

**MINUTES OF A MEETING OF THE  
UNIVERSITY OF SASKATCHEWAN SENATE  
SATURDAY, OCTOBER 18, 2008  
CONVOCATION HALL**

Present: Vera Pezer (chair), J. Alexander, L. Balas, M. Beazely, H. Ben, R. Bhargava, D. Brûle, N. Burns, L. Butler, K. Chad, E. Cherneski, B. Cram, J. Crawford, B. David, R. Delahey, J. Dillon, B. Dubois, M. Dubois, L. Ebel, R. Eirich, L. Ewing, I. Farthing, T. Flavell, M. Freeland, D. Froese, J. Germida, Y. Gu, S. Haines, V. Hajnal, D. Hannah, R. Harasymchuk, E. Hartman, D. Hasell, A. Herzberg, R. Hiebert, C. Keess, L. Krause, M. Kuzyk, L. Lacoursiere, E. Macfarlane, P. MacKinnon, H. Magotiaux, A. March, G. McCreath, R. Mowat, O. Panchuk, T. Paulsen, F. Puckett, P. Rempel, B. Reynolds, C. Rhodes, S. Ross, G. Scoles, D. Senecal, G. Stevens, G. Stewart, P. Stroh, D. Szmuto, E. Taman Athmer, D. Taylor, D. Thompson, B. Traynor, G. Turner, J. Victor, D. Wagner, F. Wagner, L. Wagner, J. Walker, A. Whetstone, G. Willms, and L. Pennock (secretary).

Regrets: W. Albritton, S. Allen, E. Bourassa, D. Boyko, B. Cotter, W. Deller, B. Fairbairn, S. Fedoruk, R. Florizone, P. Gatin, G. Giesbrecht, D. Gorecki, G. Groves, W. Gulka, G. Gullickson, G. Isaac, P. James, J. Kozinski, H. Lafond, L. Martz, G. McCaffrey, K. McInnes, P. McKercher, T. Molly, R. Norris, B. Nylander, K. Ogilvie, M. Orr, C. Rodgers, J. Shanks, G. Smith, S. Sun, T. Turner, D. Uglem, G. Uswak, H. Walker, A. Whittles, V. Williamson, W. Young.

Also present: E. Barber, D. Van Beers, J. Buzowetsky, L. McFadden, G. McLeod, P. Melis, S. Ritchie, P. Schmeiser, M. Soroka, J. Steeves, E. Taman, P. Witzel, and J. White.

1. Introduction of senate members

Dr. Pezer welcomed new members of Senate, and acknowledged the presence of Diny Van Beers, university secretary at the new Vancouver Island University, as an observer. The chancellor then invited members to introduce themselves.

2. Minutes of the meeting of April 19, 2008

DUBOIS/EWING: That the minutes of the meeting of April 19, 2008 be approved as circulated.

CARRIED

3. Business from the minutes

No business was identified as arising from the minutes.

#### 4. President's report

The president extended a warm welcome to senate members, and particularly new members, and thanked them for their attendance and their willingness to serve on one of the university's governing bodies. He indicated that he would be travelling to Regina immediately following his report to represent the university at the installation of the new president of the University of Regina, Dr. Vianne Timmins.

President MacKinnon commended senate members to his written report and offered supplementary remarks, including a report on *Experience Us*, which took place over the last two days on the university's campus. The attendance at *Experience Us* highlights one of the most prominent concerns he has at present, which is the declining number of high school students in our province's high schools. This decline will have an impact on enrolments unless the university takes measures to mitigate the decline in the size of the entering class through increasing participation rates, particularly among aboriginal students, and retention rates for students already enrolled.

He also commented on the financial situation of the university in light of the current world economic situation. This is something the university is watching closely, as the university has substantial long-term investments and endowments to support its scholarship program and pension plans. The most immediate impact is on the operating budget, which relies in part on investment income.

There were questions about the recommendations of the land use task force and plans for the college quarter, and about the valuation of the lands reported in the university's Annual Report. A member noted that the financial statements reflect the original purchase price of the land, but that there is a note in the financial statements that the university's assets are valued at over \$4 billion.

There was also a question about accessibility in the residences, and the hope was expressed that in renovating Place Riel, the university goes beyond minimum requirements for accessibility with respect to such things as washrooms and elevators. There was also interest expressed in the university's lighting retrofit and the university was urged to consider task lighting specific to buildings on campus e.g. labs and to use light metering. The president committed to bringing these comments to the attention of the facilities management divisions, and encouraged senate members to raise their concerns and relay them to the appropriate units.

A member asked about the status of the performing arts centre. The president noted that at this stage the centre is more of a dream than a plan, and that the university's current building program is huge and includes InterVac and the academic health sciences centre. He expressed the view that until funding support is more imminent and substantial than it is, the centre remains something we would like to do and not something we have a plan for at this time. Dean Dillon made supplementary remarks, indicating that through the contributions of a donor the college has been able to hire a development officer whose task is to identify funding opportunities

and a financing plan and ways to reduce the costs associated with a fine and performing arts centre. The president summed up by noting that the dean has been consistent and vigorous in her pursuit of this project.

5. Report on undergraduate student activities

The report was given by Josie Steeves, president of the University of Saskatchewan Students' Union.

Ms Steeves introduced herself and noted that the executive is already halfway through its mandate. They have had many recent exciting projects, such as orientation to their new jobs, welcome week, affordable student housing, residence project, Place Riel expansion projects, and encouraging student participation in the federal election. Current activities and issues that they engaged in include sustainability efforts (*Green Yourself* week), textbook costs, academic advising, and preparation for another U-Pass referendum in November.

6. Report on graduate student activities

Janice Victor, President of the Graduate Students Association, presented the report. She gave an update on the graduate student commons initiative, implementation of a graduate student experience survey to establish a baseline, housing issues for graduate students, and links being forged with postdoctoral fellows.

7. Items for approval

7.1 Election of members of the nominations committee for 2008/2009

The chancellor noted that Item 7.1 was circulated at the door, and contains nominations for two of the three vacancies on the committee. In order to fill the third vacancy, the chancellor called for nominations from the floor. Shirley Haines and Robin Mowat nominated Peter Stroh from the floor; Mr. Stroh indicated he would accept the nomination.

FREELAND/LACOURSIERE: That Senate approve the appointment of Bev Dubois, Emily Cherneski and Peter Stroh to the senate nominations committee for 2008/2009.

CARRIED

7.2 Report of the *ad hoc* subcommittee to review terms of reference of senate committees – change to Senate Bylaw V

McCREATH/HASELL: That Senate approve the changes to the terms of reference of senate committees as outlined on pages 27 – 33 of the agenda material.

CARRIED

In making the motion, Grit McCreath expressed thanks to Norma McBain for her work in support of the *ad hoc* subcommittee.

7.3 Final report of the senate *ad hoc* committee to review the non-academic student discipline regulations

David Hannah, Associate Vice-President Student and Enrolment Services, presented the background and history of the revisions to the document.

Josie Steeves commended the university on the process that has been undertaken to make these revisions and the input and influence that was invited from students throughout the process. A student member commented that many students will not know about the existence of this standard, and suggested the university give some thought to how to promote this document and educate students. Another member suggested that the secretary be asked to diarize the revisions for three years hence to ensure that this happens.

A member asked whether the statement that cultural differences and/or mental health issues will not be considered a defense could pose minefields. Dr. Hannah invited Dr. Laura-Lee McFadden and Dr. Patty Witzel from the student health and counseling office to comment; their comments indicated that it is the behaviour and not the mental health issue that is addressed under the regulations. Another member, while commending the committee on its work, cautioned that there isn't always a clear separation between mental illness and associated behaviour, and expressed appreciation that the issue of compassion was raised.

A senator suggested that there be workshops put on for the staff to explain what to do about students who are being disruptive or committing offenses. There was some discussion of the role of the university secretary in determining whether there needs to be a hearing, and a suggestion that a form be developed for submission of a complaint.

HANNAH/PUCKETT: That the revised *Non-Academic Discipline Regulations*, re-named as the *Standard of Student Conduct*, be approved effective October 18, 2008.

CARRIED

8. Items for Information

8.1 Communications plan for implementation of the *Integrated Plan*

The chair invited Pauline Melis to present this item. Ms. Melis' presentation is available on the integrated planning web site and copies of the slides were included in a binder that was distributed to all senate members.

## 8.2 Proposed changes to the *University of Saskatchewan Act*

The chancellor invited the university secretary to present this item, which was received for information. The secretary noted that the drafting instructions which were included as part of the agenda materials are in draft form only and that Section 92 in particular is still under discussion by the provincial cabinet.

A senate member expressed the view that alumni will be disenfranchised by the proposed changes; others suggested that it should be the Convocation, rather than the Senate, that approves these changes. It was pointed out that the item is being presented for information only; while the university and Senate can provide advice, the decision resets with the legislature. The Senate approved the direction of these amendments in principle in 2006.

It was noted that the University of Regina's Senate had had a vigorous discussion of this issue, and had referred the matter to their alumni association. The director of alumni relations noted that the executive director of the U of S alumni association had raised the matter with the board, which expressed support in principle for the changes to the act.

There was a suggestion made that the university consider setting up some kind of electronic system to allow senate members to gauge or poll the opinions of their alumni constituents.

There was also some discussion about the frequency with which the legislation is opened for revision; one senate member suggested that the next time revisions are being considered to the *University of Saskatchewan Act 1995*, the issue of the current onerous signing policy be looked at.

## 8.3 Membership committee update

The chancellor gave an update of the work of the membership committee to review the list of associations and organizations that are members of the Senate. A member from one of the associations indicated that she had just this week received a copy of her association's response to the questionnaire, and through this process she learned more about what her association expects of her in representing them at Senate.

## 8.4 Report of the nominations committee

### 8.4.1 Appointments to senate committees

This item was received for information.

### 8.4.2 Appointment to search committee for the dean of Arts and Science

This item was distributed at the meeting. The chancellor called for any additional nominations from the floor; there being none, she put the motion to a vote.

DUBOIS/McCREATH: That Gary Gullickson be appointed to the search committee for the dean of Arts and Science.

CARRIED

#### 8.5 Enrolment trends and preliminary report on enrolment

The chair invited David Hannah, Associate Vice President for Student and Enrolment Services, to present an overview of national enrolment trends. Dr. Hannah's presentation is attached as *Appendix A*.

There was a lively discussion of the presentation, including observations about the need for more flexibility in transfer credit arrangements, the fact that students are still being turned away from many professional programs, the need for better financial assistance for students, and the need for a selection process based on something other than marks for highly motivated students.

Members assembled on the front steps of the College Building for a photo before adjourning for lunch at 12:00 p.m.

#### 9. Presentation and group discussions on the teaching and learning foundational document

The chair invited Assistant Provost Pauline Melis to present this item. She explained the purpose of foundational documents in the planning process of the university, and led senate members through the process which has been followed in the development of the *Teaching and Learning Foundational Document*, a process which has taken several years. The current document is one of the last of the dozen or so foundational documents that form the basis for the university's planning strategy.

Dr. Ernie Barber, vice-provost for teaching and learning, then described and summarized the various sections of the document itself, emphasizing the importance of identifying and supporting the outcomes for teaching and learning that the university expects of its students, and of getting students engaged in their own learning. He also stressed the importance that the university must place on the scholarship of teaching, learning and discovery and on the student experience, and the opportunities for senate members to be engaged in this initiative.

Members of the Senate then broke into seven discussion groups; each was assigned one of the following questions:

- What are some of the teaching and learning successes you've observed? What are some challenges? (Groups 1, 4 and 7)

- What attributes should University of Saskatchewan graduates display upon completion of their studies? (comment on pp 92-94 of the draft) (Groups 2 and 5)
- What role can Senate and the external community play to support and be involved in experiential and inquiry-based learning? (Groups 3 and 6).
- What suggestions do you have for Senate to support the university's recruitment and retention goals? (all groups)

The responses of each of the groups are included as *Appendix B*.

#### 10. Other Business

The chancellor then asked whether there were any other items of business that senate members wished to raise.

Laura Balas, principal of St. Andrew's College, made an announcement concerning an upcoming one-woman show about Nellie McClung in celebration of the 99<sup>th</sup> anniversary of women being declared persons and granted the vote. The play will be presented at Grace Westminster United Church this evening and Sunday.

The chancellor announced that convocation takes place next Saturday, and encouraged any interested senate members to attend.

#### 11. Adjournment and next meeting

The meeting adjourned at 2:53 p.m. The next meeting of Senate will be held April 18, 2009.

# Appendix A

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## Canadian Enrolment Trends & the University of Saskatchewan's Enrolment Action Plan

University Senate Meeting  
October 18, 2008  
Saskatoon, Saskatchewan

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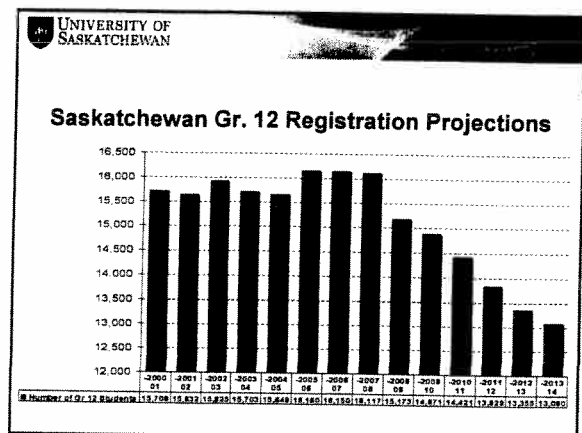
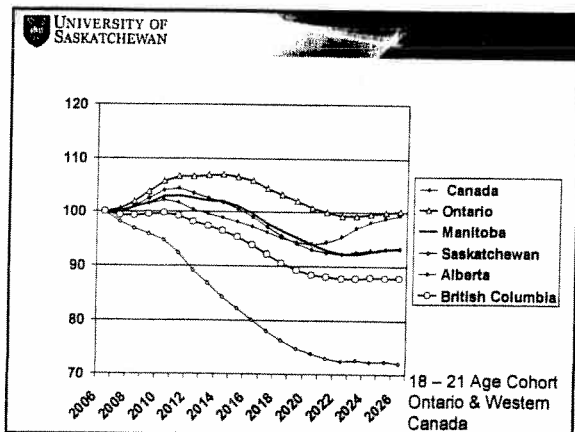
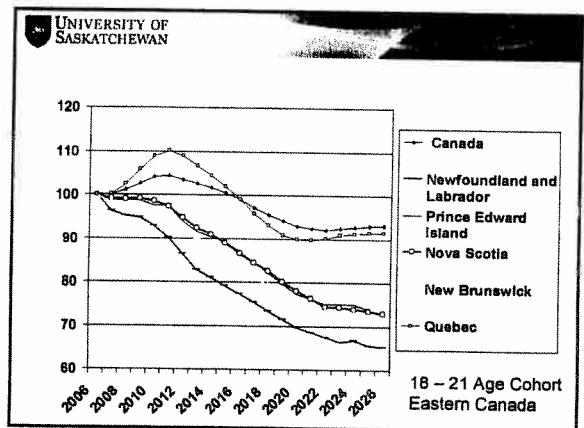
### 1. Historical Perspective

- Too many students for too many years
  - ✓ Demand > supply ⇒ we haven't worried about enrolment
  - ✓ Monopolistic institutions ⇒ limited competition & minimal incentive to innovate
  - ✓ Traditional programs offered in traditional ways
  - ✓ U of S admission quotas actively discouraged out of province & international students
  - ✓ Limited experience with managing enrolment (recruitment, retention)

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### 2. Demographic Factors

- Aging population
- Traditional-age student population declining
- Significant variability across Canada





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### 3. Participation Rates

- PSE participation rates vary significantly by region
  - ✓ *SK has historically had low participation rates*
- Will increasing participation rates will offset demographic declines?
- Participation rates saved us the last time

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but . . .

- Proportion of students graduating from high school increased from 75% to almost 90% in 2003
- Proportion of 22 – 24 year olds attended PSE has increased from 62% to 76% in 2003
- How much higher can participation rates go?
- What will cause Saskatchewan's participation rates to increase (especially in a hot economy)?

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### 4. Economic Factors

- Economic factors can help or hinder participation rates
- Strong relationship between labour market and PS enrolment
- Strong job market already affecting enrolment in some regions
- Will the retirement of Baby Boomers create a labour shortage & reduce the educational qualifications needed for some jobs?

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### 5. The Changing Student Body

- Predominantly "traditional age"
- Predominantly female
- More diverse
  - ✓ *Aboriginal and international students*
  - ✓ *immigrant, first generation & low income students*
  - ✓ *students with disabilities & mental health issues*
- Working & juggling multiple commitments
- Half carry significant debt

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- Less interested in learning "for its own sake"
  - ✓ *"Careerist" & "employability" orientation*
  - ✓ *Less willing to experiment with program/course selection*
- Changing interests, goals & learning styles
  - ✓ *Taking fewer courses and longer to complete*
  - ✓ *"Swirling" enrolment patterns*
  - ✓ *Looking for flexibility in scheduling & delivery methods*
  - ✓ *"Customer" orientation ⇒ expectations of high levels of service*

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### 6. Changes in Canadian Higher Education

- Increasing Competition
  - ✓ *Students increasingly see themselves as having choices*
  - ✓ *Expanding capacity, new PSE seats in AB and BC*
  - ✓ *Competition among universities escalating (especially for the "brightest and best")*
  - ✓ *Recruitment and Scholarship programs ramping up*
  - ✓ *Increasing competition from non-university sectors*
  - ✓ *Blurring, blending & overlap of institutional boundaries*
    - *5 new universities in BC*
    - *degree-granting colleges and technical institutes in AB*
    - *degree-granting being considered for SIAST*

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- **Online Learning**
  - ✓ *Double digit growth figures in recent years*
  - ✓ *Distinctions between on-line and bricks & mortar institutions are blurring*
  - ✓ *Moving from the fringes to the centre*
- **Increasing institutional differentiation**
- **Accountability - increasing scrutiny by government, parents, students**

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- **Fiscal Pressures**
  - ✓ *Decreased government funding*
  - ✓ *Targeted funding with more strings attached*
  - ✓ *Heavier reliance on tuition revenues*
  - ✓ *Fixed costs are high and difficult to reduce (e.g. faculty and staff levels, salaries, buildings, infrastructure)*
  - ✓ *Escalating costs (construction, utilities, food)*
  - ✓ *Deferred maintenance, crumbling buildings and infrastructure*
  - ✓ *Maintaining /expanding enrolment becomes necessary from a financial perspective*

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### Summary

- For a generation student demand has exceeded supply of postsecondary seats
  - ✓ *limited competition and "supply-side" approaches*
  - ✓ *lack of incentives to develop new, innovative programs & delivery methods*
  - ✓ *lack of focus on recruitment & retention*
  - ✓ *bureaucratic processes, antiquated policies, arcane regulations*
  - ✓ *lack of a strong service orientation*
  - ✓ *highly bureaucratic (and slow) decision-making processes*

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### Summary

- **The tide is beginning to shift – soon supply will exceed demand**
- **This shift ⇒ pressure on institutions to change their cultures and become more sensitive to the interests, needs & demands of students**

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### So what have we done about it . . . ?

- **First Planning Cycle . . . building capacity**
  - ✓ *Eliminated out of province admission quotas*
  - ✓ *Increased out of province and international recruitment*
  - ✓ *Collaborated with U of S Language Centre*
  - ✓ *Established and enhanced Guaranteed Entrance Scholarships*
  - ✓ *Completed major Retention Study*
  - ✓ *Developed new transition programs*
  - ✓ *Established articulation agreements with other institutions*
  - ✓ *Established University Learning Centre*
  - ✓ *Moved students from Open Studies to Colleges*
  - ✓ *Implemented new Student Information System*
  - ✓ *Developed new websites & on-line services*
  - ✓ *Established Student Central*

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### . . . and what are we going to do?

#### Enrolment Action Plan

- 1) Better Position and Promote the U of S within the PSE landscape
- 2) Develop new, distinctive and innovative Academic Programs
- 3) Enhance Recruitment and Related Services
- 4) Improve Admission Policies and Procedures
- 5) Improve Accessibility for Diverse Learners
- 6) Improve Financial Supports
- 7) Improve Retention

## Appendix B

### Responses from Break-out groups

**Question One: What are some of the teaching and learning successes you've observed? What are some challenges?**

#### Group One

##### *Successes*

- Gwenna Moss Teaching & Learning Centre – new 989 class offered
- PBL and multidisciplinary experiences
- New programs are blending e.i. Public Health
- Experiential Learning – global perspective (can personal travel experience be credited)
- SEEQ evaluation tool
- Focus on recruitment and entrance scholarships
- Move to experiential and co-op learning

##### *Challenges*

- Develop a way to give credit for personal life experience, life learning and planned travel (University could develop parameters and student come forward with proposals)
- Balancing teaching and research requirements
- Recognizing, valuing and rewarding teaching excellence
- Flexibility and access (scheduling on line, self directed learning, adult learning)
- Flexibility for encouraging, supporting and recruiting other than full-time students
- Culture has to change, be more supportive, attitudes need to change to schedule to accommodate other activities and commitments that students have [i.e. drama, sports]
- Still need to do a better job of recruitment
- Innovation – use technology better in regards to scheduling and use of labs
- Be more creative in financial support of less than full-time students – there are many bright students working hard but are part-time
- Engage students in high school -- reach them in new and creative ways, use their technology [i.e. i-pods], make university important to them earlier

#### Group Four

- Field and practical experiences
- Summer employment related to education - internships – supervised
- Teaching includes mentoring/coaching
- Teaching is very subjective – can you rate it?
- Learning is distinct from teaching
- Passion of the teacher for teaching their subject area
- Teach to find the answers remembering facts given the knowledge explosion and technology
- Class size is challenge for 1<sup>st</sup> year students to connect with professors

- Students have an assigned faculty to guide them through their program – know they are there if you need them – get through the university program. In first year you need a personal connection with someone who cares
- Classroom experience reflects the recruitment agenda of the university

### Group Seven

#### *Successes*

- Just look across the country – there are successful U of S graduates everywhere
- Specific practice teaching opportunities – “hands on”, experimental learning
- Small classes
- Excellent professor
- “SWITCH” (optional program)
- Convocation is celebration of successes, a huge indicator of successes
- Master Teacher award
- Students reaction to how professor made them feel
- Mandatory group work

#### *Challenges*

- Mandatory assessments
- Higher national profile
- Funding
- Attracting students from outside Saskatchewan
- Professors who have competent English language skills
- Professors who are over-extended “too much on their plates” with no time to focus on teaching
- Student apathy
- New programs

**Question Two: what attributes should University of Saskatchewan graduates display upon completion of their studies. (comment on pp 92-94 of the draft)**

### Group Two

- Contemporary understanding of chosen field and awareness of other fields
- Tech/scientific grasp within their field
- Critical thinkers and problem solvers
- Team skills
- Life learners (professional development)
- Communicators – be able to relay information in any setting
- Ambassador
- Global citizenship
- Ethics

### Group Five

- Critical thinking/analysis
- Be adaptable and flexible
- Socially accountable and responsible

**Question Three: What role can senate and the external community play to support and be involved in experiential and inquiry based learning?**

Point added to question 3 with university to establish some kind of database of external research or community projects that external people or groups were working on or might want to have done or looked into, that students might be able to be involved in some way.

Group Three

- Spokespersons delivery of information and opportunities to community
- Encourage mentorship/internship programs
- Develop communication between university and community
- Interaction between academic and practitioner

Group Six

- Identify practical experiences in our ideal communities
- Cooperative learning opportunities
- Placing students in areas where there is research needed
- Run programs in rural areas
- Senators have community roles but they need more direction as to what they could do for the U of S
- Get information from senators or alumni about how their education has impacted their life or helped them
- Students to get credit for work or research in community (Community Service Learning)
- Community based research
- Link with university – community programs i.e. kinesiology's physical activities
- Set up a home page for humanitarian programs or where information can be assessed by small communities where their interests are
- Focus on communities where there are not too many students attending U of S – focus on smaller centers not just the large cities
- Put more information into the schools about the U of S
- Cohort based approach is better
- Target recreational learners
- Target part-time adult learners

**Question Four for all groups: What suggestions do you have for Senate to support the university's recruitment and retention goals? (all groups)**

- Promote how we are different or unique from other campuses i.e. PAA, we have a wide depth of sciences
- Need to use our alumni better
- Senators seeking applied opportunities for student (e.g. Co-op)
- Heightened visibility of senators in scholarship presentations at high school
- RAC link to senators not just elected senators