



Saskatchewan Polytechnic New Joseph A. Remail Saskatoon Campus Public Engagement

WHAT WE HEARD

SUMMARY REPORT JULY 2024

Prepared for:

The Ministry of SaskBuilds and Procurement
and Saskatchewan Polytechnic

Prepared by:

Praxis Consulting Inc.



LAND ACKNOWLEDGEMENT

Saskatchewan Polytechnic is situated on Treaty 4 and Treaty 6 territories and the ancestral lands of the Cree, Saulteaux, Dene, Dakota, Lakota and Nakoda peoples and the traditional homeland of the Métis.

In recognition of these lands and the Indigenous Peoples to whom they belong, this engagement process endeavored to ensure Indigenous voices were heard, valued, and considered in the development of the new Saskatchewan Polytechnic Joseph A. Remail Saskatoon Campus.

We have approached this work in the spirit of **miyo wâhkôhtowin** – good relations.

Thank you to all participants who provided insights through this engagement process.

Disclaimer

This “What We Heard Report” outlines key themes and a summary of the opinions and perspectives captured through engagement with stakeholders, Indigenous Peoples, and the general public regarding the new Saskatchewan Polytechnic Joseph A. Rimai Saskatoon Campus. The views expressed in the report reflect those of individuals who participated in the engagement process between April 8, 2024, and June 3, 2024. The “What We Heard Report” is a point-in-time summary provided for information, discussion, and potential consideration in the development of the new Saskatoon campus to be located at Innovation Place adjacent to the University of Saskatchewan.

EXECUTIVE SUMMARY

From April 8, 2024, to June 3, 2024, Praxis Consulting Inc. (Praxis) sought feedback from stakeholders, Indigenous Peoples, and the general public on the development of the new Saskatchewan Polytechnic (Sask Polytech) Joseph A. Rемаi Saskatoon Campus.

The Engagement Process

Stakeholders, Indigenous Peoples, and citizens of Saskatchewan were invited to provide input through one-on-one interviews, stakeholder workshops, in-person 'pop up' events, a public open house on May 29, 2024, an Indigenous Sharing Circle on May 30, 2024, online tools at engage.saskpolytech.ca, and a survey that was available May 18 through June 3, 2024. The engagement process included via advertising across multiple platforms and direct outreach. The process provided different options for submitting feedback to ensure engagement was accessible, transparent, and fair.

What We Heard Reporting

This What We Heard report summarizes key feedback captured across all public, Indigenous Peoples, and stakeholder engagement. More than 1,500 individuals participated, representing the general public, Indigenous organizations, community advocacy groups, neighbourhood associations, post-secondary institutions, industry associations, Innovation Place tenants, and government institutions. Current Sask Polytech students were engaged in a student workshop while current and past staff, faculty, and students were engaged as part of the general public. Feedback provided across all engagement activities has been recorded, amalgamated, and all personal information has been removed.

Key Themes

Engagement for the new Sask Polytech Joseph A. Rемаi Saskatoon Campus led to the identification of key themes. First, Praxis collected qualitative and quantitative data through interviews, workshops, public events, and two surveys (stakeholder survey and a general population panel survey). This data was then synthesized into themes that were ordered based on frequency of mention and the degree of importance expressed by respondents.

Four main themes emerged

1. PARKING AND TRANSPORTATION

- Parking availability
- Public transportation
- Traffic flow and congestion

2. ACCESSIBILITY

- Technology to enhance remote learning
- Wheelchair accessibility
- Universal washrooms
- Elevators
- Language
- Safe and direct pathways

3. SPACE AND FACILITY REQUIREMENTS

- Culture
- Indigeneity
- Equipment
- Technology
- Capacity and future proofing
- Inclusivity
- Transition plan
- Warm, inviting environment

4. STUDENT EXPERIENCE

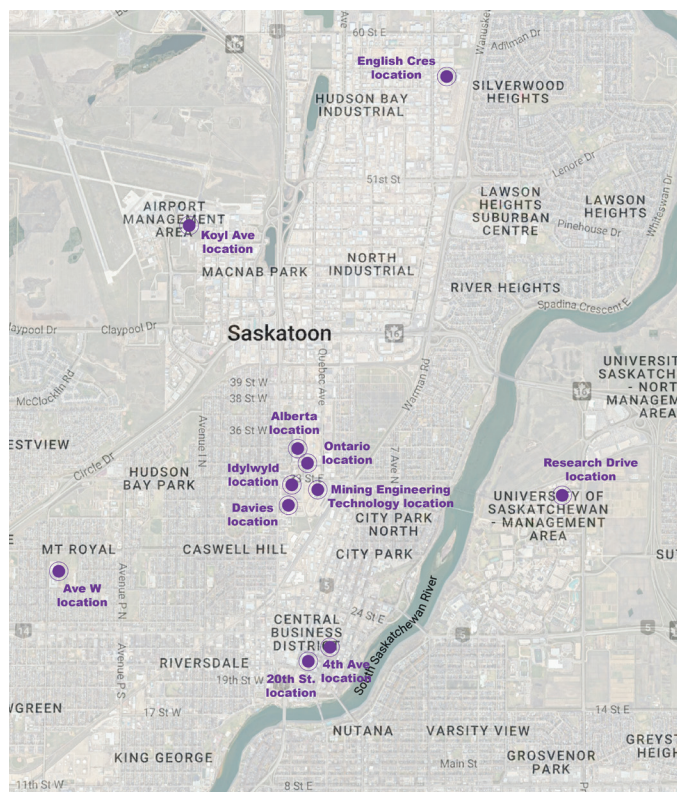
- Partner collaboration
- Community building
- Sask Polytech identity
- Student wellness

The Ministry of SaskBuilds and Procurement (SBP) and Sask Polytech will use the feedback received and summarized in this report to inform the next stage of project development: design and procurement.

TABLE OF CONTENTS

LAND ACKNOWLEDGEMENT	I
EXECUTIVE SUMMARY	III
The Engagement Process	
What We Heard Reporting	
Key Themes	
INTRODUCTION	1
STAKEHOLDER, INDIGENOUS PEOPLES, AND PUBLIC ENGAGEMENT	2
The Engagement Plan	
Engagement Reach	
Description of Engagement Activities	
WHAT WE HEARD - KEY THEMES	10
1. Parking and Transportation	
2. Accessibility	
3. Space and Facility Requirements	
4. Student Experience	
KEY THEMES SUMMARIZED	12
1. Parking and Transportation	
2. Accessibility	
3. Space and Facility Requirements	
4. Student Experience	
WHAT WE HEARD - OTHER FEEDBACK	23
Vision and Guiding Principles	
Actions for Truth and Reconciliation	
Other Discussion	
NEXT STEPS	27
Thank You	

INTRODUCTION



Together, SBP and Sask Polytech are leading the development of the new Sask Polytec Joseph A. Remail Saskatoon campus.

The project's purpose is to consolidate a network of decentralized existing Sask Polytech campus buildings across Saskatoon to a single, centralized location at Innovation Place, adjacent to the University of Saskatchewan.

The Project has reached several milestones to date:

PHASE 1 - BUSINESS CASE DEVELOPMENT

COMPLETE

PHASE 2 - PLANNING AND PRELIMINARY DESIGN

COMPLETE

PHASE 3 - DESIGN AND PROCUREMENT

IN PROGRESS

Phase 3 of the project includes engagement, which took place between April and June 2024. Project partners contracted Praxis to lead engagement with the stakeholders, Indigenous Peoples, and stakeholders to gather feedback that will inform upcoming project work in this phase.

STAKEHOLDER, INDIGENOUS PEOPLES, AND PUBLIC ENGAGEMENT

The intent of stakeholder, Indigenous Peoples, and public engagement was to build awareness of the project and collect inputs and insights. We engaged the public and identified stakeholders through public and private events, one-on-one in-depth interviews, stakeholder group workshops, and a public survey. The engagement project did not include the sharing of project-specific details or design decisions. Conversations were high-level and open-ended. Different sets of questions were crafted to help trigger idea-sharing throughout engagements.

The Engagement Plan

Public, Indigenous Peoples, and stakeholder engagement is a critical aspect of any new development project. Praxis collaborated with project partners in the design of a public engagement and communications plan that would be inclusive, accessible, and responsive to the varying needs and preferences of all stakeholders.

All Saskatchewan residents, with a focus on Saskatoon and the greater area, were invited to participate through several engagement activities. These included:

- Eight (8) key stakeholder interviews
- Six (6) stakeholder workshops
- One (1) private student event
- Six (6) pop up events
- One (1) public open house event
- One (1) public Indigenous sharing circle event
- One (1) panel survey to capture general population data
- One (1) online stakeholder survey allowing any interested respondent to participate
- One (1) public website: **engage.saskpolytech.ca**

Engagement Reach



1,251
surveys completed



115

individuals engaged
through private stakeholder
engagement events
(interviews, workshops)

210

individuals engaged
through public events
(Pop Ups, Open house,
and Sharing Circle)

3,210,800

Facebook, Google Ad, and Post-Media Impressions



253,805

potential stakeholders were
potentially reached via
local newspaper and radio

2,325

engage.saskpolytech.ca
visits between May 18-30th



Description of Engagement Activities

Details on each of the public, Indigenous Peoples, and stakeholder engagement activities are described below. Methods used to generate awareness and the uptake for each event are included.

KEY INFORMANT INTERVIEWS

Eight (8) key informant interviews were conducted with various Indigenous leaders, community advocacy group representatives, industry associations, and post-secondary institutions in Saskatchewan. SBP and Sask Polytech collaborated on creating a list of 16 individuals, half of whom were able to participate or nominate another individual from their organization. Praxis invited the nominated individuals to participate in interviews via email, follow-up emails, and phone calls.

Standard interview questions were asked across all stakeholder groups with some custom questions depending on each stakeholder's particular connection to the project.

STAKEHOLDER WORKSHOPS

Praxis conducted six (6) stakeholder workshops with various representatives of provincial and municipal governments, industry associations, industry regulators, existing Innovation Place tenants, and post-secondary institutions in Saskatchewan. SBP and Sask Polytech collaborated on a list of organizations and provided it to Praxis. Praxis contacted individuals directly by email, inviting them or a delegate to participate. Overall, 25 individuals from the various stakeholder groups participated. Despite multiple attempts to engage stakeholders representing neighbourhood associations, local Chambers of Commerce, and economic development bodies in the locations of the existing Sask Polytech Saskatoon campus and the future location of the new Sask Polytech Joseph A. Rемаi Saskatoon campus, responses were not received from these groups. As a result, the planned Neighbourhood Associations & Existing Business Community workshop did not occur.

Standard workshop questions were asked across all stakeholder groups, with some custom questions depending on each stakeholder's particular connection to the project.

All stakeholders invited to participate in interviews and workshops were provided a link to the online stakeholder survey as well.

PROJECT ENGAGEMENT WEBSITE – ENGAGE.SASKPOLYTECH.CA

The project engagement website was created so all interested stakeholders could engage with the project. The site went live on April 17, 2024, to assist in the promotion, organization, and sharing of public engagement activities.

Engagement websites create a safe, information-rich environment that integrates a range of online community feedback. The platform is accessible 24/7 and helps to remove barriers to participation for those who cannot or do not wish to attend in-person events.

The feedback tools leveraged for engage.saskpolytech.ca included a newsletter signup, links to the public online survey, and a monitored Question and Answer submission box. The website provided an option to contact the engagement team directly by email. In addition to feedback collection, the site offered general background information about the project, a timeline of engagement project milestones, and a news feed. The news feed posts included in-person event details, a package of conceptual renderings, and a Frequently Asked Questions page providing answers to the questions submitted using the Question and Answer tool as well as questions heard during Pop Up in-person engagements.

STAKEHOLDER POP UP EVENTS

Pop up engagement is a quick and casual way of creating awareness with community members by bringing the conversation to them. Six (6) pop up events were facilitated in Saskatoon at three locations between May 18 and May 26, 2024. The pop ups were advertised and communicated through all available media mentioned in the Public Engagement Activity Notifications section of this report.

The three-hour pop ups were held in high traffic spaces at three different shopping centres in Saskatoon: Lawson Heights Mall (May 18 and 25, 2024), The Centre Mall (May 18 and 25, 2024), and Midtown Plaza (May 19 and 26, 2024). Maps of both the existing and future locations of the Saskatoon campus and conceptual renderings were displayed. Consultants passed out postcards containing the project engagement website link, additional conceptual renderings, and the QR code for the online public survey. Consultants took notes of feedback from community members who offered their input.

PUBLIC ENGAGEMENT ACTIVITY NOTIFICATIONS

Notification for all public engagement events was conducted using the following media:

Media and Distribution

ENGAGE.SASKPOLYTECH.CA

A project engagement website launched April 17 and assisted in the promotion, organization, and sharing of public engagement activities.

FACEBOOK AND GOOGLE ADVERTISING

Geo-targeted digital advertisements ran on Facebook and Google between May 17 and May 30, 2024 for the new Sask Polytech Joseph A. Rемаi Saskatoon Campus engagement project.

Viewers were invited to visit the project website for more information or complete the survey to share their thoughts with the engagement team.

NEWSPAPER ADVERTISING

Newspaper advertisements ran in both the *Saskatoon Star Phoenix* and the *Regina Leader Post* on Saturday, May 18, 2024, and Saturday, May 25, 2024, for the new Sask Polytech Joseph A. Rемаi Saskatoon Campus engagement. Digital ads were also promoted across each newspaper’s digital offering between Saturday, May 18, 2024, and Friday, May 31, 2024.

Readers were invited to share their inputs at either the public open house or the Indigenous Sharing Circle, visit the project website for more information, or scan the QR code to complete the survey. The incentive of a chance to win a Visa gift card was advertised to encourage readers to fill out the survey.

RADIO ADVERTISING

The new Sask Polytech Joseph A. Rемаi Saskatoon Campus engagement project was advertised on various Saskatoon radio stations, chosen to reach a wide cross-section of citizens.

Listeners were invited to share their inputs at either the public open house or the Indigenous Sharing Circle, visit the project website for more information, or visit engage.saskpolytech.ca to complete the online survey. The incentive of a chance to win a Visa gift card was also advertised to encourage listeners to fill out the survey.

The above radio ads were promoted on both CJWW and C95 in Saskatoon between Thursday, May 16, 2024, and Thursday, May 30, 2024.

Media and Distribution Continued

PRAXIS FACEBOOK AND INSTAGRAM PROMOTION

Praxis created an Instagram post on its company account on May 21, 2024, to promote the engagement project, advertise the engagement site, and provide the QR code to the online public survey.

The post was shared via Instagram and Facebook stories on Tuesday, May 21, 2024, and again Wednesday, May 29, 2024.

DIRECT EMAILS

Direct emails were distributed to all individuals who had been previously contacted for interviews and workshops as well as potentially interested organizations and community groups.

Emails were sent out on Tuesday, May 28, 2024, particularly highlighting the public events on May 29 and 30, 2024.

Earned Media

RADIO INTERVIEWS

Three radio stations conducted an interview with a Praxis Engagement Specialist on the morning of Tuesday May 28, 2024. The interviews were played on the following three stations and posted to their respective websites:

600 CJWW
98 COOL
92.9 The Bull

STUDENT WORKSHOP

A ‘come and go’ student workshop was held at the existing Saskatoon Sask Polytech building on Idylwyld Drive on Monday April 8, 2024 from 11:00 a.m. to 2:00 p.m.

A total of 79 students attended.



The workshop was designed to allow students to self-select how they interacted with the project team. The project team was dispersed around the room at several stations each displaying a poster board on a different topic. The content of the poster boards posed a specific set of questions related to the topic. The project team facilitator's role was to explain the content on display and ask students to think about the questions being posed. Students were provided sticky notes to contribute unique insights and ideas as well as sticky dots to 'vote' for previously added feedback that they were inclined to agree with or support. The sticky dots were used at each station. Sticky dots also helped the project team to capture the frequency at which individual ideas or insights were mentioned.

Questions related to Indigeneity, Inclusion, Diversity, Equity, and Accessibility were viewed as potentially sensitive topics; to make it easier for students to provide meaningful answers, these were programmed into an online survey. Students were provided with the option to record their responses through the survey via a QR code. This allowed students to respond anonymously and in their own time, if desired. In addition to the online opportunity, the topic of Indigeneity was discussed in a Sharing Circle, with a facilitator to support those who preferred to participate in group conversations.

PUBLIC OPEN HOUSE



A ‘come and go’ public open house was held at the existing Saskatoon Sask Polytech building on Idylwyld Drive on May 29, 2024, from 5:00 p.m. to 8:00 p.m.

The open house included 15 poster boards containing project information and engagement questions. An additional six (6) poster boards displaying conceptual renderings were provided by Sask Polytech.

INDIGENOUS SHARING CIRCLE

A ‘come and go’ Indigenous Sharing Circle was held at Station 20 West at 20th Street West on May 30, 2024, from 5:00 p.m. to 8:00 p.m.

Dinner was provided, and poster boards containing project information and conceptual renderings were on display throughout the room. Engagement questions were displayed via projection screen to guide the discussion of the Sharing Circle, and Knowledge Keepers were present to ensure cultural protocols were followed.

PUBLIC SURVEYS

Two (2) identical public surveys were implemented to gather quantitative data to complement qualitative data collected through public engagement. Both surveys were fielded from May 21, 2024, to June 5, 2024.

GENERAL POPULATION SURVEY

The difference between the two surveys was that one drew on a market research panel to collect data from a representative sample of Saskathewan’s general public. This was the General Population Survey. A total of 509 online surveys were completed with residents aged 18 years and older between May 21st and June 5th, 2024.

The general population survey data was weighted to be proportionately representative of age and gender demographic segments in the province based on Canadian Census data.

STAKEHOLDER SURVEY

The second survey collected data from stakeholders who were contacted directly by Praxis through the stakeholder, Indigenous Peoples, and public engagement process.

Stakeholders were informed of the survey through one-on-one interviews, workshops, direct email, radio, newspaper, and digital advertising, community pop up events, a public open house, and an Indigenous Sharing Circle. In total, 741 survey responses were collected between May 18th and June 5th, 2024.

WHAT WE HEARD - KEY THEMES

This report provides an overview of the key themes we heard across the public, Indigenous Peoples, and stakeholder engagement activities implemented between April and June 2024.

The inputs and insights gathered across engagement activities were reviewed and combined into key themes. This is not a detailed or verbatim record of all comments made.

We extend our gratitude to all those who participated and shared their thoughts throughout the public, Indigenous Peoples, and stakeholder engagement process:

- the general public, including residents of Saskatoon and greater area, and the broader province of Saskatchewan;
- former and current Sask Polytech staff, faculty, and students;
- Indigenous individuals and organizations;
- community stakeholders such as economic development agencies, neighbourhood associations, and advocacy groups; and,
- Sask Polytech partners such as post-secondary institutions, industry, and all levels of government.

KEY THEMING APPROACH

Key theming refers to a method used in qualitative research that identifies and analyses recurring patterns or themes within a dataset. In this report, qualitative data was collected via interviews, workshops, public engagement events, and open-ended questions in the stakeholder survey and the general population survey.

Key theming involves reviewing the qualitative data, uncovering unique topics, and then labelling the topics with descriptive codes. Grouping of related codes then occurs by bringing similar concepts or ideas together as themes. These themes are defined and named to describe the data they represent. Key themes are established based on the frequency at which the related codes emerge across the entire data.

FOUR (4) KEY THEMES

1. Parking & Transportation
2. Accessibility
3. Space and Facility Requirements
4. Student Experience

Analysing the qualitative data collected across all engagement for the new Sask Polytech Joseph A. Remail Saskatoon Campus resulted in identifying four key themes. This report highlights the topics that were prominent throughout qualitative data collection (engagement). Where possible, we also note support from the quantitative survey data.

1. Parking and Transportation

Parking, public transportation, and traffic flow/congestion were prominent topics across engagement. Survey data identified parking availability and public transportation options as the highest-rated attributes based on importance.

2. Accessibility

Ensuring that all people feel comfortable and accommodated on campus was also identified as a key priority across both engagement and survey data. Key considerations that were offered relate to auditory, visual, or physical limitations; those living in remote locations such as Saskatchewan's far north; 2SLGBTQI+; and those with language barriers. Accessibility topics were linked to facility considerations and how programming can be delivered to make education accessible for all.

3. Space and Facility Requirements

Allocating specific spaces for varying student and programming needs was suggested throughout engagement. In addition, the spaces available to students outside of the classroom were also a key focus. A variety of considerations were highlighted ranging from increasing class sizes, introducing technology for simulation, ensuring access to equipment used by industry, and including design elements such as natural light, green space, and multipurpose spaces. Survey data validated technology infrastructure and custom learning spaces as two highly important attributes for the development of the new campus.

4. Student Experience

Consolidating into one location was frequently cited as an opportunity to create a campus community and culture that is inviting, inclusive, and beneficial to students and faculty. The topics shared to support this theme included: campus-wide events, student services, affordable food and beverage options, ATMs, and recreational spaces, to daycare, student housing, and rentable spaces for private events.

KEY THEMES SUMMARIZED

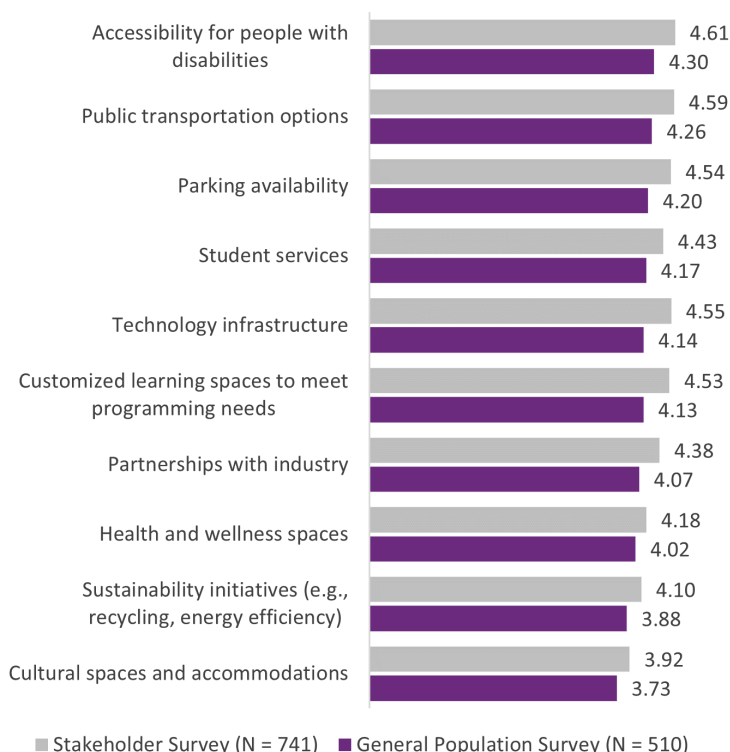
1. Parking and Transportation

The topics of parking and public transportation emerged early in engagement at the student workshop. When asked how students would travel to the new campus, the majority of students responded: “by driving a personal vehicle” or “public transportation.” About half of the total number of students in attendance mentioned a desire for “more available and accessible parking” as the top opportunity with the new campus development. Following student engagement, the topics of parking and public transportation continued to emerge during interviews and workshops. A third related topic surfaced, particularly during workshops, regarding concerns about traffic congestion.

The themes of “parking” and “public transportation” were also tested across the two surveys. When survey respondents were asked to rate the importance of ten attributes on a five-point scale where 1 indicated low importance and 5 indicated high importance, “parking availability” and “public transportation” options came out as two of the three highest-rated attributes for each survey group. (See chart on the right.)

Lastly, upon reviewing the open-ended comments, survey respondents further iterated the importance of parking (712 mentions) and bus or public transportation (283 mentions).

When thinking ahead for the new Saskatchewan Polytechnic Joseph A. Remail Saskatoon campus, how important do you consider each of the following?



“Hopefully there will be parking. There is already an issue with parking at the UofS without Sask Polytech being there.”

“I think the new location will be great for staff and students if there is adequate parking.”

“I hope with the new campus that parking lot issues will be solved.”

- various survey respondents

Below are the three topics summarized within this key theme:

- Parking availability
- Public transportation
- Traffic flow and congestion

PARKING AVAILABILITY

The discussions around parking were informed by a variety of perspectives. Whatever the lens of the stakeholder, the opportunity expressed was the same: stakeholders want to see ample parking options at the new campus. Stakeholder discussions were either driven by the hope for the new location to have more space for parking or by a concern that current parking limitations in the area will be further complicated with the addition of the new Saskatoon campus.

PUBLIC TRANSPORTATION

Many stakeholders expressed a desire for a reliable and efficient public transportation system that can accommodate all students from any corner of the city, and particularly accommodate all students wanting to use the bus service at peak times. It was also noted that the new location of the campus is not within close walking distance of residential neighbourhoods, making driving or public transportation the most ideal options for transportation to and from the new campus location.

TRAFFIC FLOW AND CONGESTION

Saskatoon residents who typically drive Preston Avenue are hopeful that thought will be given to limiting additional congestion from new vehicles that will access the new campus. Stakeholders would also like to see consideration given to bikers and pedestrians and the infrastructure that may be required to keep traffic flowing while maintaining their safety.

2. Accessibility

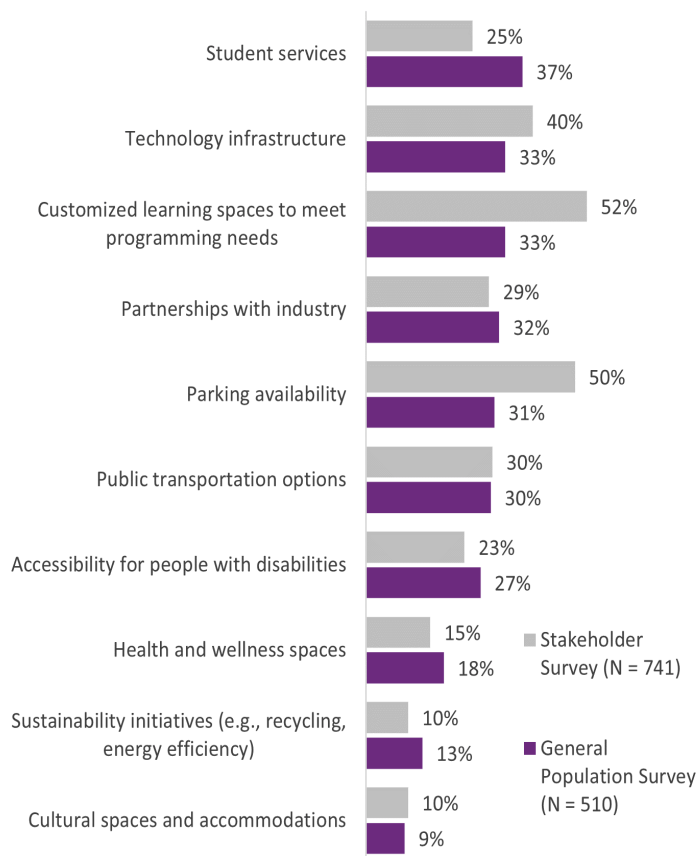
Across all consultations, addressing accessibility in the design of the new Saskatoon campus was a clear priority for many. A common sentiment was that people should feel comfortable and capable when accessing the new facilities they need, without barriers.

Many ideas were shared around how accessibility can be achieved for the following stakeholders:

1. People with disabilities
2. 2SLGBTQI+ students
3. International students and/or new Canadians

Looking back at the same chart shared on page 12 (to right), where different attributes were rated based on level of importance, “accessibility for people with disabilities” was rated the highest. The reason “accessibility” is not defined as the number one key theme is twofold: first, because the topic came up slightly less often during engagement (qualitative data); and second, because when survey respondents were asked in a different way about what the top priorities should be, this particular attribute dropped below parking and public transportation.

In your opinion, what should be the top priorities for the new Saskatchewan Polytechnic Joseph A. Remai Saskatoon campus?



Breaking down priorities from the survey report by stakeholder group:

Students prioritize parking availability, accessibility for people with disabilities, and public transportation options.

Staff prioritize accessibility for people with disabilities, parking availability, and technology infrastructure.

Indigenous respondents prioritize customized learning spaces to meet programming needs, parking availability, and public transportation options.

- various survey respondents

Topics related to accessibility were prominent across all engagements. Sometimes the ideas shared were prompted by questions, such as: “Are there any unique considerations, expectations, or opportunities that you would like to see addressed in delivering the new Saskatoon campus?” and “What outcomes are you most interested in with the development of the new Saskatoon campus?” Sometimes the ideas shared were completely unprompted during engagement. Upon reviewing the open-ended comments of the surveys, the word “accessibility” was mentioned as an opportunity 90 times.

Below are the six (6) topics summarized within the key theme of accessibility:

- Technology to enhance remote learning
- Wheelchair accessibility
- Universal washrooms
- Elevators
- Language
- Safe and direct pathways

TECHNOLOGY TO ENHANCE REMOTE LEARNING

Equipping classrooms with the technology to deliver classroom instruction to students in remote areas, such as Saskatchewan’s Northern Administrative District, was proposed during interviews and workshops several times to help make education more accessible. Remote learning was also suggested as a way for people who work full time to more easily access educational opportunities, and offered as a way to address class sizes that may outgrow facilities in the future.

“I would really like to see a pathway to remote learning for people who have to work full time. This would allow many more people to enroll.”

“I see opportunities for remote access for rural and north locations.”

- various survey respondents

WHEELCHAIR ACCESSIBILITY

A plethora of expectations related to accommodating staff, students, and visitors who must rely on a wheelchair to move about campus were shared. Suggestions for indoor access included putting ramp and elevator access close to stairways, ensuring doorways are wide enough, doors are automatic, and flooring is smooth and free of obstructions so wheelchair wheels can move easily from one side of the doorway to the other. Suggestions for outdoor accessibility include applying proper curb cuts at roadways and crosswalks.

Within the classroom, suggestions included worktables/lab benches that have been adjusted to accommodate the seat height of a person in a wheelchair, as well as ample space for wheelchairs to move around the room with ease.

UNIVERSAL WASHROOMS

Washrooms were frequently mentioned in regard to accessibility. Respondents noted the importance of accessible washrooms for those with mobility limitations and for 2SLGBTQI+ individuals. Accessible, barrier-free washrooms would include all-gender, single-stall toilets that anyone can use regardless of gender identity, gender presentation, or physical abilities.

ELEVATORS

Stakeholders mentioned the need for elevators in the design of the future campus, and offered examples of how to make elevators fully accessible. Recommendations include accommodations for the visually impaired, such as braille and/or automated announcements of floor numbers and door movements.

LANGUAGE

Incorporating and acknowledging a diversity of languages throughout the new campus was expressed as important from a few different perspectives. First, there was emphasis on creating signage in different languages for wayfinding throughout the new campus to create an inclusive and accessible environment for international students or new Canadians. There is also a prominent desire to see plain, concise language that is relatable and understood by a broad audience.

SAFE AND DIRECT PATHWAYS BETWEEN BUILDINGS

The ability to move between buildings safely and easily is a concern for many. Clear pathways between buildings, whether through enclosed walkways or maintained outdoor pathways, is viewed by many as essential to ensuring accessibility for all. Safety is another factor to consider and can be addressed through ensuring wide enough pathways for two-way traffic, ample lighting, easy-to-read wayfinding signage, and outdoor path infrastructure that accommodates bikes, scooters, and pedestrian traffic.

3. Space and Facility Requirements

When it comes to the physical buildings and spaces that will make up the new Saskatoon campus, stakeholders are divided in what they trust will be delivered and what will not. While it is apparent from qualitative data acquired from engagements that stakeholders trust Sask Polytech to be inclusive towards students, staff, and faculty, there is scepticism about how much flexibility the new location of the Saskatoon campus will have to accommodate future growth. There is worry that the planned gradual move from existing buildings to new buildings will be disruptive to programming and day-to-day operations.

Across all stakeholder engagement activities and the two surveys several space and facility considerations were shared.

The eight (8) topics that were cited most frequently include:

- Culture
- Indigeneity
- Equipment
- Technology
- Capacity and future proofing
- Inclusivity
- Transition plan
- Warm inviting environment

CULTURE

A concept that emerged throughout many stakeholder conversations is that students who feel safe, acknowledged, and “at home” will excel. One theme that stood out was ensuring culture was a prominent consideration throughout design. A variety of ideas for how culture could be incorporated into campus development were shared:

- provide quiet, safe prayer space for individuals to access as needed;
- include bookable rooms for private student events for different cultural celebrations (and include access to a kitchen, tables, and chairs);
- ensure adequate facilities to accommodate campus-wide cultural gatherings or ceremonies;
- display artwork, photographs, murals, or other design/structural elements that acknowledge different worldviews and cultures; and,
- ensure diverse food options are available on campus.

INDIGENEITY

Beyond a general appetite to acknowledge and celebrate diversity and all cultures across the new campus, participants shared a variety of input and suggestions for creating an environment where Indigenous students and staff can thrive. To prompt engagement discussions, a specific question was asked related to Indigeneity: “In the context of truth and reconciliation, what concrete actions or approaches do you feel are necessary for the new campus to demonstrate a genuine commitment to healing, respect, and partnership with Indigenous communities?”

The ideas and insights offered are summarized below:

- **Create space for ceremonial and cultural use** – Specifically, include a room with proper venting to allow the use of a pipe or smudging that is attached to a kitchen to accommodate preparation and serving of food at gatherings. Build this space in a round shape. An outdoor space large enough to host a pow wow would also be welcomed.
- **Build a teepee that is visible** – Include an outdoor teepee and ensure that it can be found rather than place it somewhere on campus where it could be perceived as hidden or an afterthought.
- **Establish an Indigenous Students Support Centre** – Students need a place where they can go and feel safe, talk to Knowledge Keepers, request a sweat or smudge, or find something to eat. The idea is the space would create a sense of family and community. Ideally, this support centre would be staffed by Sask Polytech Indigenous Advisors but also supported by community volunteers after business hours. This space would be a place where students can get to know each other, hang out, study, or receive support.
- **Incorporate Indigenous language and name spaces in ways that honour Indigenous heritage** – Ensure First Nations, Métis, and Inuit Peoples, as well as the different languages spoken by Indigenous Peoples in Saskatchewan are considered prior to naming specific facilities or spaces. Incorporating Indigenous language into wayfinding and signage throughout the campus will help to create an environment where students from different Indigenous backgrounds are seen and accepted.
- **Include Indigenous artwork, murals, sculptures, or other visual art throughout campus** – Art can help to explain the history of Indigenous Peoples in Saskatchewan and Canada and profile the traditional Indigenous lands on which the campus is situated. It would be important to feature local Indigenous artists and to acknowledge the diversity of the First Nations, Métis, and Inuit cultures and languages.
- **Consider the outdoor environment and integrate traditional plants where possible.**

EQUIPMENT

Stakeholders are looking forward to increased access to relevant equipment in classrooms, labs, and research facilities at the new campus. The equipment needs highlighted were largely driven by a desire to align lab or practical learning spaces with the typical environment of the industry to better equip students for work after graduation. There is also a desire to see sufficient room to properly accommodate very large equipment in the learning environment.

TECHNOLOGY

Many stakeholders referenced the importance of communal lounge or study areas being equipped with strong Wi-Fi and ample outlets for computer and phone charging. In the classroom, the opportunity for high fidelity simulation and virtual reality technologies to enhance the learning environment was identified. Lastly, stakeholders offered that breakout rooms equipped with computers should be available for those who do not have access to their own computers. When survey respondents were asked, “What should be the top priority for the new campus?”, “technology infrastructure” came out within the top three key priorities for the new Saskatoon campus development across both stakeholder and general population surveys. (See chart below.)

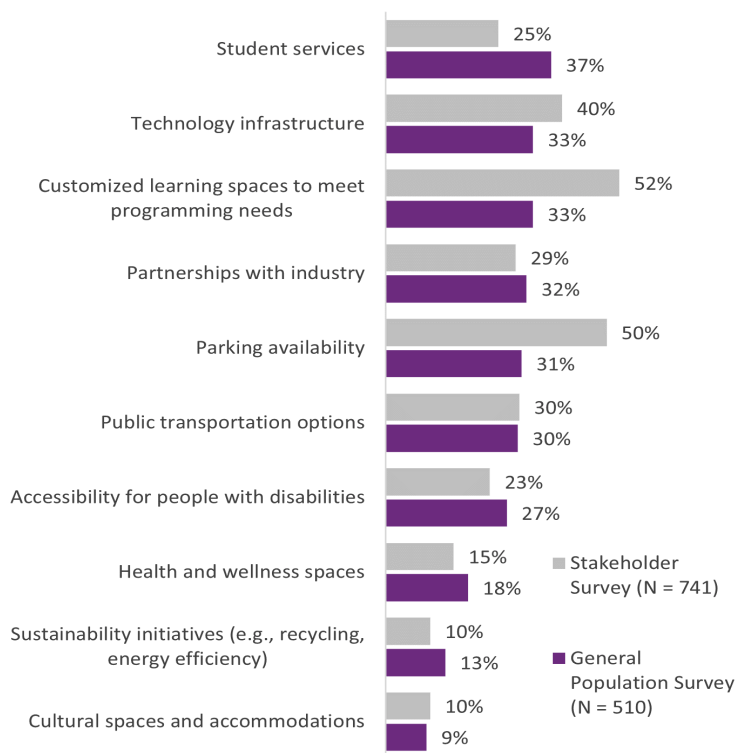
Stakeholder Survey Top three (3):

1. Custom learning spaces to meet programming needs
2. Parking availability
3. Technology Infrastructure

General Population Survey Top three (3):

1. Student Services
2. Custom learning spaces to meet programming needs
3. Technology Infrastructure

In your opinion, what should be the top priorities for the new Saskatchewan Polytechnic Joseph A. Rimai Saskatoon campus?



CAPACITY AND FUTURE PROOFING

Many stakeholder doubt the new Saskatoon campus location will have the space required to accommodate current and future growth. Students are concerned that current problems will continue such as lack of available equipment for all students registered in a program (e.g., medical diagnostic labs), learning facilities meant for fewer students than are enrolled today, or facilities not keeping up with future work environment standards (e.g., the power engineering plant).

INCLUSIVITY

Beyond creating inclusive spaces for Indigenous Peoples and people from various cultures, a commonly cited desire across stakeholders was to ensure that all people feel welcomed and accepted. While some stakeholders speak about the consolidation of multiple sites as an opportunity to bring people from all different programs to a common space, others highlight the opportunity to plan facilities in a way that is accommodating to 2SLGBTQI+ students, students facing mental health or addiction, neurodivergent individuals, and remote students.

WARM, INVITING ENVIRONMENT

When asked about specific needs for spaces and facilities, many stakeholders expressed a desire for natural lighting, comfortable green spaces, and vibrant artworks that make spaces more welcoming, joyful, and attractive for everyone.

“It’s crucial that we approach this transition with a focus on building for the future, ensuring that we’re not limited by space constraints and that we’re able to adapt to the evolving needs of our students, faculty, and community.”

- survey respondent

4. Student Experience

Engagement participants provided ideas and insights related to having an optimal experience as a Sask Polytech student.

The four (4) topics identified as contributing to a fulfilling and successful student experience are:

- Partner collaboration
- Community building
- Sask Polytech identity
- Student wellness

PARTNER COLLABORATION

When asked if there were any opportunities in building the new Saskatoon campus, the most frequent response was “Yes, collaboration opportunities with the University of Saskatchewan.” This was evident in the open-ended survey responses in addition to interviews and workshop discussions. Many referenced the opportunity to access facilities provided by the University of Saskatchewan that might not be available at Sask Polytech. Other partner collaboration suggestions included sharing costs or obtaining joint funding for infrastructure costs such as parking, the universal bus pass, housing, library access, or student services.



COMMUNITY BUILDING

A favourable expected change from the existing Saskatoon campus to the new campus at Innovation Place will be the ability for students and staff to connect at another level. Participants hope the new campus will create spaces for students to hang out when their classes are done for the day, regardless of their program type. There is hope that the new campus will establish its own campus community through campus-wide events that include leadership, faculty, students, and staff; provide ample study/lounge space for students; make student support services more accessible; and create new opportunities for students to establish their networks through connection to industry.

SASK POLYTECH IDENTITY

Stakeholders expressed during interviews and workshops that, due to the nature of many programs and the duration of each offered at Sask Polytech, current students seldom spend a significant amount of time on campus, use the services and facilities available, or interact with the broader campus community. Therefore, with the consolidated campus and the belief that students will spend more time at campus, there is an expectation that this will aid in creating a sense of identity and pride among students.

STUDENT WELLNESS

Many ideas were shared around student health and wellness opportunities. Among the considerations were a gymnasium and weight room, the return of intramural teams to encourage inter-collegiate integration, healthy and affordable food and beverage options to sustain students during the school day, and support services such as career counselling, networking, and a student wellness centre to support students outside of academic pursuits.

WHAT WE HEARD - OTHER FEEDBACK

Vision and Guiding Principles

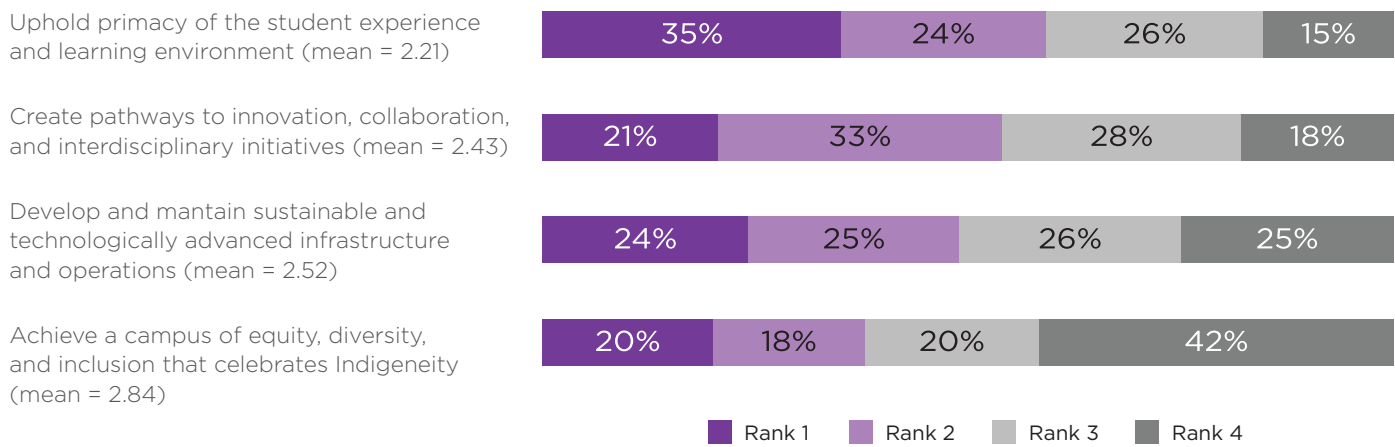
In 2023, a shared vision and guiding principles for the new Saskatchewan Polytechnic Joseph A. Remail Saskatoon campus project were adopted. The vision and guiding principles were shared with participants for feedback. The four guiding principles are as follows:

1. Uphold primacy of the student experience and learning environment
2. Achieve a campus of equity, diversity, and inclusion that celebrates Indigeneity
3. Create pathways to innovation, collaboration, and interdisciplinary initiatives
4. Develop and maintain sustainable and technologically advanced infrastructure and operations

When survey respondents were asked if they felt the vision aligned with the four guiding principles, 81% of stakeholders and 87% of the general population answered “Yes.” When asked to rank the four principles in order of importance, respondents from both the general population and stakeholder surveys rated the same two principle as most important: Uphold primacy of the student experience and learning environment (35% of the general population and 57% of stakeholders rank this principle as most important).

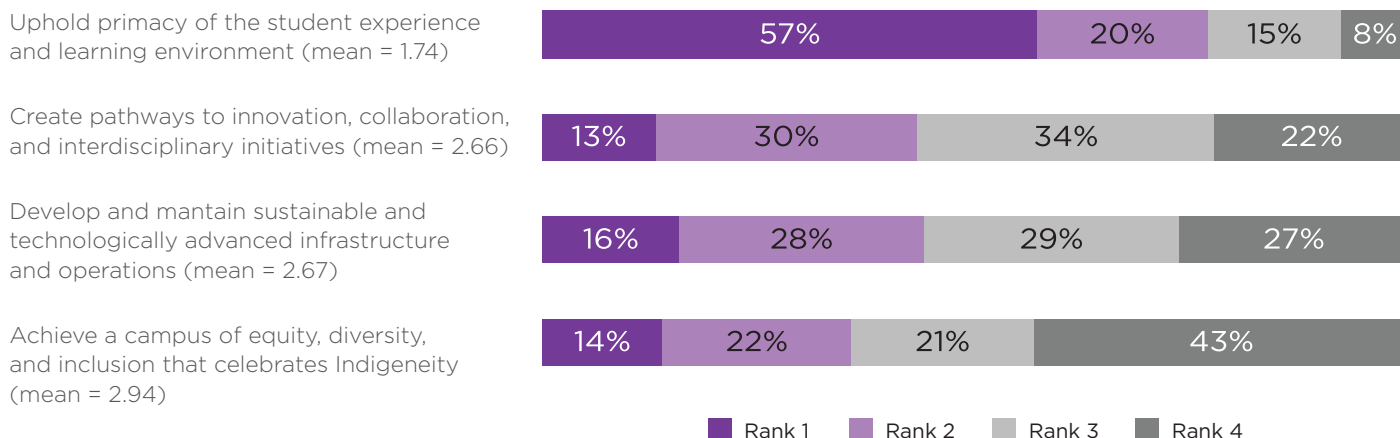
General Population Survey

Please rank by dragging and re-ordering the four principles in terms of importance where 1 indicates the principle of highest importance and 4 indicates the principle of lowest importance.



Stakeholder Survey

Please rank by dragging and re-ordering the four principles in terms of importance where 1 indicates the principle of highest importance and 4 indicates the principle of lowest importance.



The following are summarized thoughts and perspectives of participants related to the vision and guiding principles:

EQUITY, DIVERSITY, AND INCLUSION

There is agreement that students need to feel safe, included, and acknowledged. There is a hope that efforts are made to fully achieve this.

STUDENT EXPERIENCE TIED TO PARKING AND TRANSPORTATION

Students want to easily and affordably get to campus, otherwise many believe the experience will be diminished.

STUDENT EXPERIENCE TIED TO SPACE FOR APPLIED LEARNING

Stakeholders are hopeful there will be ample space with room to grow for each program that the campus will house. The concern is that as enrollment increases, space constraints could once again fracture some programs into small buildings throughout the city, potentially impacting student experience.

QUALITY EDUCATION

Many agree there needs to be a focus on equipping students to excel in their studies and move into their careers.

Actions for Truth and Reconciliation

In addition to factors that may influence the design of the new Saskatoon campus, key points emerged during discussions on how to demonstrate genuine commitment to truth and reconciliation through meaningful action. Regardless of their applicability to planning the physical new campus, the discussion points were heard and should be considered by project partners.

INCLUDE INDIGENOUS STUDENTS, STAFF, AND COMMUNITY MEMBERS

Engage Indigenous Peoples prior to making decisions around naming an Indigenous student centre, choosing Indigenous languages to use via wayfinding and other signage, planning Indigenous events, or selecting Indigenous artwork to display.

INCORPORATE INDIGENOUS LEARNING WITH STUDENT PROGRAMMING

Demonstrate a commitment to truth by sharing the history of Indigenous Peoples in Saskatchewan. Sharing in the classroom and through student events should be supported by leadership, faculty, and staff.

SET UP AN INDIGENOUS STUDENT MENTORSHIP PROGRAM

Significant reference was made to the additional challenges that students must deal with who move to Saskatoon from reserve/home community or the far north. A program to help integrate new Indigenous students into campus life could prove effective in helping these students succeed and make the transition more easily.

HIRE INDIGENOUS GRADUATES

Hiring staff and faculty who are Indigenous to demonstrate possibilities to Indigenous students and encourage them to succeed.

ENSURE ONGOING CONSULTATION WITH INDIGENOUS COMMUNITY MEMBERS TO INCORPORATE INDIGENEITY THROUGHOUT THE NEW CAMPUS DESIGN

First Nations, Métis, and Inuit people of Saskatchewan want to see their young adults succeed. Work with Indigenous communities and individuals to explore opportunities such as establishing a supported, Indigenous student centre. Indigenous advisors (or members from the community) can support Indigenous students in navigating the student experience while also providing a connection to Indigenous knowledge and teachings.

Other Discussion

STUDENT HOUSING

The need for student housing was identified by many across all engagement activities. Respondents mentioned a need to address the lack of affordable housing, and the existing challenges with housing for current University of Saskatchewan students. Student housing will help attract more students, housing is imperative to establishing a student-centric community, and safe, affordable, conveniently located housing will support student success.

ADVANCE RESEARCH AND INNOVATION

Many stakeholders view an opportunity for collaboration between Sask Polytech, University of Saskatchewan, and Innovation Place as a benefit from co-location. Research was one specific topic of collaboration that was referenced across engagements.

CONSIDER BUILDING AN ON-CAMPUS DAYCARE

Across interviews, some individuals expressed that one barrier for students is not having access to affordable daycare. Some stakeholders expressed the view that they would like to see a daycare included in the plans for the new Saskatoon campus.

ENGAGE THE PUBLIC AND STAKEHOLDERS ON A SITE PLAN

Some stakeholders expressed a desire for consultation once a site layout has been crafted with space and facilities assigned to programs. This additional engagement would allow stakeholders to focus on providing specific feedback that could help project planners validate their decisions or identify opportunities pre-construction.

TRANSITION PLAN

Some stakeholders engaged see a need to design a gradual, well-thought transition plan from the existing facilities to the new consolidated campus, so that students and faculty in a particular program can make the move swiftly and at the same time. Impacted stakeholders wish to avoid the use of temporary swing space so students and staff are disrupted/dislocated only once. Many of these same stakeholders are keen for communication early and often as timelines and transition plans are developed.

NEXT STEPS

This summary represents what was shared across all public, Indigenous Peoples, and stakeholder engagement in Phase 3 of project development for the new Saskatchewan Polytechnic Joseph A. Rемаi Saskatoon campus. Public engagement activities will assist and inform future decisions, resulting in better outcomes for the project, the public, and the Province of Saskatchewan.

Phase 4 of the project is construction. At the time this report was published, a construction start date had not yet been determined and will depend on progress made on project deliverables, market sounding, and fundraising.

Thank You

We extend our gratitude to everyone who contributed to public engagement and provided the insights that are outlined in this report and will be considered for the new Sask Polytech Joseph A. Rемаi Saskatoon campus.