







Companion Document: USask Student Competencies

MAKING THE PURSUITS ACTIONABLE

It became clear that while our pursuits are deeply meaningful, their richness and breadth present challenges in direct application and practical realization. Recognizing this, we have taken a thoughtful step to bridge the gap between our Learning Pursuits and their practical implementation.

The USask Student Competencies represent a focused effort to embed our Learning Pursuits into the fabric of our academic and professional learning opportunities, making them actionable and a central part of the conversation across the University of Saskatchewan community. By articulating these competencies, we can create opportunities in our diversity of learning pathways and wide variety of fields to equip students with the knowledge, skills, and attributes necessary to excel both within and beyond our university walls.

1		Engaging in our intercultural society Students who thrive as members of a diverse society handle diversity in perspective, position, and approach adeptly. They communicate and collaborate effectively within diverse groups and an increasingly global society.
2		Nurturing successful relationships Students who nurture successful relationships can describe their values and beliefs while embracing diversity in others. They are accountable for their actions, manage conflict, successfully prioritize, and negotiate for successful results.
3		Leveraging technology Students who can leverage technology are able to use digital/technological tools and systems ethically, appropriately, and effectively to complete tasks and accomplish goals.
4		Adaptive Design and Problem Solving Students who effectively solve problems and create work that is adaptable are strong and creative thinkers. They exercise innovation, critical thinking, and risk taking in the design, implementation, and evaluation of an approach to achieve a desired goal.
5		Communicating meaningfully Students engage in meaningful communication when they exchange ideas, facts, and perspectives with others. They use different strategies to communicate depending on the context and audience.
6		Cultivating well-being Students effectively engage in cultivating well-being when they reflect on what they are doing and on their personal and academic needs, and then make appropriate adjustments to be successful. They engage in thoughtful decision-making and are self-aware and reflective, so they can purposefully navigate adversity. Students respect personal limits and boundaries of themselves and others, and persist in the face of change.

Sample Progression Across a Program: Communicating Meaningfully

Students engage in meaningful communication when they exchange ideas, facts, and perspectives with others. They are effective when they purposefully select and use strategies for communicating in response to context and audience.

	When I am learning	When I am ready to work with others	When I am prepared for my career
Examples of level of competence	<ul style="list-style-type: none"> • I choose how to communicate, and I think before I choose what to share and what not to share. • I communicate using the conventions of my discipline (essay, lab report, etc.) and cite appropriately. 	<ul style="list-style-type: none"> • I build on and refine the ideas of others in a group. • I engage in active listening as a process for informing and guiding communication within a team. 	<ul style="list-style-type: none"> • I prioritize communicating with the beyond the university over communicating disciplinary understanding at them. • I am purposeful in my communication, changing my word choice, methods, and medium for the community audience and purpose.
This might look like...	Beto considers what to say in class discussions to persuade others with a good argument and works hard to learn how a good literary essay is written.	Beto facilitates a seminar discussion, asking helpful and insightful questions, and summarizing what he has understood, based on listening carefully to his peers' comments to ensure he is adding significant ideas.	Beto changes his word choice and communications approach from an academic one with jargon of his discipline, to an accessible one in his work with community members so everyone can understand him.

Get Support

Contact the **Gwenna Moss Centre for Teaching and Learning**, gmctl@usask.ca for information about the USask Student Competencies and how to integrate them into your program, course, or other learning opportunities.