpose of the Special Meeting is to hear an update on the proposed amalgamation of the Fine Arts departments.

2. Approval of the Agenda

Chair Holroyd asked for suggestions for agenda items. No additions to the agenda were proposed.

MOTION (Brenna/Norlen) *that the agenda be approved as presented.*

The assembly voted and **APPROVED** the motion.

3. Approval of the Minutes: February 13, 2023

Chair Holroyd mentioned that the minutes were slightly edited a few days ago to clarify certain parts of the meeting record. The edited version was available four days before the Faculty Council meeting.



MOTION (Sarty/Bath): *That the minutes of the February 13, 2023 meeting of the Faculty Council be approved.*

The assembly voted and **APPROVED** the motion.

4. Business Arising from the Minutes

No Business Arising was discussed.

Attendance Poll

Chair Holroyd requested that the meeting participants respond to an attendance poll to establish the number of voting and non-voting meeting participants. The poll identified that 65 **voters** were present at this time.

5. Report of the Academic Programs Committees – Maggie Fitzgerald, Chair APC (BA, BFA, BMus); Jerry White, Chair APC (BSc); Kirsten Fisher, Chair APC (B.Sc. [BMSC]); Pierre-Francois Noppen, Chair APC (BA&Sc)

- **Decision Items**

MOTION (FitzGerald/Elias): *That Faculty Council authorize the submission of the proposed Degree Level Certificate in Labour Studies to the Academic Programs Committee of Council.*

The assembly voted and **APPROVED** the motion.

6. Proposed Amalgamation of Fine Arts Departments: presentation and Q&A

Dean Bonham-Smith presented PowerPoint slides about the amalgamation project. The slides addressed certain parameters of the proposed amalgamation:

- Project scope – infrastructure, policy, organizational structure,
- Project timeline to 2026
- Project implementation structure

Following the presentation, the discussions and questions focused on a number of aspects:

- Dean Bonham-Smith outlined a number of envisioned benefits of the proposed amalgamated entity regarding:
 - Broader faculty and staff complement
 - Combined financial resources
 - Efficiencies in departmental (School) administration
 - Faculty participation in college governance
 - Opportunities for student recruitment
 - Donor-eligible branding of the School
- Indigenization efforts are **not** the primary reason for the creation of the School. However, the School will participate in the Indigenization of college spaces, curriculum and personnel.
- Key performance indicators regarding teaching and RSAW outcomes will be determined by the School, and are expected to emerge from the current departmental standards.
- The new School will accommodate any future inclusion of Architectural Studies programs into its core structure.



- College Review Committee: a Fine and Performing Arts faculty representative should always be a member of the HumFa CRC constituent members and have input into the deliberations regarding Fine and Performing Arts faculty members.
- The University has the authority to determine the name of the amalgamated entity, but the amalgamated departments will be called upon to suggest their preferred name.
- The process for appointing an interim director will be established by the three affected departments after the amalgamation will be approved by University Council. The departments could create a search committee for this task. If the departments cannot suggest a suitable director candidate, the Dean can make an interim appointment for a six-month duration.
- The new School will have a combined total of 25.5 FTE faculty members. The School will operate like a large department with a future appointed director who will function like a department head of one of the larger Arts&Science departments. The three departments will be asked to determine the office location of the School director.
- The amalgamation is a College administrative matter. The Arts & Science Faculty Council will **not** have a vote to approve or reject the proposed amalgamation.
- An amalgamated School may create sufficient critical mass in terms of programming and student outcomes that the value of the Fine and Performing Arts. This could increase the visibility and perceived value and impact of the new School in an environment of Provincial grant funding outcome targets that discount the role of separate, small, fine arts departments.
- The School will operate under special provisions for budget allocations and faculty complements until 2026. Until that year, if the amalgamation goes ahead, faculty replacements will be made on a “one for one” basis, i.e. tenure track positions will replace tenure track positions.
- Approval of the amalgamation will be sought in May – June of 2023. If the approval is given, there will be a transitional year until June 30 2024 during which the organizational and administrative parameters of the School will be determined by the three departments.
- There is a probability that the School can attract donor funds for the enhancement of programs, scholarships or infrastructure in any one or all School programming streams. However, the disciplinary groups of Music, Drama, Art&Art History can also continue to pursue their specialized donor resources.
- The prospects of having a dedicated fine and visual arts building are low if the three departments remain separate. A school of Fine and Performing Arts however might attract sufficient donor funds that over time could help achieve the vision of a dedicated fine and visual arts facility.

7. Adjournment

MOTION (Sarty): *that the Faculty Council meeting be adjourned.*

The assembly voted and **APPROVED** the motion.

Next meeting: May 16, 2023 on Zoom

**Special Meeting of Faculty Council
20 March 2023 at 1:30 pm
Arts 206 & Zoom**

Summary of discussion of the proposal to amalgamate the departments of Art and Art History, Drama and Music:

Dean Peta Bonham-Smith noted that the full proposal had been circulated in advance of the meeting, and that she would not go through that proposal but instead give a short presentation and then focus on questions and feedback. The presentation included the project scope, committees which have been struck to study different aspects of the amalgamation (including their roles and status/activities), project timeline, and a summary of the goals and limitations of the amalgamation project. She reiterated her belief that the departments will have greater opportunity to attract new resources and to thrive as a single unit, relative to the same measures as three small departments.

Dean Bonham-Smith provided answers to some questions which had been submitted prior to the meeting:

1. Is Indigenization the primary reason for this amalgamation?
No, it is not. However, as with all that we do as a college, Indigenization of our college spaces, curriculum, and personnel is a priority. Resourcing priorities of the college, including Indigenization, is an ongoing process and where deemed a priority to the college funding will be allocated accordingly. It is hoped that the Arts would be a leader in Indigenization on campus and in our external community.
2. What will be used as Key Performance Indicators and metrics to measure impact or teaching and RSAW in the fine and performing arts.
The mandate of the Vice Deans Academic and RSAW includes supporting all faculty in their teaching and RWA activities, including helping to find funding and support for interdisciplinary/collaborative RSAW as well as personnel support for all SSHRC and other agency funding opportunities. Support for teaching abroad as well as course development for in person or online course delivery is provided. Key performance indicators will be determined by the new, collective School – many are already identified in the current departmental standards.
3. How does amalgamation reduce administrative costs and reduce faculty administrative workload? It seems that faculty workload will actually increase.
In a larger department, there should be less administrative load per faculty member. However, this depends on the administrative structure that the faculty of the School choose to create. The School can choose to have a single undergraduate committee with one chair and one rep from each program. They can also choose to have a single graduate committee with similar representation. The School can choose to have general meetings only once per month, rather than once per week.

One concrete example of work that will decrease is the need to recruit faculty members from other departments to participate in career decisions/collegial processes for department faculty. The increased size of the School should be sufficient to populate these committees from within.

In addition, staff positions can be reworked to allow staff to specialize in particular areas, while still being cross-trained to provide backup support for vacation/leaves.

The School will need to carefully design internal governance structures which allow for appropriate delegation of authority and duties, so that each faculty member has more freedom to focus on the core mission of teaching and RSAW.

4. Could there be support for recruitment/enrolment in the fine arts similar to the Science Ambassador program?

The Science Ambassador program primarily operates through sponsorships and donations, and stemmed from the NSERC WISE initiative by one of our female science faculty members. The members of the fine arts departments may want to investigate whether there are similar funding opportunities through SSHRC or other arts funding agencies.

The college recently received funding from central to support two-year appointments for one Indigenous and one international recruitment specialist. These recruiters will seek to recruit students to all programs in the college.

The fine arts are encouraged to recruit students in the best manner for their discipline, which may include interviews, auditions, portfolios, etc., and to provide a proposal to the Dean on how the college can support such activities.

5. A question was raised about “branding” of the School.

The college has the expertise to support the branding of the new School. What will be needed are the suggestions and input from faculty, staff and students. We will have to stay within the “physical branding” guidelines of the university regarding visual identity and logo as they pertain to schools, but looking forward to further discussion.

6. A question was raised highlighting the inadequacy of the current fine arts facilities.

Agreed. While there is funding provided for renovation of a space(s) for the new director of the School and a meeting room for the School, there are no new funds to upgrade the current Arts Infrastructure. However, with one much larger School, rather than three smaller individual departments, there will be more support within the funding/donor world for one state of the art building to house a School of the Arts (however it is named). Working together, I see a bright future for the arts on campus, which I do not see for the independent departments competing with each other for resourcing and individual funding.

7. A question was raised concerning whether the School would have some autonomy for seeking their own funding for activities such as Greystone Theatre sponsorships.

Departments and hence the School are encouraged to seek out sponsorship opportunities and the College Advancement office and staff are here to support such opportunities, using their expertise to support such efforts.

8. A question was raised regarding the possible future inclusion of Architectural Studies and if this would impact current resources for the School.

Any future addition of Architectural Studies would be an addition made in consultation with the members of the School, and would not impact the resources currently allotted to the

departments. At this time there is no indication from central that USask will be adding Architectural Studies in the near future.

Q: Jennifer Lang, Department of Music: We are hearing the message that the amalgamated unit will have a stronger voice, but there is a concern that this will remove all fine arts voices on some committees at key moments. On CRC, when a proposal from a member's home department is brought forward, that member needs to leave the room. Currently, members from other fine arts departments can advocate for members of the other fine arts departments. If all fine arts faculty are in one unit, will there be no one from a related discipline who can speak in these cases?

A: Not necessarily. The USFA Collective Agreement prohibits one individual from making a decision on a case file more than once (at both the department and college levels); rather than having the member recuse themselves from the college-level discussion, that member could recuse themselves from the department-level discussion so that they could remain present for the former.

Q: Greg Marion, Department of Music: Who has authority to name the new School?

A: Authority for naming resides at the university-level, though suggestions from the departments' faculty are welcome. No decision has been made, but work is ongoing to determine a thoughtful, future-looking name.

Q: Greg Marion: Is it correct to assume that there will need to be an Interim Director for the first few months after the School is created, and if so, how will appoint that director? Or, will the advertisement for a director happen before the School is created?

A: If there is an Interim Director appointed, the usual procedure in the USFA Collective Agreement will be followed; the Dean may appoint a Director for up to six months. But, if a search committee may be comprised of members of the three existing departments, it is possible that a search can happen in time to have a new Director in place for July 1, 2024.

Q: Gordon Sarty, Department of Psychology and Health Studies: How many faculty members will be in the School formed by the amalgamation? What is the difference between a department, a school, and a centre? Is it expected that other departments will be amalgamated?

A: There is a total of 25.5 faculty positions in the three departments. A "centre" is not an academic unit; both a department and a school are academic units. Schools are expected to be interdisciplinary, and there is a belief that there are unique branding opportunities for a school. There are no plans in place at this time to amalgamate other departments; no prediction for the direction of subsequent deans.

Q: Chris Soteris, Department of Mathematics and Statistics: As no motion has been brought forward, does that mean that approval of Faculty Council is not required? Would having a vote from the college not strengthen the proposal at University Council?

A: No motion is required, and none is sought at this time. Anyone wishing to support or oppose amalgamation will be free to do so at University Council when the motion is brought forward for decision. This meeting of Faculty Council has been called to receive feedback, and to provide an opportunity for people to have questions answered.

Q: Dwayne Brenna, Department of Drama: We have been told that there are no financial impacts of this change – is anything being done to ensure better funding for the fine arts?

A: The fine arts are not mentioned in the *Saskatchewan Growth Plan*, and the university does not yet know how it will be funded after 2024. Generally, senior administration references our university as a “U15 medical doctoral institution” and the arts are not mentioned. But, I am happy to note that the President recently mentioned the Department of Drama at a donor event in Palm Springs. The University has to align, to some degree, with what the provincial government sees as the future for the province; concern is that when there is a focus on graduating more doctors and nurses, it is not clear how the financially support the arts. Feel strongly that a larger unit will have a bigger voice to speak out, and that this is the only way to thrive in this province at this time and in this climate. The larger unit will have a better opportunity to raise profile of these programs, and the role of graduates in the arts community in Saskatoon.

Q: Dwayne Brenna: How does the amalgamation save money?

A: It does not, but it allows for better optimization of existing funds.

Q: Dwayne Brenna: I am concerned that we are not buying new ships, but rearranging the deck chairs.

A: I can only speak to the current climate, but I don’t anticipate a change in the provincial government anytime soon. An amalgamated group will be better off than three departments continuing to compete with each other.

Q: Pamela Downe, Department of Archaeology and Anthropology: Is the expectation that the Director of the School will take on the work of the three current Heads?

A: The role of the Director will be the same as that of a department head, encompassing the same activities as those undertaken by a department head of any large department in Arts & Science. The School will be the third largest unit in the college. The Director will chair some meetings, but everyone can participate.

Q: Pamela Downe: I’m not sure that the breadth of activities in the School will be the same as in other large departments?

A: The department will choose an internal governance structure for themselves that will address the breadth of the work. Undergraduate and graduate committees can be structures to ensure appropriate representation.

Q: Alison Norlen, Department of Art and Art History: The timeline notes an “evaluation checkpoint” in 2026. What will the process be, and what will be looked at? Will there be an external team?

A: 2026 is the end of the period for which the new School will be “held harmless” in terms of positions (one for one replacement for faculty and staff), providing time for the new unit to be fully operational. It will be up to the faculty and/or dean at the time to determine if that is the appropriate time for an evaluation. There is a recognition that the ongoing program reviews are meant to be cyclical - 2026 may/may not be time to repeat such a review.

Q: Alison Norlen: Will the replacement positions be tenure-track positions?

A: Yes, if that is the type of position being replaced, and if the amalgamation is approved.

Q: Dwayne Brenna: Concerned that the Director and staff may be in a different location than faculty of the different departments, and that past experience with the Admin Commons showed that this did not work for faculty or students. How will the past problems be prevented?

A: There will be no staff losses. The unit will determine where best to place staff members to serve the amalgamated unit. The Director needs to be in a space that is best for all of the different locations of faculty, staff and students. If the amalgamated unit believe that additional resources are necessary to organize themselves, they will need to make their case to the incoming Dean. Agreed that the Admin Commons model did not work, which is why it was changed.

Q: Greg Marion: It sounds as though the decisions about how the School will be run will be made after it is already running (like building a plane when it is already in the air). How much of the structure, procedures, policies, etc. will be in place on day one?

A: Many decisions cannot be made until after approval of the amalgamation, and for that reason a pre-implementation year was built into the timeline. The members of the departments are encouraged to work together during that year to plan the governance/structure/operations for after the amalgamation. If we think back a few years ago when the college moved from having Divisions to not having them, the work to reorganize college operations all went on behind the scenes in the year before the change. A few things still needed to be changed after the implementation, but after a few months everything was running well. The departments will need to work as a team to get as much in place as possible for July 1, 2024.

Q: Sofia Mycyk, Sessional Lecturer, Department of Music: Though it was mentioned that it might be easier to get donations as an amalgamated unit, my experience has been that philanthropists often want to direct their funds to a specific area. Will donors still be able to do this?

A: Yes, donors will be able to direct their funds, with our guidance. It is easier to get donations for a unit if there is a building for that unit.

Q: Jordan Cummings, Department of Psychology and Health Studies: Will the transition year be accompanied by an increased workload for faculty? Will support be provided?

A: It is possible that there is be additional work in the pre-implementation year, but no every faculty member has to be on every committee. Ernie Barber will continue to provide support for the project. Once the School is running, if there is a willingness to delegate and spread the load across more people, the individual workload should be reduced relative to now.

Additional written submissions received after the proposal was completed:

April 4, 2023

To the Members of the Planning and Priorities Committee,

The following comments are informed by my experiences as the Department Head of Art and Art History but are my individual opinion and should not be considered as the consensus of the department. I have encouraged all of my faculty to individually submit their comments to you rather than attempting to write a single departmental statement.

I am voicing very cautious support for the proposed amalgamation, but do want to raise some serious concerns. The process in which this amalgamation was announced without any consultation with the departments was highly damaging for morale in the departments and immediately made many faculty and staff suspicious of the process. The reasons for the amalgamation have also shifted over time, and the Dean was never able to articulate exactly why this process was being undertaken or why the departments were not consulted before the amalgamation was announced. I also have some serious personal concerns that this process will increase administrative burdens on faculty, rather than its stated goal of reducing them, as we will need to add a variety of subcommittee meetings. Finally I do believe that the amalgamation stems from a fundamental misunderstanding about what we “do” in the Arts; my faculty’s practices have very little in common with those in Music or Drama, and we collaborate more closely with other departments. We may all apply to the same funding bodies and grant BFA degrees, but by that logic all the Science departments should be lumped together. Finally, the geographic separation of the three departments on campus makes it hard to see this as anything but an amalgamation in name only.

However, I am still writing in support of the amalgamation. If the motives were truly nefarious, senior administrators could have continued to do what they had been doing previously with the Arts: ignoring us and letting our programs slowly wither in our crumbling facilities. I am hopeful that the stated goal of using this amalgamation to bring new attention to the Arts on campus will actually happen, and that the process will help correct some of the misunderstanding of others on campus of the value of having strong Arts programs. I am also hopeful that this increased profile will bring to light the weaknesses of many university metrics for resource allocation when it comes to the Arts. Finally, the commitment by the Dean of Arts and Science and the Provost for faculty replacement until 2026 is crucial as otherwise we could lose up to 30% of our faculty complement over those years, which would damage the department far more than this amalgamation. So I support the amalgamation and place trust in our senior leaders that they will follow through on the commitments laid out in the amalgamation document.

Sincerely,



Jon Bath
Associate Professor and Department Head
Art and Art History

University Senate - Senate Engagement Strategy Update

Background

At its April 2022 meeting, the University of Saskatchewan Senate approved a new “Senate Engagement Plan”, the purpose of which was to outline some clear steps to allow for the Senate to more fully participate in, and contribute to, core priorities of the university’s aspiration to be the University the World Needs.

The strategy outlined the following priorities and goals:

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

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

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

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

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

GOAL 1.2: Position Senate as a champion and ally of equity, diversity, and inclusion and prioritize contributions to, and fulfilment of, the university’s EDI Strategy and Action Plan and our Indigenous strategy, ohpahotan oohpaahotaan: “Let’s fly up together.”

ACTION: Examine Senate composition and our conceptualization of ‘representation’.

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

GOAL 1.3: Enable meaningful contribution through strengthened relationships.

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

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

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

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

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

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

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

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

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

Establishment of an Ad-Hoc Working Group

A small working group met in August to begin to tackle some of the actions outlined in the Strategy, in particular “developing a purpose and vision statement for Senate”. The committee notes are attached to this report and will be brought for discussion and feedback to the Senate-as-a-whole at the fall meeting.

Progress and Next Steps

A full report on progress will be part of a presentation at the fall Senate meeting. A particular item of note is the partnership that has been formed between the Governance Office and University Relations. In contemplation of the Senate Engagement Strategy it has become evident that there are effectively two important, but distinct, areas of engagement.

One portion of the Strategy focuses on Senators-as-governors and outlines actions on how the Senate, as a governing body of the university, can be best positioned to participate in the decision-making process. The other part of the Strategy focuses on Senators-as-community-members and outlines actions on ways to involve members in events and programs of the University.

This approach requires a partnership between two different offices of the university in order to enact: the Governance Office to support the statutory and decision-making role of Senate and University Relations to support the goals of Senate as the University's first connection with the community.

Conversations have taken place between the Offices which will result in Senators being contacted directly by staff in the University Relations unit to move this portion of the strategy forward.

Attachment:

1. Ad-Hoc Senate Engagement Working-Group Notes



Ad-Hoc Senate Engagement Working-Group Notes – Aug 2023

Theme	Comments that pointed to this theme
Voice	<ul style="list-style-type: none"> - Being able to ask questions - Voice being valued- and this showing up in practical sense eg. longer Q&A, say in agenda items, shorter presentations, Q&A directly after each report - Coming prepared to meetings having read package - Ability to have voice/contribution in university plans/matters -
Connection	<ul style="list-style-type: none"> - Relationship building/connection - Communication between senators - Messaging to alumni to get them involved in Senate - Communication about events throughout the year (incl. time/date/place to better engage people) - Newsletter communications = highly valued
Real experiences	<ul style="list-style-type: none"> - Mentorship - Engagement with governance - Increase embedded experiences that better equip Senators to speak to their community (eg. art archives at USask) - Connection to districts through offering to hand out awards at graduations -
Purpose	<ul style="list-style-type: none"> - Get to be a “critical friend” for the university – that is, critical to the university’s direction and also critical OF the university’s direction - Be “in the know”/ have inside knowledge of the university - Use this knowledge to engage with community

Summary of Discussions Re: Draft Purpose/Vision Statement and Senate Engagement Definition

The Senate Engagement Plan stipulates that the Senate purpose statement should be:

- authentic, achievable, and aligned to the role (as defined or re-defined); it should highlight what Senate can be and is uniquely positioned to be and do

The below statements are based on the themes that arose from comments at the first meeting of the working group, regarding the role of Senate. These statements are just a starting point and the idea is to have the working-group edit and contribute and make changes to them before we bring them to the Senate meeting in October for further feedback.



Senate Purpose

The senate is the University's window on the province and the province's window on the university. This means that the purpose of the Senate is to provide valuable feedback and insights to both the University regarding the province, and to the province regarding the University, ultimately allowing for enhanced understanding, connection, and relationships between the University and the province.

Senate Engagement:

Engagement as it pertains to the University of Saskatchewan Senate is multifactorial and therefore the definition of 'Senate Engagement' needs to encompass all varieties of engagement including:

- Engagement of Senators with USask
- Engagement of Senators with their communities
- Engagement between Senators

Furthermore, engagement needs to have purpose and align with the USask mission, vision, values, and overall strategic direction.

Definition of Senate Engagement:

Senate engagement can be defined as authentic and meaningful connection, allowing for voice, feedback, and genuine communication between Senators and USask, between Senators and their communities, and between Senators themselves, with the purpose of contributing to and aligning with the USask mission, vision, values, and overall strategic direction, and allowing for the best possible fulfillment of USask's responsibilities to its Senate and its community, and Senator responsibilities to the University and to their communities.

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY:	Peter Stoicheff, Vice-Chair, Senate Executive Committee
DATE OF MEETING:	November 4, 2023
SUBJECT:	Report on activities
SENATE ACTION:	For information only

BACKGROUND:

Members of the Executive Committee of Senate are:

President Peter Stoicheff, Chancellor Grit McCreath (Chair), Dean Jane Alcorn, Max Bilson, Keisha Caplette, Rhonda Gough, Abhineet Goswami, Vice-Provost Angela Jaime, Brenda Mishak, Michelle MacDonald, Kelley Moore, and University Secretary Julian Demkiw.

This committee met on September 25th, 2023 and the discussion summary is as follows:

- Approval of the Senate Agenda
- Senate Engagement Plan, and updates
- Senate reception – options and ideas
- Non-academic discipline policy and the adhoc committee
- Requests Received by Senate Executive for the Senate Agenda –(there were none)

A notice was sent to members of Senate in August indicating the deadline for submitting a motion for contemplation by the Senate executive. No motions or requests for information were *formally* received, although suggested topics came in via the Senate survey which have been used to shape the fall agenda.

Executive members requested that action items identified in previous Senate meetings come forward in a list to future Senate meetings as a method of accountability and to ensure action.

In an effort to increase engagement within the Senate, the committee discussed the idea of asking professional association representatives to provide information to Senators on the associations they represent. Secretary Demkiw was to follow up for the fall meeting.

Report of the Senate Nominations Committee

FOR INFORMATION

PRESENTED BY: Rhonda Gough, Chair, Nominations Committee

DATE OF MEETING: November 4, 2023

SUBJECT: **Report on Activities**

SENATE ACTION: For information

BACKGROUND AND SUMMARY:

Pursuant to Senate Bylaws, the Senate nominations committee is mandated to recommend membership on Senate committees, student discipline/appeal boards, Council and Senate appointments on search and review committees.

Members of the 2023-24 Nominations Committee are Chancellor Grit McCreath, Rhonda Gough (Chair), Aaron Genest, Barb Gustafson, Jordan Robertson and Julian Demkiw. The committee met on October 4, 2023 and will meet again in mid-January, 2024.

At the October meeting, the Nominations Committee reviewed the following:

- Committee mandate and bylaws regarding nominations in Senate and for Senate committees
- Appointing a senator to the search committee for Chief Financial Officer (CFO)
- Representatives of Senate nominations to serve on the Board of Governors
- Preparation for the spring nominations process

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

- Return of expression of interest forms from Senators;
- Current Senate and Senate committee membership;
- Biographies of members;
- Terms of reference for each committee

The nominations committee appointed Senator Richard Côté, representing the Institute of Chartered Professional Accountants of Saskatchewan, to serve on the Chief Financial Officer (CFO) search committee. As per the bylaws, this appointment only requires approval by the Membership Committee but is being brought to Senate for information.

The membership of review committees is outlined in the [Search & Review Procedures for Senior Administrators](#).

Report to Senate on Activities of the Senate Membership Committee

FOR INFORMATION

PRESENTED BY:	Tamara Buckwold, Chair Senate Membership Committee
DATE OF MEETING:	November 4, 2023
SUBJECT:	Report on activities
SENATE ACTION:	For information

Committee membership and meetings

Members of the 2023-24 membership committee are Tamara Buckwold (chair), Chancellor Grit McCreath, Robert Henderson, Rob Maquire, and Wade Hainstock. The committee met on April 22 and on October 12, 2023.

Membership criteria for organizational members

The committee determined that the criteria for the continued Senate membership of an organization was unclear with respect to the consequences of failure to attend by an organizational delegate. The committee concluded that suspension of membership should in general follow automatically from repeated non-attendance but that an exception should be available when, in the opinion of the committee, the circumstances are such that suspension is not warranted. The criteria also indicated that the relevant organization would be notified of a potential suspension by the chancellor while in fact any such notification is sent by the University Secretary. The criteria was accordingly amended to provide as follows (amendments indicated in underlining and strikeout):

5. An organization whose delegate misses two consecutive senate meetings or whose delegate position remains vacant for two consecutive senate meetings will be notified by the ~~chancellor~~ University Secretary, with a copy to the delegate, that should their delegate miss the next meeting following, their membership will be revoked unless a special exemption is granted to accommodate continued membership. Organizations may designate an alternate in accordance with Bylaw XII.3 if their delegate will be unable to attend a meeting. Any organization whose membership is revoked may re-apply for membership after one year."

Five-year review of organizational memberships

Pursuant to section 24(4) of *The University of Saskatchewan Act, 1995*, once every five years, the Senate membership committee is to review the status of professional societies or other organizations having representatives in the Senate to determine whether they should continue to send a representative. The committee is responsible for completing this review and to determine if these representative associations should remain on Senate. The committee reviewed and updated the survey materials sent to organizational members and to University Deans and Directors to obtain information relevant to the

review. The revised material highlights the commitment of the Senate and the University to equity, diversity and inclusion. The survey will be circulated and responses considered by the committee early in 2024.

Diversity and representation initiatives

The committee continued to discuss strategies to enhance diversity and representation in the membership and workings of Senate, including through outreach to organizations that may contribute to that objective. We are pleased to report that this initiative resulted in nomination of the Saskatchewan Intercultural Association (SIA) as an organizational member. The committee reviewed the nomination material and moved unanimously to recommend acceptance of the SIA as a member of Senate. A motion to accept the SIA is before this meeting of Senate.

The committee consulted with Dr Angela Jaime, Interim Vice-Provost Indigenous Engagement, to consider avenues for better representation of Indigenous people in the membership of Senate. This work is ongoing.

The committee will continue its work in this area in the upcoming year.

A word of appreciation

The members of this committee have been actively engaged in its work and have fulfilled their roles with wisdom, insight, respect and collegiality. We have received excellent support from University Secretary Julian Demkiw and Shirley Cuschieri of the Governance Office, and from Dr Jaime. Sincere thanks to all.

Senate Membership Committee

FOR DECISION

PRESENTED BY:	Tamara Buckwold, Chair, Membership Committee
DATE OF MEETING:	November 4, 2023
SUBJECT:	Senate membership approval for the Saskatchewan Intercultural Association (SIA)
DECISION REQUESTED:	<i>That the Saskatchewan Intercultural Association is designated a member of Senate pursuant to section 24(3) of the University of Saskatchewan Act, effective November 4, 2023.</i>

BACKGROUND AND SUMMARY:

The bylaws of Senate provide that it is the duty of the Membership Committee to consider applications by associations for Senate membership and to make recommendations thereon to the Senate. Membership by organizations is governed by the *University of Saskatchewan Act* and the committee's criteria for membership.

The Membership Committee's criteria for membership include the following provision:

4. Cultural and business organizations may be considered for membership if they meet the criteria in the Act and
 - a. Their members represent a significant constituency of stakeholders within Saskatchewan, and
 - b. The goals and aims of the organization are consistent with the strategic direction of the university.

Section 24(3) – *University of Saskatchewan Act* provides

“For the purposes of clause (1)(f), the members of the senate mentioned in clauses (1)(b) and (c) may designate professional societies or other organizations that, in the opinion of those members:

- (a) contribute in a significant way to the social, economic and cultural welfare of Saskatchewan; and
- (b) have a demonstrated interest in furthering the goals of higher education and research at the university.”

The members of senate mentioned in clauses 24((1)(b) and (c) are the individuals elected by convocation; namely, district representatives and members at large.

At their October 12, 2023 meeting, the Membership committee voted unanimously to recommend that the Saskatchewan Intercultural Association (SIA) be designated a member of Senate.

Information on this organization can be found on the attachments.

ATTACHMENTS:

1. Saskatchewan Intercultural Association (SIA) Mandate - Mission Vision Values
2. Nomination form for Saskatchewan Intercultural Association (SIA)



Promoting harmony among all people



SASKATCHEWAN INTERCULTURAL ASSOCIATION'S MANDATE

Who We Are

Saskatchewan Intercultural Association (SIA) is a social impact organization founded in 1964. Since its beginning, SIA has been committed to supporting cultural groups retain their distinctive cultural identity, language, and arts. SIA provides programs and services that empower and relieve barriers for Newcomers and Indigenous people in the areas of securing employment, language advancement, and cultural understanding. An integral part of SIA has always been to provide anti-racist education and promote intercultural understanding to the general public through workshops and programming.

Mission

To promote intercultural understanding and the retention of cultural identity and language to fully include newcomers and Indigenous peoples in Canadian society.

Vision

We aspire to build an equitable community that accepts and celebrates all cultures.

Value Statements

Respect:

- We listen attentively and seek to understand before responding.
- We actively facilitate opportunities to contribute to solutions.
- We treat each other with respect, independent of status or difference of opinion.
- We are confident and openly humble when working with others.

Compassion:

- We are supportive of other people's needs, aspirations, and limitations.
- We are considerate of others' situations and experiences, and work to accommodate their needs.
- We are sensitive of others' traumas and triggers, and tactfully approach difficult topics.
- We show others patience, kindness, and understanding.

601B 1st Avenue North
Saskatoon, SK
S7K 1X7
Tel: (306) 978-1818
Fax: (306) 978-1411
www.saskintercultural.org





Promoting harmony among all people



Trust:

- We encourage work-life balance through flexibility in management of time and commitments.
- We provide a safe space to be innovative, creative, and family focused.
- We are able to be vulnerable, make mistakes, and know we will be supported through our growth.
- We focus on what is best, not who is right.

Inclusion:

- We foster an environment that allows everyone to feel safe, included, and valued.
- We embrace diversity and provide equitable opportunities for everyone.
- We recognize our biases and support each other in adapting and growing through them.
- We believe in action and intervene when someone else is being marginalized.

Kinship:

- We leave space for sharing and connecting through our different cultural and land-based knowledge systems.
- We nurture our relationships with acceptance and understanding.
- We celebrate successes and special moments, investing in our connections beyond business as usual.

Objectives of the Organization

- a) Promote intercultural cooperation & understanding within the community.
- b) Provide education, advocacy and awareness in ways that will promote diversity and combat racism.
- c) Welcome newcomers to Canada in ways that honour the treaties, recognize that we are all treaty people, and support the path to reconciliation.
- d) Provide services for newcomers to Canada so that they may fully participate in Canadian society.
- e) Promote the retention of language and cultural traditions as essential components of multiculturalism.
- f) Provide programs and services for the most vulnerable members of newcomer and Indigenous communities.
- g) Provide information and advisory services to newcomers to Canada, ethnic and cultural groups and other interested organizations.
- h) Promote diversity and harmony among all people.

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Strategic Priorities

1. To optimize financial stability and growth by diversifying funding sources, improving fundraising, and effectively utilizing resources.
2. To enhance our programs and services by nurturing a culture of innovation and continuous improvement that meets the changing needs of our community.
3. To strengthen our efforts in reconciliation by including Indigenous Ways of Knowing in our hiring practices, physical spaces, staff training, curricula, programming, and exploring ways to further incorporate Indigenous world views within our organization.
4. To promote positive relationships within the community, including modeling and teaching interculturalism, anti-racism, diversity, and inclusion.
5. To develop and implement a strong marketing and communications plan that expands awareness and impact of SIA in the community.

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UNIVERSITY OF SASKATCHEWAN
NOMINATION TO THE UNIVERSITY OF SASKATCHEWAN SENATE

The *University of Saskatchewan Act 1995* (24.3) provides for membership on the University of Saskatchewan Senate by professional societies or other organizations that, in the opinion of Senate, (a) contribute in a significant way to the social, economic and cultural welfare of Saskatchewan; and (b) have a demonstrated interest in furthering the goals of higher education and research at the university.

Nominations for Senate must be made by either an elected member of Senate or by three members of the University’s Convocation, who should complete the form with the assistance of and in consultation with the nominee. Nomination for membership is reviewed by the Membership Committee, which will forward its recommendation to a full meeting of the Senate.

A. NOMINATION

I/we the undersigned hereby nominate Saskatchewan Intercultural Association for membership on the University of Saskatchewan Senate. I/we have confirmed that this organization is interested in such membership and willing to appoint a delegate to participate in twice-yearly meetings of the Senate.

Name and telephone number (please print): Tamara Buckwold 780-717-0628

I am an elected member of Senate or Convocation of the University of Saskatchewan
Signature Tamara Buckwold (signed electronically)

Name and telephone number (please print): _____

I am an elected member of Senate or Convocation of the University of Saskatchewan
Signature _____

Name and telephone number (please print): _____

I am an elected member of Senate or Convocation of the University of Saskatchewan
Signature _____

Date: October 11, 2023

B. ORGANIZATIONAL PROFILE

Name of Organization: Saskatchewan Intercultural Association (SIA)

Address: 601-B 1st Avenue North, Saskatoon SK, S7K 1X7

Name of contact individual: Jess Hamm

Position: Executive Director

Number of Members in the organization: 19 groups & 22 individuals

Criteria for membership:

SIA was founded in 1964 and according to our Bylaws, the organization may have an unlimited number of members, subject to approval for membership under the eligibility requirements as laid out in the Bylaws and in accordance with the membership policies approved by the Board of Directors from time to time. There are two classes of membership, group and individual. Membership may be held by individuals or by organizations that have demonstrated interests in and an ability to contribute to the promotion of the objectives of SIA.

Please review the attached list of current organizations which are members of Senate and comment on the extent to which your organization's constituency and membership may already be represented on the Senate:

There seems to be no overlap between Saskatchewan Intercultural Association and other organizations listed as current University of Saskatchewan Senate members.

Mandate of your organization (please attach a copy of your mission statement, charter or other document describing your mandate). Attached is the Mandate of SIA.

In what way does your organization contribute in a significant way to the social, economic and cultural welfare of Saskatchewan?

The objectives of the organization are to:

- a) Promote intercultural cooperation & understanding within the community.
- b) Provide education, advocacy and awareness in ways that will promote diversity and combat racism.
- c) Welcome newcomers to Canada in ways that honour the treaties, recognize that we are all treaty people, and support the path to reconciliation.
- d) Provide services for newcomers to Canada so that they may fully participate in Canadian society.
- e) Promote the retention of language and cultural traditions as essential components of multiculturalism.
- f) Provide programs and services for the most vulnerable members of newcomer and Indigenous communities.
- g) Provide information and advisory services to newcomers to Canada, ethnic and cultural groups and other interested organizations.
- h) Promote diversity and harmony among all people.

In what way does your organization have a demonstrated interest in furthering the goals of higher education and research at the University?

SIA recently partnered with the University of Saskatchewan's Career Services Division on a pilot project for the Community Engaged Projects. SIA engaged two student interns from the U of S who worked on research projects for the organization focusing on the benefits of our Intercultural programming as well as mental health services and community resources that are available around Saskatoon. This partnership worked out very well and we were happy with the win-win situation of providing experiential learning opportunities for the students as well as achieving a different perspective of our services from an external lens.

SIA also has a long-standing relationship with the University of Saskatchewan through our Employment programs where over the years we have placed program participants in different divisions at the U of S for mentorship, volunteer or employment opportunities.

How would your organization benefit by being a member of the University of Saskatchewan Senate?

By being a member of the U of S Senate, SIA will be able to further its objectives through intercultural co-operation, promotion of diversity, equity and inclusion & being an advocate for newcomers and indigenous people within our community. The Senate membership will create a deeper knowledge of the programs & operations of the University of Saskatchewan which will be helpful in the strategic outlook, priorities & initiatives of our organization.

Return to: University Secretary's Office
 University of Saskatchewan
 Room E290 Administration Building - 105 Administration Place
 Saskatoon, SK S7N 5A2 Phone: 966-4632
university.secretary@usask.ca

Report to Senate on Admissions Qualifications Change Confirmations

FOR INFORMATION

PRESENTED BY: Larry Wagner, Chair, Senate Education Committee

DATE OF MEETING: November 4, 2023

SUBJECT: **Report to Senate on Admissions Qualifications Change Confirmations**

Purpose

The Senate Education Committee is required to provide a report for information its confirmations of Council's approvals of requests for admissions qualifications changes to academic programs. Requests considered will be implemented either for the 2024/25 admissions cycle.

Background

On October 30, 2021, Senate delegated authority for confirming changes to admissions qualifications (that have received approval from University Council) to the Senate Education Committee.

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

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

Summary

The following admissions qualifications changes were confirmed at the Senate Education Committee meetings on May 24, 2023. Hyperlinks are provided to the full reports to Council, which are publicly available on the University Council website.

May 24, 2023

- Bachelor of Science, Nursing program ([as approved by University Council on April 20, 2023](#)), effective 2024/25 admissions cycle
- Master of Science and direct-entry Doctor of Philosophy programs in Kinesiology ([as approved by University Council on April 20, 2023](#)), effective 2024/25
- Master of Science in Field Epidemiology ([as approved by University Council on April 20, 2023](#)), effective 2024/25 admissions cycle
- Master of Business Administration ([as approved by University Council on May 18, 2023](#)), effective 2024/35
- Graduate programs in the Johnson Shoyama Graduate School of Public Policy ([as approved by University Council on May 18, 2023](#)), effective 2024/25
-

The Senate Education Committee next meets on November 24, 2023 to consider admissions qualifications changes. Any further confirmations made at that meeting will be reported at a future meeting of Senate.

Report for Information

FOR INFORMATION

PRESENTED BY: Julian Demkiw , University Secretary and Chief Governance Officer

DATE OF MEETING: November 4, 2023

SUBJECT: **Report on non-academic student discipline for 2022-2023**

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 is deemed more appropriate than a formal hearing.

The following is a report on the number and disposition of complaints received from July 1, 2022 to June 30, 2023.

OUTCOMES:

A total of four (4) formal complaints were submitted to the Governance Office (compared to 12 cases filed the previous year).

Of the four complaints:

- One was related to breach of confidentiality and violation of the Discrimination and Harassment policy
- One was related to verbal aggression, harassment, sexual harassment, stalking and cyberstalking, as well as violation of a number of university policies
- One was related to intimidation bullying, violation of the IT communication policy, and abuse of or disrespect for the Standard
- One was related to verbal and non-verbal aggression, verbal abuse, intimidation, and bullying.

Two complaints were resolved through an Alternative Dispute Resolution process. The remaining two complaints proceeded to a formal hearing of the Senate Hearing Board. One hearing resulted in expulsion of the respondent and the other resulted in a suspension of one year with required training and an essay-writing requirement prior to re-enrolling.

There was also one appeal of a non-academic misconduct decision that went forward to an appeal board. The appeal was unsuccessful and the original decision was upheld.

There is one complaint outstanding from 2021-2022 that is still outstanding.

Work is continuing on revisions to the Standard of Student Conduct in Non-Academic Matters. Membership on the working group has been established and a work plan with timeline has been established. The working group is currently undertaking an environmental scan of Regulations at comparator institutions to help direct proposed changes.

Report to Senate on Honorary Degrees Committee

FOR INFORMATION

PRESENTED BY:	Peter Stoicheff, Chair Honorary Degree Committee
DATE OF MEETING:	November 4, 2023
SUBJECT:	Report on activities
SENATE ACTION:	For information

SUMMARY:

The [Senate Honorary Degrees Committee](#) meets to consider nominees for honorary degrees and to recommend those to Senate for consideration. These nominees are selected in accordance with the criteria set out in the [Guidelines for Honorary Degrees](#) document last approved by the Senate at the April 22, 2023 meeting.

The committee met on October 4, 2023, to consider nominations received for honorary degrees. At this time the committee will not be bringing any names forward to Senate for consideration.