

**MINUTES OF A MEETING OF THE
UNIVERSITY OF SASKATCHEWAN SENATE
SATURDAY, October 19, 2013
8:30 AM – 2:30 PM – EXETER ROOM, MARQUIS HALL**

Present: Blaine Favel (chair), D. Agema, W. Albritton, J. Alexander, L. Ashley, B. Banda, A. Baxter-Jones, Lois Berry, S. Binnie, S. Bird, L. Braaten, M. Buhr, I. Busch-Vishniac, K. Chad, H. Christensen, E. Cole, B. Cram, A. Danyliw, D. Docken, T. Downey, A. Duke, D. Dutchak, B. Fairbairn, S. Finley, P. Flaten, R. Forbes, S. Fortugno, G. Fowler, H. Franklin, D. Frondall, R. Fyfe, K. Gerwing, N. Glover, S. Haines, M. Hande, S. Harpell, D. Hill, J. Hoback, B. Hollick, L. Isinger, R. Isinger, J. Jonsson, R. Kies, G. Kipouros, A. Kopp-McKay, R. Krismer, K. Ladd, D. Lanigan, A. Lavoie, D. LeBlanc, H. Magotiaux, A. March, S. Martin, G. McCaffrey, P. McDougall, T. McLeod, R. McPherson, R. Michalenko, J. Miller, J. Nicol, E. Olfert, O. Panchuk, M. Pawelke (for D. Uglem), V. Pezer, K. Prisciak, N. Prokopchuk, J. Robertson, C. Rodgers, K. Rooney, C. Stevenson, P. Stoicheff, P. Stroh, M. Stumborg, K. Sutherland, L. Swystyn, L. Thibodeau, C. Toye, Izabela Vlahu (for E. Ohiozebau), J. Walters, J. Wells, B. Greene (for A. Whittles), J. Wickenhauser, R. Wiens, J. Wood, Elizabeth Williamson (secretary).

Regrets: S. Anand, L. Calvert, J. Crawford, D. Freeman, T. Gerardin, J. Halmo, S. Heidl, E. Korsberg, M. Loewen, J. Martini, P. McKercher, F. Myers, J. Pulfer.

Absent: M. Derald, L. Greenberg, D. Hannah, R. Harasymchuk, J. Huyghebaert, D. Mihalicz, T. Molloy, R. Norris, K. Ogilvie, L. Qualtiere, R. Regnier, R. Schriml, D. Taras, T. Turner.

Guests: Max FineDay, Gordon DesBrisay, Judy Buzowetsky, Jordan Sherbino.

1. Opening remarks

The chair welcomed everyone and introductions were made by all of the senators present.

2. Adoption of the agenda

The chair asked for a motion to adopt the agenda.

KRISMER/PEZER: That the agenda be adopted as circulated.

CARRIED

3. Minutes of the meeting of April 20, 2013

The chair invited consideration of the minutes of the April 20, 2013 meeting.

FLATEN/FINDLEY: That the minutes of the meeting of April 20, 2013 be approved.

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. President's report

President Busch-Vishniac advised that the amendments to *The University of Saskatchewan Act, 1995* are on the Fall legislative agenda. The key issue is respecting the tricameral nature of the Board of Governors by revising the Act so that both the Senate appointments to the Board can serve three consecutive terms, as is currently available for the Order-in-Council appointments.

The president provided an update on the College of Medicine accreditation process. The college faculty and University Council have approved changes in the college structure to allow the university to focus on its job of training, education and discovery, while the health regions take responsibility for clinical funding for health care. The president advised that further information will be provided on the website <http://www.medicine.usask.ca/renewal/index.html>.

Ivan Muzychka, associate vice-president communications, was invited to speak to the President's Report 2013, a new document being produced by the university. Mr. Muzychka advised that the university has published an annual financial report for many years; improvements have been made to that document and it will continue to be published. However, administration and the Board of Governors thought the university needed another document to give narrative highlights of key successes every year and provide a snapshot of either financial or statistical data. Senators will receive a copy of the President's Report in the mail and can request more if desired. Copies of the report will also be sent to federal political representatives and others. Some of the content will be used as advertisements highlighting the successes around the university. The approach has been fun and creative to make the document more accessible. Mr. Muzychka advised that the production cost will be between \$8-10 per book. He noted and thanked the individuals involved in the project. <http://www.usask.ca/presidentsreport/>

6. Report on undergraduate student activities

Max FineDay, president of the USSU, reported on the activities of the USSU and undergraduates. He noted the four vice-president positions and the work they have been focusing on. Mr. FineDay explained the open textbook project he was working on and noted that British Columbia is working on creating 40 open textbooks for the 40 most highly enrolled courses in the province. He believed this was a better way to distribute knowledge less expensively to students. He advised that the USSU has a petition in support of the project and he would appreciate any support the senators would like to give.

7. Report on graduate student activities

Izabel Vlahu, vice-president academic of the Graduate Students' Association (GSA), reported on the activities of the GSA. She highlighted the GSA congress planned for March 6-8, 2014 which will include a broad approach to student research. The GSA will be asking for sponsorship support for this event. The GSA is also organizing a recognition and awards gala on March 8th.

This fall the GSA hosted an orientation session in the bowl with approximately 50% of the graduate students attending. Other services being provided by the GSA include need-based bursaries, increases in the benefits under the health and dental plan, travel grants for students attending conferences, presentations with the student employment and career centre on finding

employment, and a loan program. Graduate students are receiving the student bus pass this year and will vote in March on whether to continue this benefit. Ms. Vlahu concluded with the note that the GSA is working on encouraging the university to establish an ombudsman office, improving residence conditions, and increasing the number of graduate students in the provincial government graduate retention program.

A senator asked whether the GSA has recommended or proposed any changes to the academic integrity policy at the university as she was told that the university does not have a policy that aligns with the top universities. In response, Ms. Vlahu reported that over the last year the GSA had provided comments on drafts of the Responsible Conduct of Research Policy and that this policy was in alignment with tri-agency requirements. Ms. Vlahu also noted that she has referred students to the Research Ethics Office and they have received assistance.

Dr. Karen Chad, vice-president research, informed Senate that the university's Responsible Conduct of Research Policy aligns with national guidelines and standards. It not only stipulates principles but also outlines process and a timeline in which matters need to be resolved. This policy was approved by University Council in June 2013, to replace the university's previous research integrity policy.

8. Report on non-academic student misconduct cases for 2012/13

Elizabeth Williamson, university secretary, presented her report noting between July 1, 2012 and June 30, 2013 there were a total of 10 formal complaints of student non-academic misconduct. One was resolved through an alternative dispute resolution process, one resulted in a presidential suspension, and eight went to formal hearings of a Senate hearing board. Ms. Williamson noted the various outcomes from the eight cases.

9. Senate committee reports

9.1 Executive Committee - Nomination procedures for Senate committee members

President Busch-Vishniac reported on behalf of the executive committee on the bylaw change proposed at the Spring Senate meeting to clarify that when nominations are made, it is possible to receive nominations from the floor. At that time implementation of the bylaws was deferred until Senate approved procedures to address nominations from the floor. The president noted that proposed procedures were included in the materials, they were adapted from Kerr and King's *Procedures for Meetings and Organizations*, and they permit nominations from the floor. In the case when nominations are announced in advance and there are additional nominations from the floor, these positions will be voted on by all members of Senate within four weeks of the Senate meeting. In response to a senator's question, it was confirmed that this vote would be conducted in electronic format similar to senator elections.

HAINES/ALEXANDER: That Senate approve the procedures for nominations to Senate standing committees as provided by Senate Executive Committee for the Senate meeting of October 19, 2013.

CARRIED

9.2 Executive Committee — Confirmation of approval of bylaw amendments

President Busch-Vishniac advised that at the last Senate meeting the Senate had agreed in principle to accept the amendments to the bylaws brought forward and now recommended that the Senate vote to confirm approval of the bylaw amendments. A senator asked whether one of the amendments to the bylaws was to remove student representation from non-academic misconduct hearing boards. The university secretary advised that there are regulations approved by Senate that govern the non-academic misconduct hearing and appeal process, and they do include the requirement for a student representative on the hearing boards.

ISINGER/KRISMER: That as Senate has now approved the Procedures for Nominations to Senate Standing Committees, Senate confirms approval of the Senate Bylaws amendments approved in principle at the Senate meeting of April 20, 2013.

CARRIED

9.3 Notice of Motion: Executive Committee - Recommendation for amendment to Senate district boundaries for Districts 10 and 11

President Busch-Vishniac advised that the senate executive committee is bringing forward a notice of motion and welcomes discussion on amending the district boundaries for Districts 10 and 11. Currently District 11 includes Prince Albert and a large rural area that extends into Northern Saskatchewan combining a rural and urban riding. The proposed change would combine the current District 10 with the northern portion of District 11 to create a rural riding; Prince Albert and its surrounding area would become a stand-alone district. The incumbents will not be affected as they currently live in the proposed districts. It is recommended that the change be made for elections in 2015 for the proposed new District 10 and in 2016 for the proposed new District 11.

A senator asked whether the committee has considered basing the district boundaries on something other than postal codes. Ms. Williamson advised that the district boundaries continue to be based on postal codes as it allows the university to sort alumni addresses in the most efficient and effective manner.

9.4 Nominations Committee Report

- Education committee membership
- Senate member on review committee for vice-president research

Ann March, chair of the committee, provided the report. She informed Senate that at the April Senate meeting some of the student committee members were not yet named. She advised that Heather Franklin is the student member on the executive committee, Ehimai Ohiozebau is the student member on the honorary degrees committee and Justin Wood is the student member on the nominations committee.

Ms. March explained to Senate that the Senate education committee has been created through amendments to the bylaws that have just been confirmed at this meeting. The nominations committee has put forward a slate of members so the education committee can begin immediately. Its first term will be shorter as it will end in April to allow

appointments for the next year to be made in Spring and align the appointments to the education committee with the other Senate standing committees.

The following nominations were made to the education committee:

- two ex-officio senators – Blaine Favel and Sanjeev Anand;
- two appointed senators – Deborah Agema and David Dutchak;
- two elected senators – Lenore Swystun and Russ McPherson; and
- one student senator – Adam Duke.

Ms. March noted that all of the candidates have agreed to serve.

The following nomination was made to the review committee for vice-president research:

- Vera Pezer

Ms. March noted that Dr. Pezer has agreed to serve.

FLATEN/ALEXANDER: That Senate approve the appointments to the Senate Education Committee (for terms ending April 2014) and the appointment to the review committee for Vice-President Research, as recommended by the Senate Nominations Committee.

CARRIED

10. University Council

10.1 Disestablishment of Open Studies

Gordon DesBrisay, associate dean of students, College of Arts and Science and designated dean of Open Studies presented this item to Senate. He explained that Open Studies was not serving its purpose and it was determined that the students in Open Studies would be better served in a different manner. The disestablishment is a revenue neutral move made on pedagogical grounds. The two cohorts served by Open Studies are part-time students and those students required to discontinue (RTD) from other colleges. Open Studies has approximately 500 students down from 2,000 ten years ago as the students have been streamed to colleges where they are better served. Dr. DesBrisay advised that the colleges have agreed to identify earlier and take better care of students that are on probation and failing to meet progression standards of their college.

The motion was moved and seconded, followed by a number of questions. A senator asked whether this will disadvantage the Aboriginal or international student cohorts. Dr. DesBrisay advised that this will not disadvantage either group, however, the one cohort that is over-represented in the college are those students with disabilities and he believed that being in their original college allows the colleges to better address these students directly and provide support. He informed Senate that the College of Arts and Science will receive the students currently in Open Studies and funding has been provided to hire an additional person to help address this group. He also explained that there are early warning systems now coming online which should help colleges earlier identify those students who are in academic peril.

A senator asked whether students currently enrolled in Open Studies were consulted. Dr. DesBrisay advised that consultations were carried out with the student forum, on which

USSU representatives and representatives from various student bodies sit. There are also Open Studies students on the USSU and the academic vice-president of the USSU was consulted. Dr. DesBrisay advised that one of the difficulties about Open Studies is that it is a disparate group and therefore it is difficult to address these students collectively. Although there was no forum to speak to these students specifically, there has been no negative feedback. Dr. DesBrisay confirmed that the students currently in Open Studies know that the college is being disestablished.

A senator asked for a description of the better supports in place to address this change. Dr. DesBrisay advised that Disability Services for Students liaises with colleges and all colleges have academic advising units. Direct entry colleges have agreed to help the Open Studies cohorts. All of the colleges have, to various degrees, integrated academic advising that has been key to student retention. Also the original position assigned to Open Studies has been reassigned to the College of Arts and Science.

A senator commented that Dr. DesBrisay noted only a quarter of the students in the Open Studies college make it back into one of the other colleges and asked how this compares to schools without these programs. Dr. DesBrisay advised that he was unaware of percentages elsewhere and that it would be difficult to have comparatives. What is known is that when students come back after they have left the university they do as well or better than those students who stay.

A senator noted that he is encouraged that we have a home for explorer students but was concerned about students who are required to discontinue as he was one of those students. At the time he was able to move into the College of Arts and Science and ended up finishing with two degrees and was elected to USSU positions. He encouraged deans to make sure that advising services are made available to students in similar situations.

Dr. DesBrisay reported the goal is to help students succeed. For some students, a year away from their studies is appropriate so that they do not incur further failures and student debt, with little chance of success. When these students are ready to return, advisors are available to help them develop a plan for academic success.

DUTCHAK/STUMBORG: That Senate confirm Council's decision that the existing model for Open Studies be discontinued, effective January 1, 2014, and that the Open Studies Faculty Council be dissolved as of May 1, 2014.

CARRIED, FIVE OPPOSED

10.2 Revised Admission Requirements for Post-Degree Bachelor of Science in Nursing

Lois Berry, acting dean, College of Nursing, advised that she was seeking the Senate's confirmation of Council's decision that the admission requirements for the new post-degree bachelor of nursing program require courses in Microbiology, Anatomy, Physiology and Native Studies prior to entrance. Dr. Berry advised that with the phase-out of the Nursing Education Program of Saskatchewan, the college would like to have a new post-degree program that reduces the number of credit units required and reconfigures the sequence of courses so that the degree can be completed in two calendar years for students who have a previous degree. She did not anticipate that this would

require any significant change for those offering the courses, as the vast majority of students applying already have these classes. However, approval of the decision would entrench the courses in the admission prerequisites, thereby making them a requirement for all students seeking entry. .

ALBRITTON/BIRD: That Senate confirms Council's decision that the admission requirements for the Post-Degree Bachelor of Nursing program be revised to require that the courses in Microbiology, Anatomy, Physiology and Native Studies be completed before entrance.

CARRIED

There were no questions or comments.

11. Presentations

11.1 Distributed Learning Strategy Action Plan

Patti McDougall, vice-provost teaching and learning, presented on the distributed learning strategy noting that the goal is to continue to expand the presence and the impact of the university throughout the province and beyond. Distributed learning is generally overseen by the colleges. The university is committed to making university courses available to under-represented populations in the province and although this is not exclusively about Aboriginal people of the North, they are definitely affected. Dr. McDougall's presentation is attached as *Appendix A*.

Following the presentation there were a number of questions. A senator asked whether the university was marketing these programs in ways other than through regional colleges, such as through high schools. Dr. McDougall advised that the university does market through the high schools and regional colleges, but may not market these distributed learning opportunities as strongly as it should.

A senator noted that students run into difficulties and are required to discontinue not only because of lifestyle but also due to distraction challenges and other reasons and wondered whether providing distributed learning was another way to address the RTD cohort by allowing them to remain in their communities. Dr. McDougall commented that this would help the student whose success is better served by living in the home community.

Dr. Berry, acting dean of nursing, noted that the Nursing college is actively involved with offering its undergraduate degree in five areas of the province, soon to be six areas. She acknowledged the work done by university administration in distributed learning as it has been a very positive experience for the College of Nursing. She also noted that the college works with regional colleges and also health regions. It is mutually beneficial to provide programs in communities and enrol students who would not be able to participate otherwise. This also contributes to the communities leveraging all kinds of synergies in the communities. She noted that being involved with these communities and bringing education into the communities has been the most rewarding part of her education career.

A senator commented that being able to stay in their own communities helps not only mature and independent students, but also those who are not well-prepared through the secondary school system and may need more support. She asked whether people could enter any time of the year and go at their own rate. Dr. McDougall indicated on-line courses will continue to operate on the same schedule as the existing university calendar, which is also used by regional colleges. The university does not have the flexibility in its registration system to allow students to start courses at any time.

A senator asked about the cost to the students of the distributed learning programs. Dr. McDougall advised that students in these programs pay the same tuition rates as a student enrolled on campus.

11.2 Operating Budget Adjustments and TransformUS

Greg Fowler, vice-president finance and resources, presented on the operating budget and TransformUS. At the April Senate meeting he and Pauline Melis provided an operating budget adjustment update and he indicated that today he and Dr. McDougall would address the Canadian funding landscape, the budget process so far, and work being done this year, particularly the TransformUS prioritization initiative.

The university has projected a future gap between what will be required in funding and what it expects to receive from the provincial grant. At the start of 2012/13 the university requested a 5.8% increase over the previous year and estimated continued growth in grant requests of 4-5% annually. The university received an increase of 2.1% in 2012/13, with an expectation of future increases of 2%. As a result, the university immediately faced a shortfall for 2012/13 as well as a projected shortfall of \$44 million by 2016. As a result, the university began work on dealing with the projected budget deficit.

Mr. Fowler noted that the university is a member of the U15 which consists of the top research intensive universities in Canada. He noted the specific increases or decreases in grants for the U15 universities, indicating that all U15 universities are facing much lower funding than anticipated. .

Dr. McDougall spoke to what other universities are doing to address their deficits. These include: increases in tuition fees; across the board budget cuts; wage freezes or hiring freezes; reduced work forces; and changing budget systems and models.

Mr. Fowler advised that action taken by the university in 2012/13 has already reduced more than half of the projected budget deficit, which has been good progress, but further action is required.

Dr. McDougall spoke to the seven strategy areas which the university is undertaking on budget adjustments, some of which are already well underway. These include workforce planning; maximizing the value of university spending; and the TransformUS prioritization project. She noted that senators could see the website at www.usask.ca/finances/ for more information.

Dr. McDougall listed the goals for 2013/14 including: receiving recommendations from the TransformUS task forces and making decisions based on these recommendations; workforce planning continuing as an ongoing process guided by such things as

TransformUS; pilot testing of the travel and expense online tool; initiating the shared services project, building on earlier work of increasing collaboration between academic and non-academic units; renewing principles for compensation to guide decision-making; implementing space rental review recommendations; and developing a sustainable budgeting process.

Regarding TransformUS, it was explained that this is a program prioritization review of all academic and administrative programs. The university is looking for \$20-25M in permanent savings (approximately 5% of the total operating budget). Also \$5M will be re-allocated to top priority programs. The changes will result in a stronger university that is more focused, more accountable and ultimately more successful in fulfilling its mission of teaching and research and its priorities such as research intensity and Aboriginal engagement. There is a task force looking at academic programs and another task force looking at support services by program. Both have been asked to prioritize all of the programs into the following five equal quintiles by portion of operation budget: candidate for enhanced resourcing; maintain with current resourcing; retain with reduced resourcing; reconfigure for efficiency/effectiveness; and candidate for phase out, subject to further review.

The TransformUS 2013-14 timeline was illustrated to Senate and it was noted that the university is currently in the task force prioritization phase. Following receipt of the task force reports, the university will follow a three-phase process of consultation and feedback, analysis and implementation, and decisions and action. The task force reports will be released on December 9th, assuming the reports are received by the president on their November 30th deadline. There will be no changes to the reports between the time of their submission to the president and their public release a week later, but this time allows the president an opportunity to read the reports and prepare to respond.

Following the release of the reports, the work of the task forces will be complete and the university will move into the consultation and feedback phase. Town halls will be held; University Council and its committees, deans, associate vice-presidents and department heads will also be invited to comment on the reports. There will also be an opportunity for anyone to submit comments online at www.transformus.usask.ca, and senators are strongly encouraged to actively participate through the website. Dr. McDougall noted the feedback phase will close January 31st and that all feedback will be taken into consideration.

Thereafter the implementation plan will be developed and the plan is that it will be shared in late April. The university wants to have a coordinated decision model across units and governing bodies with decisions being made at a variety of levels. All of the decisions will follow governance process and the processes outlined in *The University of Saskatchewan Act, 1995*.

Senate was informed that the decision makers will include deans, executive directors and unit leaders, the provost's committee on integrate planning (PCIP), the Board of Governors, the University Council and Senate. Senate has the role of confirming a number of actions presented by Council based on *The University of Saskatchewan Act, 1995*. The key dates were reiterated concluding that implementation is planned to begin May 1st, 2014.

Vice-president Fowler advised that the changes will be transformative and will mean that our university will look different in 2016 than it does now. By prioritizing based on the mandate of teaching and research, and strengthening focus on the areas identified as most important, the university will become an even better university. By 2016 the university will be: sustainable, financially and otherwise; resource aware; innovative; and research intensive. This will better position the university to meet its integrated planning commitments including: strengthening academic programs and research intensity, including a restructured College of Medicine; continuing to lead the nation in Aboriginal education and knowledge; and building a diverse and inclusive campus community.

A senator noted that the university is attempting to increase revenues and decrease expenses and then asked about Cameco's unpaid taxes to the federal government. Vice-president Fowler advised that every year the university presents its operating budget forecast to the provincial government. He also noted that it would not be for the university to determine how the government collects its taxes.

The senator then asked whether the university has considered a 10% cut in salaries across the board. Vice-president Fowler advised that the university's compensation model is based on market comparisons so it has not considered cuts in such a manner; however, within its principles the university does have the ability to control growth of compensation and that is being considered.

11.3 Aboriginal Engagement Activity

Chancellor and chair of Senate Blaine Favel took the opportunity as the first Aboriginal chancellor to teach Senate the Cree phrase for "hello friend" – "tensi niji".

Candace Wasacase-Lafferty, Director First Nations and Metis Engagement, and Joan Greyeyes, Special Advisor on Aboriginal Initiatives, spoke to the work being done on Aboriginal engagement. They noted that the presentation does not include a complete list of all Aboriginal engagement activities on campus but does provide an overview. The presentation is attached to these minutes as *Appendix B*.

A video on Aboriginal symbols identified for the university was shown to Senate and then Ms. Wasacase-Lafferty and Ms. Greyeyes thanked the elders that helped with the Aboriginal symbols initiative.

The meeting was recessed at 12:10 p.m. for lunch and reconvened at 1:05 p.m.

12. Discussion on Vision 2025: From Spirit to Action

President Busch-Vishniac explained the process followed in drafting the *Vision 2025: From Spirit to Action* document. The university is known for its ability for integrated planning and the university is implementing its third integrated plan. The university plans in four- year periods but the president advised that she wants to identify where the university will be going in 10-20 years, and this longer-term vision informs the Vision document. The current draft has been through a number of iterations and will be reviewed by the university's three governing bodies—Senate, the Board, and University Council—in October. Following this consultation phase, she will adapt the Vision document based on the responses and then submit the document to Senate, University Council and the Board of Governors for endorsement in Spring 2014.

The president noted that prior to any discussion at Senate she wanted to discuss one paragraph that has already received a number of comments and requires rewriting as it is being interpreted in a manner not intended. The paragraph reads,

“We have a special role to play in partnership with Aboriginal communities in the province. Current approaches to the challenges faced by Aboriginal peoples often prompt us to create special programs for Aboriginal learners or employees. In the long run, we would strongly prefer to create an atmosphere in which, rather than two programs to achieve each goal – one for non-Aboriginal peoples and one for Aboriginal peoples – we are able to create a single program that allows everyone to flourish.”

The president noted that this is being interpreted as a desire to discontinue the Indian Teachers Education Program (ITEP) and that is not what was intended.

The president explained that since graduating from high school in early 1970's she's been a minority in her academic pursuits of Physics, Math and Mechanical Engineering. When looking over the 30-year time period she can see progress made for women entering science fields and sees that we are getting to the end stage. However, when looking at the province of Saskatchewan she sees this is the province with the highest population self-identifying as Aboriginal and it will not be long before a majority of the population self-identifies as Aboriginal. What she does not know is the end state that is wanted, and how the province will get there. It is hard to know how to move to achieve the end state when the end state is unknown. The end state may be to retain separate education opportunities or perhaps it is for the languages courses at the university to be Cree, Ojibway and Dene. The president advised that the university thinks it is in a good position to have that discussion and that is what this paragraph was attempting to do.

The president advised that Senate's comments are extremely valued and changes will be made based on responses received through today's discussion groups as well as through comments received in any other manner. It was noted that there will be a town hall on October 30th about the Vision document that will be live-streamed as well as more opportunities for discussion in the spring.

The Senate was divided into six groups, with each group looking at a different section of the Vision document. All of the groups met for 25 minutes and considered:

1. What did you find really interesting? Is there anything you would recommend absolutely remain or be further emphasized?
2. What did you find troublesome? Is there anything you would recommend absolutely be reworked or even removed?
3. Is there anything significantly missing?
4. If you could provide only one piece of advice as we move forward with consultation what would it be?

A spokesperson from each group then reported back to Senate on the groups' discussions:

Group 1 – Mission and Vision

What did you find interesting or troublesome? Regarding the mission, the group recommended rewording the last line of the Mission, as the word “drive” was troublesome. The university should not want to tie itself to something it cannot control, such as the provincial economy. It was recommended that “enhance” might be a better word.

Regarding the vision, because there could be confusion with the term “Aboriginal communities” as it may be interpreted as a community; it was recommended that “Aboriginal peoples” would be more inclusive overall. The vision should be focused on the long term.

Is there anything significantly missing? Regarding the mission, it was noted that “belongs to the people of Saskatchewan” was no longer in the mission, and some in the group found this good and others did not. In the past students found it helpful in holding administration accountable. It was also noted that there was no direct expression of concern with social issues or social justice matters in the mission statement.

Group 2 - Values

What did you find really interesting? The value “courage” is a very proactive word, courage is needed to do things differently and move forward. The “academic freedom” value distinguishes these values as university values and the group recommended moving this value from last in the list to first as it is compelling.

What did you find troublesome? The value “courage” jumped off the page as strange and was seen as emotional rather than business language. “Prairie resourcefulness” is not common language, and although the group agreed with it in spirit they thought it was colloquial and recommended changing it to tie into serving the world. The group questioned how “deep understanding of the land and place” is a value statement. They noted redundancy between “prairie resourcefulness” and “deep understanding of the land and place” and wondered if they should be tied together, and recommended tying this to visual imagery for sharing. They noted that “appreciation” and “desire” are not action words and thought more commitment language should be used. The group saw values as motherhood statements and recommended linking the values to performance and service to create something aspirational.

What’s missing? There was no reference that the university is partnership and co-operation friendly with other universities, both nationally and provincially. “Inclusivity” and “leadership” were referenced throughout the narrative but not in the values. Missing words are: “people” and “students”. The group noted that a fundamental commitment to knowledge building was not in the values, but it was also raised that this may be better referenced in the mission. The values lack action words, and should denote action.

Feedback: It was thought that the values should be in a paragraph rather than point form, to be consistent with the rest of the document. The group thought it is a strong and engaging document, and recommended the strong and compelling language come first such as academic freedom which is seen as forward looking.

Group 3 – Our place in the post-secondary landscape

What did you find really interesting? In one of the listed key principles that will guide our future, it states that the university recognizes career preparation as part of our mandate but that our role is to help students succeed.

What did you find troublesome? The third listed key principle referring to not gratuitously duplicating research activities from elsewhere in the province should be reworded as it is open to misinterpretation. Regarding the tenth listed key principle on entrepreneurial thinking and businesses related to learning and discovery missions, it was noted that this may conflict with s. 64 of *The University of Saskatchewan Act, 1995*, that states unless authorized by Board of Governors, no person shall hold out that the university has approved a commercial process, thing, enterprise or undertaking. The group questioned the university running businesses and was concerned with the commercialization impact, seeing that the university is investing in industry-based interests and getting into problems of ownership and patenting of life forms.

Is there anything significantly missing? This group thought that the role of the university is to help students achieve their fullest potential and that its wants graduates of the university to make a difference in the world, so this should be emphasized. Regarding partnerships, the group thought this section was missing the idea of the community. When focusing on students and helping them achieve their potential they go back into the community and become primary promoters of the university, so it is a cycle.

Group 4 – Where do we want to leave our mark?

What did you find really interesting? This group questioned making specific references to initiatives in this section as they may not endure in the long term (i.e. reference to two national science facilities – will there be more or fewer; does this become a dated document?). If there is a continued desire to include this type of reference, recommended using the phrase, “such as two national science facilities”. The group discussed the current debate on research and how the university will be influenced by outside pressures on research; is the university identified by who has the money; and how does this impact academic freedom.

What did you find troublesome? The group was concerned that there is not enough emphasis on learning and too much emphasis on corporatization. There should be a balance between the corporate agenda and the university. The group discussed the notion that the university is involved in increasing the value of community versus being corporately driven. The group discussed how the identity of the university seems to be rolled into that of Innovation Place, which is recognized externally as a positive example of meaningful partnerships. These partnerships are viewed as more than business and technology, as they marry the academic community with intellectual property and business initiatives. The group suggested that the university should continue the beauty of its campus, buildings and landscape. The group questioned what “model for Aboriginal needs” means, and recommended deleting “needs” and changing the language to talk about “strengths” or “talents”.

Is there anything significantly missing? It was felt that there should be more of a focus on education as a lasting legacy and suggested strengthening the mission statement in this area. It was also recommended that the vision include what will make the university unique by 2025 from the perspective of student experience and learning.

If you could provide only one piece of advice what would it be? The group recommended strengthening the reference to alumni contributions and fostering a life-long relationship so as to have more integration of alumni by 2025.

Group 5 – What is our sense of place?

What did you find really interesting? The idea of one common program for all students was interesting.

What should be emphasized? The document should emphasize making the university more attractive to Saskatchewan's top students. The reference to the university enabling students to find jobs in the province should be emphasized more, as well as graduate retention in Saskatchewan. Consider community as a sense of place, as 'community' or 'sense of home' is important in defining the sense of place. Include a reference to history, as it is important in defining sense of place. Perhaps the document could emphasize the university's environment, particularly agricultural environment and also that Saskatchewan has the cleanest water and air anywhere.

What should be clarified? The group suggested that the document define the university's participation and involvement in professional and social society; and whether it needs to be increased or maintained.

What should be expanded? The group recommended expanding on whether the sense of place should be just provincial or more geographically distinctive (i.e. great plains of North America, circumpolar north). It is important to leverage off of the sense of place, such as a connection with Aboriginal peoples, environment, and water. The document needs to develop this more as a contextual section about "Our Sense of Place", including the sense of community and sense of home. The document should focus on leadership in education within this context and as reflected in historical indigenous roots.

Group 6 – How do we create and maintain the environment that enables us to reach our goals?

What did you find interesting? This group found the idea of key performance indicators interesting and wondered what model would be used to determine them. The group suggested they have to be emphasized as broader social indicators (such as staffing structures need to be flexible). The key performance indicators link to how the university resonates in the community and this needs to be part of the emphasis. Long-term sustainability and predictable funding are important, along with growth and maintaining a degree of independence.

What did you find troublesome? The university's funding needs to be more stable. It tends to leap from government to government and to particular priorities, instead of taking a long sustained look. Technology is not clearly part of the university's programs, and the document does not deal with advances of off-campus distance education, distributed learning, and the like. The university needs to have stronger dialogue with external sources regarding directed funding.

What is missing? Regarding funding, 70% of our funding is from the government, and it was felt that the role of trustee and endowment funds was missing. They are not part of the Saskatchewan culture, but should be examined through alumni, benefactors, and other methods. The roles of alumni and students are missing in the social directives and indicators. As

the university grows larger, the issue of creating the university culture is more difficult, as there is not always a tie across campus between colleges (other than through the Huskies). There is a need to attract other stakeholders to the university. The group suggested including a statement of community as being a larger environment, so the university has the whole community supporting and aware of what is being done at the university.

What advice would you provide? The group suggested there should be much more inclusion of students in the vision document. Students are ambassadors of the university and they must be part of this document. Because the university has the best campus, often it does not spread itself out into the community or bring the community in as much as it could. The university should have more interdisciplinary work. The group recommends capitalizing on the sense of place.

13. Other Business

Heather Magotiaux, vice-president advancement and community engagement, reported on the meeting of October 18 with district senators to talk about the regional advisory councils (RACs). RACs were created approximately ten years ago to allow senators to connect with their communities on university affairs. At the meeting, feedback was sought on continuing operation of these councils. It was learned that:

- RACs are too rigid and would be better served with a less formal structure;
- Senators want to take advantage of communities being visited by representatives from the university, such as during the president's tour and the senators would rather trade-off formality of RACs for more president tours and also meetings with others such as deans;
- Senators are able to call on other colleagues in their community on special issues;
- The senators encouraged the university to find ways to use social media to address its large and dispersed districts;
- District senators want more opportunities to meet with one another to work on issues such as distributed learning;
- Briefing notes could be provided on what is happening at the university; also knowing more about what is happening at the university, such as through the delivery of news stories to them would be beneficial; and
- Senators want to be effective ambassadors for the university and want to receive training to learn more about how to do that.

14. Question Period

A senator noted that if meetings are held for districts the members-at-large in the region could be invited as well, and she would appreciate such contact.

A senator noted that Senate receives enrolment data annually, and it was not in the materials today and asked to have year-over-year figures and graduation rates at future meetings.

A senator commented that in the minutes of the last meeting it had been stated that Saskatchewan Archives will be charged for their space on campus and he noted that this has led to speculation that the Provincial Archives will be asked to leave. He asked vice-president Fowler to respond and provide an update on these discussions. Mr. Fowler reported that he has met with Provincial Archives and the discussion has been about paying for their occupancy

costs, not increased rent, beginning May 1, 2015. Provincial Archives is preparing a report that is going to their Board this fall and thereafter the discussion will continue. The senator asked what the university's commitment is to having Provincial Archives on campus. Mr. Fowler advised that he will hear the report from Provincial Archives and then take it back to the university Board if there is a request for the university to subsidize the space. He noted that the space will need to be updated and that will have to be determined.

A senator asked whether Senate's membership committee will be inviting the Métis Nation to rejoin the Senate. She also asked whether the university was accepting the advice of the Graduate Students' Association in creating an ombudsperson's office for students and if so when and if not, why not. Thirdly she asked about the plans for the Kenderdine Campus at Emma Lake.

The president responded noting that the Senate membership is governed by rules and regulations. The Senate did have a question from the Métis Nation regarding their membership and they were advised that the Senate would welcome them rejoining and they just have to inform the Senate that they are interested. Regarding the ombudsperson the university is still in discussion with the GSA and others across campus and looking at what other universities are doing. At this time of expense analysis, this would be a new office with an ombudsperson and staff so the university does not know whether it will go forward. It has been a high agenda item for graduate students and will continue to be so. Dr. McDougall responded to the question regarding Kenderdine Campus and advised that she was co-heading a project to look at how the university might be able to share in the running of the Kenderdine campus to meet the needs of interested groups.

A senator asked for more information regarding the re-vote that recently occurred in the senate elections for District 12. The university secretary said she would look into it further and provide further information about the districts affected.

A senator noted that the Regional Psychiatric Centre is located on land owned by the university and noted that it functions as a prison more than a hospital. He expressed that he found it deeply offensive as a student as the centre operates as a prison and there can be a 30-day period of segregation, even though the United Nations has defined over 15 days of segregation to be viewed as torture. The president replied noting that the university does not own the Regional Psychiatric Centre but it is located on property that the university owns. The centre is under the direction of Corrections Canada. The university's relationship involves training of medical students in psychiatry, training of nursing students, and research in this facility.

A senator asked for an explanation on the flagship partnership strategy with China as referenced in the president's written report to Senate. The president replied that as an institution the university seeks to be more visible internationally in China and many other countries. China has been identified as a key country to collaborate with internationally. The president noted that more information can be provided through the office of the vice-president research.

The senator also asked a question regarding the president's vision statement, asking what steps is the university taking to develop the relationship with the provincial government to secure a multi-year funding agreement. Vice-president Fowler replied that university representatives meet with the Ministry of Advanced Education regularly and this is part of the discussions. The university will meet with them next year as well and that is part of the agenda.

15. Dates of Convocations and future Senate meetings

Fall Convocation 2013: Saturday, October 26, 2013

Chancellor Installation at morning ceremony

Honorary degrees awarded at afternoon ceremony

- Anne Doig, Doctor of Laws
- Edith Wiens, Doctor of Letters

Spring Senate meeting 2014: Saturday, April 26, 2014

Spring Convocation 2014: June 3-6, 2014

WELLS/SWYSTEN: Motion for adjournment at 2:30 p.m.