AGENDA

2:30 p.m. Thursday, April 19, 2018
Neatby-Timlin Theatre – Arts 241

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2017/18 academic year marks the 23rd year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

1. Adoption of the agenda

2. Opening remarks

3. Approval of Minutes of the meeting of March 15, 2018

4. Business Arising from the Minutes

5. Report of the President

6. Report of the Provost

7. Student Societies

   7.1 Report from the USSU

   7.2 Report from the GSA

8. Planning and Priorities Committee

   8.1 Request for Decision: Merger of Biomedical Sciences Departments in the College of Medicine

   It is recommended that Council approve the departmental merger within the Biomedical Sciences to establish two departments: a Department of Biochemistry, Microbiology and Immunology and a Department of Anatomy, Physiology and Pharmacology, effective July 1, 2018, with all records to be updated effective May 1, 2019.

9. Research, Scholarly and Artistic Work Committee

   9.1 Report for Information: Artistic Discovery Report

10. Governance Committee

10.1 Request for Decision – Changes to Council Bylaws Part II Section IV: International Activities Committee Membership

It is recommended that Council approve the changes to Part II Section IV of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.

10.2 Request for Decision – Changes to Council Bylaws Part II Section VI: Planning and Priorities Committee Membership

It is recommended that Council approve the changes to Part II Section VI of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.

10.3 Request for Decision – School of Physical Therapy Faculty Council Membership

It is recommended that Council approve the membership change to the Faculty Council of the School of Physical Therapy as shown in the attachment, effective immediately

11. Nominations Committee

11.1 Request for Decision – Nominations to the Search Committee of the Vice-Provost Faculty Relations

It is recommended:

Motion 1:
That Council approve the appointment of Mary Buhr, dean of the College of Agriculture and Bioresources, as the senior administrator selected by Council to serve on the search committee of the vice-provost faculty relations

Motion 2:
That Council approve the appointment of the following GAA members to the search committee of the vice-provost faculty relations:

Jim Waldram, Department of Archaeology and Anthropology
Anne Leis, Department of Community Health and Epidemiology
Robert Innes. Department of Indigenous Studies
Kerry Mansell, College of Pharmacy and Nutrition

11.2 Request for Decision – Nomination to the Review Committee of the Dean of Medicine

It is recommended that Council approve the appointment of Keith Willoughby, dean of the Edwards School of Business, as the senior administrator selected by Council to serve on the review committee of the dean of Medicine.

11.3 Request for Decision – Nomination to the Review Committee of the Dean of Education

It is recommended that Council approve the appointment of Kent Kowalski, associate dean academic, College of Kinesiology, as the senior administrator selected by Council to serve on the review committee of the dean of Education.

11.4 Request for Decision – Nomination to the Review Committee of the Dean of Pharmacy and Nutrition

It is recommended that Council approve the appointment of Douglas Freeman, dean of the Western College of Veterinary Medicine, as the senior administrator selected by Council to serve on the review committee of the dean of Pharmacy and Nutrition.

11.5 Request for Decision – Nominations to the Search Committee of the Associate Provost, Institutional Planning and Assessment

It is recommended:

Motion 1:
That Council approve the appointment of Dirk de Boer, acting vice-dean Indigenous, College of Arts and Science, as the senior administrator selected by Council to serve on the search committee of the associate provost, Institutional Planning and Assessment.

Motion 2:
That Council approve the appointment of the following GAA members to the search committee of the associate provost, Institutional Planning and Assessment:

Stephen Urquhart, Department of Chemistry
Liz Harrison, School of Physical Therapy
Candice Dahl. Library

11.6 Request for Decision – Nominations to the Search Committee of the Chief Executive Officer (CEO) of VIDO-InterVac

It is recommended:

Motion 1:
That Council approve the appointment of Steven Jones, executive director of the School of Public Health, as the senior administrator selected by Council to serve on the search committee of the CEO of VIDO-InterVac

Motion 2:
That Council approve the appointment of the following GAA members to the search committee of the CEO of VIDO-InterVac:

Janet Hill, Department of Veterinary Microbiology
Scott Napper, Department of Biochemistry
Sylvia van den Hurk. Department of Microbiology and Immunology

12. Teaching, Learning and Academic Resources Committee

12.1 Request for Decision: Student Experience of Teaching and Learning Instrument

Motion 1:
It is recommended that the SETLQ supplied by eXplorance be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan;

Motion 2:
It is recommended that the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.

13. Academic Programs Committee

13.1 Request for Decision - Changes to Arts and Science Program Templates

It is recommended that Council approve the changes to the Arts and Science program templates for all undergraduate degree programs in the college, effective May 2020.

13.2 Request for Decision - Admissions Qualifications change – English proficiency requirements for graduate programs in Plant Sciences

It is recommended that Council approve the changes to the English proficiency requirements for graduate programs in Plant Sciences, effective May 2019.

13.3 Report For Information - Project option for the Master of Arts (M.A.) program in French

14. Other business

15. Question period

16. Adjournment

Next meeting May 17, 2018 – Please send regrets to barb.welland@usask.ca
Deadline for submission of motions to the coordinating committee: May 1, 2018.

UNIVERSITY OF SASKATCHEWAN

Minutes of University Council
2:30 p.m., Thursday, March 15, 2018
Arts Building Room 241 Neatby-Timlin Theatre

Attendance: See Appendix A for listing of members in attendance.

Chelsea Willness, acting chair of Council, called the meeting to order at 2:30 p.m., observing that quorum had been attained.

Dean Douglas Freeman of the Western College of Veterinary Medicine delivered a memorial tribute to honour Professor Emeritus Klaas Post of the Department of Small Animal Clinical Sciences who passed away on January 5, 2018.

1. Adoption of the agenda

DOBSON/GJEVRE: *To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

The acting chair reminded members of the usual procedures for debate and reported on the two topics discussed at the most recent meeting of Council chairs with members of the president's executive committee. The first of these involved how the university is planning to position itself in relation to the recent initiatives announced in the federal budget; the second involved the implications of the changes within the provincial government and the new premier.

3. Minutes of the meeting of February 15, 2018

WOTHERSPOON/AITKEN: *That the February 15, 2018 Council minutes be approved.*

CARRIED

4. Business arising from the minutes

A member drew attention to item 7.2 (a) Request for Decision: Graduate Student Membership on the University Board of Governors and detailed the media follow-up in response to the item. He also noted the recent high profile statements of opinions by the Indigenous Students' Council (ISC) and the University of Saskatchewan Students' Union (USSU). He commented that the university is a place where differences are staged and commended the Graduate Students' Association (GSA), the ISC, and the USSU for engaging in various forms of defensible and effective student voice over the past weeks.

5. Report of the President

Peter Stoicheff, president, presented the President's Report. The president provided his observations about the 2018 federal budget, commenting on the impact of the funding directed toward female, Indigenous, and early-career researchers. He noted the budget gives evidence of the strength that the unified front that Universities Canada and the U15 have presented to government

since the Naylor Report was first requested by Science Minister Kirsty Duncan. The budget provides an approximate 25% funding increase to Canada's three federal research councils and represents a shift in funding toward research-intensive universities with major science infrastructure

President Stoicheff highlighted that the memorandum of agreement recently signed between the university and the City of Saskatoon speaks to the view espoused by Naheed Nenshi, Mayor of Calgary, that great cities need great universities. The MOU seeks to build on the many intersections between the university and the city in areas such as urban planning, public policy, and common environmental and economic concerns.

The announcement of a University of Saskatchewan campus in Prince Albert is part of the university's strategy for the North. The president indicated that although the university has leased space in the city of Prince Albert for some time, this approach has neither been financially efficient nor allowed for growth in response to student demand. The property purchase of the Forest Centre building consolidates the university's programs at one site to provide better service and to expand and provide enhanced programming. Importantly, the new campus reaffirms the university's commitment to Indigenous education; at present, 47% of the university's students in Prince Albert are Indigenous.

President Stoicheff commented briefly on the University Plan, and the motion to be presented requesting approval of the plan. He expressed excitement about the outward-looking nature of plan and its importance in strengthening and defining the university.

The president also spoke about the recent statements issued by the ISC of the intention to withdraw from any activities of the university focused on reconciliation and their desire to establish a separate students' union for Indigenous students. If the university is to be a leader in reconciliation, he indicated it can expect to face issues such as this, but that all parties need to participate for reconciliation to happen. University administration has communicated that its role is to facilitate dialogue among student groups and student leaders and provide the means for students to gather and discuss issues in a productive manner.

6. Report of the Provost

Tony Vannelli, provost and vice-president academic, presented the Provost's Report. Provost Vannelli spoke about the extensive consultations that have occurred in developing the University Plan and the complementary plans being developed by colleges, schools, and other units. With approval of the plan, the plan becomes a living document that provides a vision of the future over the next seven years that is both empowering and aspirational.

Provost Vanelli referred to the federal budget as good news but commented that reduced provincial funding for post-secondary education is the new norm for many provinces. Although university leaders are positive about engaging with new provincial leaders, a clear case has been made about the level of funding required and the fiscal realities of the reduction in provincial funding sustained by the university the past year. In addressing the university's fiscal challenges, a multi-year response is needed to enable the university to make adjustments and continue forward. The aim is to work with the government as a key partner in recognizing the value of the university to the province. The university has asked that the province reinstate the $20 M in funding to the College of Medicine that was removed in 2017-18, and that the college be funded at the level required to serve the province.

In closing, Provost Vannelli commented on the many who are hurting due to the outcome of the Stanley trial and other decisions involving Indigenous families and of the importance of reaching out to one another in open dialogue so that the goal of reconciliation is not lost.

7. Student Societies

7.1 Report from the USSU

David D'Eon, president of the USSU expanded on his brief written report, noting that all elected positions to the USSU will be acclaimed this year. Later in the month, the Saskatchewan Student Coalition will meet with provincial government representatives to bring forward concerns about student financial support.

Mr. D'Eon indicated that he USSU has been dedicated for some time to reconciliation and Indigenization and therefore, the desire of the ISC to separate from the USSU has been difficult to face. The USSU has reached out to the ISC, but has not received a response.

A member commended Mr. D'Eon and Provost Vanelli in their response to the ISC and commented that the perceived lack of advocacy in some colleges to issues of importance to the Indigenous community has been a contributing factor to the ISC position. He questioned why the candidate platforms in the USSU elections made no reference to Indigenous issues. Mr. D'Eon explained that there is presently much confusion about Indigenization and reconciliation and expressed confidence that the student community would find the answers in time.

7.2 Report from the GSA

David Bennett, vice president finance and operations of the Graduate Students' Association presented the report. Mr. Bennett reported on the annual 3 Minute Thesis (3MT) competition and expressed thanks to the university for its support of the event. He also thanked Council for its support of the GSA motion about graduate student representation on the Board of Governors.

The GSA is concerned about the proposed graduate student tuition rate increases and the increase to the graduate student international differential fee multiplier. Mr. Bennett urged university administration to consider any increases in conjunction with increases in graduate student funding to ensure accessibility and affordability.

Naheda Sahtout, GSA vice-president external, spoke in support of Mr. Bennett's comments, highlighting the effect of the increases by providing specific examples. Additional comments from members supported the points made, with examples of how tuition and differential rate increases result in a corresponding increase in department stipends to students to offset the increases. The net result is that research grant funds are increasingly applied against tuition, which means that departments can support fewer students. Information on how tuition dollars are distributed throughout the university was requested.

In response, Provost Vannelli indicated that these concerns had been raised to him. He affirmed his willingness to look at the question of tuition rates and funding as a package relative to the university's ability to attract domestic and international graduate students.

8. Planning and Priorities Committee

Dirk de Boer, committee chair, presented the motion to approve the University Plan.

8.1 Request for Decision – Approval of the University Plan

Professor de Boer summarized the history of the committee's engagement with the University Plan and the presentation of the Plan to Council over the past months. Debra Pozega Osburn, vice-president external relations made a brief presentation (*see Appendix B),* outlining the various changes made to the Plan since the February Council meeting, speaking to the depth of consultation that has occurred, and how the operational plans will bring the plan to life. The plan is rooted in the *Vision, Mission and Values* document and frames how the university will deliver its core mission.

In response to a member's view that the Plan fails to acknowledge the university's history and failures with respect to Indigenous communities and that without this recognition and demonstrated commitment, the plan would not succeed, various points were raised.

Jacqueline Ottmann, vice-provost Indigenous engagement, drew attention to the section in the Plan about reconciliation that speaks of the need to repair and redress. As the University Plan is an aspirational plan leading to reconciliation, each college and school will respond differently to the need for reconciliation. In listing the wrongs to Indigenous peoples, she noted the lists would not be the same as Indigenous peoples are not the same, and she questioned where to begin. She recalled that the Plan was developed with the Indigenous voices of elders and knowledge-keepers and that the stories submitted to the Truth and Reconciliation Commission have created an archive that speaks of past wrongs.

Others expressed empathy with the view that it was important to face history and past wrongs, but noted that approving the Plan does not preclude the university from formally recognizing its wrongs against Indigenous peoples and that to some degree, this recognition is already embedded within the Plan.

DE BOER/WILSON: That Council approve the University Plan 2025.

CARRIED

9. Governance Committee

Jay Wilson, chair of the governance committee, presented the reports to Council.

Chelsea Willness, acting chair, recused herself as chair for this item in order to prevent any perceived conflict of interest, and Professor de Boer assumed the role of chair.

9.1 Request for Decision – Changes to Council Bylaws Part I Section III 2 & 3: Chair-person and Vice-chairperson

Professor Wilson explained the proposed changes identify a process to follow when either the Council chair or vice-chair are unavailable to serve.

WILSON/WOTHERSPOON: That Council approve the changes to Part I Section III 2 & 3 of the Council Bylaws as shown in the attachment, with the changes to take effect July 1, 2018.

CARRIED

Professor Willness resumed the role of chair.

9.2 Notice of Motion – Changes to Council Bylaws Part II Section IV: International Activities Committee Membership

The changes provide for the addition of the director of the Language Centre as a resource member on the committee and update a number of position titles.

NOTICE OF MOTION: That Council approve the changes to Part II Section IV of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.

9.3 Notice of Motion – Changes to Council Bylaws Part II Section VI: Planning and Priorities Committee Membership

Membership changes proposed include the addition of the vice-provost, Indigenous Engagement as a voting *ex officio* member on the committee and remove several positions from the Facilities Management Division as resource members.

NOTICE OF MOTION: That Council approve the changes to Part II Section VI of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.

9.4 Notice of Motion – School of Physical Therapy Faculty Council Membership

The proposed change adds the assistant dean, graduate studies of the College of Medicine to the school's faculty council membership to recognize this position's involvement with thesis-based graduate students and faculty in the school due to restructuring within the division.

NOTICE OF MOTION: That Council approve the membership change to the Faculty Council of the School of Physical Therapy as shown in the attachment.

9.5 Report for Information – Update on Affiliation and Federation of the University with other Academic Institutes and Organizations

Professor Wilson referred to section IX Affiliation and Federation of the Council Bylaws. The report commissioned on the university's affiliated colleges and federated college has been received by the governance committee and the major themes outlined in the report for information. The governance committee will be following up with Provost Vannelli and vice-provost Patti McDougall on some of the more operational issues identified.

Discussion included the request to consider LGBQT rights in any future affiliation. In response to the request that the committee look at the reflection of the university's affiliated and federated institutions within Council's bylaws, Professor Wilson assured Council that the governance committee is exploring options and opportunities to see how the work of these colleges fits into the work of Council and the university. The Council Bylaws will be revised in response.

10. Academic Programs Committee

Terry Wotherspoon, chair of the academic programs committee, presented the committee reports to Council.

10.1 Request For Decision: Changes to Admissions Requirements for the Master of Business Administration (M.B.A.) program

Professor Wotherspoon corrected the date in the motion, indicating the date should read September 2019. The rationale for the changes are to provide greater flexibility in the admission process and to ensure there is an alignment between the objectives of the program and the current situation of the students applying to the program.

The changes proposed remove the additional language requirement for the IELTS score; remove the requirement that applicants' undergraduate training be in a discipline related to the proposed field of study as the MBA is designed to attract students from a broad array of diverse backgrounds; require that one, rather than two, of the three letters of reference be academic; and remove the requirement of a minimum of three years' work experience to provide for greater flexibility in entry to the program.

WOTHERSPOON/WILSON: That Council approve the proposed changes to the admissions requirements for the Master of Business Administration (M.B.A.) program, effective September 2019.

CARRIED

10.2 Report for Information: Graduate Program Review 2016/17

Professor Wotherspoon indicated that as graduate program reviews are completed as outlined in the 2008 framework for assessment, the process requires an annual report of the general findings of the reviews to APC for discussion, with the report then submitted to Council.

11. Research, Scholarly and Artistic Work Committee

11.1 Report for Information: Artistic Discovery Report

Paul Jones, research, scholarly and artistic work committee chair, noted the time sensitive nature of the next item on the agenda and proposed that the committee report be deferred.

JONES/DICK: That the research, scholarly and artistic work committee Artistic Discovery Report be deferred to the April 19 Council meeting.

CARRIED

12. Teaching, Learning and Academic Resources Committee

12.1 Notice of Motion: Student Experience of Teaching and Learning Instrument

Alec Aitken, chair, presented the notice of motion to approve a new instrument to replace SEEQ, as the university's centrally supported tool to evaluate the student experience of teaching and learning.

MOTION 1: NOTICE OF MOTION: That the SETLQ instrument be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan.

MOTION 2: NOTICE OF MOTION: That the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.

Patti McDougall, vice-provost, teaching, learning and student experience, presented the background to the item (*see Appendix C*), beginning by acknowledging the many individuals involved in the testing and selection process.

Dr. McDougall outlined the associated timelines for consideration of the new tool and timeline of actions. A new tool was sought based on the low usage of SEEQ due to dissatisfaction, particularly with the capacity of SEEQ to evaluate only lecture-based courses. A principles based selection process was used in the selection of the new tool, known as SETLQ.

A shift has occurred from speaking about student evaluation of teaching to speaking about the student experience of teaching and learning. Student feedback serves both summative and formative purposes, although these are not mutually exclusive. Summative feedback is sought as evidence supporting the university's collegial processes for tenure and promotion and formative feedback is sought to improve the quality of teaching.

The SETLQ tool received positive feedback during the pilot process due to the ability of the tool to handle multiple courses, labs, and instructors. The tool gives strong evidence of validity and reliability and reduced bias in student responses due to the specificity of the questions. Student feedback supports the shorter list of questions and the ability to answer questions about the instructor and the course as distinct questions.

Vice-provost McDougall reported that a handout showing the core questions was distributed at the door as licensing restrictions do not permit electronic distribution. The tool provides for six closed and three open-ended questions. There are other modules whereby colleges may select or devise other questions to reflect local context, need, and priorities. There are also course-specific items and instructor-selected items.

A name for the instrument will be selected once it is approved. The new tool will be implemented with existing SEEQ user groups over 2018/19 before other users are brought online. Although there is no requirement for departments and colleges to adopt the instrument, efforts will applied to make the tool attractive and easy to use. With approval of the new instrument, institutional support for SEEQ will end in 2019.

Questions included whether students' response rate had been reviewed, concerns about timing and the transition to a new tool for those faculty heavily engaged in the promotion and tenure process, and the cost of the new instrument. Vice-provost McDougall provided assurance of awareness of the need to provide support to transition colleagues. Licensing costs will be approximately $87,000 annually. As significant costs would have been required to modify SEEQ to provide better reporting, the cost is not prohibitive. Questions were also

asked about the availability of data on the response rate of the SEEQ questionnaire and the quality of responses received relative to SETLQ.

Vice-provost McDougall indicated that responses have been evaluated in terms of valence, for example, that responses to questions about instruction were about instruction. The response rate, in comparison to SEEQ, has not been reviewed. With fewer questions, students tended to respond to all of the questions. She indicated that further thought would be required on evaluation of the quality of responses. Comparing the length of responses and seeking feedback from instructors about the responses were several measures proposed by which to assess quality.

The capabilities of the new tool were reviewed favourably by several members, including members of the USSU who commented on the positive feedback from students who perceived the new tool to be more user friendly and provide greater legitimacy. Assurance of the anonymity of student responses, particularly in small graduate courses, was requested. Vice-provost McDougall indicated that the responses are confidential, with the system encoding who has responded. In response to interest in using the tool to capture the research experiences of graduate students, Vice-provost McDougall noted a graduate student experience set of questions could be designed.

Additional questions about SETLQ were invited to be directed to Nancy Turner, director, teaching and learning enhancement.

13. Other business

Beth Bilson, university secretary, referred to the election underway for members at large and encouraged Council members to cast their votes if they had not already done so.

14. Question period

There were no questions.

15. Adjournment

The meeting adjourned by motion (SARTY/GROSVENOR) at 5:02 pm.

Appendix A

COUNCIL ATTENDANCE 2017-18

Voting Participants

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Abbasi, Aliya	R	A	R	A	A	P	A			
Aitken, Alec	P	P	R	R	R	L	P			
Bell, Scott	A	A	A	A	P	A	A			
Bindle, David	P	P	P	P	P	P	P			
Bonham-Smith, Peta	P	R	P	P	P	P	P			R
Bowen, Angela	A	P	R	P	R	R	R	R	R	R
Brothwell, Doug	P	P	P	P	P	P	P			
Bruni-Bossio, Vince	P	P	P	P	P	P	P			
Buhr, Mary	P	R	P	R	P	P	P			
Burgess, David	P	P	P	P	P	A	P			
Calvert, Lorne	R	P	R	A	P	R	R			
Cameron, Mason	A	A	A	A	A	A	A			
Card, Claire	R	P	P	P	P	P	P			
Carter, Mark	P	R	P	P	P	P	A			
Chernoff, Egan	P	P	P	P	R	R	A			
Chibbar, Ravindra	P	P	R	P	A	R	A			
Crowe, Trever	P	P	P	P	P	P	P			
De Boer, Dirk	P	P	P	P	P	P	P			
Deters, Ralph	P	P	A	A	P	P	P			
Detmer, Susan	P	P	P	R	P	P	P			
Dick, Rainer	P	P	P	R	R	P	P			
Dobson, Roy	P	P	R	P	P	P	P			
Downe, Pamela	P	P	P	P	P	P	P			
Dumont, Darcy	P	P	R	R	R	R	P			
Elias, Lorin	P	P	P	R	P	P	P			
Eskiw, Christopher	A	P	A	P	P	A	A			
Findlay, Len	P	A	P	R	P	P	P			
Flynn, Kevin	P	P	R	R	R	R	R			
Freeman, Douglas	P	R	R	R	R	P	P			
Gabriel, Andrew	A	A	R	R	A	A	A			
Gjevre, John	P	P	P	P	P	P	P			
Goodridge, Donna	P	P	P	P	P	P	R			
Gordon, John	P	P	R	P	P	R	A			
Greer, Jim	P	R	P	P	P	P	P			
Grosvenor, Andrew	P	P	P	P	P	P	P			
Gyurcsik, Nancy	P	P	R	R	P	P	R			
Hamilton, Murray	P	P	P	R	P	R	P			
Harrison, William	P	P	P	R	R	A	A			
Heintz, Austin James	R	A	R	R	A	R	R			
Henry, Carol	R	R	P	P	R	R	P			
Honaramooz, Ali	A	P	P	P	P	R	R			
Jensen, Gordon	P	P	R	P	P	R	R			
Jones, Paul	R	P	R	P	P	R	P			
Just, Melissa	P	R	P	P	R	P	P		R	
Kalra, Jay	P	P	P	P	P	P	P			
Kampman, Courtney	A	A	A	A	A	A	A			
Khandelwal, Ramji	P	P	R	P	P	P	R			
Kiani, Ali	A	P	P	P	P	P	A			
Ko, Seokbum	n/a	P	P	R	P	P	R			
Kobes, Brent	P	A	A	A	A	A	A			
Koh-Steadman, Noah	A	A	A	A	A	A	A			
Kresta, Suzanne	n/a	n/a	n/a	n/a	P	A	A			
Kumaran, Arul	P	P	P	A	P	P	P			
Lamb, Eric	P	P	P	P	P	P	P			
Lane, Jeffrey	P	P	P	P	P	P	A			

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Langhorst, Barbara	P	R	R	A	P	P	R			
Lemisko, Lynn	P	P	P	P	R	P	P			
Lindemann, Rob	P	A	P	A	P	A	A			
London, Chad	P	P	P	P	R	P	R	R		
Luke, Iain	R	R	R	P	R	A	A			
Macfarlane, Cal	A	A	A	A	A	A	A			
Macnab, Sabrina	A	P	R	A	P	A	A			
Mathews, Rosemary	A	A	A	A	A	A	A			
McMillan, Alexandria	P	R	R	P	A	R	A			
Mousseau, Darrell	P	A	P	A	P	A	P			
Muri, Allison	P	R	P	P	P	P	P			
Murphy, Aidan	P	P	R	P	P	P	R			
Murphy, JoAnn	P	A	R	R	A	A	A			
Nagel, Madison	A	A	A	A	A	A	A			
Nicol, Jennifer	P	R	P	R	R	R	R			
Osgood, Nathaniel	R	R	P	R	P	P	P			
Papagerakis, Petros	A	P	P	R	P	P	A			
Phillips, Peter	P	P	P	R	P	P	P	R		
Phillipson, Martin	R	P	R	A	P	R	P			
Pocha, Sheila	R	P	R	A	P	A	A			
Poettcker, Grant	A	A	A	A	A	A	A			
Prytula, Michelle	R	P	P	P	P	P	A			
Racine, Louise	P	R	R	R	R	R	R	R	R	R
Risling, Tracie	P	P	P	P	P	R	P			
Roy, Wendy	P	P	R	P	P	R	P			
Sarty, Gordon	P	P	P	P	P	P	P			
Saxena, Anurag	P	A	P	A	P	R	R			
Shevyakov, Alexey	P	P	R	R	P	P	P	R	R	R
Smith, Charles	A	P	R	P	P	P	A			
Smith, Preston	P	P	P	A	P	P	P			
Solose, Kathleen	P	P	R	A	A	P	P			
Soltan, Jafar	P	P	P	R	P	P	P			
Spurr, Shelley	P	P	P	R	P	R	P			
Stoicheff, Peter	P	P	P	P	P	P	P			
Swidrovich, Jaris	P	P	P	R	R	P	R			
Stone, Scot	P	R	P	P	R	P	A			
Tait, Caroline	R	P	P	P	P	P	A			
Tyler, Robert	P	R	P	P	R	P	P			
Tzeng, Huey-Ming	P	P	P	A	P	P	R			
Vannelli, Tony	P	P	P	R	P	P	P			
Vargo, Lisa	P	R	P	R	P	P	P			
Vassileva, Julita	P	P	R	P	P	A	P			
Waldner, Cheryl	n/a	P	R	P	P	P	P			
Walker, Keith	R	R	P	P	R	R	P			
Walker, Ryan	P	R	P	P	R	R	P			
Wasan, Kishor	P	P	P	P	P	P	R			
Willness, Chelsea	P	P	P	P	P	P	P			
Willoughby, Keith	P	R	P	P	P	P	P			
Wilson, Jay	P	P	P	P	P	R	P			
Wilson, Ken	P	P	R	P	P	P	P			
Wilson, Lee	P	A	P	P	P	A	P			
Wotherspoon, Terry	P	P	P	P	P	P	P			
Wurzer, Greg	P	P	P	P	P	R	P			
Zello, Gordon	P	R	P	P	P	R	P			

Appendix B

University Plan 2025:
Strategic Framework

The University Plan was built on the foundation provided by our revised Mission, Vision and Values, which was approved by Council in October 2016.

The Plan reflects and builds upon work and accomplishments achieved through our previous Integrated Plans: IP1, IP2 and IP3.

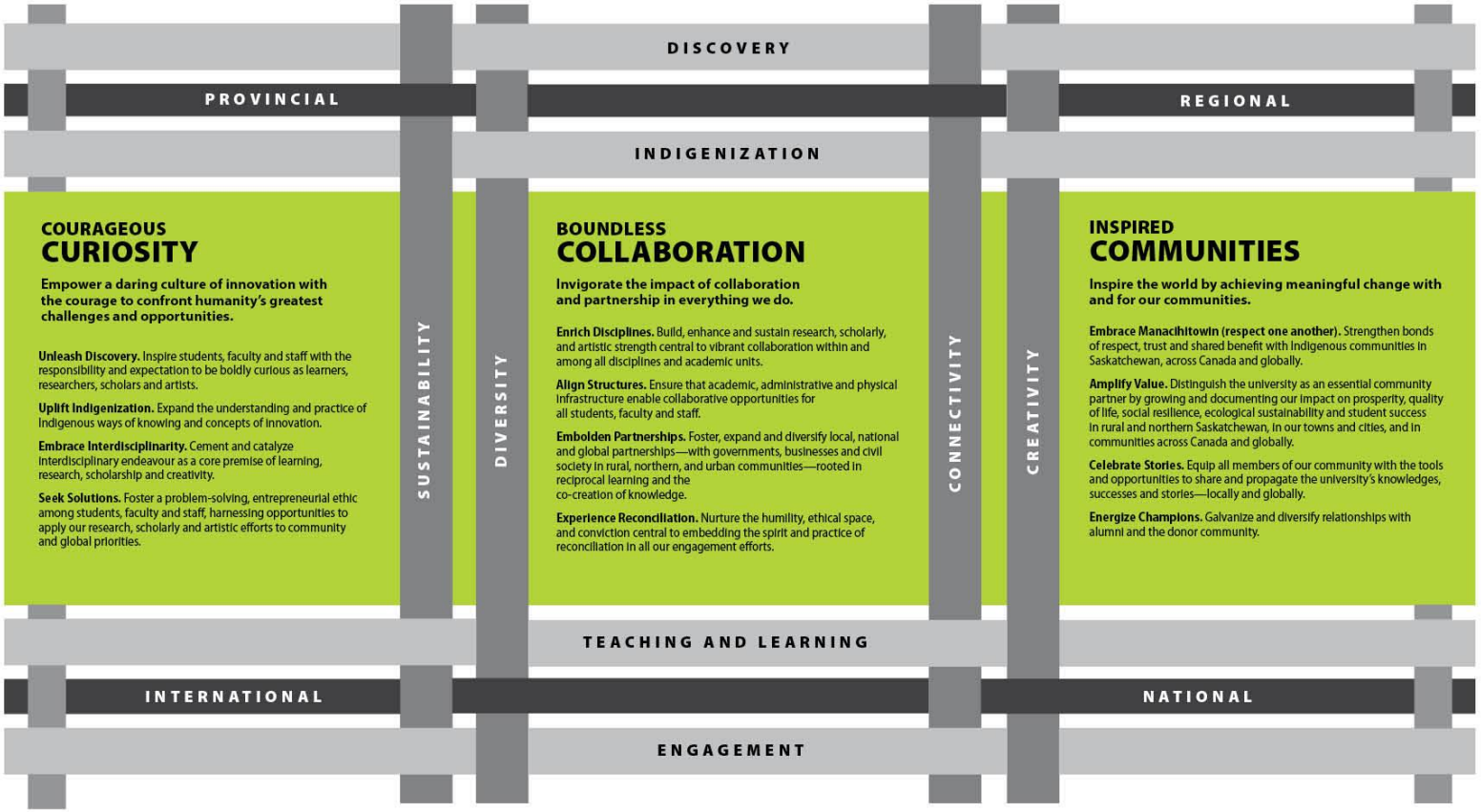
It is an outwardly facing plan that is linked to our roots, genuine to our purpose, and reflects our ambitions.

From January 21, 2017 to today, more than 100 consultations have taken place on and off campus with key groups:

- Aboriginal Advisors Circle (3)
- Academic Associate Deans Forum
- Academic Programs Committee (4)
- Arts & Science Faculty Council
- Arts & Science Students Office (Council)
- Board of Governors (5)
- Civil, Geological & Environmental Engineering
- Colleges & Schools
- Deans' Council (4)
- Elders & Language Keepers
- Financial Leaders Forum (2)
- Financial Services Management Team (with HR & ICT)
- Graduate Students Association Student Council (2)
- HR Leadership Team & Staff
- ICT Leadership
- ICT Townhall
- Indigenous Faculty and Staff (2)
- Indigenous Faculty Committee (3)
- Indigenous Language Keepers (2)
- Indigenous Student Council Committees Combined ISC/IGSA
- Indigenous Students
- International Activities Committee (4)
- Leadership Network Sessions (formerly Department Heads Forum)
- Office of the Vice President Research Executive
- Open Forum (3)
- Open House (2)
- Planning & Priorities Committee (12)
- Planning Advisory Group (8)
- President's Executive Committee (2)
- President's Sustainability Council (3)
- Projects & Planning Network
- Provost's Committee on Integrated Planning (3)
- Research Associate Deans
- Research, Scholarly & Artistic Work Committee (4)
- Senate (2)
- Senior Leadership Forum (5)
- Strategic Business Advisors
- Students Forum
- Teaching, Learning & Academic Resources Committee (4)
- University Council (4)
- USSU Student Council (2)
- USSU Student Forum
- VPTL Town Hall
- Wicihitowin Conference

Actions to be undertaken once the intent, commitments, goals, guideposts and aspirations defined by the plan are approved include:

- Graphic design of the plan can begin.
- Background and general university information can be collected and start to be included in the final pieces to give the plan historical context.
- It can begin to serve as the framework for other action plans to be developed, including plans to define our strategy for indigenization and reconciliation, for internationalization, and for each college and unit.



2025 ASPIRATIONS

Transformative Decolonization Leading to Reconciliation. Indigenous students, faculty, staff, and communities are holistically strengthening the spirit and methodologies we inhabit

Productive Collaboration. Community, private-sector, and international partnerships animate every facet of our research enterprise.

Meaningful Impact. Our knowledge, discoveries, and innovations are helping communities achieve their social, cultural, and economic goals.

Distinguished Learners. Our graduates are among the most inventive, collaborative, and sought-after in Canada and around the world.

Global Recognition. Our research, graduates, academic programming, and reputation are recognized as world-class.

Student Experience of Teaching and Learning

University Council

March 15, 2018

Background

- We assess quality of teaching:
  - In different ways
  - At different times
  - For different reasons

Background

- Distinction between summative and formative processes
- Sources of information
  - Self-reflection
  - Learning resources developed
  - Peers
  - Students

Timeline of Actions

- 2013 to 2018
  - Hearing from people about the SEEQ tool (need for change)
  - Working to understand what is meant by teaching quality
  - Review promising practices – student feedback on teaching
  - Develop principles – instrument + system
  - Review what instruments available – **pick SETLQ**
  - Pilot SETLQ

Who has been consulted?

March, May, August 2017, January 2018	• Faculty Groups
May 2017	• Students
May and June 2017	• Information + Communications Technology
May 2017	• College Administrators
June 2017, February 2018	• Associate Deans Academic
September 2017, January 2018	• Educational Systems Steering Committee
September 2017	• Vice Provost Faculty Relations
September & November 2017	• University of Saskatchewan Students' Union
October 2017	• Undergrad Chairs College of Arts & Science
October 2017	• University Review Committee
November 2017	• Graduate Students' Association
November 2017	• Joint Committee for Management of Agreement

SETLQ Principles

Instrument:

- Experience focused
- Limits bias
- Evidence of Validity
- Flexible configuration
- Modular structure
- Customizable
- Enables student contextualization

SETLQ Principles

System:

- Easy to use
- Clear and customizable reports
- Facilitates formative feedback
- Process efficiency
- Mobile compatible
- Access to aggregate data

SETLQ Structure

Core items

- 6 closed & 3 open-ended questions
- Consistent across the Institution (with limited exceptions)

\+ **College, department items**

- Selected or devised by college or department to reflect local context, need & priorities

\+ **Course specific items**

- Sets of questions devised for teaching approaches (e.g., online, experiential, laboratory)

\+ **Instructor items**

- Selected & seen only by instructor to elicit specific feedback

Pilot Process

Fall 2017 and Winter 2018 pilots have allowed for:

(1) testing of the system,
(2) development of an implementation process with colleges and departments,
(3) conversations on the purposes and value of SETLQ,
(4) testing of the questionnaire and its fit in different institutional contexts, and
(5) refinement of the core and development of college level items.

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Nursing
Piloted in one complex clinical course with 1 lecture and 17 lab sections

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Edwards School of Business
Piloted in 12 sections selected particularly to get breadth in level, size and teaching strategy

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Pharmacy & Nutrition
Piloted in all courses in the college 74 sections including lecture, lab, tutorial, online

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Curriculum Studies
Piloted in all courses in the department, 62 sections including online, lecture, project, seminar, practicum

Pilot outcomes

- Strong evidence of validity and reliability from instrument developers
- At the U of S
  - Validity – did the instrument measure student experience of teaching and learning?
    - ✓Analyses showed the core items are valid
  - Reliability – were student responses consistent?
    - ✓Analysis of core items showed reliability

Statistical analysis summary can be found in appendix

Pilot outcomes

- Feedback from faculty:
  - ✓ Inclusion of college, department and course specific questions was welcomed
  - ✓ Seen to handle courses with labs, multiple instructors smoothly
  - ✓ The specificity of the questions was seen to reduce bias in student responses
  - ✓ The specificity of the questions elicited feedback that was more actionable

  - ➢ Process needs some refinement (emails, report structure)

Pilot outcomes

- Feedback from students:
  - ✓ Short instrument was welcomed
  - ✓ Easy to use, great to complete on a phone
  - ✓ The specificity of the questions was appreciated
  - ✓ The ability to answer questions about the instructor and the course as distinct was very positively viewed

  - ➢ Process needs some refinement (emails, view in Blackboard)

SETLQ Core Items (validated at U of S)

1. The course provided me with a deeper understanding of the subject matter. *[A great deal, mostly, moderately, somewhat, not at all]*
2. I found the course intellectually stimulating. *[as above]*
3. The instructor {Instructor's name} created an environment that contributed to my learning. *[as above]*
4. Course projects, assignments, tests, and/or exams improved my understanding of the course material. *[as above]*
5. Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material. *[as above]*
6. Overall, the quality of my learning experience in this course was: *[excellent, very good, good, fair, poor]*
7. Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course. *[open-ended]*
8. Please comment on the overall quality of the *instruction* in this course. *[open-ended]*
9. Please comment on the overall quality of your *learning experience* in this course. *[open-ended]*

SETLQ College/Department Items (validated at U of S) (optional)

10. The instructor {Instructor's Name} communicated effectively in all aspects of the course. *[a great deal…]*
11. The instructor {Instructor's name} facilitated an environment of respect in the course. *[as above]*

12. …

SETLQ Course Specific Items (optional)

13. To be determined; bank of items available

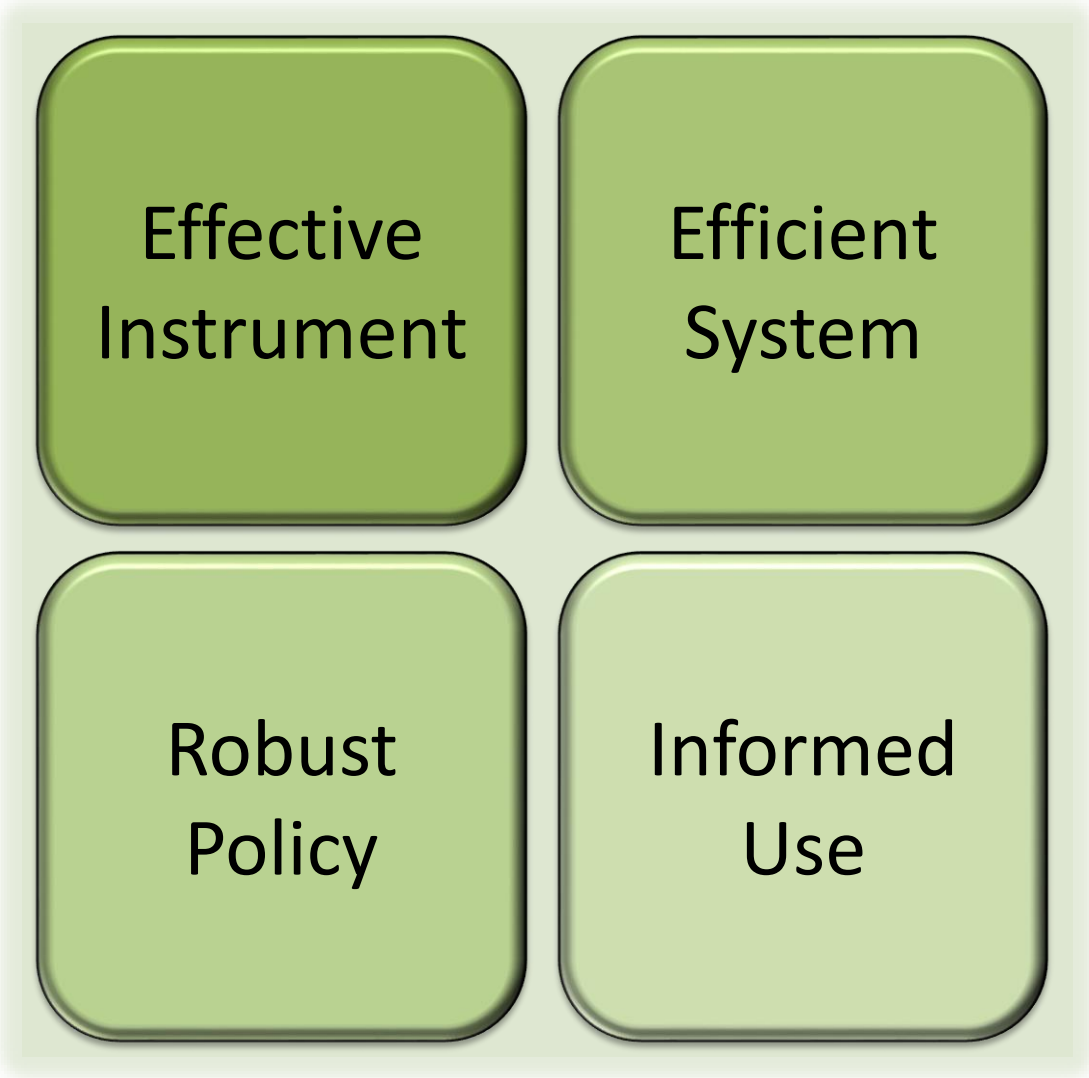
14. …

SETLQ Instructor Items (optional)

15. To be determined; bank of items available

16. …

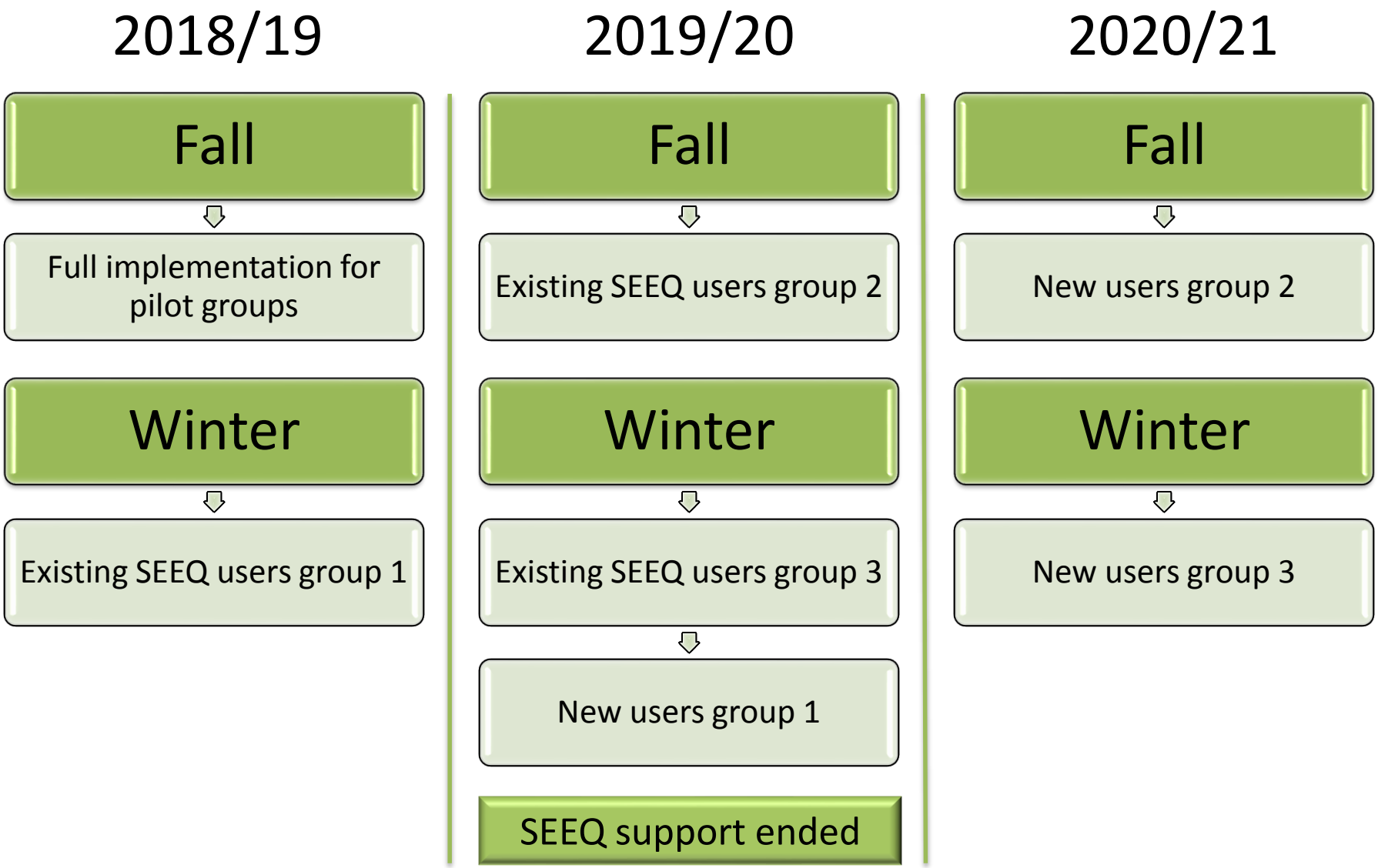
Effective SETLQ implementation



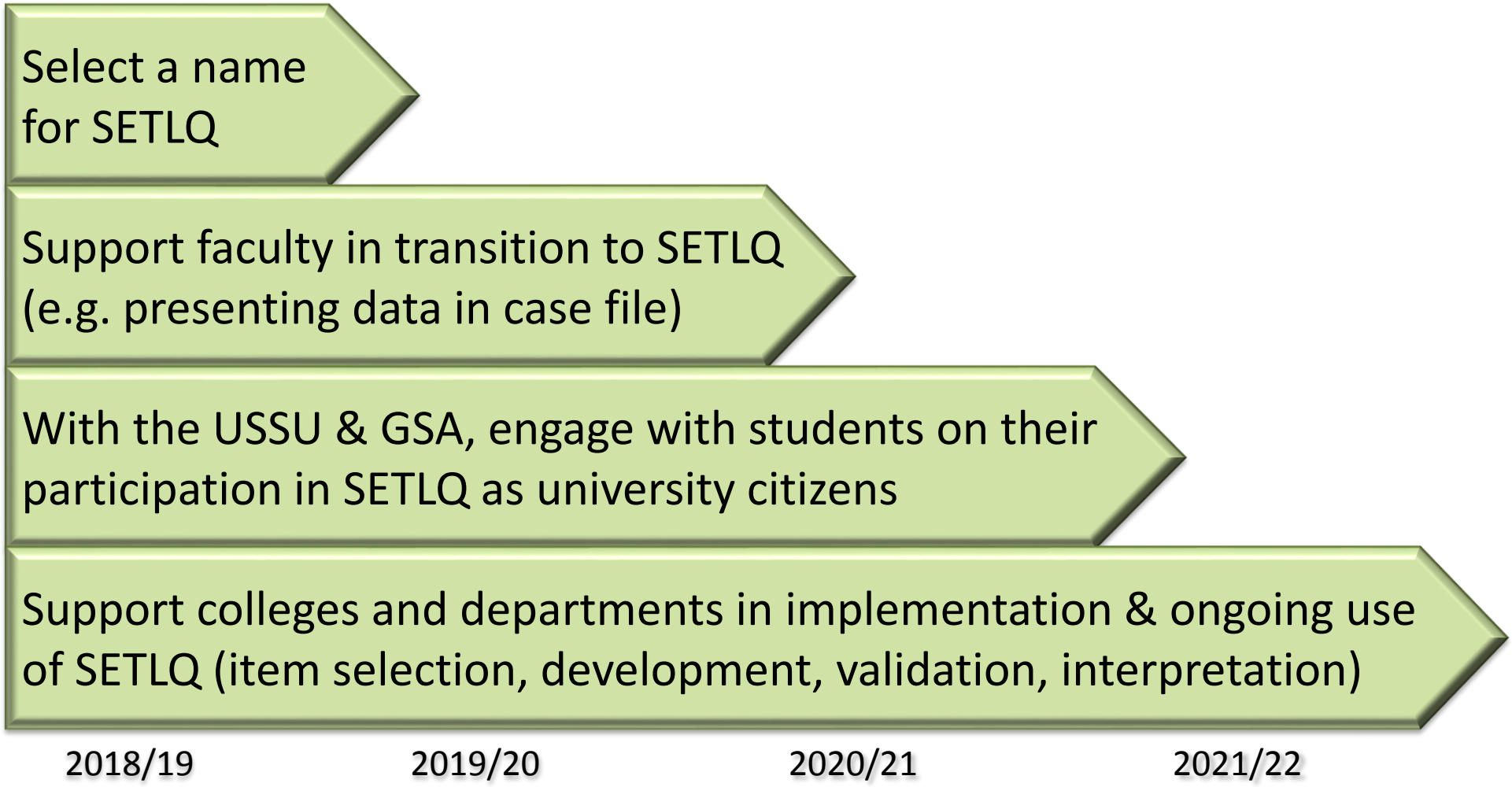
Informed and Effective Use
(critical element for implementation)

1. Supporting instructors
   - Improving response rates, interpreting feedback
2. Supporting decision-makers in collegial decision-making
   - Orientation to the SETLQ, interpretation of reports
3. Encouraging students
   - USSU, GSA – completing the SETLQ as part of being university citizens

Phased Implementation timeline



Transition and support plans



Motion 1

It is recommended:

- *That the SETLQ be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan;*

Motion 2

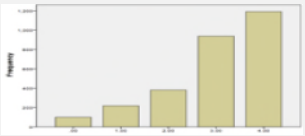
It is recommended:

- *That the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.*

SETLQ Notice of Motion from TLARC to University Council

APPENDIX

Fall Term Validation Results

✓ **Understandable to students**	*Students' interpretations of the items match intended focus.* ***Had face validity***	Face validity testing with undergraduate students (USSU) Action: Revised Core question 3 "conducive" to "contributed to"
✓ **6 core items interrelated**	*Students' responses on the core items were consistent across similar items.* ***Was Reliable.***	Reliability statistic Cronbach alpha: .96 (with Core & Q10 & Q11) Students ratings were highly to moderately correlated on items that are similar in content: • Deeper understanding (Q1), intellectually stimulating (Q2), and overall learning (Q6) (*rs* = .79 to .84) highly correlated • Assessments improved understanding (Q4) and provided opportunity to demonstrate (Q5), and overall (Q6) (*rs* = .78 to .84) highly correlated • Atmosphere (Q3) correlated moderately .64 - .75 with core questions, correlated highly .83 with college question on communication (Q9) and .76 with environment of respect. • Environment of respect (Q11) highly correlated .76 with communicated (Q10). Q10 and Q11 correlated moderately with the other items (.59 - .83)
✓ **Core construct found**	*Students' responses to the items indicate a single core construct that was most related to the overall Q6 item.* ***Was Valid.***	Factor analysis showed high to moderate PCA component scores. Highest score on the overall item Q6. With the 6 core questions: Q6 = .93. Q1 = .90, Q2 = .87, Q4 = .88, Q5 = .87 while Q3 was the lowest at .83. For Core + Q10 & Q11 college questions Q6 = .93, Q1-Q5 were .86 to .89, Q10 = .87, Q11 = .81.
✓ **Items predicted overall rating**	*Student responses to Q1 to Q5 predicted their overall Q6 rating.* ***Was Valid.***	The linear regression[1] showed that 5 core items predicted R^2 = 81% of the variability in Q6. R^2 = 86% for Core plus Q10 & Q11. ($p < .001$)
Rated Positively with some variation	*Students' responses trended towards higher scores.* ***Expected Distribution***	The overall data analyzed reflects student ratings of responses skewed towards higher ratings. 

* Fall 2017 Midterm data (all data anonymized, courses given codes); n = 542. Analysis completed at U of S (CH)

[1]predictor items highly correlated so multicollinearity. overall r-squared accurate, but not to use betas for a weighted model

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL April 2018

Engaging with Minister Beaudry-Mellor

Since her appointment on February 2, 2018, The Honourable Tina Beaudry-Mellor, Saskatchewan's Minister of Advanced Education and Minister Responsible for Innovation Saskatchewan has visited the University of Saskatchewan campus on February 13, February 22, March 15 for the CERC announcement, and March 20 to meet with the Board of Governors. I also met with the Minister on March 21 while in Regina to attend the new Lieutenant Governor installation.

Saskatchewan Honours Advisory Council

As an ex-officio member of the Saskatchewan Honours Advisory Council (SHAC), I recently attended the annual SHAC meeting in Regina. The ex-officio member is a two year appointment which rotates between me and the President, University of Regina.

The annual meeting reviews the nominations for the Saskatchewan Order of Merit, the Saskatchewan Volunteer Medal, and the Premier's Service Club. The Saskatchewan Order of Merit was established in 1985 and is a prestigious recognition of excellence, achievement and contributions to the social, cultural and economic well being of the province and its residents. It is the province's highest honour. The Saskatchewan Volunteer Medal was established in 1995 to recognize the volunteer sector on the occasion of the province's 90th anniversary. The Premier's Service Club award established in 2013, recognizes the commitment and activities of service clubs and fraternal organizations.

The 2018 awards will be presented in Regina in May to the recipients.

Official Visits

His Excellency Bálint Ódor, Ambassador of Hungary to Canada visited the University of Saskatchewan on March 7, 2018 and we discussed exploring future opportunities with Hungarian educational institutions. The University of Saskatchewan has one partnership in Hungary with the Eötvös Loránd Tudomány Egyetem (ELTE) consisting of the following:

- University Wide Memorandum of Understanding (MOU) finalised June, 2017
- College of Law Specific Bilateral Student Exchange Agreement finalised June, 2017

ELTE is a public research university founded in 1635. It is one of the largest and most prestigious higher education institutions in Hungary and can count five Nobel Laureates among its alumni. There is a longstanding relationship between the College of Law and Faculty of Law at the two institutions with student exchanges approved on a case by case basis prior to the formal agreement signed in 2017.

His Excellency Vikas Swarup, High Commissioner of India to Canada visited the University of Saskatchewan on March 16, 2018 and we met to discuss future collaboration with the Government of India. The University of Saskatchewan currently has two active letters of cooperation:

- The Ministry of New and Renewable Energy (MNRE) of the Government of India
- The Government of Gujarat, College of Engineering.

Universities Canada Education Committee Meeting

As chair of the Universities Canada Education Committee, I attended a meeting on March 29 in Toronto. This committee's priorities include talent mobilization; Indigenous higher education and the role of universities in advancing reconciliation; copyright; and diversity and equity in academia. The committee meets quarterly to discuss these initiatives.

University of Saskatchewan/City of Saskatoon Memorandum of Understanding (MOU) Update

In follow-up to the recent MOU signing, four joint task teams (Indigenous Initiatives, Infrastructure & Land Development, Research Connections, Student Engagement) have been implemented between the University of Saskatchewan and the City of Saskatoon to work collaboratively on projects that will strengthen our community. The task teams meet regularly to discuss and partner on these projects.

Upcoming Travel

My upcoming travel in April will include:

- Attending U15 executive heads meeting in Ottawa April 18-19, 2018
- Attending the Universities Canada membership meeting, alumni event and donor meetings in Vancouver April 22-25, 2018
- Attending an alumni event in Victoria April 26-27, 2018

AGENDA ITEM 6.0

PROVOST'S REPORT TO COUNCIL

April 2018

GENERAL REMARKS

This has been a very difficult report to write given the tragedy that occurred on April 6 involving the loss of 15 lives and 14 injuries of players and other supporters of the Humboldt Broncos hockey team. Our thoughts, prayers and indeed our hearts are very much in Humboldt at this time. The university along with many others will continue reaching out to a community that needs our support at this time.

The university will be shifting its focus to budget matters with the announcement of the provincial budget on April 10, 2018. I will brief Council on the initial impact the budget will have on the University of Saskatchewan for 2018-19. As I also indicated to Council, budget planning should be done over multiple years sticking with our adopted university plan, vision and unit plans (i.e., College and School strategic plans). This will allow us to move the university forward on our direction over a 4-5 year period rather than 2018-19 solely.

We look at all areas of revenues and costs to support our students, faculty and staff to maintain high quality programs and scholarship that define us. In particular, we will be discussing new approaches to make tuition more predictable over a similar multi-year period.

I will follow up with more details on the budget and decisions at the May and June Council meetings.

TEACHING LEARNING, AND STUDENT EXPERIENCE

The role of vice-provost, teaching and learning has changed over the last five years. The portfolio of the vice-provost expanded and now covers a wider range of activities and functions involving teaching, learning and students at all levels of study.

Effective December 1, 2017, the name of the portfolio changed to Teaching, Learning and Student Experience (TLSE). This name reflects the unifying framework of the student learning and development cycle.

The TLSE works at multiple levels of governance and operation across the institution to meet the varied needs of our students and those working with and serving students. The TLSE is driven by the desire to offer a university experience where people can learn, create and grow in the context of diversity. Those in the TLSE portfolio champion and promote the success of our students. We encourage and support our academic instructors, and create environments that empower and challenge staff. The TLSE shapes and carries out the vision, mission, values, and strategic commitments of the university to offer the kind of experience we want to create for our current and future students.

With TLSE in place, we no longer use the name, Students Services and Enrolment Division (SESD). The services and supports offered by the original SESD units remain vital and the work that takes place in

those areas is strengthened by the connections across the portfolio. For more information about the portfolio, please see our website at https://teaching.usask.ca/.

INSTITUTIONAL PLANNING AND ASSESSMENT

Strategic Planning

We hit a major milestone in our institutional planning processes last month with Council's approval of our University Plan. I would like to thank University Council, the Planning and Priorities Committee, all of the Council committees, and the Planning Advisory Group for their involvement and input into the development of the renewed University Plan. The next step in the approval process involves a discussion with Senate at their April 21, 2018 meeting, followed by a conversation with the Board of Governors on June 25-26, 2018. Once the plan is approved by all three governing bodies, we will begin focusing on our strategy for a formal release of the plan in the fall.

In addition to the progress made on the University Plan: 2025, work is well underway within colleges, schools and support units to develop strategic plans for their units. Draft versions of college and school plans were submitted to IPA at the end of March and will continue to evolve until they are finalized at the end of September 2018. As well, administrative unit leaders are beginning to develop their strategic plans with a focus on how they will support colleges and schools achieve their academic, research, and engagement objectives. Administrative leaders had the opportunity to present their initial work on their plans and seek feedback from deans at the April 17, 2018 support centre planning retreat. Conversations and consultations on support centre plans will continue throughout the spring and summer leading up to the end of September 2018 when draft versions of those plans are scheduled to be submitted.

Tuition

Tuition rates for 2018-19 were released at the beginning of April. Tuition rates are set based on the principles of comparability, affordability and accessibility, and enabling quality. Our tuition rates are considered in comparison to other U15 peer institutions with similar programs and others within close regional proximity. For 2018-19, the overall weighted average tuition rate change was 4.8 per cent. Students at the University of Saskatchewan continue to pay some of the lowest tuition rates when compared to our U15 peer group.

International students pay a different rate of tuition than domestic students, a common standard at most Canadian universities. This revenue is used to support specific international student initiatives, such as the International Student and Study Abroad Centre (ISSAC). Undergraduate international differential rates had not been updated at the U of S since 2011-12, and graduate international differential rates had not been updated since 2004-05. U of S international differential rates are well below the projected median of U15 comparators, which are 3.97 and 2.21. This year, international differentials were increased by 5.0 per cent overall, which for undergraduates means a change from 2.6 to 2.73; and for graduate programs, a change from 1.5 to 1.58. The incremental cost to students varies by program.

The principles of affordability and accessibility in our tuition rate setting ensure those with greater financial need do not face additional barriers and an understanding of the full cost for a student. Tuition and other revenues are used to help those who have modest financial resources. One indicator of affordability is the financial supports available to students. Since 2011, financial aid, in the form of scholarships, bursaries and tuition credits, has increased from $42 million to more than $64 million (50

per cent increase). Scholarships, bursaries and grants available to students, as a percentage of total tuition and fees, are above the median of our U15 peer institutions.

Tuition revenues, along with other revenue sources are used to enable quality programs and services, and for making specific enhancements to those programs and services. Tuition revenue (a combination of tuition rates and enrolment) is projected at $137.3 million, which is about one-quarter of the university's operating budget. The rest comes mainly from the provincial operating grant, interprovincial funding, and investments.

The university is currently exploring changes to its tuition policy and strategy. Updates to the current tuition policy are expected to be reviewed/approved by the Board in summer or fall of 2018. Changes could be in place as early as 2019-20. Two additional principles are being considered in the draft tuition policy: predictability and consultation (transparency). The principle of predictability will help students to plan for the total cost of their education over the source of their degree. In addition, every year, consultation with students and campus leaders, including deans and executive directors, inform the tuition recommendations considered by the Board of Governors, so it is appropriate that this principle be embedded in the tuition policy.

A tuition task force has also been struck by the provost to lead the development of a renewed tuition strategy. Strategic considerations will be guided by the commitments identified in the University Plan: 2025, e.g. experiential learning, internationalization, growing our undergraduate and graduate student enrolment, Indigenization, enriching disciplines, connectivity, and collaboration.

Provincial Budget

The Government of Saskatchewan's 2018-19 provincial budget was released on April 10, 2018. The University of Saskatchewan's provincial operating grant, targeted, capital, scholarship, and research funding is communicated to the university in the release of the budget. The allocation to the U of S is considered in light of our funding request, which is outlined in the Operations Forecast 2018-19 (available online here), and alignment with government priorities. There was more uncertainty in this year's budget than there has been in recent history. As a result, some of the university's decision processes related to resource allocations for colleges and units were delayed, pending the outcomes of this budget. Updates will continue to be provided as they are available.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

In a series of landmark votes held on March 14, Arts and Science Faculty Council gave overwhelming support to a set of proposals constituting the largest college-wide curricular change since 1968. The proposed changes set forth clearer and more flexible degree structures that, for example, will better accommodate interdisciplinary programming. In introducing three new degree requirements across all degree programs, the proposed changes will also help lay firm foundations for the basic skills and cultural competencies our graduates need as they prepare to face the challenges and opportunities of the twenty-first century. Students will meet the Writing in English, Quantitative Reasoning, and Indigenous Learning requirements by choosing from an array of approved courses offered in various departments and programs. Subject still to APC and University Council approval, these changes would take effect as of May 2020 and apply to all Arts and Science students admitted after that date.

For more news and events please visit: http://artsandscience.usask.ca/news/

College of Education

In support of its strategic planning, the College of Education has added International, Adult Learning, and Community-Based practicum opportunities to the Bachelor of Education program through the following two courses:

- **EXPR 424.3 - Alternative Practicum: International Opportunities**

This is an International Extended Practicum option for students. Through strategic partnerships, this course provides teacher candidates with the opportunity to engage in a formal, but time-limited (six weeks), field experience opportunity paired with collaborating teachers/mentors in international educational settings. The field experience is also intended to build relationships and networks of supports for teacher candidates who are interested in working in these international contexts. The first opportunity will take place through a partnership in Dalian, China where students will be working in International schools. More countries will be added next year.

- **EXPR 423.3 - Alternative Practicum: Adult Learning or Community-Based**

This course provides teacher candidates with learning experiences focused on the organization of educational services and professionalism, teaching and learning, Indigenous and cross-cultural education, and working with students/clients with exceptionalities. This field experience is also intended to build relationships and networks of support for teacher candidates who are interested in working in these unique contexts.

Students then return from these experiences and enroll in **EXPR 425.12** to complete the practicum requirements to meet both the Bachelor of Education program and provincial certification requirements experiential learning components.

College of Graduate & Postdoctoral Studies

CGPS Student Financial Aid

The CGPS is pleased to announce that our funding portfolio has increased by an additional $745,000 (total annual awards portfolio is approaching $15M). We are working with our communications partners to bring campus a full press release on this achievement. New funding opportunities include:

- Tuition scholarships for doctoral Deans' Scholarship recipients,
- Funding for new international graduate students and postdoctoral fellows and
- An Indigenous Graduate Leadership Award.

Devolved Funding

The total annual amount of devolved scholarship funding available to 44 academic units is $3.6 million.

Scholarships and Awards

There continues to be a variety of funding sources for graduate students at the University of Saskatchewan. Many students are supported by a combination of awards, fellowships and scholarships from university-wide competitions, department-specific opportunities, and national or external awards. Scholarship highlights in 2017-18 to date include:

Dean's Scholarship Competition:

- *Round 1:* A total of 77 nominations were received in the first round of the Dean's Scholarship Competition. Nine (9) domestic students (8 PhD and 1 Master's) and five (5) international students (4 PhD and 1 Master's) were awarded a Dean's Scholarship for a total of $564,000;
- *Round 2:* A total of 154 applications were considered. Forty (40) domestic students (16 PhD and 24 Master's) and 52 international students (42 PhD and 10 Master's). A total of 92 Dean's Scholarships were awarded for a total of ~$1.9M.

Tri-Agency Doctoral Award Competitions:

- SSHRC – the CGPS put forward 20 SSHRC Doctoral applications for the competition (out of 33 applications received).
- NSERC- the CGPS put forward 22 applications for the NSERC doctoral competition (out of 32 applications received).
- Results for these competitions are expected to be available in April.

College of Pharmacy and Nutrition

RxFiles moves to University of Saskatchewan College of Pharmacy and Nutrition with New Government Funding

An internationally recognized program to assist doctors and pharmacists in deciding which drugs to prescribe is moving to the U of S.

RxFiles Academic Detailing Program has joined the College of Pharmacy and Nutrition at the University of Saskatchewan. The Government of Saskatchewan will provide annual funding of $450,000 (with a commitment of several millions of dollars) to the college to operate RxFiles. The program provides objective and unbiased comparative drug information to doctors and pharmacists through reference materials and in-person training.

For more information on the RxFiles Academic Detailing Program, please visit: www.rxfiles.ca

First and foremost, the USSU extends its most sincere condolences to those affected by the tragedy that took place on Friday, April 6th. We are committed to support to the entire campus community in any way we are capable of doing so. We further commend the efforts of the first responders, the staff at RUH, and the entire University community that has shown its support in actions that are filled with empathy and humility.

Unfortunately, the USSU elections this year were marked by controversy, no small part of which includes Facebook statements made by members of the current Executive. We recognize and acknowledge the confusion caused by these events, but stand by our decision to speak out.

The USSU has remained open to conversations with the ISC, but has yet to receive word of when talks will continue. There are no further updates to give at this time.

In response to the recent increase in tuition of 4.8%, the USSU released a statement highlighting the need for predictable tuition increases moving forward. We recognize the financial hardships of the University, given last year's devastating cuts to our base operating grant. We further acknowledge the extent and thoroughness of the consultations that took place this year, and commend the Deans and college administrations on this effort. Nonetheless, when students are faced with alarming rates of food insecurity and deteriorating mental health - both being linked to financial hardship - any increase to tuition cannot be lauded.

With the budget being released Tuesday, April 10th, we will be keen to observe any potential changes to direct financial support from the government. We remind Council that non-refundable financial support this year was one third the amount in the two previous years. This is separate from the cut to the tuition tax credit, which represented $28.2m in support for students and their families. Unless significant funding is restored, we expect student debt to increase significantly in the medium- to long-term.

I would be remiss not to acknowledge that this is the last University Council address that I will be giving on behalf of the 2017/18 Executive. It feels like yesterday that I shakily introduced myself in June, and while I will take a moment to share more thoughts in person, I will include some remarks in this report.

The 2017/18 school year has exceeded the expectations of what can be done by student leadership at the U of S. With the aim of increasing campus culture, we have seen the return of some peculiar and memorable student events, such as Chillin' for Charity and the Car Smash in the Bowl - which is exactly what it sounds like. Beyond the strange, our over 150 ratified campus groups have brought forward an incredible range of activities, supports, and events for our members. Each group having a unique mission and vision, we want to acknowledge our

incredible and diverse student leaders for making the U of S the University that creates memories for everyone.

I want to acknowledge our colleagues at the Graduate Students' Association for their hard work and dedication to enhancing the graduate student experience. In particular, I wish to thank the outgoing President, Ziad Ghaith, for his admirable work the past two years.

The University administration itself has been steadfast in its support of the USSU, and there are too many names to list here, so I will pay proper respect at Council itself. Nonetheless, administration deserves its own credit for working remarkably hard on behalf of students. Particularly, I'll highlight the investment in a new Prince Albert campus, and the nearly-completed Merlis Belsher ice rink.

Finally, I would like to express my sincere appreciation and admiration to the three Executives I had the privilege of working with this year - Jessica Quan, Deena Kapacila, and Crystal Lau. Beyond providing incredible support to each other and our Student Council, these individuals have empowered the student body in a way that will define our year as exceptionally successful. Jessica Quan negotiated the signing of an MOU with Campus Legal Services, and worked hand-in-hand with the College of Law to strengthen legal services offered to undergraduates. She worked closely with the Gwenna Moss Centre on expanding the U of S' open education resources, meanwhile sitting on and contributing to twelve University committees, and advocating for the academic needs of students. Deena Kapacila developed a risk management framework for student groups that found a way to balance insurance requirements with students' desires to smash a car in the middle of the Bowl, or throw themselves into a pool of ice-cold water in the middle of winter. Her financial management skills also shone through on the creation of the USSU's 2018/19 budget, which is the most slim and efficient budget we have ever seen. Crystal Lau did the impossible, and fundraised an entire ice rink in the middle of the Bowl, which became a gathering place for students both international and domestic, faculty, staff, alumni, and community members. I am humbled to have had the opportunity to work with three of the strongest women I have ever met.

One year ago, this University was hit with the largest cut in decades. Our base operating grant, the tuition tax credit, scholarships and bursaries, NORTEP, and many other programs and supports were either cut entirely or significantly reduced. Now, a year later, I would argue that we have seen what effective partnership in advocacy can bring. $83,000 invested by the Provincial government into open education resources; $20 million restored to the College of Medicine; an $85 million bond issued to update our infrastructure; a tuition consultation framework that has guided deeper connections between colleges and their student societies. I am proud to have partnered both with my Executive, our student leaders, and University administration in advocating for these and other initiatives, which have strengthened our campus immeasurably. To live in Saskatchewan is to see opportunity in crisis where no one else could, and this University is certainly stronger than it was one year ago, a feat no other University in similar circumstances could boast.

Each one of us stepped forward because we believed in the power of student leadership, and I believe each of us, in our own way, has proven what the USSU is capable of. It is bittersweet to step away after committing so much of ourselves, but I am so proud of what we have accomplished, and I sign out of my year with satisfaction.

Sincerely,

David D’Eon
President
USSU

AGENDA ITEM 7.2

University of Saskatchewan – Graduate Students' Association

GSA Report – April 2018

As the academic year 2017/18 is coming to an end, the GSA would like to thank the University Council members and committees for their collaboration with the GSA. The GSA had a successful year in terms of advocating for graduate students' needs internally and externally. We have been working to raise awareness for the needs of improved engagement and representation of graduate students in the decision-making process at the University of Saskatchewan for the ultimate benefit of our university as a research-intensive university.

In this month's report, we will focus on the following main topics.

One: Tuition announcement

The GSA would like to once again draw attention to the campus community that many of the GSA members are worried that the continued increase in their tuition fees would hinder their research, innovation and discovery activities. The recent tuition announcement, in particular the change in the differential multiplier rate, will add a significant financial barrier for many graduate students. The GSA would like to invite our University and faculty members and/or any responsible individuals to consider increasing graduate student funding to match the increase in the tuition fees to ensure affordability and accessibility of graduate education in the University.

Two: GSA end of year events

The GSA prides itself on building morale, rewarding dedication and providing continuous support for the graduate students at the University. Several graduate students were recognized at the 6th Annual Awards Gala, held on April 7, 2018, for their dedication to research, scholarly and artistic pursuits, for their commitment to leadership and for their philanthropy towards the

community. Faculty members were also recognized for their commitment and dedication to supervising graduate students and for their excellence in contributing to a superior graduate student experience on campus. The GSA continues to be proud of its members, of the success and finesse our students show when conducting themselves within the University and in the wider community and to their commitment and dedication to leadership and community service, as well as their research.

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Dirk de Boer, chair, planning and priorities committee of Council

DATE OF MEETING: April 19, 2018

SUBJECT: Merger of Biomedical Sciences Departments in the College of Medicine

COUNCIL ACTION: Request for Decision

It is recommended:

That Council approve the departmental merger within the Biomedical Sciences to establish two departments: a Department of Biochemistry, Microbiology and Immunology and a Department of Anatomy, Physiology and Pharmacology, effective July 1, 2018, with all records to be updated effective May 1, 2019.

PURPOSE:

The College of Medicine has proposed that its five Biomedical Sciences departments merge to become two departments. The Department of Biochemistry, Microbiology and Immunology (BMI) is proposed to replace the Biochemistry and Microbiology and Immunology departments; the Department of Anatomy, Physiology and Pharmacology (APP) is proposed to replace the Departments of Anatomy and Cell Biology, Physiology, and Pharmacology.

In accordance with *The University of Saskatchewan Act, 1995*, Council is responsible to approve changes to academic structures. As per its terms of reference, the planning and priorities committee is responsible to recommend "*to Council on the establishment*, *disestablishment or amalgamation of any college*, *school*, *department or any unit responsible for the administration of an academic program*, *with the advice of the Academic Programs Committee."* The committee is also responsible for *"balancing academic and fiscal concerns in forming its recommendations."*

CONSULTATION AND TIMELINE:

The committee executives of the planning and priorities committee and the academic programs committee have been kept apprised about the restructuring within the Biomedical Sciences and envisioned program changes for some time, with meetings held between executive members and members of the college as early as the fall of 2015.

In May 2016, members of the five departments voted to support the two-department model that was selected from several options. The proposal for the department merger was approved by the College of Medicine faculty council at its meeting on November 28, 2017.

On April 12, 2017, the planning and priorities committee received two notices of intent: a notice about the new undergraduate Biomedical Sciences (BMSC) program; and a notice about the departmental merger to merge the existing five Biomedical Sciences departments into two departments. On February 28, 2018, the committee reviewed the full proposal of the merger, and on March 28, 2018, carried a motion to recommend the department merger to Council. The BMSC program changes will be finalized by the two new departments once the merger is complete.

DISCUSSION SUMMARY:

The merger is envisioned as leading to two strong, viable departments that will enhance interdisciplinary research among members of the departments. The two-department model will be able to leverage the synergies available in the new, shared research space of the D wing of the Academic Health Sciences building, which will support the teaching and research activities of the departments. The change is also viewed as supporting the revitalization of the undergraduate BMSC program and leading to expanded graduate program offerings and enrolment. However, at this time, no change is planned to the disciplinary Biomedical Sciences graduate programs, which, like all graduate programs, are within the College of Graduate and Postdoctoral Studies.

From a functional viewpoint, the amalgamation will make better use of human and financial resources, and will align the college's goals with the university in terms of research development. The proposal outlines in detail the administrative and collegial governance within the departments and the integration of the department leadership within the college's senior administrative structures. The full faculty complement of the two departments will be 58 faculty members. Two new external department heads will be recruited in addition.

The merger will be evaluated on the basis of research productivity, faculty engagement, and other identified factors, two years out and four years out from the merger. Once the merger is complete, the undergraduate disciplinary degrees in the Biomedical Sciences, which are presently awarded by the College of Arts and Science, will be transferred to be awarded by the College of Medicine. The vice-dean academic and director of the programs office in the College of Arts and Science have been involved in discussions about the transfer of programs from the outset.

The resources required are available to support the two departments. As the transfer has resource implications due to the transfer of tuition revenue from the College of Arts and Science to the College of Medicine, the dean of Medicine, dean of Arts and Science, and the provost and vice-president academic are engaged in discussions about the effects of the change.

SUMMARY:

The planning and priorities committee supports the merger as advancing the goals of the College of Medicine and the Biomedical Sciences in interdisciplinary research, enhanced programs, and stronger collegiality among department members.

FURTHER ACTION REQUIRED:

Changes to the university's student information system (SIS) will be made to reflect the two new departments effective May 1, 2019. The academic programs committee will receive the full program proposal for the new BMSC undergraduate program once the merger is approved. The new program will first be offered in 2019.

ATTACHMENTS:

1. Proposal to Merge the Five Existing Biomedical Sciences Departments in the College of Medicine to Two Departments
2. Appendices, including Consultation with Registrar Form

Proposal to Merge the Five Existing Biomedical Sciences Departments in the College of Medicine to Two Departments

Executive Summary

In May 2016, faculty of the Biomedical Science (BMSC) departments in the College of Medicine (CoM) voted overwhelmingly to merge their five existing departments – Biochemistry, Microbiology and Immunology, Anatomy and Cell Biology, Pharmacology and Physiology – into two departments. This vote consolidated a long-term goal in the CoM's strategic plan. These mergers were individually ratified by the five current BMSC departments and have been approved by the Faculty Council of the CoM (November 2017). It is anticipated that the transition from five to two departments will begin on 01 July 2018 pending appropriate University-level approvals.

The names of the proposed new departments will be *Biochemistry, Microbiology and Immunology* and *Anatomy, Physiology and Pharmacology*. The union of Biochemistry with Microbiology and Immunology, and Anatomy and Cell Biology with Pharmacology and Physiology, are natural groupings of these disciplines, reflecting joint interests and the evolving research environment in the biomedical sciences. The mergers will provide a critical mass of faculty in each new department, thereby more effectively consolidating resources for teaching and research. The mergers will also offer new opportunities to increase the numbers of undergraduate, graduate and postdoctoral students associated with their programs. The proposed merger has already enabled a proposal to revise the undergraduate program in the biomedical sciences to reflect the interdisciplinary foci of the new departments.

The CoM has assured faculty that enhanced administrative and faculty resources would be provided to support the proposed changes to the BMSC departments. These include the creation of two new department head positions and the commitment that the current complement of 58 faculty will be preserved. Administrative staff will be reorganized to better support the activities of the two new merged departments. The mergers will facilitate more efficient management of departments and their resources.

Since May 2016, the heads of the five BMSC departments formed an ad hoc Biomedical Sciences Governance Committee to discuss the scope and implementation of the mergers. There has been broad consultation with faculty, the CoM administration and other administrative units across campus, regarding the governance and educational programs of the proposed departments. Faculty of the current five departments have met regularly to discuss the scope and implementation of these changes. The governance of the merged departments will follow the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association. The duties of the heads of the two departments would broadly follow the description outlined by University of Saskatchewan Faculty Association and The University of Saskatchewan Act (1995).

The impacts of the merger, which will take about two to four years to realize fully, will include the introduction of a significantly revised undergraduate curriculum in the biomedical sciences. It is anticipated that this curriculum will be introduced in September 2019. The revisions to the curriculum are being undertaken in consultation with the College of Arts and Science, which offers the current BSc program in the relevant disciplines. Most faculty delivering the current undergraduate programs are associated with the BMSC departments. A goal of the CoM is to offer a BSc in Biomedical Sciences, which will be a nationally attractive program, and which will

increase enrolments. Resources to administer this updated undergraduate program have been identified within the CoM, and relevant administrative structures for programs and student support are in development. New staff will be hired to administer the undergraduate program.

Other anticipated impacts of the departmental mergers include enhanced research productivity and collaboration within the CoM, including research clusters and clinical departments; enhanced research national and international research profile and impact; and, enriched graduate programs and associated infrastructure. Much of this impact will be accomplished after merged departments redefine their research strengths and priorities, and hire new faculty to reflect such priorities. The research in the new departments will influence the University of Saskatchewan signature research areas of One Health, Indigenous Health and Synchrotron Science.

Background and Relevance:

During May of 2016, the faculty of the Biomedical Science (BMSC) departments of the College of Medicine (CoM) voted overwhelmingly (75%) in favour of merging into two departments. As a result, the current five departments in the Biomedical Sciences Division, i.e. Biochemistry, Microbiology & Immunology, Anatomy & Cell Biology, Physiology and Pharmacology, will merge into two departments called *Biochemistry, Microbiology and Immunology,* and *Anatomy, Physiology and Pharmacology*. The anticipated date for these mergers is July 1, 2018.

These mergers are consistent with the long-term goals and strategic plan of the CoM. In fact, such mergers have been proposed in several previous, as well as the current, integrated plans of the CoM. Both CoM faculty and administration have decided that now is the appropriate time to achieve this goal.

The reasons for undertaking these mergers are multifold. There is an appreciation by faculty and administration that the boundaries between disciplines blur as science progresses. The current five department structure slows the easy discussion and implementation of advances in teaching and research that reflect such changes. The merging of these five departments into two is a logical combination and represents the synergy among the respective disciplines of biochemistry with microbiology and immunology, and anatomy and cell biology with physiology and pharmacology. Such synergies have been reflected in similar mergers across Canadian universities over the past decade, including the University of Ottawa, Queen's University, the University of Calgary, and Dalhousie University. The proposed merger in the CoM is planned to facilitate and enhance the ability of the two merged departments to flourish in research, teaching (undergraduate and graduate programs) and outreach to reflect today's competitive international educational and research environment.

The mergers were considered with the following in mind:

- The restructuring will align the BMSC departments with goals of the current strategic plan of the CoM including to strengthen research capacity; to enhance the quality and methods of teaching, learning and scholarship; and to empower and engage faculty.
- The viability of small departments is threatened due to the lack of a critical mass of faculty that can contribute to impactful and innovative research and teaching.
- The current departmental structures restrict student prospects for interdisciplinary programming and career breadth, as present programs tend to be uni-disciplinary.
- The mergers would permit a greater number of faculty to interact, discuss and promote academic innovation, by breaking down traditional disciplinary siloes and changing the cultural milieu. The breakdown of such barriers enhances the potential for innovation in teaching, research and learning.
- The restructuring of departments will improve efficiency in teaching and provide opportunities for the development of innovative curricula.
- Restructuring will provide possibilities for improved human and operational resource utilization.

The two new departments will benefit faculty, staff and students in multiple ways. Departments will be more robust, with greater viability (e.g. more faculty to deliver programs) and improved impact in research and teaching. These mergers will provide comprehensive paths to assist each faculty member in achieving their academic goals through innovative teaching, research and

outreach initiatives. These goals will be achieved through the restructuring of administrative and support resources, and through increased opportunity for innovative collaboration within departments and with other units. The CoM has committed to the recruitment of two new department head positions and the maintenance of a BMSC faculty complement of 58 professors. Merging the departments will enable effective use of resources (financial, human, student services, research and teaching supports) for all activities, and this process has already begun.

The merger will entail full alignment with several signature areas of research identified by our university. This includes the One Health signature research priority, as human health research is a major focus of the BMSC departments, which impacts human, animal and environmental well-being. Research in the merged departments will also affect public health, health policy, emerging diseases, food and water security, and much more. Research from these departments will also influence the signature research areas of Indigenous Peoples, and Synchrotron Sciences, as research within the departments contributes significantly to each of these areas. The CoM expects the BMSC departments to be driving forces for basic enhanced biomedical research in the College and for training future researchers. These mergers should facilitate that goal by improving research intensity and collaboration.

The faculty and administration of the CoM has been fully engaged in the proposed restructuring of the BMSC departments. The leadership of the CoM and BMSC faculty consulted extensively on issues of governance, budgets, academic programs and mandates since the May 2016 vote to merge departments. Each of the current five BMSC departments has independently voted in favour of the two-department model and their respective heads have written letters of support for the mergers to the Dean (Appendices 1-5).

Historically, the BMSC departments at the University of Saskatchewan have functioned in isolation of each other, with each department providing students with high quality, yet one-dimensional, discipline-oriented undergraduate training. There is an appreciation, within the BMSC departments, of the value and necessity, to employ multi-disciplinary approaches to understand complex biology most effectively. To reflect this reality, and to better prepare trainees for this sophisticated research environment, many universities are adapting their BMSC programs and departments to enable better multi-disciplinary training. One of the drivers for mergers between BMSC departments is the creation of more innovative, hands-on, student-centered, multi-disciplinary experiences in undergraduate biomedical training. This training approach will provide students with improved opportunities upon graduation for employment, for pursuing further training in research, or for further studies in health science professional programs. This rationale has been one of the main reasons for the proposed merger of the BMSC departments in the CoM.

The departments currently deliver five undergraduate and five graduate programs, and teach in the undergraduate medical curriculum. In 2009, the BMSC departments, through a coordinated effort, created a Biomedical Science (BMSC) Platform for students seeking degrees in any of the biomedical sciences. This platform consists of six core courses (BMSC200, BMSC210, BMSC220, BMSC230, BMSC240 and PHSI208), representing basic knowledge in each of the respective disciplines reflected in individual departments. Over the past decade, this platform has provided students with a good biomedical science foundation and enabled them to make informed decisions for a biomedical science major in their third year. The College of Arts and Science presently confers the degrees in the biomedical sciences. In consultation with that college, these

programs are being revised and updated, with the intent that the CoM will confer a BSc in Biomedical Science starting in September 2019.

1. Departments Affected by the Mergers:

The current five departments of Biochemistry, Microbiology and Immunology, Anatomy and Cell Biology, Physiology and Pharmacology will be merged into two departments.

2. Proposed Names of the New Departments:

Faculty have approved, by vote, the names of the two merged departments as follows:
1. The Department of *Biochemistry, Microbiology and Immunology* will replace the two current departments of Biochemistry and Microbiology and Immunology.
2. The Department of *Anatomy, Physiology and Pharmacology* will replace the three current departments of Anatomy and Cell Biology, Physiology and Pharmacology.

3. Governance and Management of the Merged Departments:

General Overview: The fundamental structures of the departments of Biochemistry, Microbiology and Immunology and Anatomy, Physiology and Pharmacology, and the roles of their respective department will be similar to that described in the University of Saskatchewan Faculty Association (USFA) Collective Agreement 2014-2017 (Appendix 6).

The departments will be responsible for undergraduate and graduate education, relevant outreach activities, and for leading biomedical research in the CoM. The departments will manage the current undergraduate BMSC programs, which will be replaced by the proposed updated undergraduate four-year programs. The departments will create strong partnerships with the CoM research clusters and its Vice Dean Research (VDR) to advance the research mission of the college. Faculty will have a home in a relevant department and will also be associated with a CoM research cluster. The departments will maintain their respective current five graduate programs, each with a separate graduate chair, until a comprehensive review can take place at some time after the mergers.

Faculty Alignment in Departments: Once University Council approves the departmental mergers, faculty will be aligned with a new department following the processes outlined in the University of Saskatchewan Faculty Association (USFA) Collective Agreement 2014-2017 (Articles 28 and 17).

Resources and Relationships: The CoM is committed to fully resourcing the two merged biomedical science departments and all their academic activities therein, to ensure that academic undergraduate and graduate programming; student services and research activity can be maximized under this new two department structural model. The CoM is committed to supporting the full costs of the merger and new educational programs. Because of resource implications related to offering a BSc in Biomedical Sciences by the CoM, discussions between the deans of the CoM and the College of Arts and Science, and the Provost and Vice-President Academic are ongoing, with the goal to determine the best way to structure the cost implications of the new undergraduate programs.

The CoM has affirmed its commitment to create two new department head positions. The Dean has also confirmed, on multiple occasions, that in addition to the two head positions, the minimum BMSC faculty complement will be 58 positions, reflecting the total faculty in the five departments, as of September 2016.

The proposed staff for each department includes an assistant to the department head, a graduate program assistant, an accounting technician and a clerical assistant. In addition, the two departments will share a finance and administration manager. The design of the proposed staff structure aligns with the university's current and planned service offerings through Connection Point to support efficient delivery of administrative services.

The development of the revised undergraduate curriculum has implications for hiring staff to manage and advise students (see staff proposal, Appendix 7). This proposal will be submitted, with the full undergraduate program proposal, to the Academic Programs Committee of Council in the fall of 2018 for review.

Selection of Departments Heads. Following approval of the merger, advertisements for two department heads will be placed, with the expectation that these positions may entail external appointments. It is envisaged that the new department heads will be in place on July 1, 2019. Interim department heads will be selected following approval of the mergers, and respecting the accepted procedures outlined in the collective agreement between the University of Saskatchewan Faculty Association and the University of Saskatchewan.

Governance of the Biomedical Science Departments: The model of governance for the merged departments will be as described in the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association (Appendix 6). The duties of the heads of the two departments will broadly follow the description outlined by University of Saskatchewan Faculty Association (Appendix 8). The University of Saskatchewan Act 1995 (Appendix 9) also describes the function of heads of departments.

The heads of the two merged departments will directly report to the Dean, CoM, and will be accountable to the Dean for the satisfactory performance of the work of the department in teaching research, administration, community service and other relevant areas. The metrics for these evaluations will be those described, and being developed, in the current strategic plan of the CoM. The position of head will be in scope and will have the following responsibilities (Appendix 8) including:

a. heading departmental committees related to promotion, tenure, salary review and hiring;
b. hiring new faculty and staff into the relevant department;
c. collaborating with CoM research cluster leaders regarding faculty hires;
d. promoting a strong research environment;
e. assigning duties for faculty as outlined in the collective agreement;
f. mentoring faculty;
g. negotiating Transparent Activity Based Budget System (TABBS) revenues;
h. participating in decisions regarding space allocations and other decisions which affect departmental faculty collegiality and productivity; and,
i. representing the department on relevant college and university committees.

The following departmental committees will be chaired by the department head:

Department Renewals and Tenure Committee
Department Promotions Committee
Department Salary Review Committee
Department Search Committee (as needed)

Departmental Executive Committee

Each BMSC department will be represented in the CoM leadership structure**.** Departments will be represented on the following CoM committees:

a. Faculty Council – currently, all department heads (5) are members of faculty council. The numbers of faculty from the merged departments on council will need to be determined.
b. Department Head's Council - head of each department.
c. Senior Leadership Council - head of one department.
d. OVDR Executive - head of one department.
e. OVDR Graduate Studies Committee - head of one BMSC department and all five graduate chairs for BMSC programs.

Each department may select an Assistant Head who will:

a. act in the department head's absence;
b. be part of the departmental executive committee;
c. approve marks;
d. negotiate space;
e. chair undergraduate or graduate committees; and,
f. perform other duties as requested by the chair or the department.

The following departmental committees report to the head as well as to departmental faculty at departmental meetings (this does not exclude the creation of ad hoc committees by departments).

Undergraduate Program Committee: A chair selected from faculty will lead this committee. This person will liaise with the head regarding suggestions for annual teaching assignments. The committee will comprise members of the department and others as needed. The Chair will represent the department on the new BMSC Undergraduate (UG) Program Oversight Committee (see page 12).

Departmental Executive Committee: This committee will comprise, minimally, the Department Head, Financial Manager, Graduate Chair, Undergraduate Chair and Assistant Head. This administrative team will meet periodically, to guide the department. Other staff and members of the department may be invited to join the team as needed. The work of this team will be to develop departmental priorities, review teaching, assess finances, identify innovative ways to create funding opportunities, and to develop departmental policies to align services, research and teaching. The Head will report on committee activities during monthly departmental meetings.

*Graduate Studies Program Committees***.** Each merged department will maintain their current graduate programs. At present, there are five graduate programs. After the mergers the Department of Biochemistry, Microbiology and Immunology will house two graduate programs and the department of Anatomy, Physiology and Pharmacology will house three graduate programs. Any potential changes to the graduate programs will be considered at some time after the mergers to ensure program stability. A chair selected from faculty will lead each graduate program. Membership on the graduate committee includes the Chair, the graduate program secretary and faculty members. Duties of this committee include meeting regularly; liaising with the finance officer of the BMSC departments regarding student support; working with the graduate secretary to oversee thesis advisory committee meetings, thesis defenses and other relevant meetings; liaising with the head

regarding annual teaching assignments for graduate courses; planning budgets in a timely fashion for student support, including teaching assistant positions and devolved scholarships; overseeing graduate program reviews; recommending program admission standards; adjudicating applicants; and, ensuring attendance at relevant meetings with the College of Graduate and Postdoctoral Studies and the CoM Office Vice Dean Research (OVDR). The Chair of the Graduate Committee will report to the department head, and update the department at its regular meetings on committee deliberations and graduate student successes.

Transition Plan for Faculty: Once University Council approves the departmental mergers, faculty will be aligned with a new department following the processes outlined in the University of Saskatchewan Faculty Association (USFA) Collective Agreement 2014-2017 (Articles 28 and 17).

Goals and Priority Milestones for the Merged BMSC Departments: A major goal of the merged departments will be to ensure a seamless transition that enhances faculty, student and staff morale and performance. Changes will be introduced incrementally over a period of two to four years. This timeline will ensure minimal disruption to research and teaching, but also enable full discussion on innovative initiatives. Goals and milestones for the transition period are indicated in Table 1. Performance milestones will be evaluated using criteria outlined in the CoM strategic plan.

Table 1. Goals and Milestones for Merged BMSC Departments

2-year Goals and Milestones (2019-2021)	**4-year Goals and Milestones (2023)**
1. Collegial processes and governance in place	
2. Active hiring for heads and retirement replacements	Active hiring for heads and retirement replacements
3. New BMSC program starts with CoM; effective recruitment strategies and other evaluation metrics	Evaluate student enrolment in both new and old programs, including indigenous enrolment
4. Phase out of old BMSC programs in Arts & Science - ongoing	Phase out of old BMSC programs in Arts & Science - ongoing
5. Student recruitment strategy implemented	Evaluate student recruitment, including indigenous recruitment
6. Complete departmental evaluations of graduate programs	Revise and implement modified graduate programs, as recommended
7. Evaluate new administrative structure and staffing needs and functions	Efficient, well-functioning administrative structures and engaged, effective staff
8. Survey faculty to determine level of engagement	Engaged, productive faculty
9. Consult with other colleges regarding programs and impact of merger	
10. Assess research productivity in merged departments	Increased research productivity as measured by grants, peer-reviewed articles, awards and

	recognitions, numbers of graduates and students, and other criteria
11. Evaluate cost of student programs	
12. Develop and implement performance metrics as outline in the CoM strategic plan	

4. Resources and Budget for the New Merged Biomedical Science Departments:

Two new department head positions will be created. The college is anticipating and planning for the salaries for each of the two department heads to be in the range of $180,000 - $200,000 per year. The CoM is committed to offering a competitive star-up package to these new heads and will set aside money in the budget to recruit and secure high-quality candidates. The long-term impacts of these costs are expected to be mitigated, in future years, by upcoming retirements within the departments.

Faculty renewal is a critical component of the departmental academic mission. The Dean of the CoM has committed to a faculty complement in the merged departments equal to the number of faculty on September 2016 (i.e. 58), excluding the hiring of two new heads. The replacement of retiring faculty with faculty in areas that meet the strategic objectives of the newly merged departments will drive innovation in teaching, learning and research.

The CoM is committed to resourcing the two merged biomedical science departments, and all their academic activities therein, to ensure that academic undergraduate and graduate programming, student services and research activity can be maximized under this new two department structural model. Work will continue to confirm the costs (indirect and direct) of ensuring that the merger and new undergraduate program will be fully supported. This resource commitment is outlined in the attached letter from the Dean of the CoM (Appendix 10). A preliminary budget is attached (Appendix 11).

5. Space and Infrastructure Requirements:

It is envisioned that the space requirements for the administration of the two-new merged BMSC departments will not change significantly. Computer services will require minimal changes from the present. New computers may be required for new personnel in addition to regular desktop support and regular desktop refresh. Space for new faculty will be coordinated by the department heads with the OVDR, CoM; the Office of the Vice Provost Health (OVPH); and, research cluster leaders of the Health Sciences Building. Consultations are ongoing with OVPH to determine office and research space and capacity for new faculty.

6. Consultation and Approvals Undertaken:

Dean Preston Smith, CoM, has emphasized that the biomedical sciences initiative (both restructuring of departments and updating and developing a new undergraduate program) must be a process that is transparent and inclusive. He has sought advice, and consulted broadly,

locally and externally. The ad hoc Biomedical Sciences Governance Committee comprising BMSC heads, the lead on the undergraduate curriculum, and a key CoM staff member met frequently. Department heads consulted their faculty at each stage of the development of the merger proposal and consulted regarding revisions to undergraduate programs. The Dean met individually with each BMSC department, and held town hall meetings with all biomedical faculty. The town halls outlined the choices of approving either a new School of Biomedical Sciences or the merger into two new departments. Biomedical faculty voted by online secret ballot in favour of the merger of the existing five BMSC departments into two biomedical science departments. Senior university administrators were also consulted and participated in town hall meetings.

The proposal to merge the BMSC departments was presented to the senior leadership committee of the CoM on September 27, 2017. Following that, the proposal and a motion to merge the current five BMSC departments into two departments, as of July 1, 2018, was passed at the CoM Faculty Council meeting on November 28, 2017. An excerpt of the meeting notes follows:

> 12. Reports of the Schools
> a) Division of Biomedical Sciences - Dr Jo-Anne R Dillon
> MOTION: That the CoM Faculty Council endorse the vote of the Biomedical Faculty to merge the five existing Basic Sciences Departments (Anatomy & Cell Biology /Biochemistry /Microbiology & Immunology /Physiology /Pharmacology) into two departments (BMI: Biochemistry, Microbiology & Immunology and APP: Anatomy, Physiology & Pharmacology).
> Moved by Dr Jo-Anne Dillon
> Seconded by Dr Thom Fisher
> MOTION CARRIED
> - Dr. Preston Smith thanked Dr. Dillon and her colleagues in Biomedical Science on the work they have been doing on governance. Another group is working on the curriculum changes."

Consultation with the Executive of the Academic Programs Committee took place and their letter of support is attached. (Appendix 12).

7. Timelines for Merger

The merger, after university approval, will be effective July 1, 2018

8. Impacts on Merging BMSC Departments:

a. Direct impact:

Impact on Alumni: The impact on alumni is expected to be minimal and it is anticipated that alumni will continue to identify with the new merged departments.

Impact on other Colleges: The current BMSC departments work closely with the College of Arts & Science to deliver undergraduate programs in the biomedical sciences. Maintaining this close relationship will remain vital since it is planned that students in the new Biomedical Sciences Program will complete their first year of study in the College of Arts & Science.

Impact on Staff: Some realignment of staff to support two departments will occur. Staff will be assigned to a specific department, while others will share duties between departments. It is

proposed that two staff teams with mirrored organizational structures will be created for the two new merged departments. This will allow specialization of work for employees while also providing coverage of work during employee absences. The modification of job duties may involve a change of some personnel, but no change to the overall number of employees. (Appendix 13).

Additional positions will be required when the new degree-granting undergraduate activities (see below) move from the College of Arts and Science into the CoM. These changes are envisaged as follows (Appendix 7):

- Program administration and management for programs (managing program additions and changes through college and university processes) will require the addition of a position of program coordinator. This position will likely require a 1.0 full-time equivalent (FTE) during the start-up phase of the new programs, but may be reduced to less than 1.0 FTE once the programs are operational.
- Academic advisors will be recruited. Best practice indicates that one academic advisor should be available for every 350-500 undergraduate students. The current undergraduate programs have ~800 students and, as such, two academic advisors will be needed, beyond the current staffing complement.
- Student service activities will require support staff to assist with the administration of student service activities, as well as the management of student records to ensure adherence to program requirements and to manage convocation activities. It is expected that two positions will be required initially for these activities.
- One position to manage undergraduate student recruitment and admissions is anticipated. This position may be employed within the CoM, or alternately, might report centrally to Student Enrollment Services Division (SESD).

At this time, it is expected that the laboratory teaching staff, which assist in the delivery of undergraduate laboratory courses in the biomedical sciences, will remain at the current complement of nine full-time equivalent positions. (Appendix 7)

b. Undergraduate Training and Education

The proposed mergers of the BMSC departments will provide undergraduate students with a number of academic advantages including:

Creation of a BSc in Biomedical Sciences: The College of Arts and Science presently administers the undergraduate BSc programs, with majors in the various disciplines of the biomedical sciences. These programs are being restructured in close collaboration with that college. For the new proposed program, it is envisaged that students will enter their first year of university in the College of Arts & Science, and then apply to the new BMSC program in the CoM for years two to four of their program. The expected start date for year one of students in the new program is September 2019. The new BMSC program will comprise six majors: Microbiology and Immunology, Biochemistry, Anatomy and Cell Biology, Physiology and Pharmacology, Neuroscience and Interdisciplinary Biomedical Sciences. An outline of the proposed new programs is attached in Appendix 14. Development of the BMSC Undergraduate Program will continue in parallel to the mergers and relevant approvals will be sought shortly after the merger of the departments. Consultations with the Registrar, Student and Enrolment Services, the library, and Information and Communications Technology continue. The phasing out of old programs and

phasing in of new programs will follow all procedures defined by the College of Arts and Science and the university.

Current Enrolments in BMSC Undergraduate and Graduate Programs: Table 2 provides a snapshot of the current enrolments in undergraduate and graduate programs in the Biomedical Sciences Departments. One reason for revising and updating the undergraduate curriculum is to attract new students to the university. The new undergraduate program will continue to accept students from other colleges into their courses.

Table 2. Snapshot of Enrolments in Undergraduate and Graduate Programs of the BMSC Departments in the CoM

Department	Undergraduate Students (2016 - 2017)	Graduate Students (2017)
Biochemistry	105	25
Microbiology & Immunology	84	24
Anatomy & Cell Biology	135	14
Physiology	473*	10
Pharmacology		10
Total	**797**	**83**

*Note that Physiology and Pharmacology have a single, combined undergraduate program but separate graduate programs.

Governance of the proposed New Undergraduate Programs in the Biomedical Sciences: Each department will have an Undergraduate Program Committee to oversee their majors. The Biochemistry, Microbiology and Immunology department will be responsible for Biochemistry, and Microbiology and Immunology majors, while the Anatomy, Physiology and Pharmacology department will be responsible for the Anatomy and Cell Biology, Physiology, Pharmacology and Neuroscience majors.

The BMSC Undergraduate (UG) Program Oversight Committee will oversee the entire biomedical sciences program and will be responsible for the proposed, new Interdisciplinary Biomedical Sciences major. A faculty member from either the department of Biochemistry, Microbiology and Immunology, or the department of Anatomy, Physiology and Pharmacology will chair this committee. This chair will manage the BMSC UG Program. This committee will ensure that the programs meet the expectations of the department, the college and the university regarding breadth, depth, quality and rigor. The BMSC UG Committee will examine the content and delivery of relevant courses to remove unnecessary duplication and to ensure that core courses are delivering all appropriate concepts desired for the program. The committee will review all courses of the BMSC program annually for appropriateness, ensuring that the syllabus information is complete and up to high standards, including details of course objectives, expectations of learning objectives, descriptions of appropriate assessment vehicles with clear rubrics, and timely and appropriate formative feedback to students. The committee will recommend student remediation when necessary; develop appropriate student recruitment initiatives for the program; and, will also oversee and prepare undergraduate program reviews.

The BMSC UG Oversight Committee will comprise the undergraduate program chairs from departments of Biochemistry, Microbiology and Immunology, and Anatomy, Physiology and Pharmacology; the chair of the Interdisciplinary BMSC Program Committee; a representative from the College of Arts and Science, a representative from undergraduate medical education, the undergraduate BMSC program coordinator, and relevant staff members or members of other departments.

An Interdisciplinary BMSC Program Committee will be created and will oversee the Interdisciplinary BMSC major. This committee will be chaired by the chair of the BMSC UG Oversight Committee and comprises the following members: one faculty member from the department of Community Health and Epidemiology, one faculty member from the department of Pathology and one faculty member from each of the new merged departments. This committee reports to the BMSC UG Program Oversight Committee.

The process for students to appeal grades will follow a similar process to that used in the College of Arts & Science and will flow from the department heads to the Dean (or designate), CoM. The Dean's designate will be the Vice-Dean Education, CoM.

Biomedical Training: The mergers will enable expansion of the current BMSC platform into the third year of study. For each of the two merged departments, core third-year courses have been developed that reflect critical skills and knowledge that exist at the interface of the respective disciplines. Students will progress from the first two years of the BMSC platform, to multidisciplinary training in the third year, and then to discipline-specific classes in the fourth and final year.

Experiential Learning: The size and expanded base of expertise within the merged departments will enable the offering of a new "Course-Based Undergraduate Research Experience (CURE)" class within each of the new departments. CURE courses are designed to provide students with an authentic research experience in which they are responsible for the development and testing of a research hypothesis. This opportunity to apply the scientific method within a lab setting is a considerable departure from traditional laboratory classes, which prioritize training in basic techniques. The College of Arts and Science has just approved the first CURE course and the first intake of students will occur in January 2019 in the proposed new Department of Biochemistry, Microbiology and Immunology.

Expanded Opportunities through New Majors: The two new merged departments will also enable the creation of an *Interdisciplinary Biomedical Science major* that will provide students more options for the selection of courses across the biomedical sciences while maintaining a high standard of academic rigor. This option will offer greater flexibility for students whose interests span a wider range of biomedical sciences, or for those students seeking entry into professional colleges who may be better served by a greater breadth of science training.

Currently, while both the existing Anatomy and Physiology departments prioritize neuroscience in their research activities and course offerings, the size of each of these departments is insufficient to support a *major in neuros*cience. The collective resources of the merged Anatomy, Physiology and Pharmacology department will enable this new degree major, providing an exciting new option for students.

Updated Educational Opportunities: The biomedical sciences evolve rapidly and are technology driven. Training for students must reflect these dynamic as well as current cutting-edge techniques. Some of the most exciting breakthroughs within the biomedical sciences are occurring at the interface of the traditional disciplines. The multidisciplinary model proposed will better enable us to represent these advances to our students. For example, CRISPR, a new gene editing technology, in Biochemistry and Microbiology, has the potential to transform biomedical science research and its translation. Through the collective efforts of faculty of the existing Biochemistry and Microbiology departments, one of the required research labs will provide students training in this cutting-edge research approach.

c. Enhanced Research and Graduate Studies Opportunities

Graduate Programs in Merged Departments: There are currently five graduate programs associated with the existing BMSC departments and each program has a separate graduate chair. It is anticipated that the current MSc and PhD graduate programs in Physiology, Pharmacology, Biochemistry, Anatomy and Cell Biology, and Microbiology and Immunology will be maintained. Over the past 5 years, the number of students in these programs has fluctuated from 83 to 122 students (see Table 2 for current numbers). It is anticipated that, as a result of merging the departments, strategic faculty recruitment, and improved funding to faculty, graduate student enrolment should be considerably enhanced. Furthermore, the number of MSc students in these programs is currently similar to the numbers of PhD students. A goal of the merged departments would be to increase the numbers of PhD graduates. After the merger, the new departments will evaluate these programs within two years and consider alternatives, which may better reflect the research foci of the merged departments**.** A letter of support from Dr. Adam Baxter Jones, Interim Dean, College of Graduate and Postdoctoral Studies, is attached (Appendix 15).

Cross-campus Interdisciplinary Research Opportunities: The merging of departments should enable better interdisciplinary health research ties across campus because of strategic recruiting of faculty and the development of innovative research initiatives. Other on-campus collaborations include the Vaccine and Infectious Disease Organization – International Vaccine Centre, the Canadian Light Source, the Institutes of Global Water and Food Security, and others. These opportunities will be reflected in both basic research and education. For example, the One Health research initiative is currently seeking fourth-year undergraduate research projects from across the Health Science Colleges.

Impact of merger on research and scholarly work: The merged departments will have a strong emphasis to enhance research productivity. With proper resources, departmental leadership and governance structures, these two biomedical science departments will endeavour to increase research opportunities and productivity in the new, well-equipped, shared space of the Academic Health Sciences Building.

In conclusion, the mergers of the BMSC departments offer a variety of potential benefits to faculty, staff and students. The mergers represent a rare opportunity for each department to redefine itself and its role. Notably, this will entail cultural changes within the departments that will reflect cutting-edge advances in their fields. This possibility has already impacted undergraduate education through the development of a proposed BSc in Biomedical Sciences to be offered by the CoM. Strategic priorities for recruitment will reflect such changes and increase the critical mass of productive, funded researchers that will be hired to replace retiring faculty. This new critical mass

will in turn encourage the recruitment of graduate students and postdoctoral fellows, creating a more vibrant research infrastructure and will facilitate research partnerships with the clinical departments of the CoM as well as external collaborators. Each new department will have a critical mass of faculty and staff that will enable and encourage such achievements. The mergers, which do not entail reductions in support to the departments, will mean that the overall number of administrative units (i.e. from five units to two) is reduced, thereby focusing resources on the needs of faculty and students.

UNIVERSITY OF SASKATCHEWAN
Department of Anatomy and Cell Biology
2D01 Health Sciences Building 107 Wiggins Road Saskatoon SK S7N 5E5 Canada
General Office Telephone: (306) 966-6362 Facsimile: (306) 966-4298
Body Bequeathal Program: (306) 966-4075

January 24th, 2017

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan

Re-Biomedical Science Departments Merge

Dear Dr. Smith,

This letter is to confirm on behalf of the department of Anatomy and Cell Biology that I approve the merge of the five Basic Science departments into two merged departments.

Sincerely,

Dr. Adel Mohamed
Associate Professor and Head

Cc Dept. of Anatomy and Cell Biology

UNIVERSITY OF SASKATCHEWAN

Department of Physiology
College of Medicine

107 Wiggins Road, Saskatoon SK
S7N 5E5 Canada
Telephone: (306) 966-6530
Facsimile: (306) 966-6532

January 24, 2017

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan

Dear Dean Smith,

The Department of Physiology fully supports the proposed merger of the five biomedical departments into two departments.

Sincerely yours,

Thomas E. Fisher, Ph.D.
Professor and Head,
Department of Physiology

UNIVERSITY OF SASKATCHEWAN
College of Medicine
DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY
MEDICINE.USASK.CA

2D01 Health Sciences
Saskatoon Sk S7N 5E5 Canada
Telephone: 306-966-6530

Preston Smith, Dean
College of Medicine

January 23rd, 2017

Re: Merger of the 5 biomedical science departments - College of Medicine

Dear Dean Smith,

Further to conversations at this morning's meeting Biomedical Sciences Department Heads meeting, I accept the proposal of intent to the University Priorities and Planning Committee of Council for the merger of the existing five basic sciences departments in the College of Medicine to two departments. This is in agreement with the general vote of biomedical science faculty last spring as well as the wishes of the Microbiology and Immunology Department.

Jo-Anne R Dillon, PhD, FCAHS, FRSC
Head, Microbiology and Immunology

Cc: Jim Thornhill, Special Assistant to the Vice-President Research

UNIVERSITY OF SASKATCHEWAN

Department of Pharmacology
College of Medicine

2D01 HLTH – 107 Wiggins Road
Saskatoon SK S7N 5E5
Telephone: (306) 966-6292
Facsimile: (306) 966-6220

January 25, 2017

Dr. Preston Smith

Dean, College of Medicine, U of S.

Dear Dr. Smith:

Re: i) Merger of the 5 Basic Sci. Depts. ii) Development of the New UG B.Sc. Program

First of all, we thank you for the ample opportunity and support you have offered to let us engage in worthwhile deliberations within our Department and colleagues in other Departments.

i) The Department of Pharmacology members convey our willingness and support for the merger of the 5 Basic Science Departments in the College of Medicine into the 2 Departments. We understand that the members of the Dept. of Pharmacology will be placed in the Dept. of Cellular & Integrative Biomedical Sciences. Two Faculty members express the view of retaining the name as: Department of Anatomy, Cell Biology, Physiology and Pharmacology.

ii) The Department also had ample opportunity to discuss the development of the new B.Sc. Program. The Faculty in the Dept. of Pharmacology will work well with the members from the other Departments as per the overall consensus emerging in the merged Departments with regard to offering either a single combined new B.Sc. program or under three streams of: MMB, CIS and a combined stream.

We are grateful to you for the freedom, support, time and resources you have provided to all Faculty to help us reach a consensus decision in the above matters.

Thank you.

Sincerely yours,

V. Gopalakrishnan

Venkat Gopalakrishnan, Ph.D.

Professor & Head, Department of Pharmacology.

cc to: Faculty & Staff, Department of Pharmacology, College of Medicine, U of S.

UNIVERSITY OF SASKATCHEWAN
College of Medicine

DEPARTMENT OF BIOCHEMISTRY

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan

January 25, 2017

Dear Dr. Smith:

The Department of Biochemistry faculty have voted for the creation of 2 new departments under the new governance structure for Biomedical Sciences. It is expected that most faculty from the Department of Biochemistry and the Department of Microbiology and Immunology will merge to join one of these two new departments. The name for the new department has not been discussed yet in our department and will be subject of future discussions.

With kind regards.

Your's Sincerely,

Ramji L. Khandelwal, Ph.D.
Professor and Acting-Head
Department of Biochemistry

cc: Dept faculty

Ramji L. Khandelwal, Ph.D., Professor
Department of Biochemistry, University of Saskatchewan
107 Wiggins Road, Saskatoon, Saskatchewan, Canada, S7N 5E5
Telephone (306) 966-4368 Email: ramji.khandelwal@usask.ca

Appendix 6
From USFA Collective Agreement (2014-2017)

11. ASSIGNMENT OF DUTIES

11.1 Authority to Assign Duties. In departmentalized Colleges, duties shall be assigned by the Department Head following consultation and discussion with faculty at a meeting of the departmental faculty, subject to the approval of the Dean. In non-departmentalized Colleges and the Library, duties shall be assigned by the Dean following consultation and discussion with faculty at a meeting of the College or Library faculty. The process of assignment of duties shall be completed by Department Heads by March 31, and approved by Deans by April 30 for the next academic year. No decision on assignment of duties shall be set aside or reversed only because of technical non-compliance with the dates and times established by this section.

13. APPOINTMENTS

13.5.1 Search Committee. There shall be a Search Committee established in each department and nondepartmentalized College chaired by the Department Head or Dean whenever a vacancy in the academic staff exists. The Committee shall consist of all employees holding probationary, continuing status or tenured appointments in the department or College.

13.5.1.1 In departmentalized colleges, the Search Committee shall also include, as an observer, a Department Head from a cognate department. In non-departmentalized colleges, two members of the Search Committee shall be designated as members of the Appointments Forum (see Article 13.5.2).

13.5.1.4 The Search Committee and the Department Head or Dean shall seek suitable candidates for the vacancy by means of advertising.

14. RENEWAL OF PROBATIONARY APPOINTMENTS

14.5.2 Advising Probationary Candidates. By May 31, the Department Head or Dean shall meet with each employee holding a probationary appointment in the department or non-departmentalized College, to discuss the employee's progress in meeting the approved departmental or College standards for the award of tenure. A written statement setting out the Department Head's or Dean's assessment, on a form uniquely used for this purpose, shall be transmitted in writing to the employee. This form shall be approved by the Joint Committee for the Management of the Agreement. If deficiencies are noted, the statement shall identify the relevant categories of the standards and shall suggest steps that the employee may take to rectify such perceived deficiencies. The employee shall be entitled to provide a written response to any statement made on the Progress Towards Tenure form within one week of the meeting with the Department Head or Dean. Given the formative nature of the process, the Progress Towards Tenure form and any written response from the employee shall not be used as evidence in meetings of the first level

committee, either at the Department Renewals and Tenure Committee or the College Renewals and Tenure Committee. The Progress Towards Tenure form and any written response from the employee shall be admissible as evidence in reviews of negative decisions or appeals to the Renewals and Tenure Appeal Committee but shall not limit in any way the decisions of the review committees or renewals and tenure committees. Where an employee has a joint appointment or associate membership, the Department Head or Dean in the primary unit shall consult with the Department Head or Dean in the secondary unit and shall convey information received in that consultation to the employee and in the written statement.

14.5.9 Dates. The following dates shall govern renewal of probationary appointment procedures:

(i) by May 31, the Department Head (or Dean of a non-departmentalized College) shall have met with each candidate as described in Article 14.5.2.

(ii) by June 30, the Department Head (or Dean of a non-departmentalized College) shall have advised the candidate to provide such information as the candidate wishes to introduce in support of the candidate's own case;

(iii) by August 1, the candidate shall have provided to the Department Head (or Dean of a nondepartmentalized College) such information as the candidate wishes to introduce in support of the candidacy for renewal at the meeting of the committee first considering it;

(iv) by October 7, the Department Head (or Dean of a non-departmentalized College) shall have convened a meeting of the Department (or College) Renewals and Tenure Committee, which shall have considered all cases for renewal, and transmitted its recommendations in writing to the College Review Committee or the University Review Committee;

15. TENURE

15.8.1 Department Renewals and Tenure Committee. Each department shall have a renewals and tenure committee made up of all the tenured members of the department with the Department Head as chair, except that the Department Renewals and Tenure Committee shall not include the Dean of the College, the Dean of Graduate Studies and Research, the Vice-President Academic and Provost, the President, or any person designated as chair of the University Review Committee. Where there are fewer than five tenured members of the department, the College Review Committee shall co-opt tenured faculty members from cognate departments to bring the membership of the Committee up to a minimum of five. A Department Head who is not tenured shall still chair the Department Renewals and Tenure Committee, except that when the Department Head's own case is considered the head shall be excluded from the proceedings of the Committee, in which case the Dean shall appoint the chair

15.11.2 Advising Probationary Candidates. By May 31, the Department Head or Dean shall meet with each employee holding a probationary appointment in the department or non-departmentalized College, to discuss the employee's progress in meeting the approved departmental or College standards for the award of tenure. A written statement setting out the Department Head's or Dean's assessment, on a form uniquely used for this purpose, shall be transmitted to the employee. This form shall be approved by the Joint Committee

for the Management of the Agreement. If deficiencies are noted, the statement shall identify the relevant categories of the standards and shall suggest steps that the employee may take to rectify such perceived deficiencies. The employee shall be entitled to provide a written response to any statement made on the Progress Towards Tenure form within one week of the meeting with Department Head or Dean. Given the formative nature of the process, the Progress Towards Tenure form and any written response from the employee shall not be used as evidence in meetings of the first level committee, either at the Department Renewals and Tenure Committee or the College Renewals and Tenure Committee. The Progress Towards Tenure form and any written response from the employee shall be admissible as evidence in reviews of negative decisions or appeals to the Renewals and Tenure Appeal Committee but shall not limit in any way the decisions of the review committees or renewals and tenure committees. Where an employee has a joint appointment or associate membership, the Department Head or Dean in the primary unit shall consult with the Department Head or Dean in the secondary unit and shall convey information received in that consultation the employee and in the written statement.

15.11.10 Dates. The following dates shall govern tenure procedures:

(i) by May 31 of each year, the Department Head (or Dean of a non-departmentalized College) shall meet with each candidate as described in Article 15.11.2.

(ii) by June 30, the Department Head (or Dean of a non-departmentalized College) shall have advised the candidate to provide such information as the candidate wishes to introduce in support of the candidate's own case;

(iii) by August 1, the candidate shall have provided to the Department Head (or Dean of a nondepartmentalized College) such information as the candidate wishes to introduce in support of the candidacy for tenure at the meeting of the tenure committee first considering it;

(iv) by October 7, the Department Head (or Dean of a non-departmentalized College) shall have convened a meeting of the Renewals and Tenure Committee, considered all cases for tenure, and transmitted its recommendations in writing to the College (or University) committee;

(v) by November 21, the Dean of a departmentalized College shall have convened a meeting of the College Review Committee, and the Committee shall have considered all cases for tenure, and transmitted its recommendations in writing to the University Review Committee;

(vi) by January 31, the President shall have convened the University Review Committee, and the Committee shall have considered all cases for tenure, and transmitted its positive recommendations in writing to the President for transmission to the Board;

(vii) by February 28, the President shall advise all candidates for tenure of the decision of the Board, except those whose cases are pending before Renewals and Tenure Appeal Committees;

(viii) by March 31, Renewals and Tenure Appeal Committees shall have determined all cases before them and shall have made their recommendations to the President for transmission to the Board. (ix) by April 30, the President shall advise all candidates

who appealed to the Renewals and Tenure Appeal Committee of the decision of the Board. If the decision is negative, the candidate shall receive from the chair of the Board a written statement of reasons for the negative decision (see Article 15.11.4).

16. PROMOTION

16.3.1 Department Promotions Committee. Each department shall have a promotions committee for each rank made up of all persons tenured in the department whose rank is above that of the faculty member being considered for promotion with the Department Head as chair, irrespective of the Department Head's rank or tenure, except that the Department Head shall not be present if the Department Head's own promotion is considered. None of the following shall be members of a department promotions committee: the Dean of the College, the Dean of Graduate Studies and Research, the Vice-President Academic and Provost, the President, or any person designated as chair of the University Review Committee. Where there are fewer than five tenured members of the department, the College Review Committee shall co-opt tenured faculty from cognate departments to bring the membership of the Committee up to a minimum of five.

16.5.1 Advising Candidates for Promotion. By May 31, the Department Head or Dean shall meet with each employee in the department or non-departmentalized College to discuss the employee's progress in meeting the approved departmental or College standards for promotion. A written statement setting out the Department Head's or Dean's assessment, on a form uniquely used for this purpose, shall be transmitted to the employee. This form shall be approved by the Joint Committee for the Management of the Agreement. If deficiencies are noted, the statement shall identify the relevant categories of the standards and shall suggest steps that the employee may take to rectify such perceived deficiencies. The employee shall be entitled to provide a written response to any statement made on the Progress Towards Promotion form within one week of the meeting with Department Head or Dean. Given the formative nature of the process, the Progress Towards Promotion form and any written response from the employee shall not be used as evidence in meetings of the first level committee, either at the Department Promotions Committee or the College Promotions Committee. The Progress Towards Promotion form and any written response from the employee shall be admissible as evidence in reviews of negative decisions or appeals to the Promotions Appeal Committee but shall not limit in any way the decisions of the review committees or appeal committees. Where an employee has a joint appointment or associate membership, the Department Head or Dean in the primary unit shall consult with the Department Head or Dean in the secondary unit and shall convey information received in that consultation to the employee and in the written statement.

16.6 Dates. The following dates shall apply to promotions cases:

(i) by May 31, the Department Head (or Dean of a non-departmentalized College) shall have met with each candidate, as described in Article 16.5.1;

(ii) Candidates shall advise their Department Head or Dean by June 15 of their decision to seek promotion in the following academic year;

(iii) the period under review ends on June 30 of the academic year prior to the one in which the review takes place;

(iv) by June 30, the Department Head (or Dean of a non-departmentalized College) shall have advised the candidate to provide such information as the candidate wishes to introduce in support of the candidate's own case;

(v) by August 1, the candidate shall have provided to the Department Head (or Dean of a nondepartmentalized College) such information as the candidate wishes to introduce in support of the candidacy for promotion;

(vi) by October 21, department committees shall have considered all cases for promotion and submitted their recommendations to the College;

(vii) by December 7, College committees shall have considered all cases for promotion and submitted their recommendations to the University Review Committee or to the President in accordance with Article 16.4.2;

(viii) by February 15, the University Review Committee shall have considered all cases for promotion and submitted its positive recommendations to the President for transmission to the Board;

(ix) by March 31, the President shall have advised all candidates for promotion of the decision of the Board, except those whose cases are pending before the Promotions Appeal Committee;

(x) by April 15, the Promotions Appeal Committee shall have considered all appeals and submitted its positive recommendations to the President for transmission to the Board; (xi) by May 15, the Board shall have considered all cases for promotion and the President shall have advised all candidates in writing of the Board's decision.

17. SALARY REVIEW PROCEDURES

(xi) all have considered all cases for promotion and the President shall have advised all candidates in writing of the Board's decision.

17. SALARY REVIEW PROCEDURES

17.5.1 Salary History Forms. Each academic year, the Department Heads (or Deans of nondepartmentalized Colleges) shall provide each employee with a Salary History Form, prepared by the Employer and approved by the Association, showing the salary for each of the last five years of employment at the University and the detailed elements of salary showing the change from one year to the next.

17.5.2 Advising Faculty. Each academic year, employees shall be provided with a copy of applicable Standards for the award of Special Increases for their Department and College. In addition to the detailed information provided by the relevant salary review committee, the Department Head (or Dean of a non-departmentalized College) shall meet with each employee and provide the employee with a written copy of the department's or College's recommendation including the priority ranking, if any, for the recommendation on the employee's salary. The salary review form used for this purpose shall be approved by the

Joint Committee for the Management of the Agreement. Following examination of the department's or College's recommendation (or decision), the salary review form shall be signed by the employee, but such signature shall not be nor be deemed to be an acceptance by the employee of any matter of fact or opinion set out in the form, and the form shall then be returned to the employee's Department Head (or Dean). Where an employee has a joint appointment or associate membership, the Department Head or Dean in the primary unit shall consult with the Department Head or Dean in the secondary unit and shall convey information received in that consultation to the employee and in the written statement.

17.5.4 Right to Appear. The Department Head shall appear before the College Review Committee to discuss the departmental recommendations for Special Increases for each eligible employee in the department. When the College, or its Dean, applies for a Special Increase on behalf of an employee in the College, the Dean and the Department Head shall be entitled to appear before the President's Review Committee in the case of a departmentalized College; and the Dean and a member of the College Salary Committee, selected by the College Salary Committee, shall be entitled to appear before the President's Review Committee in the case of a non-departmentalized College. When individual employees appeal to the President's Review Committee in their own right, each employee shall be entitled to ask a colleague to appear on the employee's behalf before the President's Review Committee. Whenever an individual employee appeals to the President's Review Committee, the relevant Salary Committees shall be given an opportunity to state the reasons for its earlier decision. A copy of the statement of reasons by the Department Salary Committee, College Salary Committee or College Review Committee shall be sent to the individual appellant, who shall be entitled to respond to the President's Review Committee. Any individual appearing before the President's Review Committee (Dean and Department Head in the case of a departmentalized College; Dean and a member of the College Salary Committee in the case of a non-departmentalized College; or a colleague on behalf of an individual) will have the opportunity to speak under the time limits specified by the Committee.

17.5.5 Right of Appeal. An employee, or the employee's Dean in support of the employee, is entitled to appeal the employee's salary award only to the President's Review Committee, and only in writing.

17.5.6 Dates. The following dates for completion of the work of the committees shall apply, unless the Joint Committee for the Management of the Agreement directs otherwise:

(i) the period under review ends on June 30 of the academic year prior to the one in which the review takes place;

(ii) by June 30, the Department Head (or Dean of a non-departmentalized College) shall have advised the candidate to provide such information as the candidate wishes to introduce in support of the candidate's own case. The information should refer to the categories in Article 17.2;

(iii) by September 1, the candidate shall have provided to the Department Head (or Dean of a nondepartmentalized College) such information as the candidate wishes to introduce in support of the candidate's case;

(iv) by November 30, the Department Head shall have met with each employee to discuss the salary recommendation as described in Article 17.5.2 and the department committees shall have considered all salary reviews, made awards where appropriate, submitted their recommendations to the College, and informed employees in the department of rankings, awards and recommendations, as well as the reasons for awards and recommendations;

(v) by January 31, College Review Committees in departmentalized colleges shall have considered all salary reviews, made awards where appropriate, submitted their recommendations to the President's Review Committee, informed individual employees of decisions and recommendations, and submitted decisions to the President for the information of the Board;

(vi) by January 31, the Dean of non-departmentalized colleges shall have met with each employee to discuss the salary recommendation as described in Article 17.5.2 and the College Salary Committee shall have considered all salary reviews, made awards where appropriate, submitted their recommendations to the President's Review Committee, informed employees in the College of rankings, awards and recommendations, as well as the reasons for awards and recommendations, and submitted its decisions to the President for the information of the Board;

(vii) by February 28, any employee wishing to appeal a decisions of a Salary Committee or College Review Committee shall have submitted the appeal to the secretary of the President's Review Committee;

(viii) by March 31, the President's Review Committee shall have considered all cases before it and submitted its decisions to the President for the information of the Board.

MEMORANDUM OF AGREEMENT NO. 7

Unified Heads in the College of Medicine

The parties agree that the roles and responsibilities prescribed in the Collective Agreement to Department Heads will be carried out by the Unified Heads in the College of Medicine, except for Articles 17.3.3, 17.3.3.1 and 17.4.3 – College Salary Committee for Department Heads and Assistant Deans.

The parties also acknowledge that any provisions of the Collective Agreement that govern the terms and conditions of employment for Department Heads do not apply to Unified Heads.

Dated July 11, 2014

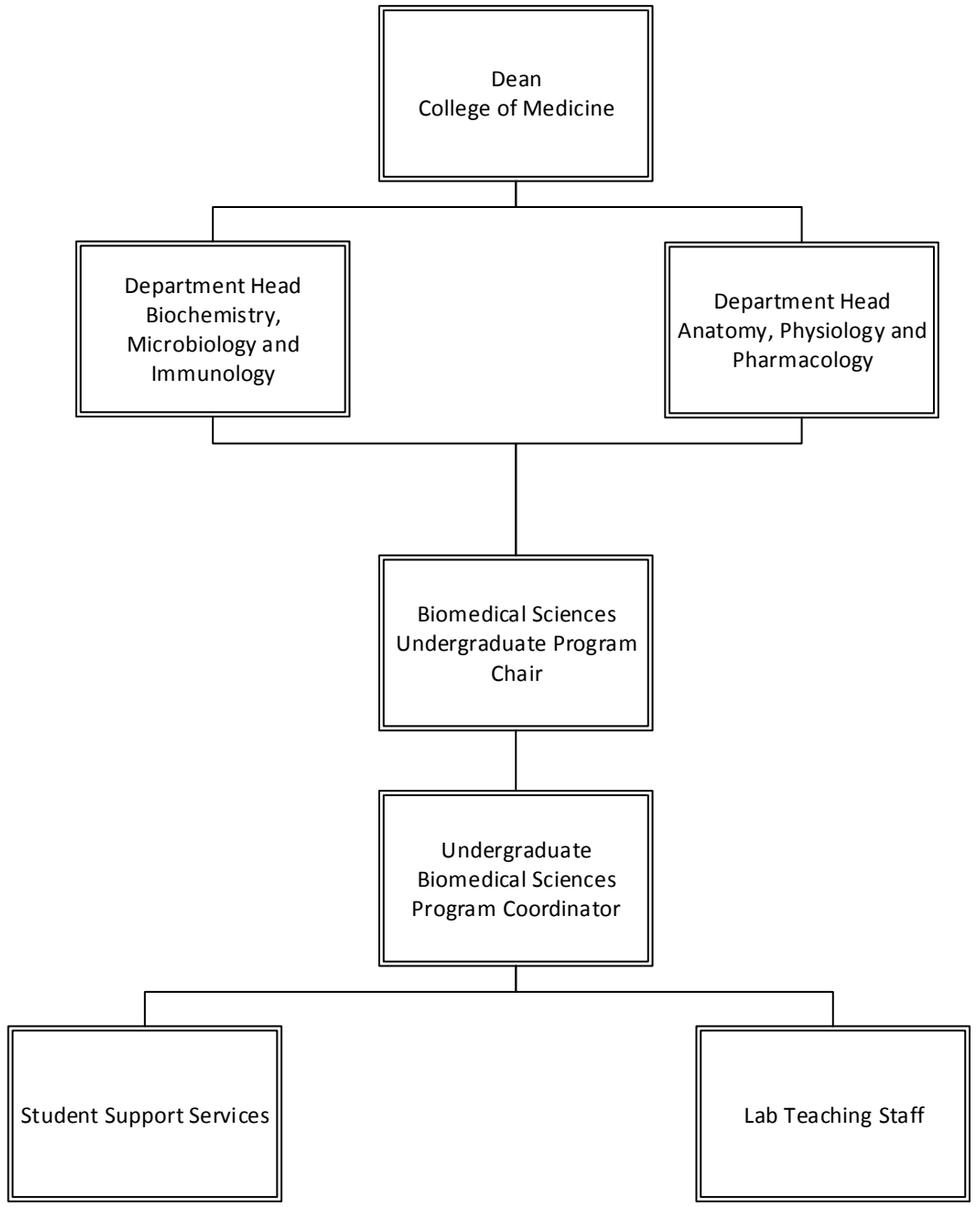
Jim Cheesman Cheryl Carver Signing for the Association Signing for the Employer

Eric Neufeld Carol Rodgers Signing for the Association Signing for the Employer

Appendix 7: Academic Support Staff

UNIVERSITY OF SASKATCHEWAN
College of Medicine

Draft – College of Medicine
Biocmedical Org Chart



Appendix 8

JOB PROFILE
Department Head
University of Saskatchewan
College / Unit:
Job Title: Department Head
Date of Review: April 2011

Primary Purpose of the Position
University of Saskatchewan Act, 1995 (1195, c. U-6.1, s. 76)
Heads of Departments
76(1) The head of each department of a college has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department, following consultation with the department, in committee.
(2) The head of each department of a college is responsible to the dean for the satisfactory performance of the work of the department.

The department head is a member of the leadership team of the University of Saskatchewan, reporting to the dean. The department head is accountable for contributing to the leadership of the college, recruiting, developing and retaining faculty and staff, and management and administration of the department. Major responsibilities include: full participation in planning processes for both the department and the college; prudent and responsible management of financial resources and the use of those resources to their best advantage for the purposes for which they were intended; provision of a healthy and positive work and learning environment; oversight of the day-to-day work of the department including collegial processes; continued engagement in their own scholarly work; and, other responsibilities that may be delegated or assigned by the dean

Nature of the Work
The department head is responsible for providing leadership and support to faculty and staff and an undergraduate and graduate student body in the academic department. Working in close collaboration with the department faculty and staff, the department head ensures the satisfactory performance of the work of the department including the soundness of scholarly and educational programs, the quality of the undergraduate and graduate student experience, and the provision of high-quality human and physical resources. The department head administers all department resources effectively to ensure outcomes as defined in the Integrated Plan and Strategic Directions. The department head functions in a demanding environment that requires managing multiple priorities and demands on limited resources. Decisions ranging from the mundane to critical are required on a routine basis.

Accountabilities (Expected Outcomes)
The Department Head is accountable for the following outcomes:

Strategic Planning

- Ensure academic standards and relevancy of programs are maintained
- Ensure the department offers academic programming that attracts high academic achievers
- Contribute to college and university planning processes and ensure department plans are aligned with the university's strategic directions
- Foster effective relationships with internal and external partners, stakeholders and clients to ensure success in meeting the college's and department's strategic and operational goals

People and Environment

- Attract and support the success of outstanding faculty and staff
- Ensure equitable workloads for faculty on an annual basis, taking into consideration research, teaching and service contributions
- Ensure healthy, positive, diverse and inclusive work and learning environments
- Hold people accountable for high standards of performance
- Provide timely and meaningful performance feedback to faculty and staff
- Promote student success

Management and Administration

- Contribute to the development of creative solutions to resource challenges in the department and the college
- Review and oversee all financial activities within the department consistent with the practices established for the college
- Manage within the budget allocated to the department
- Encourage appropriate training so that faculty and staff are knowledgeable about safety and risk management
- Ensure processes and practices that mitigate risk are in place

Teaching, Research, Scholarly and Artistic Work

- Continue to engage in teaching, research, scholarly and artistic work at a level determined in consultation with the dean

Department Specific

- Deans may add accountabilities that are situation and/or department specific

Prepared by Human Resources June 27, 2011

Competencies

Competencies: are attributes, behaviours, manner, and style of how skills and knowledge are applied to the job. Each person brings different combinations of competencies to their position. The competencies below are the desired attributes that support the University of Saskatchewan's Strategic Directions and People Values. All are applicable in varying degrees depending on the expectations of the job. Feedback with respect to the competencies provides a focus for

development to ensure an overall balance, so that no particular set of competencies is over or under-demonstrated.

There are six competencies that are core to jobs at the University. They are:
Leadership / Vision
Support for Progress
Results Orientation
Personal Effectiveness
Communication
Relationship Building

Leadership / Vision
The demonstrated ability to build a shared, compelling, and credible vision of the future, influencing people to ensure outcomes that support achieving the vision; applicable to all jobs at all levels; a culture of leadership.
- Influences others to share and commit to a common vision
- Fosters positive work and learning environments
- Values and considers differing points of view before making a decision
- Makes timely decisions even when unpopular or difficult
- Anticipates how decisions affect people
- Delegates authority and responsibility
- Holds others accountable for making and meeting commitments
- Provides continuous, honest and supportive feedback
- Supports development and continuous improvement

Support for Progress
The demonstrated ability to initiate, implement, and support innovation and institutional change and enhance programs and services.
- Challenges the status quo
- Advocates innovation and creativity, even when risk is involved
- Adapts and maintains productivity in an atmosphere of changing practices
- Demonstrates an optimistic attitude towards change
- Demonstrates emotional maturity and resiliency in difficult circumstances
- Engages and supports others in the change process
- Works with, rather than resists, forces of change
Prepared by Human Resources June 27, 2011

Results Orientation
Focuses on results and completing objectives within the framework defined by the University's plans and policies.
- Readily accepts and responds to challenges
- Directly confronts problems and persists in finding solution

- Remains optimistic and persistent in the face of adversity
- Demonstrates courage rather than avoidance to resolve difficult issues
- Identifies shared interests to develop positive outcomes
- Focuses on facts and root causes rather than reacting to symptoms
- Celebrates successes and learns from mistakes

Personal Effectiveness

Demonstrates an ability to reflect, clarify, and commit to what is important, take responsibility for growth and development, and contribute to positive and productive work and learning environments.

- Demonstrates integrity and ethical conduct in words and deeds
- Keeps promises and commitments even when unpopular or difficult
- Seeks out and appreciates feedback, demonstrating a commitment to learning
- Accepts ownership and responsibility for outcomes
- Learns and recovers from setbacks / mistakes
- Shares expertise willingly and is sought out as a resource for others
- Forgoes personal recognition in support of success of others
- Takes responsibility for balancing work and personal commitments

Communication

The demonstrated ability to convey information and ideas to individuals in a manner that engages the audience and helps them understand, retain, and respond to the message.

- Communicates clearly and ensures understanding
- Listens actively to understand others' points of view
- Provides useful and valuable information to others
- Demonstrates an awareness of the effects of communications on others
- Understands and demonstrates the need for confidentiality and discretion

Relationship Building

The demonstrated ability to develop the rapport necessary to build, maintain, and/or strengthen partnerships and relationships inside and outside of the University.

- Seeks out and promotes positive relationships
- Builds opportunities through collaboration and partnerships
- Maximizes opportunities to achieve outcomes through or with others
- Demonstrates understanding, respect and concern for others
- Participates willingly and openly supports team decisions
- Proactively deals with conflict by openly addressing problems

Prepared by Human Resources June 27, 2011

Appendix 9

From University of Saskatchewan Act 1995

PART VIII

Officers of the University

Heads of departments

76(1) The head of each department of a college has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department, following consultation with the department, in committee.

(2) The head of each department of a college is responsible to the dean for the satisfactory performance of the work of the department.

UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

5D40 Health Sciences Building, Box 19, 107 Wiggins Road
Saskatoon SK S7N 5E5 Canada
Telephone: 306-966-2673
Email: medicine.reception@usask.ca

To: Priorities and Planning Committee of Council
From: Dr. Preston Smith, Dean, College of Medicine
Date: February 1, 2018

RE: Letter of Support for merge of five Basic Science Departments to two in the College of Medicine (CoM)

Please accept this letter of support to PPC to confirm the CoM commitment to resource the academic activities: undergraduate and graduate and research endeavors of faculty and students, within the proposed merged biomedical departments.

The CoM is committed to the success of the teaching and research mission of the departments. The governance model recommended in the proposal submission enables the current and new programs to be managed efficiently and effectively. The college will support the search for two headship positions, will support the faculty complement as it stands with 58 faculty, and will continue to resource the operations through our annual budgeting process. I believe this demonstrates the extent our college values the biomedical sciences contribution to the vision and mission of the college.

I look forward to the discussion at PPC at the end of February to solidify our plan and further elaborate the College's commitment to a successful merger of the Basic Science Departments.

Sincerely,

Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean

Appendix 11

	BIOCHEMISTRY MICROBIOLOGY IMMUNOLOGY (BMI)				
	2017/2018 Approved Budget	2018/2019 Merged Budget	2019/2020 Merged Budget	2020/2021 Merged Budget	2021/2022 Merged Budget
Faculty Salary	4,470,000	4,580,000	4,840,000	4,940,000	5,040,000
CRC appointment credit	(260,000)	(270,000)	-	-	-
Support Staff Salary	760,000	850,000	870,000	880,000	900,000
Benefit	730,000	760,000	800,000	810,000	830,000
Total Salary	5,700,000	5,920,000	6,510,000	6,630,000	6,770,000
Operating Cost	180,000	190,000	190,000	194,000	198,000
Total Expense	**5,880,000**	**6,110,000**	**6,700,000**	**6,824,000**	**6,968,000**

	ANATOMY PHYSIOLOGY PHARMACOLOGY (APP)				
	2017/2018 Approved Budget	2018/2019 Merged Budget	2019/2020 Merged Budget	2020/2021 Merged Budget	2021/2022 Merged Budget
Faculty Salary	4,650,000	4,720,000	4,970,000	5,140,000	5,240,000
CRC appointment credit	(540,000)	(550,000)	(540,000)	(550,000)	(560,000)
Support Staff Salary	850,000	960,000	980,000	1,000,000	1,010,000
Benefit	770,000	800,000	830,000	860,000	880,000
Total Salary	5,730,000	5,930,000	6,240,000	6,450,000	6,570,000
Operating Cost	230,000	230,000	240,000	244,000	249,000
Total Expense	**5,960,000**	**6,160,000**	**6,480,000**	**6,694,000**	**6,819,000**

NOTE:

Estimated 2% increase in salary and operating cost per year.

The college is proposing to hire two department heads in 2019/2020 with salaries in the range of $180,000 - $200,000 per year.

Increases to support staff due to the program moving to CoM has not been addressed in this proposed budget. This will be included in the full program proposal going to academic programs committee of Council.

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: Dirk deBoer, chair, planning and priorities committee of Council

FROM: Terry Wotherspoon, chair, academic programs committee

DATE: January 8, 2018

RE: **Biomedical Sciences – approval of departmental structure and academic programs**

The executive committee of the academic programs committee met with Dawn Giesbrecht and Scott Napper at its January 3, 2018 meeting to discuss the restructuring of the Biomedical Sciences. While the discussion focused mainly on the proposed academic programs to be established in the College of Medicine, there was some discussion of the departmental structure that will be established in the College of Medicine to support these new programs. For your information, they are envisioning a single new degree (a Bachelor of Biomedical Science (B.B.Sc.) with six majors (Microbiology and Immunology, Biochemistry, Anatomy, Physiology and Pharmacology, Biomedical Sciences, and Neuroscience) in which, for the first year, students would be in the College of Arts and Science and would apply for admission to the program for their second year.

The proponents indicated that they intend to bring the proposal for two new academic departments – Microbiology, Immunology, and Biochemistry AND Anatomy, Physiology, and Pharmacology- through the planning and priorities committee in advance of the proposed academic programs. Their intended timeline is to have the new departmental structure in place by July 1, 2018, with the new programs coming to Council no later than October 2018, in order to meet deadlines for inclusion on Senate's October 2018 agenda.

While it would be preferable for the academic programs to be approved alongside the academic departments, the APC executive recognizes the challenges of having the program proposals ready before July 2018, and finds that the proposed timing will not likely present a concern for the academic programs committee.

The APC executive is impressed with the work that has gone into considering this restructuring of both the departments and the academic programs, and looks forward to supporting the proponents as they develop proposals for both.

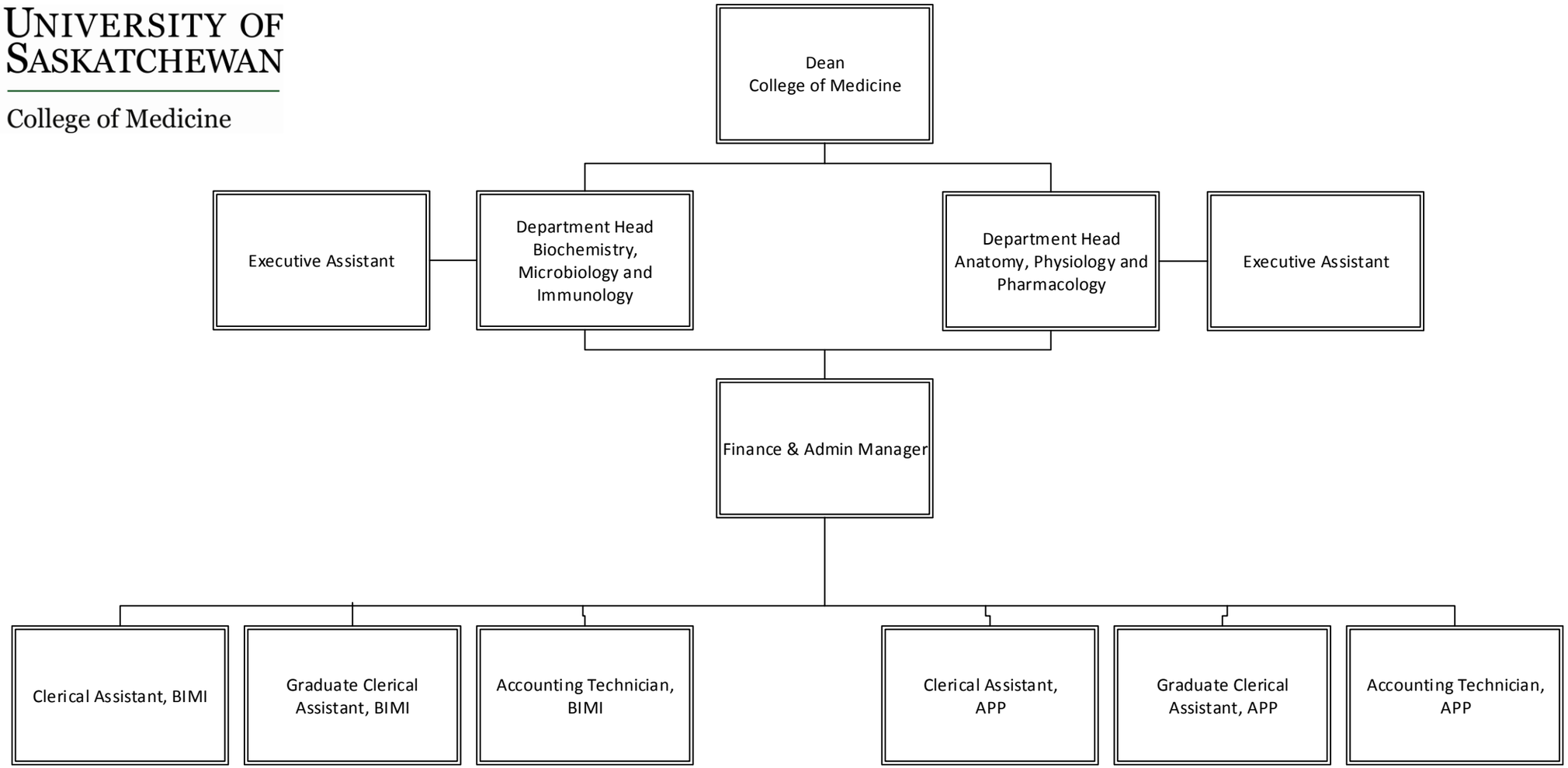
Please let me and committee secretary Amanda Storey (amanda.storey@usask.ca) know if you have any questions or concerns.

Regards,
Terry Wotherspoon

C: Sandy Calver, secretary, planning and priorities committee
Jo-Ann Dillon, Scott Napper, and Dawn Giesbrecht

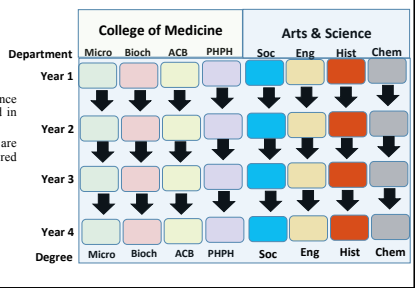
Appendix 13: Departmental Support Staff

UNIVERSITY OF SASKATCHEWAN
College of Medicine



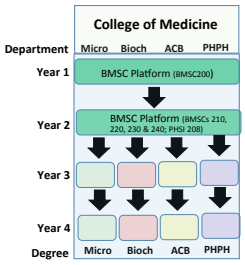
Historical Perspective for BMSC Undergraduate Programs

- Historically the Biomedical Science (BMSC) departments functioned in isolation.
- While the BMSC departments are in Medicine, the degrees are offered through Arts and Science.



BMSC Platform Introduced in 2009

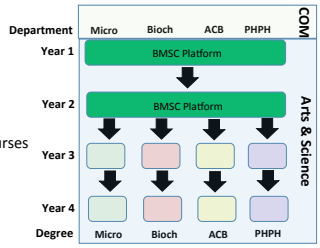
- BMSC platform introduced 2009.
- Platform represents core courses from all the BMSC departments.
  - BMSC200; BMSC210; BMSC220; BMSC230; BMSC240; PHSI208
- This relatively small change had considerable benefit in:
  - providing students stronger interdisciplinary foundation.
  - enabling informed selection of a BMSC major.
  - promoting research collaboration within the College.



Current Status of BMSC Programs

Strengths
- Interdisciplinary Foundation
- Proven & Established Model

Limitations
- Content Overlap in Upper Year Courses
- Stagnant Material
- Deficient in Experiential Learning
- Separation of degrees from COM



Overview of Proposed Changes to BMSC Course Offerings

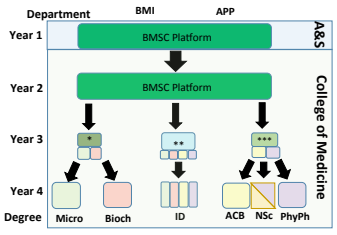
BMI
- Course Offerings
  - Merging of BIOC300 and MCIM326 to form BMI3XX
  - Merging of BIOC311 and MCIM391 to form BMI3YY
  - Merging of MCIM308 and MCIM309 to form BMI3ZZ (Introduction to Microbial Pathogens)
- Introduction of Experiential Research Component (CURE)

APP
- Course Offerings
  - Merging of ACB333 with PHPY301 to form APP3VVV
  - Evolving of PHPY402 into APP3XX
- Introduction of Experiential Research Component (CURE) January 2019 -approved

Overview of Proposed New/Revised Majors in BMSC Program

Structure
- Course offerings within the existing APP program enable Neuroscience (NSc) major.
- First year: Arts and Science. Second-Fourth Year CoM.
- BSc in Biomedical Sciences through the CoM.

Advantages
- Builds on existing strengths and synergies.
- No new classes required.
- Aligns with a prominent research cluster.
- Potential platform for graduate program in Neuroscience.
- Continued collaboration and mentoring with A&S
- Opportunities for new student recruitments



* BMI Specific Core Courses
** ID Specific Core Courses
*** APP Specific Core Courses

Advantages of the Proposed BMSC Program Changes

- **Increased Experiential Learning Experience** - CURE course.
- **Increased Multi-Disciplinary Perspective**
  - Expansion of core courses to third year
- **Updated Lecture Content and Labs**
  - CRISPR; Experimental Design; Host-Pathogen Interactions; Pathology; Epidemiology, etc.
- **Greater Flexibility and Opportunities for Students**
  - Maintained Opportunity for Intensive Training in a Specific Scientific Discipline
  - New Opportunities for Specialization in Neuroscience or Interdisciplinary Studies
- **Transfer of Program to the COM**
  - Promote the visibility and value of the BMSC program
  - Promotes a culture of research intensiveness within the COM
- **Optimize In-Class Time**
- **Managed Risks**
- **Respectful of History and Faculty Investment**
- **BSc in Biomedical Sciences offered by the CoM.**

UNIVERSITY OF SASKATCHEWAN
College of Graduate Studies and Research
GRAD.USASK.CA

Adam Baxter-Jones, Ph.D.
Interim Dean of the College of Graduate Studies and Research
Professor in Kinesiology
105 Administration Place
Saskatoon Saskatchewan S7N 5A2 Canada
Telephone: **306-966-5759**
Facsimile: **306-966-5756**

February 28, 2017

Dean Preston Smith
College of Medicine
107 Wiggins Road
Saskatoon SK S7N 5E5

-and-

Priorities and Planning Committee
University Council
Office of the University Secretary
212 PMB, 107 Administration Place
Saskatoon SK S7N 5A2

Dear Dr. Smith,

I have reviewed a draft of the Notice of Intent with respect to merging the existing five basic sciences departments in the College of Medicine to two large departments. Fundamentally, I agree this merger would enhance a focus on a more collaborative, multi-disciplinary approach which is usually complimentary to a robust research environment that would benefit graduate students; thus is in line with the College of Graduate and Postdoctoral Studies mandate.

Once timelines are approved and recommendations are made on new graduate program names that better reflect two large departments, we look forward to further collaboration.

Sincerely,

Dean Baxter-Jones
College of Graduate and Postdoctoral Studies
University of Saskatchewan

/lal

Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

Title: Biomedical Sciences Department Merger

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate? Yes [ ] No [X]
Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes [ ] No [ ]

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

7 Which College is responsible for the awarding of this degree, diploma, or certificate?

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

10 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program? Yes [ ] No [X]
Is an existing program being revised? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program? Yes [ ] No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes [ ] No [X]

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada) [ ]

International Mobility (one jurisdiction is outside of Canada) [ ]

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Degree [ ]

Dual Degree [ ]

Professional Internship Program [ ]

Faculty-Led Course Abroad [ ]

Term Abroad Program [ ]

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes [ ] No [ ]

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes [ ] No [X] Revised [ ]

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes [ ] No [X] Revised [ ]
If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department? Yes [ ] No [X]
Is an existing college, school, center, or department being renamed? Yes [X] No [ ]
Is an existing college, school, center, or department being deleted? Yes [X] No [ ]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?
Department of Anatomy, Physiology and Pharmacology [APPY code and Anat Physio Pharma for short description for student system]

3 If you have renamed an existing college, school, center, or department, what is the current name?
Department of Anatomy and Cell Biology [ACB in student system]
Department of Biochemistry [BIOC in student system]
Department of Microbiology and Immunology [MCIM in student system]
Department of Physiology [PHSI in student system]

4 What is the effective term of this new (renamed) college, school, center, or department?
May 2019 [201905] in student system; July 1, 2018 effective elsewhere

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?
Program updates will be considered separate from the department merger. Graduate programs and courses will be moved upon approval of this. Undergraduate programs will wait to be moved until new degree is approved.

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

Course updates will be considered separate from the department merger

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

No

Section 7: Course Information - NOT APPLICABLE

1 Is there a new subject area(s) or course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms? Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

Section 9: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

9 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

10 Does proponent's proposal contain detailed information regarding requested tuition? Yes ☐ No ☐
If NO, please describe.

11 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

12 IPA Additional comments?

3 Will students outside the program be allowed to take the classes?

4 If YES, what should they be assessed? (This is especially important for program based.)

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 10: Government Loan Information - NOT APPLICABLE

NOTE: Federal/provincial government loan programs require students to be full time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 11: Convocation Information (only for new degrees) - NOT APPLICABLE

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 12: Schedule of Implementation Information - NOT APPLICABLE

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)? Yes ☐ No ☐

If YES, what and by what date?

Section 13: Registration Information - NOT APPLICABLE

1 What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves? Yes ☐ No ☐
If YES, what priority group should they be in?

Section 14: Academic History Information - NOT APPLICABLE

1 Will instructors submit grades through self-serve? Yes ☐ No ☐
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 15: T2202 Information (tax form) - NOT APPLICABLE

1 Should classes count towards T2202s? Yes ☐ No ☐

Section 16: Awards Information - NOT APPLICABLE

1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☐
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 17: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☐ No ☐
To qualify the program must meet the following requirements:
- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 18: Program Termination

1 Is this a program termination? Yes ☐ No ☒
If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

7 Is there mobility associated with this program termination? Yes ☐ No ☐

If yes, please select one of the following mobility activity types.

Dual Degree Program ☐
Joint Degree Program ☐
Internship Abroad Program ☐
Term Abroad Program ☐
Taught Abroad Course ☐
Student Exchange Program ☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination? Yes ☐ No ☐

Section 19: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program? Yes ☐ No ☐
2 Has SESD, Admissions, been informed about this new / revised program? Yes ☐ No ☐
3 Has SESD, Student Finance and Awards, been informed about this new / revised program? Yes ☐ No ☐
4 Has CGSR been informed about this new / revised program? Yes ☐ No ☐
5 Has SESD, Transfer Credit, been informed about any new / revised courses? Yes ☐ No ☐
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes ☐ No ☐
7 Has the Library been informed about this new / revised program? Yes ☐ No ☐
8 Has ISA been informed of the CIP code for new degree / program / major? Yes ☐ No ☐
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses? Yes ☐ No ☐
10 Has the Convocation Coordinator been notified of a new degree? Yes ☐ No ☐
11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications ☐

OR

b. Fee Review Committee ☐
c. Institutional Planning and Assessment (IPA) ☐
d. Provost's Committee on Integrated Planning (PCIP) ☐

e. Board of Governors
f. Other

SIGNED

Date:	February 27 / 2018
Registrar (Russell Isinger):	Russell Isinger
College / Department Representative(s):	R Pruitt
IPA Representative(s):	

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL

RESARCH, SCHOLARLY, AND ARTISTIC WORKS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Paul Jones; chair, research, scholarly, and artistic work committee
DATE OF MEETING:	April 19, 2018
SUBJECT:	**Artistic Discovery Project – Phase 1**
COUNCIL ACTION:	**Item for Information**

SUMMARY:

The research, scholarly, and artistic work (RSAW) committee undertook a review of the place of artistic work, creation and discovery in 2014/15, in an effort to understand its role with regards to artistic work, to ascertain the university's position on artistic work (especially with regards to disparities in funding, funding opportunities, and recognition), and to highlight the experience and concerns of faculty and students in fine arts and humanities departments. This work was spearheaded by Tim Nowlin, the representative from the Fine Arts on RSAW at the time, and was championed by then chair of RSAW, Caroline Tait. RSAW reported to Council in June 2015 on artistic work at the U of S, and highlighted research funding challenges faced by fine and performing arts faculty, as well as the difficulty in cross-departmental collaboration and creative output given the physical separation of the departments. In that report RSAW made the following recommendations to Council: 1 that the committee strengthen its commitment to artistic work as a part of its mandate; 2) that the Office of the Vice President Research provide small seed grants for innovative artistic work, comparable to grants provided for innovative research; and 3) that the U of S systematically study and consider the future of the fine arts and artistic work, including exploring the development of a school of fine arts.

In 2016/17, the VicePresident Research included artistic discovery as an area of focus and worked alongside RSAW to develope a plan for addressing the concerns that had been raised by RSAW and by faculty members in the fine arts. The Vice President Research, in collaboration with members of RSAW, did an environmental scan to identify our current strengths in the fine arts, our network of collaboration and influence, as well as the concerns of fine arts faculty members about the place of

the fine arts at the U of S. The Vice President Research and staff in the Office of the Vice-President Research (OVPR) undertook the work to identify our current strengths, while the current Fine Arts representative on RSAW, Garry Gable, interviewed department heads of Fine Arts departments to identify concerns.

Discussions with department heads of Art and Art History, Music, and Drama highlighted a number of concerns, including high teaching loads (15-18 cus/faculty member), ineligibility for Tri-Council funding for discipline specific research, and the lack of institutional recognition (for tenure and promotion) for creative expression, despite prominent recognition of faculty members' contributions and reactions by the artistic community regionally, nationally and internationally. Faculty members again raised concerns about the physical distance between the fine arts departments. Concerns about TABBs funding criteria and the impact these will have on fine arts programs, were also raised.

The OVPR determined that work on advancing artistic discovery would proceed as a project in four phases, with this environmental scan being the first phase. The environmental scan identifies both our strengths and successes as well as our gaps and areas for improvement. The second phase of the project is to develop a plan for celebrating our successes and recognizing the contribution of fine arts faculty to the discovery missions of the institution. The third phase is intended to develop short-, medium-, and long-term plans to build upon our strengths and to address our shortcomings, and the fourth phase will be to implement ideas coming out of phase three.

Attached is the report prepared by the vice-president, research on Phase 1 of Advancing Artistic Discovery. The vice-president, research and the Dean of Arts and Science will be co-executive sponsors for the Artistic Discovery Project going forward. RSAW will continue to work with the executive sponsors to identify opportunities for advancing artistic discovery at the U of S, for celebrating our successes, and for addressing shortcomings in this area.

ATTACHMENTS:
1. Advancing Artistic Discovery at the University of Saskatchewan – Report on Phase 1

Advancing Artistic Discovery at the University of Saskatchewan
Phase 1 Report to Research, Scholarly and Artistic Work Committee of Council (RSAW)

Dr. Karen Chad, Vice-President Research
February 2018

A. Prelude

Universities that truly impact the lives of individuals, assist and support communities, and enhance the training and learning environments of and opportunities for their students, and provide rich and meaningful ways for faculty and staff to contribute to the world have a way of bringing together the breadth and depth of their discoveries. The University of Saskatchewan (UofS) currently is known for our creation and dissemination of new knowledge that has impact. The UofS' vision is to deepen and broaden these contributions by creating impact locally, nationally and globally as a direct result of our research and discovery.

Since the beginning of recorded history, societies have been defined, distinguished, celebrated, and commemorated by their musicians, artists and storytellers. The fine and performing arts help to shape the character of individuals and communities, and provide modes of reflection with which to contemplate and question social, cultural and technological change[1]. In its hundred and ten year history, the UofS has contributed immeasurably to the cultural life of the province and nation through significant key accomplishments in the Fine and Performing Arts[2]. The UofS has one of the oldest departments of music in western Canada[3] and boasts the oldest degree-granting department of drama in the entire British Commonwealth[4]. The Emma Lake Art Camp, established in 1936, was the first outdoor school of art for university credit in Canada[5]. Our First President Walter Murray appreciated art and valued it as an important University resource[6]. Our current President Peter Stoicheff recently reflected that "our humanities and fine arts will explore human expression and keep us interpreting and affecting the quality of life"[7].

The UofS:

"Advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible and welcoming place for students, educators, and researchers from around the world, we will serve the public good by connecting discovery, teaching and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens."[1]

Figure 1: UofS Mission Vision & Values Excerpts, emphasis added.

In June 2015, the Research, Scholarly, and Artistic Work Committee (RSAW) reported to University Council on artistic works, raising questions about the place of the humanities and fine arts within the scope of the University's mandate, signature research areas, and future goals, and approaching the subject with a general curiosity about the scope of the committee's mandate to artistic work. In the report, RSAW defined "artistic work" as any work regarded as art, including the visual arts such as painting, sculpture, and photographic art, the performing arts such as music and drama, and literary works such as fiction and poetry.

RSAW's 2015 report was informed by conversations RSAW held with a number of individuals from the fine arts and humanities departments, as well as faculty who include the fine arts and humanities in their teaching and research

[1] Extending Horizons: University of Saskatchewan Research, Scholarly and Artistic Landscape December 1, 2006
[2] Outreach and engagement foundational document (2006)
[3] http://artsandscience.usask.ca/music/
[4] http://artsandscience.usask.ca/drama/department/about-us.php#HistoryoftheDepartment
[5] http://scaa.usask.ca/gallery/uofs_events/articles/1936.php
[6] http://digital.scaa.sk.ca/gallery/murray/the_university/archives_museum_art.php
[7] Remarks to the 2016 Spring Convocation, June 2016

programs. The report identified 5 key questions important to shaping the University's understanding of and value placed upon artistic work[8]. In 2015, RSAW stressed the need for the University to place a greater focus on artistic work, identified a few actions that RSAW itself would take, recommended the OVPR provide small "seed grants" for innovative artistic work and/or initiatives that enhance the profile and support for artistic work undertaken at U of S, and recommended the UofS systematically study and consider the future of the fine arts and artistic work including exploring the feasibility of a school of fine arts to enhance student experience, faculty success, and to provide support to departments, colleges, faculty and students who include artistic work in their training, research and scholarship.

On the heels of this report, and further conversations within the community, the VPR, in concert with RSAW are moving forward to address the profile, support, engagement, and performance of artistic discovery at the UofS. We endeavor to do this, not only for the sake of the fine and performing arts in their own right but also to enable further engagement of our academic community in interdisciplinary endeavors with the fine and performing arts.

Purpose and Vision for this Work

The overarching vision for this project is to articulate and celebrate the key role that the fine and performing arts has in the history, values and life of the University and to enrich the contributions that these scholars and students make in advancing our mission, vision and goals. The Vice President Research has committed to ensure that artistic works as related to the discovery mission are better understood and celebrated across the academy.

B. The Journey

In 2016, the Vice-President Research (VPR) and RSAW identified fine and performing arts as a key priority area at the University of Saskatchewan. The VPR established a small working group to further explore and enhance Artistic Discovery at the UofS. This group sketched out an overall approach and framework, outlined a scope of work and began consulting with stakeholders. *Figure 2* provides an overview of the phases of this project.

[8] 5 key questions from RSAW 2015 Report on Artistic Works:

1) "What is the mandate of RSAW to its priority area of "artistic work"? Is RSAW's mandate to consider strategies, issues, and policies concerning "artistic work" and research, or does RSAW's "artistic work" mandate extend beyond simply a consideration of how it relates to research?
2) In what university policies, documents, and funding opportunities is artistic work absent in favour of research work? What might be the results of this disparity in terms of indicators related to the above query?
3) What is the experience of university faculty and students who work in departments of the fine arts and humanities to research and research funding, including when they seek university acknowledgement for their work, and when they seek scholarship awards or faculty promotion and tenure?
4) Outside of departments of the fine arts and humanities, where also are the fine arts and humanities found within the university? What contributions to research, scholarly and artistic work do these other initiatives make? How are they linked in with departments of the fine arts and humanities and with research initiatives?
5) Given the entrenched disparities in access to research funding experienced by faculty and students in departments of the fine arts and humanities, does this devalue the contributions made by these individuals, departments and units given the current value placed by the University on research intensity and success? If theoretically it does not devalue their contributions to the University of Saskatchewan, can we expect in the current university climate that this theory of faculty and student equality be, in practice, upheld?"

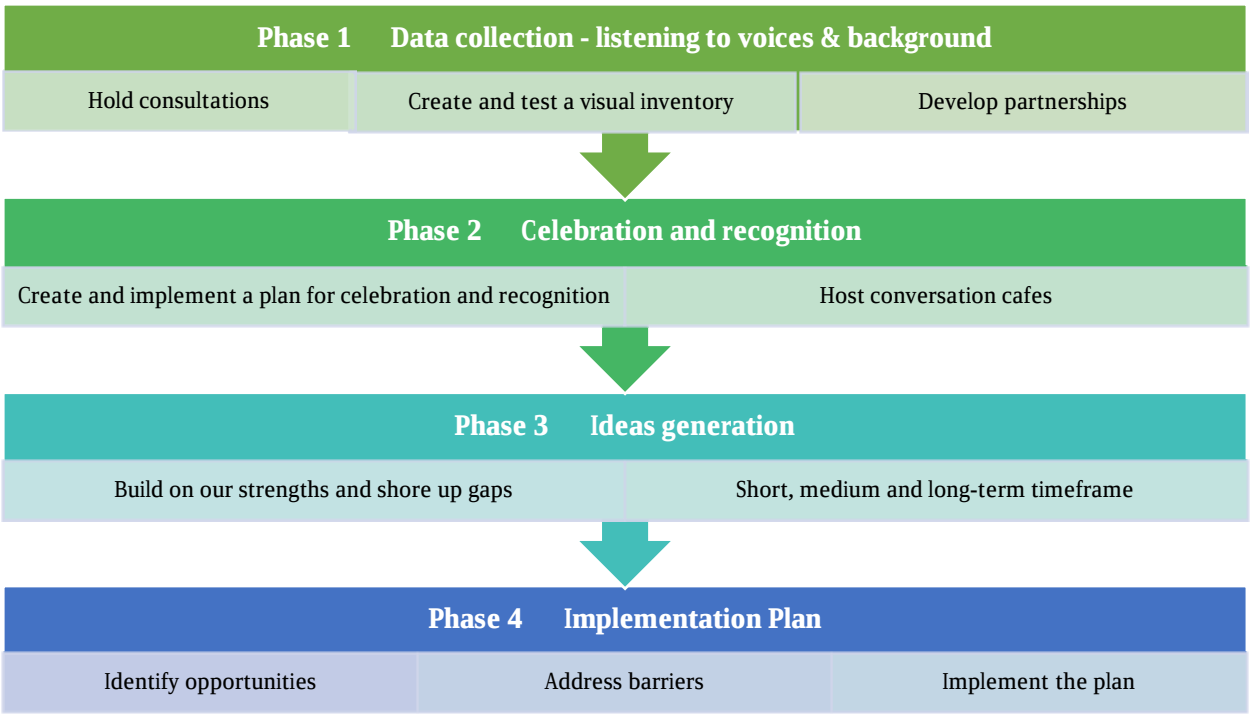


Figure 2: Overview of Artistic Discovery Project Phases

This report reflects only the work of Phase 1 of this initiative.

C. Phase 1: Data Collection – Background Research

In October 2016, the working group began collecting background data on fine and performing arts from a variety of sources (e.g. reports, websites, consultations, conversations) and developing a way to represent this information visually. The data that populates these inventories were tested for validity through the information gathering phase with individuals, committees, and units within and outside of the academy.

Information was gathered on: (1) the resources and assets we have at the UofS and (2) the resources and assets present in the City of Saskatoon.

Fine and Performing Arts Assets at the UofS

As the working group began to learn about the amazing array of infrastructure, programs, events, arts outreach to the community, we wanted to find an inspiring and creative way to communicate this information. *Figure 3*, outlines this in more detail and this will continue to evolve as we learn more.

Fine and Performing Arts Assets in Saskatoon

As part of the data collection, it was important to situate the UofS' strengths and asset base within the broader context of the City of Saskatoon, chosen as one of four cultural capitals of Canada in 2006[9]. A regional cultural hub, Saskatoon is the home to a variety of fine arts museums, theatres, galleries, venues, producers, companies, organizations, arts and culture funders/developers, festivals, events, and spaces and places. *Figure 4*, outlines this in more detail and this will continue to evolve as we learn more.

[9] $2M in funding from the Department of Canadian Heritage accompanied this designation. The funding was provided to enable communities to organize events and special activities that celebrate the arts and culture and to integrate arts and culture into municipal planning.

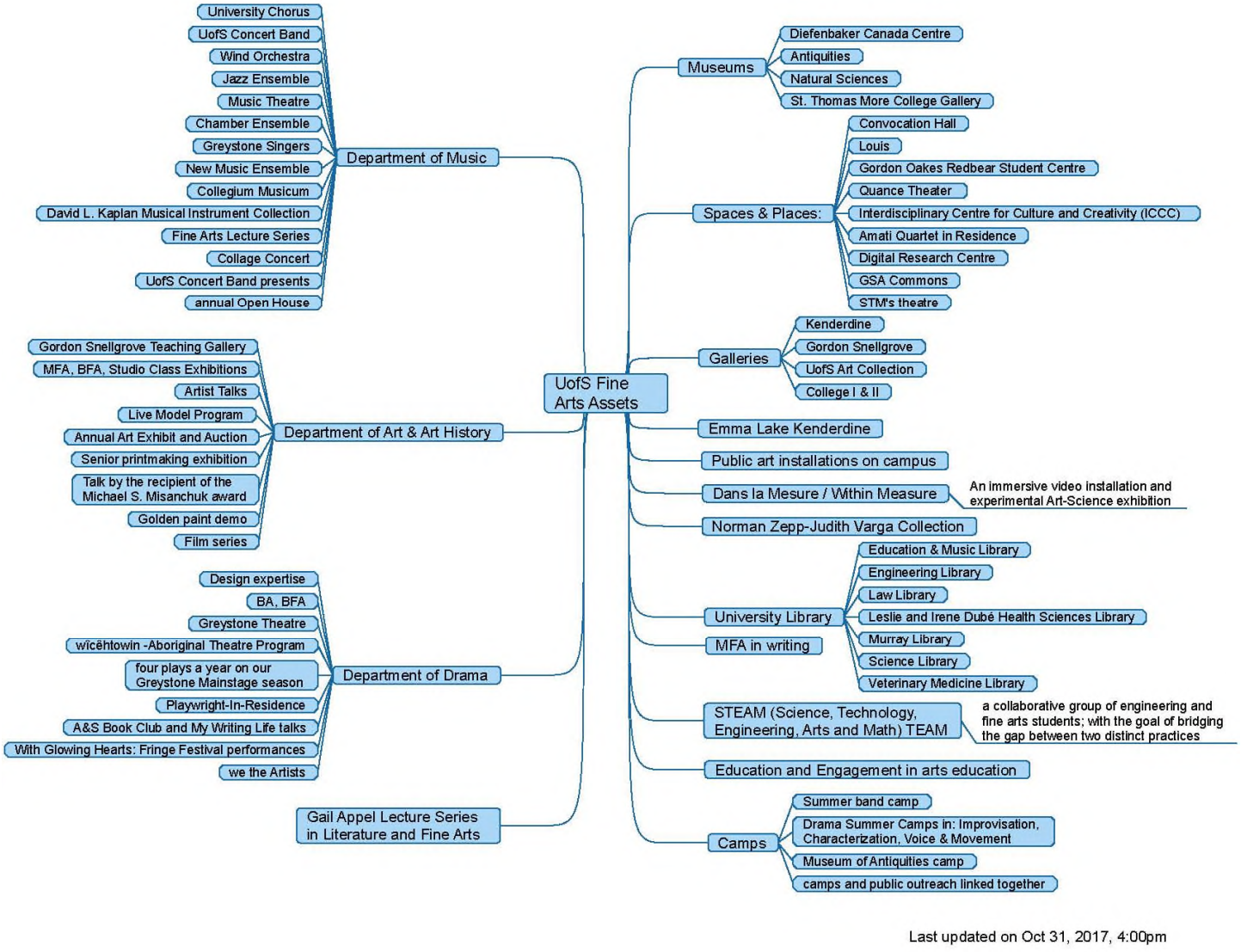


Figure 3: Visual Inventory: Campus

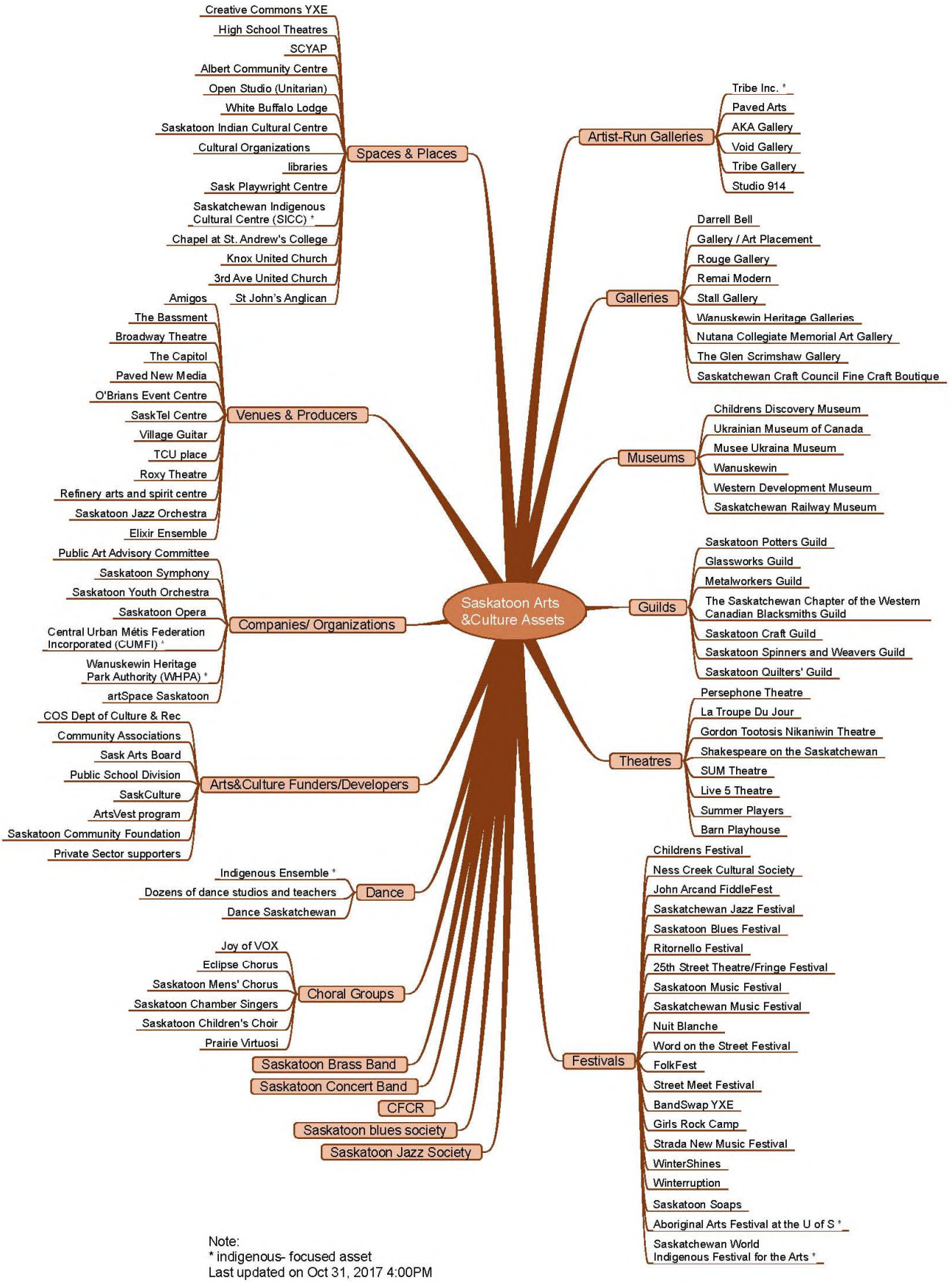


Figure 4: Visual Inventory: Saskatoon

D. Phase 1: Data Collection - Listening to Voices

Figures 5 & 6 provide a visual summary of the key messages and initial ideas for action.

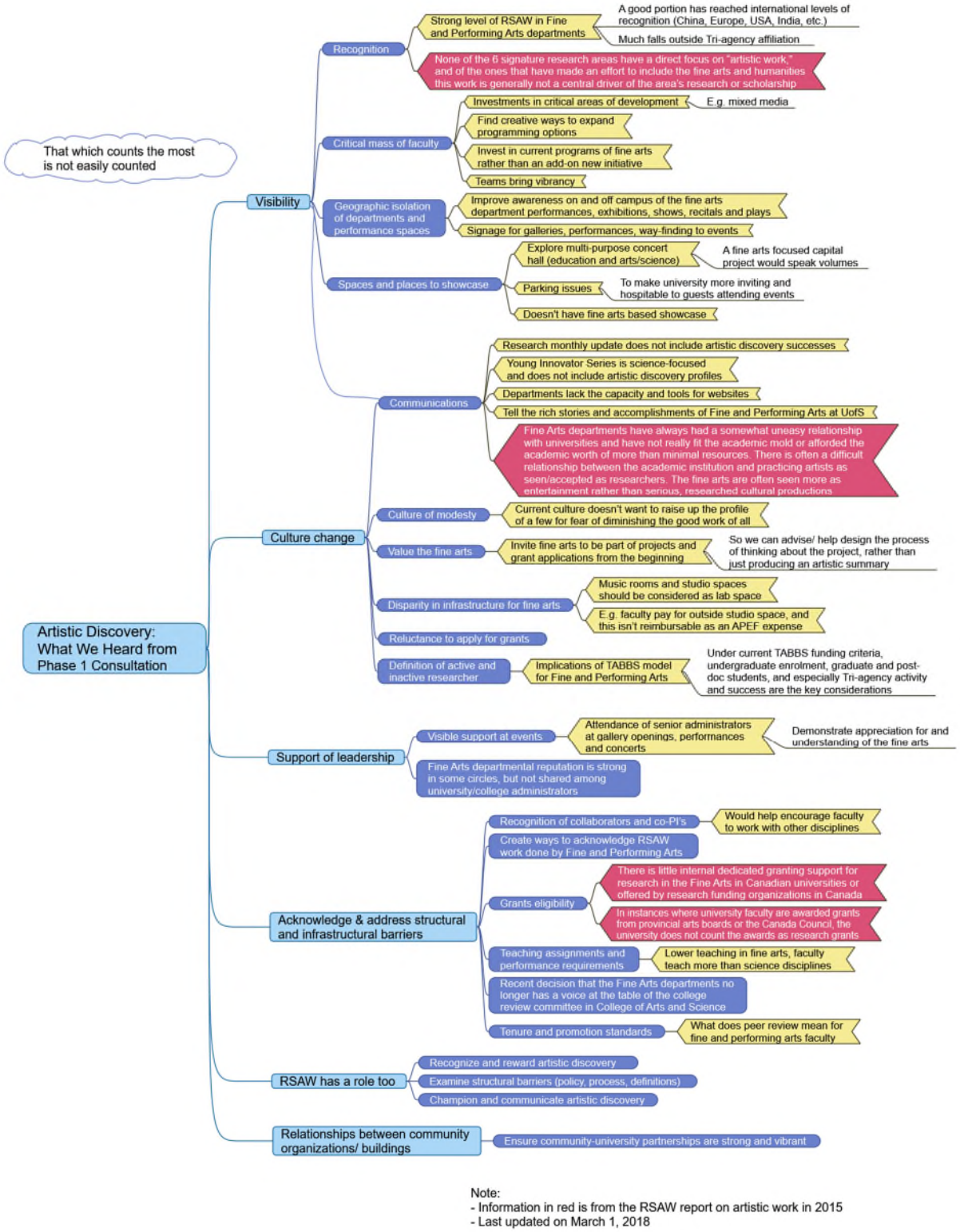


Figure 5: What we heard from Phase 1

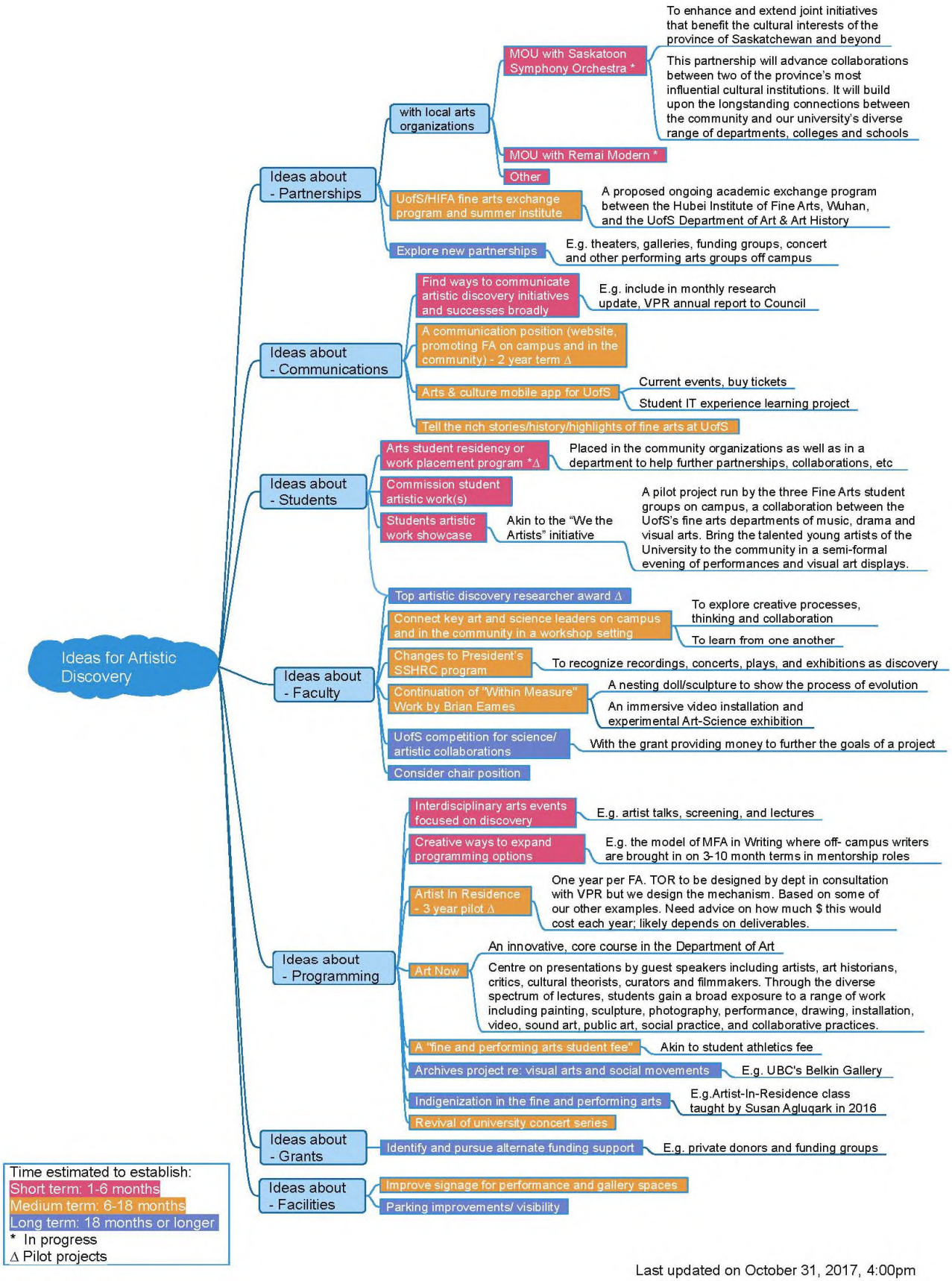


Figure 6: Ideas from Phase 1

During the consultations that were held to obtain the above data, a diversity of thoughts and perspectives was sought, and the consultations were open-ended. We explored the role of fine and performing arts in a university context, highlighted the achievements of groups, individuals and key infrastructure. Those consulted (faculty members, department heads, senior administrators and research facilitators) spoke to the opportunities and barriers for artistic discovery on this campus and also offered advice and wise counsel in terms of what is needed to truly enhance artistic discovery at the UofS.

E. Next Steps

This project will continue to take in a phased approach. Now that we have finished Phase 1 (Data collection: Background Research and Listening to the Voices), the project now will focus on the next phases (Phase 2: Celebration and Recognition, Phase 3: Ideas Generation, Phase 4: Implementation Plan). The Vice President Research and Dean, College of Arts and Science will be the executive sponsors of these next phases. Regular and ongoing engagement and consultation will occur with RSAW the campus community and community stakeholders.

AGENDA ITEM NO: 10.1

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Changes to Council Bylaws Part II Section IV: International Activities Committee Membership**

DECISION REQUESTED:

It is recommended

That Council approve the changes to Part II Section IV of the Council Bylaws as shown in the attachment, with the changes to take effect immediately

PURPOSE:

A change to the membership of the international activities committee has been proposed by the committee by motion and is supported by the governance committee. As changes to Council's Bylaws require a 30-day notice, the change was first presented to Council as a notice of motion.

DISCUSSION SUMMARY:

The international activities committee has requested the addition of the director of the University Language Centre as a resource member on the committee. The Language Centre manages language training for international students, who then most often enrol as students at the University of Saskatchewan. Knowledge of the contributions from the Language Centre around supporting international students will be valuable to the international activities committee.

The governance committee has also taken the opportunity to make several housekeeping changes to the membership to update titles and to reflect that the committee's administrative support is now provided by the International Office.

ATTACHMENT(S):

1. Council Bylaws Part II Section IV: International activities committee– revisions showing in markup
2. Current committee membership

IV. INTERNATIONAL ACTIVITIES COMMITTEE

Membership

Nine members of the General Academic Assembly, three of whom will be elected members of the Council, normally one of whom will be chair.
One undergraduate student appointed by the U.S.S.U.
One graduate student appointed by the G.S.A.

Ex Officio
The Provost & Vice-president Academic
The Vice-president (Research)
The Assistant Vice-provost, Strategic Enrolment Management ~~Director of Enrolment~~
The President (non-voting member)
The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)
Director of Special Projects, College of Graduate and Postdoctoral Studies
Manager, International Student and Study Abroad Centre
Director, University Language Centre

Administrative Support
~~University Advancement Office~~
International Office~~The Office of the University Secretary~~

The International Activities Committee is responsible for:

1) Recommending to Council on issues relating to international activities at the University.

2) Reviewing policies and regulations relating to international activities at the University, and reporting observations and issues to Council.

3) Promoting programs and curricula that provide an international perspective.

4) Reviewing and providing advice on frameworks, procedures and agreements with foreign institutions to relevant university officers, the Planning and Priorities Committee, the Academic Programs Committee and/or other Council committees.

5) Promoting interactions with university and educational/research institutions outside Canada, to foster new opportunities for University of Saskatchewan stakeholders in teaching, learning and research.

6) Receiving, reviewing and reporting to Council reports on matters relating to international student, research and alumni activities from the international units of the University, as well as sharing information with and forwarding reports to other appropriate bodies at the University.

7) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

INTERNATIONAL ACTIVITIES COMMITTEE MEMBERSHIP 2017-18

Council Members

Gord Zello (Chair)	Nutrition	2020
Jafar Soltan	Chemical and Biological Engineering	2018
Keith Walker	Educational Administration	2020

General Academic Assembly Members

Paul Orlowski (Vice-Chair)	Educational Foundations	2020
Vikram Misra	Veterinary Microbiology	2018
Mirela David	History	2019
Nazmi Sari	Economics	2020
Karsten Liber	Toxicology/SENS	2020
Li Zhang	Library	2020

Student Members

Crystal Lau	[USSU designate]	2018
Naheda Sahtout	[GSA designate]	2018

Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching, Learning and Student Experience *(ex officio)*
Jim Lee	[Vice-President Research designate] Executive Director, International *(ex officio)*
Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management

Resource members

Penny Skilnik	Director of Internationalization and Special Projects, College of Graduate and Postdoctoral Studies
Derek Tannis	Manager, International Students and Study Abroad Centre
David Parkinson	Director, University Language Centre *(attending as a standing guest)*

Committee support

Roxanne Craig, International Activities and Information Specialist, International Office

AGENDA ITEM NO: 10.2

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FRO DECISION

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: April 19, 2019

SUBJECT: **Changes to Council Bylaws Part II Section VI: Planning and Priorities Committee Membership**

DECISION REQUESTED:

It is recommended

That Council approve the changes to Part II Section VI of the Council Bylaws as shown in the attachment, with the changes to take effect immediately

PURPOSE:

Changes to the membership of the planning and priorities committee have been proposed by the planning and priorities committee by motion and are supported by the governance committee. As changes to Council's Bylaws require a 30-day notice, these changes were first presented to Council as a notice of motion.

DISCUSSION SUMMARY:

The planning and priorities committee has requested the addition of the vice-provost Indigenous engagement as a voting *ex officio* member on the committee. Members considered it important to have continuing Aboriginal representation on the committee, and a member able to speak broadly to Aboriginal affairs and the university's many Aboriginal initiatives. The change from a non-voting resource member to voting *ex officio* member on the committee is a reflection of the importance of the university's commitment to Indigenization.

The committee also requested that the membership be amended to remove the positions of the director of capital planning and the associate vice-president facilities management division as resource members. As a result of the restructuring of the Office of the Vice-president Finance and Resources, these positions no longer exist. As the vice-president finance and resources has overall responsibility for the university's capital portfolio and is an *ex officio* voting member on the committee, members considered that the VP finance and resources could at any time ask others to attend meetings as needed to brief the committee on capital planning and facilities management.

ATTACHMENT(S):

1. Council Bylaws Part II Section VI: Planning and priorities committee – revisions showing in markup
2. Current committee membership

VI. PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.
One Dean appointed by the Council
One undergraduate student appointed by the U.S.S.U.
One graduate student appointed by the G.S.A.
One sessional lecturer

Ex Officio Members
The Provost & Vice-president Academic or designate
The Vice-president (Finance & Resources) or designate
The Vice-president (Research) or designate
The Vice-provost Indigenous Engagement
The President (non-voting member)
The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)
The Associate Provost, Institutional Planning and Assessment
The Director of Resource Allocation and Planning
The Director of Institutional Effectiveness
~~The Director of Capital Planning~~
~~The Associate Vice-president, Facilities Management Division~~
The Chief Information Officer and Associate Vice-president Information and Communications Technology
~~The President's designate on Aboriginal Matters~~

Administrative Support
The Office of the University Secretary

The Planning and Priorities Committee of Council is responsible for:

1) Conducting and reporting to Council on university–wide planning and review activities in consultation with the Provost and Vice-president Academic.

2) Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.

3) Recommending to Council on academic priorities for the University.

4) Recommending to Council on outreach and engagement priorities for the University.

5) Seeking advice from other Council committees to facilitate university-wide academic planning.

6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the academic programs committee.

7) Balancing academic and fiscal concerns in forming its recommendations.

8) Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
9) Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.

10) Advising the academic programs committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.

11) Integrating and recommending to Council on matters referred to it from other Council committees.

12) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The planning and priorities committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.

13) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2017-18

Council Members		
Dirk de Boer (chair)	Geography and Planning	2019
Ken Wilson (vice-chair)	Biology	2018
Ralph Deters	Computer Science	2018
Veronika Makarova	Linguistics and Religious Studies	2018
Peter Phillips	Johnson-Shoyama Graduate of Public Policy	2019
Louise Racine	Nursing	2020
Darrell Mousseau	Psychiatry	2020
General Academic Assembly Members		
Karen Lawson	Psychology	2018
Norman Sheehan	Accounting	2019
Angela Bedard-Haughn	Soil Science	2020
Maxym Chaban	Economics	2020
Dean		
Keith Willoughby	Dean, Edwards School of Business	2020
Sessional Lecturer		
Meera Kachroo	Linguistics and Religious Studies	2018

Other members	
Tony Vannelli	Provost and Vice-President Academic *(ex officio)*
Kevin Schneider	[VP Research representative] Interim Associate Vice-President Research *(ex officio)*
Greg Fowler	VP Finance and Resources *(ex officio)*
Deena Kapacila	[USSU designate]
Ziad Ghaith	[GSA designate]
Kevin Flynn	Council chair *(ex officio non-voting)*
Peter Stoicheff	President *(ex officio non-voting)*
Resource members	
John Rigby	Associate Provost, Institutional Planning and Assessment
Jacquie Thomarat	Director, Budget Strategy and Planning
Troy Harkot	Director, Institutional Effectiveness
Shari Baraniuk	Chief Information Officer and Associate Vice-President ICT
	Director of Capital Planning – *this position no longer exists*
	Associate Vice-President, Facilities Management Division – *this position no longer exists*
	The President's designate on Aboriginal Matters – *Jacqueline Ottmann, vice-provost Indigenous Engagement has been attending as a standing guest*

Secretary: Sandra Calver, Associate Secretary, Academic Governance, Office of the University Secretary

AGENDA ITEM NO: 10.3

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: April 19, 2018

SUBJECT: **School of Physical Therapy Faculty Council Membership**

DECISION REQUESTED:

It is recommended

That Council approve the membership change to the Faculty Council of the School of Physical Therapy as shown in the attachment, effective immediately

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. As changes to Council's Bylaws require a 30-day notice, the change to the membership of the School of Physical Therapy faculty council was first presented to Council as a notice of motion.

DISCUSSION SUMMARY:

The School of Physical Therapy has requested that the Assistant Dean Graduate Studies in the College of Medicine be added to the school's faculty council. The person in this position has significant interaction with the school's faculty and thesis based graduate students as this position oversees the MSc/PhD in Health Science program. This is the only thesis-based graduate program in the school.

ATTACHMENT(S):

1. Faculty Council Membership of the School of Physical Therapy – revisions showing in markup

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

A. [section A lists those members common to each college or school faculty council]

B. [section B lists those members unique to each college of school faculty council]

Faculty Council of the School of Physical Therapy*
See (i), Sections (a) to (o) above.

(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Physical Therapy

(q) The Director of the School of Physical Therapy

(r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair

(s) The Assistant Dean Graduate Studies, College of Medicine

(ts) Clinical Specialists in the School of Physical Therapy

(ut) The Director of Continuing Physical Therapy Education

(vu) No more than six members of the faculty of the School of Physical Therapy, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Physical Therapy Faculty Council

(wv) No more than eight Master of Physical Therapy student members

(xw) No more than a total of two people who can be either Master of Science students, Ph.D. students or postdoctoral fellows

(yx) Head of the Health Science Library or designate

(zy) The following persons are entitled to attend and participate in meetings of the School of Physical Therapy Faculty Council but, unless they are members of the School of Physical Therapy Faculty Council are not entitled to vote: Professor Emeriti, Clinical Faculty who are not represented under (u), Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA)

**Note: The name change of the School of Physical Therapy Faculty Council to the School of Rehabilitation Science Faculty Council will take effect May 1, 2018. Council's Bylaws will be amended at that time to reflect the approved name change.*

AGENDA ITEM NO: 11.1

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair
Nominations Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Nominations to the Search Committee of the Vice-Provost Faculty Relations**

DECISION REQUESTED:

It is recommended

Motion 1:

That Council approve the appointment of Mary Buhr, dean of the College of Agriculture and Bioresources, as the senior administrator selected by Council to serve on the search committee of the vice-provost faculty relations

Motion 2:

That Council approve the appointment of the following GAA members to the search committee of the vice-provost faculty relations

Jim Waldram, Department of Archaeology and Anthropology
Anne Leis, Department of Community Health and Epidemiology
Robert Innes, Department of Indigenous Studies
Kerry Mansell, College of Pharmacy and Nutrition

ATTACHMENT:

1. Search committee composition of the vice-provost faculty relations

SEARCH COMMITTEE FOR THE VICE-PROVOST FACULTY RELATIONS

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Tony Vannelli or designate

One member of the Board selected by the Board: Ritu Malhotra

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Martin Phillipson, Dean of Law

One member of Council, selected by Council who holds a senior administrative position in the university: TBD

Four members of the GAA, selected by Council: TBD

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD

AGENDA ITEM NO: 11.2

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair
Nominations Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Nomination to the Review Committee of the Dean of Medicine**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Keith Willoughby, dean of the Edwards School of Business, as the senior administrator selected by Council to serve on the review committee of the dean of Medicine.

ATTACHMENT:

1. Review committee composition of the dean, College of Medicine

REVIEW COMMITTEE FOR THE DEAN OF MEDICINE

REVIEW COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Tony Vannelli or designate

One member of the Board selected by the Board: Shelley Brown

Vice-president research or designate: Karen Chad or designate

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Martin Phillipson, Dean of Law

Three members of the faculty of the college selected by the faculty of the college: TBD

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD

One medical resident selected by the medical residents: TBD

One member of a related professional association selected by the professional association: TBD

AGENDA ITEM NO: 11.3

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair
Nominations Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Nomination to the Review Committee of the Dean of Education**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Kent Kowalski, associate dean academic, College of Kinesiology, as the senior administrator selected by Council to serve on the review committee of the dean of Education.

ATTACHMENT:

1. Review committee composition of the dean, College of Education

REVIEW COMMITTEE FOR THE DEAN OF EDUCATION

REVIEW COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Tony Vannelli or designate

One member of the Board selected by the Board: Lee Ahenakew

Vice-president research or designate: Karen Chad or designate

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Peta Bonham-Smith, Dean of Arts and Science

Three members of the faculty of the college selected by the faculty of the college: TBD

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD

One member of a related professional association selected by the professional association: TBD

AGENDA ITEM NO: 11.4

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair
Nominations Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Nomination to the Review Committee of the Dean of Pharmacy and Nutrition**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Douglas Freeman, dean of the Western College of Veterinary Medicine, as the senior administrator selected by Council to serve on the review committee of the dean of Pharmacy and Nutrition.

ATTACHMENT:

1. Review committee composition of the dean, College of Pharmacy and Nutrition

REVIEW COMMITTEE FOR THE DEAN OF PHARMACY AND NUTRITION

REVIEW COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Tony Vannelli or designate

One member of the Board selected by the Board: Grant Devine

Vice-president research or designate: Karen Chad or designate

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: TBD

Three members of the faculty of the college selected by the faculty of the college: TBD

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD

Two members of related professional associations selected by the professional associations: TBD

AGENDA ITEM NO: 11.5

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair
Nominations Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Nominations to the Search Committee for the Associate Provost, Institutional Planning and Assessment**

DECISION REQUESTED

It is recommended

Motion 1:

That Council approve the appointment of Dirk de Boer, acting vice-dean Indigenous, College of Arts and Science, as the senior administrator selected by Council to serve on the search committee of the associate provost, Institutional Planning and Assessment

Motion 2:

That Council approve the appointment of the following GAA members to the search committee of the associate provost Institutional Planning and Assessment

Stephen Urquhart, Department of Chemistry
Liz Harrison, School of Physical Therapy
Candice Dahl, Library

ATTACHMENT:

1. Search committee composition of the associate provost, Institutional Planning and Assessment

SEARCH COMMITTEE FOR THE ASSOCIATE PROVOST, INSTITUTIONAL PLANNING AND ASSESSMENT

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Tony Vannelli or designate

One member of the Board selected by the Board: Joy Crawford

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Chad London, Dean of Kinesiology

One member of Council, selected by Council who holds a senior administrative position in the university: TBD

Three members of the GAA, selected by Council: TBD

One undergraduate student selected by the USSU: TBD

AGENDA ITEM NO: 11.6

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair
Nominations Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Nominations to the Search Committee of the Chief Executive Officer (CEO) of VIDO-InterVac**

DECISION REQUESTED:

It is recommended

Motion 1:

That Council approve the appointment of Steven Jones, executive director of the School of Public Health, as the senior administrator selected by Council to serve on the search committee of the CEO of VIDO-InterVac

Motion 2:

That Council approve the appointment of the following GAA members to the search committee of the CEO of VIDO-InterVac

Janet Hill, Department of Veterinary Microbiology
Scott Napper, Department of Biochemistry
Sylvia van den Hurk, Department of Microbiology and Immunology

ATTACHMENT:

1. Search committee composition of the CEO VIDO-InterVac

SEARCH COMMITTEE FOR THE CEO OF VIDO-InterVac

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Co-Chairs: Karen Chad, vice-president research; Craig Vanderwagen VIDO-InterVac Board chair

One member of the Board selected by the Board: Jay Kalra

Vice-president university relations or designate: Debra Pozega Osburn

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Doug Freeman, Dean of the Western College of Veterinary Medicine

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD

Three GAA members selected by Council: TBD

One member of a professional association with relevance to VIDO-InterVac: Ryan Thompson

One observer from VIDO-InterVac: Yurij Popowych

AGENDA ITEM: 12.1

UNIVERSITY COUNCIL

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Alec Aitken, chair, teaching, learning and academic resources committee of Council
Patti McDougall, vice provost teaching, learning and student experience

DATE OF MEETING: April 19, 2018

SUBJECT: Request for Decision: Student Experience of Teaching and Learning Instrument

DECISIONS REQUESTED:

Motion 1: *It is recommended:*

- *That the SETLQ supplied by eXplorance be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan;*

Motion 2*: It is recommended:*

- *That the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.*

PURPOSE:

The teaching, learning and academic resource committee of council has undertaken a principles-based process to select a new student experience of teaching and learning instrument that is recommended to become the new institutionally supported instrument. The new tool has been selected through an extensive process of research, consultation and piloting and has been shown to:

1. reflect institutional, college and departmental priorities in teaching and learning;
2. be valid and reliable in our institutional context;
3. ask students questions that they are well positioned to answer;
4. be useful in informing enhancement of teaching quality; and
5. be appropriate for use as one element within collegial teaching quality processes.

CONTEXT AND BACKGROUND:

In 2007 University Council approved use of the Student Evaluation of Educational Quality (SEEQ) as the validated instructor/course evaluation instrument at the University of Saskatchewan. This was the first Council approved instrument for the institution approved on the recommendation of the Instructional Development Committee of Council and framed by the 2004 Council approved *Framework for Student Evaluation of Teaching at the University of Saskatchewan*.

In 2015, the Gwenna Moss Centre for Teaching and Learning (GMCTL), with oversight from the teaching, learning and academic resources committee of Council (TLARC), began a project to develop a more comprehensive understanding of how teaching quality is conceptualized at our institution and to consider how teaching quality is measured. A key finding, outlined in the final report authored by Chelsea Willness (Edwards School of Business), Nancy Turner (Teaching and Learning Enhancement) and Colleen George (Edwards School of Business), was that SEEQ did not reflect the priorities of the institution in teaching and learning and that it therefore be considered for modification or replacement.

At the time of this report less than half of courses evaluated at the institution were using the SEEQ tool with many colleges/departments using different instruments. During the broad stakeholder consultation on the findings of the teaching quality report, the replacement of SEEQ was enthusiastically supported.

SELECTION PROCESS:

In the 2016/17 academic year TLARC commissioned a literature review on student evaluation/experience of teaching and learning across the higher education sector. The results of this review and the findings of the 2015/16 teaching quality project were used by TLARC to develop a set of principles to guide selection of a new instrument. The group reviewed several instruments with an instrument and system provided by the Montreal based company, eXplorance, ultimately being the highest rated on all principles. The instrument and system from eXplorance were developed through extensive research undertaken at the University of Toronto where the instrument was also validated.

Representatives from eXplorance were invited to present to U of S stakeholders on the instrument and system in May 2017. Stakeholders involved included students (graduate and undergraduate), student leaders, faculty, academic leaders, college administrators, and members of several institutional committees. Based on positive feedback from all stakeholders, TLARC made the decision in July to pilot this student experience of teaching and learning instrument and system in the 2017/18 academic year. The fall pilot was very successful with feedback from college/departmental leaders, administrators, faculty and students overwhelmingly positive.

The key features of this instrument and system that align with the principles set by TLARC and were of particular importance to pilot participants are:

1. The core institutional questions are focused primarily on gathering input from students about their experience in a course and how it supported their learning (thus the shift to use of the term student experience of teaching and learning questionnaire). These are questions that students are well positioned to answer with responses able to meaningfully inform teaching enhancement efforts.
2. The cascaded nature of the instrument provides a concise (9 item) set of core institutional questions (closed- and open-ended) alongside college/department selected items. These college/department questions allow the instrument to be tailored to fit college/departmental teaching practices.
3. The instrument is modular allowing validated question sets to be selected to match the teaching and learning approach taken in a particular course (e.g. field experience, online, community engaged learning, laboratory, lecture based). The system has the capacity for additional modules to be developed and made available.
4. The system allows instructors to add their own questions with the outcomes of these questions going back only to the instructor for teaching enhancement purposes.
5. In addition to end of term use, the system allows instructors to easily distribute the questionnaire in the middle of the term thus gathering early feedback from students.

CONSULTATION:

Throughout the selection and piloting, consultations on the principles and process have been undertaken. The list of those consulted includes:

- University of Saskatchewan Students' Union (USSU) Academic Affairs Committee
- University of Saskatchewan Graduate Students' Association (GSA)
- University of Saskatchewan Students' Union (USSU) Student Council
- University Review Committee (URC)
- Joint Committee for the Management of the Agreement (JCMA)
- Educational Systems Steering Committee (ESSC)
- Associate Deans Academic Group
- Undergraduate Chairs, College of Arts & Science
- Groups of faculty from the Colleges of Arts & Science, Pharmacy and Nutrition, Education, Nursing, School of Physical Therapy, Engineering and Edwards School of Business

PROPOSED IMPLEMENTATION PROCESS

As part of its recommendations to Council in implementing SETLQ, TLARC is recommending that the approval process for minor modifications to the core question set based on validation results or as requested by colleges/departments given a particular circumstance in which the core questions are not applicable be delegated to TLARC. This request is being made so as to allow for a balance of consistency in the institutional core items and agility and flexibility in use of the system to meet local needs. These decisions are seen to need academic governance oversight but are not seen to need approval at University Council level. This process will also allow for a more expedient and responsive implementation process.

Additionally, it is recommended that the approval process for selection of college/departmental and individual instructor questions (made possible by SETLQ's cascaded question structure) as well as end of term report distribution be managed through existing college/departmental decision-making processes.

If approved by University Council, a phased implementation of SETLQ will begin in the fall of 2018 with the aim of ending central SEEQ support by 2020. The implementation will see SETLQ available in only an online format (no paper based use will be supported). Alongside this, a series of resources to support informed and effective use of the new instrument will be made available to the campus community.

DISCUSSION SUMMARY:

The teaching, learning and academic resources committee of council has overseen the principles-based selection process and pilot of the student experience of teaching and learning instrument and has had extensive discussions about the instrument and pilot outcomes. The committee supports these recommendations being presented for approval at the April meeting of Council.

AGENDA ITEM NO: 13.1

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Changes to Arts and Science program templates**

DECISION REQUESTED:

It is recommended:
That Council approve the changes to the Arts and Science program templates for all undergraduate degree programs in the college, effective May 2020.

PURPOSE:

University Council has the authority to approve changes to templates for a degree or degree-level program.

The College of Arts and Science is proposing changes to its program templates to introduce three new degree requirements for all undergraduate degree programs in the college: Writing in English, Quantitative Reasoning, and Indigenous Learning. These proposed changes will help lay firm foundations for basic skills and cultural competencies that graduates from the college will need as they prepare for the challenges of today's world.

CONTEXT AND BACKGROUND:

The proposed revisions to the program templates for undergraduate degree programs in the College of Arts and Science constitute the first major college-wide curricular changes in fifty years. These changes are designed to enhance learning experiences for students, to simplify and clarify pathways to degrees, and to ensure that graduates of the College of Arts and Science are equipped with the skills and cultural competencies needed for today's world.

The college identified six college-wide learning goals as part of a curricular renewal process initiated in 2008:

1. Develop a wide range of effective communication skills, with an emphasis on writing
2. Encourage personal development, growth, and responsibility
3. Engage students in inquiry-based learning, critical thinking and creative processes

4. Prepare thoughtful, world-minded, educated, engaged citizens
5. Cultivate an understanding of and deep appreciation for the unique socio-cultural position of Indigenous people in Canada
6. Engage students in quantitative reasoning

These six goals are reflected in the three new degree requirements that are being articulated in the program templates: English Language Writing, Quantitative Reasoning, and Indigenous Learning. The rationale for these three degree requirements is well articulated in the first attached document (Arts and Science Template Revision – College Statement, Rationale, and Appendices).

The new templates will be implemented in May, 2020, to allow the logistical work of recoding the college curricula in the University software systems (Catalogue and DegreeWorks) to be completed and tested prior to implementation. Additionally, it will allow for the development of new courses and redevelopment of existing courses to meet the new degree requirements. Students who begin their program of study prior to the implementation of the new program templates will have the option of following the new degree template or to complete their program using the existing requirements.

CONSULTATION:

These program templates have been revised following wide consultation with faculty members and students in the College of Arts and Science, as well as Indigenous community members. More than one hundred faculty and staff in the college served on the many committees and working groups that were struck to advance this project. The program templates were reviewed by the three college-level academic programs committees, where good discussion occurred.

The program templates were reviewed by Faculty Council in the College of Arts and Science on March 14, 2018, where all eight program templates were approved. The academic programs committee of Council discussed the templates at its April 4, 2018 meeting and recommends that Council approve these changes.

ATTACHMENTS:

1. Arts and Science Template Revisions – College Statement, Rationale and Appendices
2. Proposal for Academic or Curricular Change – Bachelor of Arts Type A
3. Proposal for Academic or Curricular Change – Bachelor of Arts Type B
4. Proposal for Academic or Curricular Change – Bachelor of Arts Type D
5. Proposal for Academic or Curricular Change – Bachelor of Fine Arts Type E
6. Proposal for Academic or Curricular Change – Bachelor of Fine Arts Type F
7. Proposal for Academic or Curricular Change – Bachelor of Music Type G
8. Proposal for Academic or Curricular Change – Bachelor of Science Type C
9. Proposal for Academic or Curricular Change – Bachelor of Arts and Science Type J

UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
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Facsimile: 306-966-8839
Email: officeofthedean@artsandscience.usask.ca

Terry Wotherspoon, Chair
Academic Programs Committee of University Council
University of Saskatchewan

March 26, 2018

Dear Professor Wotherspoon,

I write to signal the wholehearted support of the College of Arts and Science for the package of curricular renewal proposals submitted to the Academic Programs Committee.

Our proposed curricular changes set forth clearer and more flexible degree structures that will, for example, simplify degree pathways and better accommodate interdisciplinary programming. In introducing three new degree requirements across all degree programs, the proposed changes will also help lay firm foundations for the basic skills and cultural competencies our graduates need as they prepare to face the challenges and opportunities of the twenty-first century. Students will meet the Writing in English, Quantitative Reasoning, and Indigenous Learning requirements by choosing from an array of approved courses offered in various departments and programs.

Please note that, pending APC and University Council approval, these curricular changes will apply to Arts and Science students first admitted as of May, 2020. The two-year time-lag is mainly due to the scale of backstage logistical work of rewriting and recoding our college curricula in the software (Catalogue and DegreeWorks), but it also affords us time to develop new courses and redevelop existing courses to meet the proposed requirements. We are confident that the lists of course options presented in our proposals will expand between now and implementation.

These proposals were ten years in the making. More than one hundred faculty and staff served on the many committees and working groups struck to advance the project. There has been wide consultation among faculty (individually and through departments) and students. As the documents in the package will attest, consultation was especially broad and thorough with regard to the Indigenous Learning requirement that is a constituent part of all eight proposed degree templates.

Over the years, there were several points at which Arts and Science faculty met and signaled support in principle for developing these proposals, but no vote could be held until concrete proposals were ready for consideration. The final proposals were submitted to the college Course Challenge process in January of this year. I sit on all three of the college academic program committees, and can report that in each case the proposals were carefully considered, warmly received, and unanimously recommended for approval by Faculty Council. The proposals then proceeded to a well-attended special meeting of Faculty Council on March 14th, 2018. In a series of landmark votes, all eight of the degree template proposals now before your committee were passed without amendment and with enthusiasm. (Faculty competed to move the motions!) Faculty Council quorum is 30. At least 75 voting members attended and there was only one vote cast against each of the eight motions. There is, in other words, an overwhelming college mandate in favour of implementing these changes to our curriculum.

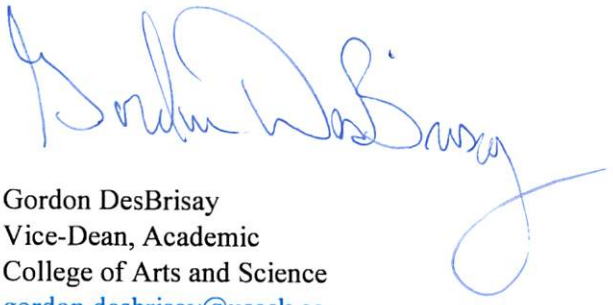
Curricular renewal is a priority for our college, and there are plans in place to ensure that these changes are properly resourced and supported. For example, with matching funding from the Gwenna Moss

Centre we will offer collaborative support programs for faculty who wish to develop new courses, or revise existing ones, to meet the Indigenous Learning requirement. A committee to assess courses proposed to meet the Indigenous Learning requirement has already been struck, consisting of faculty specialists in Indigenous content (including two faculty members from the Indigenous Studies department), Indigenous community members, and a representative from the Indigenous Student Council. In support of the quantitative reasoning requirement, the college is in negotiations to become the first Canadian partner of the innovative Carnegie Math Pathways initiative. We prefer to think of the new "requirements" as "opportunities" for students, and in that spirit we will strive to design, support, and deliver courses of exceptional quality.

In sum, the proposals before you came about through a long process of deliberation, consultation, and, inevitably, collegially negotiated compromise. Nobody got everything they wanted, but, as the vote at Faculty Council attests, there is a strong college mandate to proceed with implementing these proposals. We believe that these changes will be good for our students, good for our faculty, good for our college, and by extension good for the university. I hope you will agree.

If you have any questions or if I can be of any assistance, please do not hesitate to contact me.

Yours sincerely,



Gordon DesBrisay
Vice-Dean, Academic
College of Arts and Science
gordon.desbrisay@usask.ca
966-4315

Rationale:

A. Introduction:

The revised College of Arts and Science degree templates will, if enacted, constitute the first major college-wide curricular changes in fifty years.

The changes proposed here are designed to enhance the learning experience for all our students. They are intended to simplify and clarify pathways to degrees, even as we make it easier for faculty to offer and students to take courses that cross traditional disciplinary lines. Most importantly, they aim to ensure that our graduates are equipped with the skills and cultural competencies needed for the challenges and opportunities of the twenty-first century.

The principles that have guided the work of preparing these revised degree templates include respect for the careful work of generations of colleagues since the last major reform of 1968; respect for the disciplinary expertise and departmental oversight of disciplinary programs; an ongoing commitment to academic breadth, such that, for example, science students will still take humanities classes, and vice-versa; a determination not to reinvent wheels that already roll true, even as we query those that might be wobbly; and a boldness in proposing creative ways to leverage our human and physical resources to better enable the college-wide potential for innovative and collaborative academic programming.

This set of degree template proposals is one key outcome from an ongoing project of curricular review and renewal initiated by Dean Jo-Anne Dillon in 2008. A succession of committees and working groups involving a total of over 111 faculty, students, senior administrators, and staff have contributed to this work at the college level, while colleagues in every department and program undertook degree-mapping and other curricular renewal processes that aligned with and informed the broader college initiative. There has been broad consultation among faculty, students, and community representatives at a number of key junctures along the way.

The first stage of the curricular renewal initiative culminated in the report of the First Year Review Steering Committee, which recommended five college-wide learning goals. Subsequent committees amended and expanded these goals to arrive at the following list of six:

1. Develop a wide range of effective communication skills, with an emphasis on writing
2. Encourage personal development, growth and responsibility
3. Engage students in inquiry-based learning, critical thinking and creative processes
4. Prepare thoughtful, world-minded, educated, engaged citizens
5. Cultivate an understanding of and deep appreciation for the unique socio-cultural position of Indigenous people in Canada.
6. Engage students in quantitative reasoning.

These learning goals have served as the hub around which all subsequent work on curricular renewal has revolved. They provided the impetus for the development of three new college-wide degree requirements: English Language Writing; Quantitative Reasoning; and Indigenous Learning.

- If recommended by the Academic Programs Committees of the college, the degree template proposals will proceed to a vote at Faculty Council. A positive vote would see the proposals enter university-level approval processes.
- If fully approved, a calendar year of logistical work by college and university staff will be needed to revise the course catalogue and all underlying electronic and administrative systems.
- If all of the above has happened, the new College of Arts and Science curriculum will be implemented beginning with start of a new academic year on May 1, 2020.

As with all curricular changes, students enrolled in the College of Arts and Science who began their studies prior to implementation would have the choice to follow the new degree template or to complete

their degrees under the old standards. Curricular changes would therefore only be binding for students first admitted after implementation.

It is important to note that the lists of existing courses proposed as meeting the three new college degree requirements are expected to grow in the intervening period prior to implementation. As departments and programs develop new courses or revise old ones with the new standards in mind, these will be added to the lists. The proposers are confident that the college will have capacity for all Arts and Science students to meet these requirements over the course of their degree programs.

We understand that a curriculum, still less a basic degree template, is no more the essence of teaching and learning than a building is a university: it is what goes on inside the structure that matters. These templates are not ends in themselves, but are intended to enable a broader, ongoing culture of pedagogical and programmatic development that will empower faculty and students alike in the coming years. In the same spirit, the proposed new degree requirements are intended not as hurdles for students to clear or boxes for them to tick, but rather as opportunities for students to acquire the foundational skills and competencies that can unlock for them the full array of learning opportunities in our college, and best prepare them for engaged and productive lives.

Appendix A1: Report of the First Year Review Steering Committee

B. English Language Writing Requirement

Report of Writing Requirement Working Group
May 3, 2016 (Updated December, 2017)

Previous curriculum renewal work identified the need for all Arts & Science graduates to achieve a minimum level of competency in writing. The minimum requirement for all students was proposed to be met by 3 credit units of study in this area. A Writing Requirement Working Group was struck to propose specific criteria for courses that will meet this requirement, and to determine which of the existing Arts & Science courses meet the criteria. Membership of this committee is available in Appendix B1.

Following the mandate set out by the Curriculum Renewal Advisory Committee in January 2016, the Writing Requirement Working Group identified a number of Arts and Science courses that could be classified as writing intensive and could fulfill a writing requirement in the College of Arts and Science. The committee was committed to a “writing across the curriculum” approach and thus recognizes that courses in many disciplines and at various levels of study may be classified as writing intensive.

The first work of the committee was to develop a set of criteria about what constitutes a writing intensive course; these criteria could then be used to identify existing and future courses taught throughout the College. The group consulted guidelines at other universities and, as a group, considered best practices. The guidelines that were developed are available in Appendix B1. (One revision was made to the originally circulated criteria: that the course learning outcomes include the acquisition of writing skills).

After a call for departments within the College to identify courses that fulfill the criteria, the committee received proposals from 11 departments, including syllabi and rationales, and identified 33 courses that fulfill the criteria. Some departments were asked to supply more information about courses or more detailed and specific course syllabi, to ensure that the committee could determine that requirements would be met. These revisions have been made and the committee’s final list of 35 courses is available in Appendix B1.

The committee also received approximately 10 responses from departments to questions about writing needs of students within their areas of study. While the comments ranged from the necessity for discipline-specific approaches to the need for more general writing skills, on the whole the responses supported the “writing across the curriculum” approach. The committee believes that this approach fulfills the goals of having students learn writing skills, but is flexible in that it can be incorporated into different

curriculum models. It does not require the development of a single course, which would have to be offered in multiple sections, because writing intensive courses are by definition small in order to allow for extensive individual feedback and commentary. However, committee members expressed willingness to modify the framework if the College deems it necessary.

The writing requirement working group recognized that we are involved in a process: writing intensive courses will continue to be identified and developed, and the criteria for these courses will periodically be reviewed. Future iterations of this committee will continue to provide the Vice-Dean Academic with recommendations about how further to support student acquisition of writing skills in the College.

Appendix B1: Committee Membership, Criteria for Inclusion, and Course List

C. Indigenous Learning Requirement

Indigenous Learning Requirement: Executive Summary

In 2011, the College of Arts and Science approved the following Learning Goal for all its students:

> Cultivate an understanding and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada.

Since then, this goal has become part of a university-wide commitment to Indigenization and reconciliation. Meanwhile, many members of the Arts and Science community have worked to develop a plan for how our students will meet the goal. This report outlines this multi-year process, which has directly involved the work of over 40 members of our College. This process has included extensive research into how other universities have pursued such goals and how effective they have been. It has involved broad consultation with departments, faculty members, students, and staff, and with local Indigenous organizations. Finally, it has involved careful and systematic weighing of the many educational and practical considerations involved in meeting this goal for our large and diverse student body.

The findings of this process emphasized the need for a broadly inclusive approach to the learning goal, ensuring that students were able to connect Indigenous learning with their lives and areas of interest, that faculty were able to widely engage with the learning goal, and that the diversity of Indigenous people and of students was respected. On the other hand, our findings also included serious warnings about potential harms to instructors, students, and Indigenous people if teaching and learning in this area were not done well and respectfully.

Balancing these concerns for inclusion on the one hand and quality on the other, we are proposing that every Arts and Science undergraduate student must, by graduation, successfully complete three credit units from a diverse but carefully selected list of Indigenous Requirement courses.

Indigenous Requirement courses will be approved by a committee that includes faculty specialists in Indigenous content, staff specialists in Indigenizing curriculum, Indigenous community members, and an Indigenous student representative. The committee will assess whether each course meets all of the following criteria: 1. focuses on Indigenous people in Canada; 2. moves students towards the College learning goal; 3. substantially includes Indigenous perspectives; and 4. includes a critical perspective on settler colonialism. In addition, an Indigenous Requirement course must normally be taught by or in collaboration with a specialist in Indigenous research, scholarly, and artistic work, or Indigenous education.

In an initial round of course submissions, nine College courses were approved as meeting the necessary criteria. The College of Arts and Science is committed to continuing to work hard to ensure that we have sufficient course capacity to meet student demand by the proposed implementation date of 2020 and that

departments and faculty are fully supported in the development and revision of courses to meet the Indigenous Learning Requirement.

With the creation of this proposed Indigenous Learning Requirement, the College of Arts and Science is reflecting both the contemporary learning needs of our students and our aspirations for a better future for our province and country. We are also responding to calls at the national, local, and university levels, as well as among our own students, for such an improvement in our curriculum. We believe that, through a stronger education on the relationship between Indigenous and non-Indigenous peoples, our graduates will improve that relationship for the better, contributing to better shared society for us all.

Indigenous Learning Requirement: What is Proposed?

We propose that every Arts and Science Student be required to take, in order to graduate with an Arts and Science degree, **three credit units chosen from an approved list of Indigenous Requirement courses**. Each course on this list meets a set of criteria approved by a committee of area specialists, described below. The list is also subject to ongoing additions and revisions.
See Appendix C1 for the criteria for inclusion in the requirement, the proposed process for adding additional courses, and the list of selected courses.

Indigenous Learning Requirement: Why Should We Do This?

In the College of Arts and Science, our College-level degree requirements should reflect, at a broad level, our shared expectations for what it means to be an educated citizen. These expectations are continually evolving, and yet our college-level requirements have not changed in fifty years. In creating a new three credit unit Indigenous Learning Requirement for all its students, the College is reflecting both the current learning needs of our students and our aspirations for a better future for our province and country. We are also responding to calls at the national, local, and institutional level for such an improvement in our curriculum.

Nationally, the Truth and Reconciliation Commission (TRC) has galvanized Canadians around the possibility of reconciliation – in other words, of establishing a mutually respectful relationship – between Indigenous and non-Indigenous peoples. The 2015 TRC report argues that, for reconciliation to occur, "there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change." (TRC Report, Volume 6, page 3) Universities have a large role to play in building awareness and acknowledgement of the relationship between Indigenous and non-Indigenous peoples past and present, as well as in shaping a new generation that will change that relationship for the better. In their 94 Calls to Action, the TRC calls for required Indigenous courses in the areas of health sciences, law, journalism, and business. In keeping with the spirit of these calls, we believe that such a course requirement would also be highly beneficial to Arts and Science students, who go on to work in a wide variety of professions.

In Saskatchewan, the need for reconciliation is particularly pressing. In this province, 27% of people under 25 years old are Indigenous, the highest proportion of any province. This is reflected in our rapidly growing Indigenous undergraduate student body, with 210% growth of that population in Arts and Science over the past five years. Indigenous-non-Indigenous relations will be essential to Saskatchewan's social and economic future. At present, however, this relationship is marred by socio-economic disparities, educational and employment disparities, social divisiveness, lack of awareness, and racism. The graduates of Arts and Science, in all fields of study, will play a large role in shaping this relationship and will need the educational background and tools to do so.

At the University of Saskatchewan, there has been a strong institutional acknowledgement of the need for our students to engage in Indigenous learning. The University of Saskatchewan's Vision states that, "We will be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities." In keeping with this vision, in January 2016, University Council (UC) passed a motion put forward by the University of Saskatchewan Students' Union that "emphatically endorses the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and

experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan."

The College of Arts and Science has, in fact, been engaged in the question of how to incorporate Indigenous learning in our curriculum since well before the TRC report and the UC motion. In 2011, Arts and Science Faculty Council approved a set of five cross-college learning goals, including the goal that all Arts and Science graduates should have "an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada." Since then, many faculty, staff, and students in the College have worked to refine this goal. Based on this work, the College of Arts and Science is proposing a curricular requirement that would aim to see all its students, both Indigenous and non- Indigenous: 1) recognize the rich culture and contributions of Indigenous people in many fields of knowledge and practice, and 2) critically examine the role that settler colonialism has played in the development of Canada, of its education system, and of all our lives here.

Given the size of the College of Arts and Science and the diversity of its programs, the question of how to feasibly to achieve this goal for all our students has been a challenge. Equally important have been questions of how to ensure that the goal is being reached with instructional quality, cultural integrity, quality learning, and student engagement. As this report will outline, the College has engaged in a lengthy process of research, examining the literature on best practices, the experiences of other universities with similar "diversity requirements," and our own college capacity. We have also carried out broad consultation, involving departments, faculty, staff, students, and Indigenous organizations. Our work showed that such requirements can make a positive difference and that there is strong support for an Indigenous Learning Requirement from all the consulted groups (for details, see following report on process).

In this consultation, students, faculty, and Indigenous community members tended to emphasize the need for a broadly inclusive approach to the requirement, ensuring that students are able to connect Indigenous learning with their areas of interest, that our graduates have a diverse understanding of Indigenous people, that faculty are able to widely engage with the learning goal, and that the diversity of Indigenous people and students is respected. There were also warnings from all of these groups about potential harms if teaching and learning in this area were not done well and respectfully.

Balancing these concerns for inclusion on the one hand and quality on the other, we are proposing that Arts and Science students meet their Indigenous Learning Requirement by choosing from a carefully selected list of courses. For more on how the courses will be selected, see the previous section, "What is Proposed?" Support for the creation, revision, and selection of Indigenous Requirement courses will be an ongoing process and priority for the College. Over the coming years, the College also aims for its departments and faculty members to more broadly and thoughtfully engage with this learning goal, in ways that are meaningful in their areas of study.

The Arts and Science three credit unit Indigenous Learning Requirement is just one step in the ongoing process of improving our programs through the inclusion of Indigenous perspectives. But we believe that by ensuring that every one of the approximately one thousand students who graduate from Arts and Science each year has a fuller perspective on the ways that the histories and futures of Indigenous and non-Indigenous peoples are intertwined, we will be contributing to a better shared society for us all.

See Appendix C2 for background on the process and consultation, and next steps with regard to the Indigenous Learning Requirement.

Appendix C1: Criteria for Inclusion and Course List

Appendix C2: Background on process and consultation, and next steps for the Indigenous Learning Requirement

Appendix C3: Indigenous Learning Requirement Working Group and Selection Committee Participants

Appendix C4: Recommendations of Indigenous Learning Requirement Working Groups 1 and 2

Appendix C5: Survey Results

Appendix C6: Consultations with Groups

Appendix C7: Literature Review

Appendix C8: Decolonization in the Classroom

Appendix C9: Stewardship

Appendix C10: Consultations with Other Universities

Appendix C11: Institutional Context and Capacity

Appendix C12: Letters of Support

D. Quantitative Reasoning Requirement

Report of the Second Quantitative Reasoning Working Group
December, 2017

In June of 2015, Faculty Council of the College of Arts and Science approved in principle a recommendation arising from the report of the First Year Curricular Renewal Committee, to the effect that the college consider introducing three new undergraduate degree requirements applicable across all degree programs, including a Quantitative Reasoning requirement. In January of 2016, the Curriculum Renewal Advisory Committee (C.R.A.C.) established the first Quantitative Reasoning Working Group to investigate the matter and develop a proposal. That group conducted an extensive survey of departments that confirmed both a pervasive sense that too many of our students lacked the fundamental quantitative skills necessary for success at the university and in the world at large, and that this skills-gap needed to be addressed.

The Distribution Requirements Working Group, meanwhile, had earlier recommended that each of the new requirements be satisfied by students taking a 3cu class approved for the purpose.

The First Working Group established:

- That a course meeting the Quantitative Reasoning requirement will provide students with skills for forming conclusions, judgements, or inferences from quantitative information. The course should cover multiple aspects of quantitative reasoning, which include the recognition and construction of valid mathematical models that represent quantitative information; the analysis and manipulation of these models; the drawing of conclusions, predictions or inferences on the basis of this analysis; and the assessment of the reasonableness of these conclusions.

In the summer of 2017, a second Quantitative Reasoning Working Group was tasked with recommending ways to implement the proposed requirement. The group developed a rubric by which it would evaluate current courses nominated by departments as meeting the standard, and to guide the Academic Programs Committees of the college when they evaluate new courses intended to meet the requirement.

The rubric was distributed to departments in November 2017, and by early December the Working Group had proposed a list of seventeen courses that meet the standard. The rubric and the list of courses are included in this report.

By design, the list consists primarily of junior courses that students can take in their first or second year.

- Senior courses with a mandatory prerequisite already on the list (or expected to be so) need not themselves be nominated, since students will have had to have already met the

requirement in order to take that class. In other words, only the lowest rungs in any prerequisite ladder should be nominated.

- Senior courses with no such prerequisite, especially 400-level courses, were rejected on the basis that they could not realistically expect to meet Criteria 5, that a course should "give students the tools and experiences they need in order to integrate quantitative thinking into their studies", since the course would be taken so late in their studies.

In practice, all junior level MATH courses will meet the Quantitative requirement. Since all students in Type C (Science) programs are currently required to take mathematics, this particular degree requirement will make no difference to them. (Note: *college* requirements are distinct from *program* requirements, though they may often align. MATH 102.3, for example, would meet the college requirement but may not meet a given program requirement.)

Some Type B (Social Science) programs have a MATH requirement that would meet the requirement, and others (i.e. Sociology) have a required statistics class that meets the requirement.

Neither mathematics nor statistics is a requirement in any of the other current college degree program types. With the introduction of the Quantitative requirement, we can expect some students in these programs to choose to take an existing MATH or statistics class that meets the standard.

For students who are not inclined or perhaps not prepared for a MATH or statistics class, the college will offer a Quantitative Reasoning course, currently under development. That course will be designed to provide students with the quantitative skills needed for a rounded education and a productive life, and to prepare them to take additional mathematics or statistics courses should their academic path lead that way. (One aim of the course is to open students up to the possibility that they might enjoy and succeed at disciplines they had self-selected out of due to their perceived deficiencies in math.)

Between the sixteen courses currently listed in the proposal and the forthcoming Quantitative Reasoning course, we are confident that the college will have the teaching capacity (in person and via distance learning options) to accommodate every Arts and Science student over the course of their degree, starting with the incoming class of September, 2020. We are also confident that between now and 2020, and thereafter, departments and programs will continue to revise existing courses and develop new courses such that they meet the standard.

Appendix D1: Committee Membership, Criteria for Inclusion, and Course List – 7 December 2017

Appendix D2: Report of the Quantitative Reasoning Working Group – 6 June 2016

Appendix D3: Quantitative Reasoning Program Requirement – Criteria and Survey – 14 March 2016

FIRST-YEAR REVIEW STEERING COMMITTEE (FYRSC)

College of Arts & Science

Final Report (Phase 1)

August 2011

Revised as of March 2012

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Lorin Elias (Psychology)
Robert Innes (Native Studies)
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Acknowledgements

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Executive Summary

This report is divided into four parts. In Part 1, the FYRSC examines the changing landscape of Canadian post-secondary education in the global knowledge economy. As a result of adjustments to funding formulas and an increasing reliance on tuition revenue, the College of Arts & Science (as well as the University of Saskatchewan as a whole) must compete with other universities for students; therefore, retention and recruitment are major issues for the vitality of both the College and the University. In addition, the College's student population is changing. We now have more Aboriginal and international students, the gender balance has shifted from male to female students, and the number of part-time students has increased. While recruitment and retention are important to the financial health of the College of Arts & Science and the University, the focus of the FYRSC has been on the ways in which units within the College can enrich the student experience. We believe that a richer student experience is key to both recruitment and retention.

In the last 20 years, and particularly since the release of the Boyer Commission's report in 1998,[1] significant advances in research on high-impact practices in universities have been identified that seek to engage students, particularly in their first year. In turn, these high impact practices help to recruit and retain students. The University of Saskatchewan generally, and some disciplines/units in particular, have incorporated many of these practices, but they have not been introduced systematically. Like other universities' performance on the first-year experience, the performance of the College of Arts & Science on the National Survey of Student Engagement (NSSE), the *Maclean's* Rankings and the *Globe and Mail* is uninspiring, but the College also lags behind comparable institutions. The FYRSC believes that the College of Arts & Science has the resources to improve the quality of education that it delivers, but it requires the will to do so, a commitment to change and an investment in time and resources.

All of the evidence collected in this review indicates that the current model of academic programming falls short of serving the needs of students and faculty, and fails to position the College of Arts & Science to reach its potential as the most innovative, comprehensive college of its kind in Canada. The academic program model of distribution requirements is now 43 years old and no longer meets the needs of Arts & Science students in the 21st century.

Drawing on the best practices literature and a review conducted by Dillon and Bell (see Appendix 1), and in keeping with the goals of the University's *Teaching and Learning Foundational Document* (2008) and *The Learning Charter* (2010), the FYRSC provides in Part 2 its vision for a transformation of the first-year curriculum in the College of Arts & Science. The FYRSC recommends that the College of Arts & Science adopt the Program Goals developed by the Committee.

In answer to the question "What should a student know by the end of his/her first year?" the FYRSC developed program goals that are organized around five themes of **DEEPC** Learning:

1. **D**evelop a wide range of effective communication skills.
2. **E**ncourage personal development, growth and responsibility.
3. **E**ngage students in inquiry-based learning, critical thinking and creative processes.
4. **P**repare thoughtful, world-minded, educated, engaged citizens.
5. **C**ultivate an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada.

Drawing on a learning-outcomes model, these goals provide a framework for program design and course development based on "signature pedagogies"—"types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions."[2]

In order to implement the College's Program Goals, the FYRSC recommends three strategies that are described in Part 3 of this Report:

First, the FYRSC recommends that the College undergo a process of curriculum renewal. This process would involve departments/units moving to a learning outcomes model (if they have not already done so); taking a research inventory in order to align departmental research areas with their curricula; and evaluating their programs against the College Program Goals, the high-impact educational practices and the signature pedagogies relevant to their disciplines. The departments/units would then revise their existing programs/courses (including assessments) and be ready to offer their revised programs by the final year (2015/16) of the Integrated Plan.

The second strategy is to expand Learning Communities (LCs) so that they are available to any first-year student who would like to participate in them. LCs have been identified by the Association of American Universities and Colleges as a high-impact practice[3] because they provide a structure for integrating students into the University community, encourage collaborative learning, and encourage students to think critically and in multidisciplinary ways. LCs were piloted in the College in 2007 and have since grown in scope and scale. They have proven to be highly successful in retaining students, especially in Arts & Science, as well as increasing students' sense of connectedness to and engagement with the University.

The third strategy is to create a welcoming and supportive environment for Aboriginal students through the integration of support services for Aboriginal students and by developing curricula (where relevant) that will increase all students' understanding and respect for Aboriginal ways of knowing. The FYRSC believes that all students should have an understanding of the unique position of Aboriginal peoples, their contributions to Saskatchewan, and Indigenous ways of knowing. In order to address the specific financial, academic, and cultural needs of Aboriginal students so that they may achieve their academic goals at the University, the FYRSC recommends that the first-year transition programming for Aboriginal students, which currently is spread over three programs, be integrated into one program—the Aboriginal Student Achievement Program (ASAP)—to be coordinated by the Assistant Dean, Aboriginal Affairs. ASAP will provide a framework for creating an inclusive and welcoming environment for Aboriginal students. In addition, the FYRSC encourages all departments/units to consider their curricula in light of the proposed College Program Goals 5 (see Table 9) and implement courses/classes that will help achieve these goals.

Part 4 provides a summary of the FYRSC recommendations and timelines:

Recommendations

1. The College Program Goals and this report be adopted by the three Divisions and Faculty Council.
2. The College work with the University Learning Centre to develop a business plan to provide long-term sustainability for Learning Communities in the College of Arts & Science to be submitted to PCIP (Fall 2011).
3. The College of Arts & Science investigate whether it is feasible for greater responsibility for the LCs initiative to be housed within the College and how best to transfer current resources and oversight for the LCs.
4. The College, working in conjunction with the Gwenna Moss Centre for Teaching Effectiveness, hold workshops that will provide an overview of curriculum mapping for undergraduate chairs, department heads and other educational leaders.
5. Departments/units align their curricula with the College's Program Goals (see Table 9) through curriculum visioning, mapping and renewal (to be completed in time to put new curricula into effect by 2015/16).
6. Building on the information on the University's Office of Research Communications and working with

the Digital Research Centre, the College create a digital archive of faculty research interests of Arts & Science scholars. The archive of research interests can become a resource through which topics or themes of common interest to faculty from varying departments can be identified and cross-disciplinary collaborations encouraged.

7. The three current transition programs for on-campus first-year Aboriginal students be integrated under the umbrella of the Aboriginal Student Achievement Program (ASAP).
8. Stable funding be established for ASAP.
9. Working with the Gwenna Moss Centre for Teaching Effectiveness, the College establish faculty development programs to encourage the inclusion of Aboriginal content and perspectives in courses.
10. Departments and programs be encouraged to include Aboriginal perspectives and knowledge in their curricula.
11. An annual or biennial survey of first-year students be conducted after the fall census in October.
12. A follow-up survey of the November 2010 cohort of students be conducted (November 2011).
13. A marketing strategy be developed that presents a clear message about the advantages of an Arts & Science education and the uniqueness of the College of Arts & Science at the University of Saskatchewan.
14. A website dedicated to the first year of an Arts & Science degree program be created for the College's home page.
15. The above initiatives form part of the College of Arts & Science Third Integrated Plan.

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i. The Unique Nature of the College of Arts & Science

The College of Arts & Science is the only one in a medical-doctoral university to offer a combined education in Fine Arts, Sciences, Humanities and Social Sciences. Thus, students have the opportunity to explore multiple areas of interest before deciding upon, and while pursuing, a major.

Through its 21 departments and working in cooperation with other units on campus, the College of Arts & Science offers a wide range of disciplinary and interdisciplinary programs in 81 fields of study. These programs are delivered through 61 Honours Degree programs, 29 Double Honours programs, 41 Four-Year Degree programs, 37 Three-Year Degree programs and 39 Minor programs.

The College of Arts & Science is central to the mission of the University of Saskatchewan, which is "to achieve excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge."[4] It teaches 45% of all students registered at the University of Saskatchewan in any given year and offers approximately half of all undergraduate courses.[5]

ii. Why Choose Arts and Science?

The College of Arts & Science offers unparalleled academic options in the Sciences, Social Sciences, Humanities and Fine Arts—all in one college. With more than 60 majors from which to choose, the College offers students the opportunity to prepare for rewarding careers, develop and grow personally, become fully contributing members of society, cultivate life-long learning, and develop a valuable set of transferable skills. The College focuses on unique, relevant and interdisciplinary programming, and provides study abroad adventures, research-intensive field schools, and professional accreditation, all of which allow students to gain an in-depth perspective of their worlds on their terms. Graduates of the College of Arts & Science go on to lead rewarding careers and productive lives, many becoming leaders in their fields.

The College of Arts & Science also prepares students to fulfill their dream of becoming a professional in one of the non-direct entry colleges on campus—Dentistry, Education, Kinesiology, Law, Medicine, Nursing, Pharmacy & Nutrition, and Veterinary Medicine—as well as programs outside of the University of Saskatchewan. In addition, the College of Arts & Science prepares students for graduate school both at the University of Saskatchewan and elsewhere. For a full statement about "Why an Arts and Science Education?" developed by the FYRSC, see Appendix 2.

The well-being of the College of Arts & Science is vital to the entire University of Saskatchewan.

iii. A Call To Action: A New Mandate And Paradigm

In 2008, Jo-Anne Dillon, then Dean of the College of Arts & Science, and Molly Bell produced a concept paper on the first-year experience and established the First-Year Review Steering Committee (FYRSC) with a view to:

- Review the concept paper and make amendments to the background considering the feedback provided to Dean Dillon.
- Consult with students and others about the concept paper and incorporate these suggestions.
- Discuss possible approaches for implementation of a new first-year experience.
- Identify the impact of these approaches on current programs and upper year courses.

- Identify working groups and timelines.
- Oversee working group decisions and undertake appropriate consultation.
- Request appropriate funding for implementation.

The mandate of the FYRSC is aligned with:

- Goal 4 of the University of Saskatchewan's Strategic Directions: "Recruit and retain a diverse and academically-promising body of students, and prepare them for success in the knowledge age."[6]
- Focus Area 4 of the Third Integrated Plan: "Innovation in Academic Programs and Services."
- Goals 1 and 4. Institutional Planning, University of Saskatchewan. 1998. *A Framework for Planning at the University of Saskatchewan.*[7]
  - Goal 1: Improving the quality of instructional programs.
  - Goal 4: Responding to the needs of aboriginal peoples.
- Planning Committee of Council, University of Saskatchewan. 2002. *Responding to the Needs of Aboriginal People* (Motions: 1, 2, 5).
  - Motion 1: That departments and colleges establish effective academic support services for Aboriginal students, for the fall of 2002.
  - Motion 2: That departments and colleges be encouraged to create enriched transition classes for Aboriginal students.
  - Motion 5: That in conjunction with progress in creating capacity and support for Aboriginal students, the University should develop a focused communications process to increase recruitment and retention of Aboriginal students.
- Integrated Planning. University of Saskatchewan 2003. *Forging New Relationships: The Foundational Document on Aboriginal Initiatives at the University of Saskatchewan*. February.[8]
- Institutional Planning and Assessment. University of Saskatchewan. 2010. *Engaging with Aboriginal Peoples at the University of Saskatchewan*. Draft as of February 24.
- University of Saskatchewan. 2008. *The Teaching and Learning Foundation Document*.
- University of Saskatchewan. 2010. *A Learning Charter for the University of Saskatchewan.* 2010.

PART 1: CANADIAN POST-SECONDARY EDUCATION IN THE GLOBAL KNOWLEDGE ECONOMY

1.0 Introduction

In the view of the First-Year Review Steering Committee, the current model of academic programming does not best serve the needs of students and faculty or best position the College of Arts & Science to reach its potential as the most innovative and comprehensive college of its kind in Canada. The academic program model of distribution requirements is now 43 years old and no longer aligns with best practices in post-secondary education.

The FYRSC began its work by developing an understanding of the landscape of post-secondary education in Canada and across the world, which has been changing dramatically over the past 20 years. What is driving these educational reforms? In a witty YouTube video (an excellent example of using information technologies for knowledge translation), education leader Sir Ken Robinson argues that the reasons are both economic and cultural.[9] Nations across the world are being driven by two fundamental questions: "How do we educate our children to take their place in the economies of the 21st century?" and "How do we educate our children so that they have a sense of cultural identity, and so that we can pass along the cultural "genes" of our communities while being part of the process of globalization?" Robinson argues that the current model of education is outmoded and that what is required is a new paradigm encouraging creativity, divergent thinking and collaboration. In order to achieve this goal, the culture of educational institutions (the habits of institutions and the habitats that they occupy) needs to change.

1.1 The Bad News: The Economic Reality

Since the mid-1990s, the federal government has reduced the transfer payments to the provinces. This has had a profound impact on university revenues and student tuition fees.

Basic Facts

- Between 1989 and 2009, average tuition fees have risen from 10% to 21% of the total revenues for Canadian universities and colleges.[10]
- In 2009/2010, tuition fees represented 22.2% of the University of Saskatchewan revenues.
- Government funding for universities has fallen from 72% to 55% for the same period.
- University operating budgets have in part been tied to Tri-Council funding, which has seen reductions in recent years.[11]
- The economic recession in 2008 has led to a decline in investment income for all universities.

The results of this economic reality are many, but two outcomes are most relevant here: increased competition among educational institutions due to growing reliance on tuition revenue and rising tuition fees.

1.1.1 Increased Competition

The changes in financing post-secondary education and the current economic climate have led to increased competition among universities in Canada for both students and faculty, resulting in more aggressive recruitment campaigns by universities outside of their traditional catchment area. Although the most talented students are desirable, universities' reliance on tuition fees means that all qualified students are sought. Table 1 demonstrates the effects of retaining students on the tuition revenues for the College. If the College retains an additional 1% of its students, that translates into approximately $300,000 in additional revenues. In addition, competition has increased between universities and colleges. In a competitive job market, the lure of relatively short term training programs and lower tuition fees in return for job skills and qualifications can be attractive to a cohort of students who are debt-averse.

Information about university and college programs is more widely available than ever before as students have access to the Internet, the *Maclean's Magazine*[12] rankings and the *Globe and Mail*'s[13] annual survey of universities.

Table 1: Varying the Change in the Retention of Students*

	+1%	+2%	+3%	+4%	+5%
Resulting Change in Head Count	60	120	180	240	300
Resulting Change in Tuition Revenue	$308,698	$617,397	$926,095	$1,234,794	$1,543,492

*Based on Total Number of Undergraduate Head Count of 7574 (2010/11)[14]

1.1.2 Rising Tuition Fees

Basic Facts

- A 2010 report by Statistics Canada found that tuition fees for Canadian universities have more than doubled (in constant dollars) between 1989/90 and 2008/09.[15]
- With rising tuition costs, the proportion of post-secondary graduates in Canada with student loans has risen from 49% in 1995 to 57% in 2005.[16]
- The average amount owed after graduation rose 20% between 1995 and 2005.[17]
- Education level is still the best predictor of employment and income, but having student loans, not surprisingly, has long-term financial consequences. Statistics Canada (2010) reports that graduates who borrowed funds to finance their education had a lower probability of having savings and investments than non-borrowers.[18]

For students of lower socio-economic status and for those who must move to a city in order to attend university, the cost of tuition, books and living is a barrier to getting a higher education. Equity and access are predominant and pressing issues for these groups of students. For other students who can afford a university education (either by relying on family, student loans or working part- or full-time) high tuition may be an issue, but the quality of their education and its relevance to their goals becomes a factor in deciding which institution they will attend.

Since universities are depending upon student tuition fees as a significant part of their operating budgets, they have to recruit (particularly students from outside a university's traditional catchment area) and retain students. At the same time, if students are going to pay higher tuition costs and incur long-term debt anyway, they will be motivated to look for the highest quality education—and that may not be necessarily the closest university to home.

1.2 Challenges Facing the College of Arts & Science

As of census day in October 2010, there were 7,574 students registered in the College of Arts & Science at the University of Saskatchewan. Of that number, 1,854 were new full-time students.

Basic Facts

- The College was responsible for 21% of the total research revenue of Colleges and Schools in 2009/10.[19]
- The College teaches 45% of the undergraduate student population at the University of Saskatchewan.
- The College teaches 51% of the total undergraduate 3cu courses (including core, contract and federated and affiliated activity) and 46% of the total core undergraduate 3cu courses.
- Units within the College teach 27% of the University's graduate students.
- The number of registered students for the College has declined slightly from 7,680 students in 2005/06 to 7,576 in 2010/11.[20]
- The number of on-campus, as well as off-campus, 100-level courses and 3CUE sections[21] has been declining during that same time period. In 2006/07, the total number of 3CUE enrolment for 100-level courses (on and off campus) was 31,893; by 2010/11 this number had declined to 29,941. In 2006/07 the total number of 3CUE Sections for 100-level courses (on and off campus) was 408; by 2010/11 this number had declined to 361(See Tables 2 and 3).[22]
- The proportion of part-time (versus full-time) students has been increasing steadily from 2005/06 reaching 31% for both 2008/09 and 2009/10, but dropping dramatically in 2010/11 to 14%.[23] While the data from 2005/06 to 2009/10 suggests that more students were responding to economic conditions, it is unclear whether the 2010/11 data represents an anomaly or the beginning of a new trend.
- The student population is more diverse than ever before. Of the total number of students in the College of Arts & Science on October census day 2010/11:[24]
  - Female students represent 63%.
  - International students represent 4.8%; new international students represent 1.3%.
  - Out-of-province students represent 11.2%; new out-of-province students represent 3.7%.
  - Self-identified Aboriginal students represent 9.2%, but, based on 2006 census data, Aboriginal peoples make up 14.9% of the total Saskatchewan population.[25] (Because most Aboriginal students in direct-entry colleges are in Arts & Science, we can infer that the overall number and the College's are similar).
  - Aboriginal peoples are estimated to represent 33% of the population in Saskatchewan by 2045.[26]
  - Only 55% of Aboriginal students return to the University of Saskatchewan after the first year.[27]
  - The number of Saskatchewan students in the 18–21 age cohort is declining except in the Aboriginal population.[28]
- The retention rate for Arts & Science students from first to second year was 71% in 2009/10.[29] Of the group that was retained, 8% transferred to other colleges at the University of Saskatchewan; 29% left the University.
- 2009 data for the University of Saskatchewan as a whole indicate that early leavers moving to other post-secondary institutions went to SIAST (31.3%), the University of Regina (16.6%), the University of Alberta (6.1%) and the University of Manitoba (1.8%).[30]

Table 2: College of Arts & Science 100-Level On-Campus Core 3CUE Enrolments

October Census Data, 2005/06–2010/11

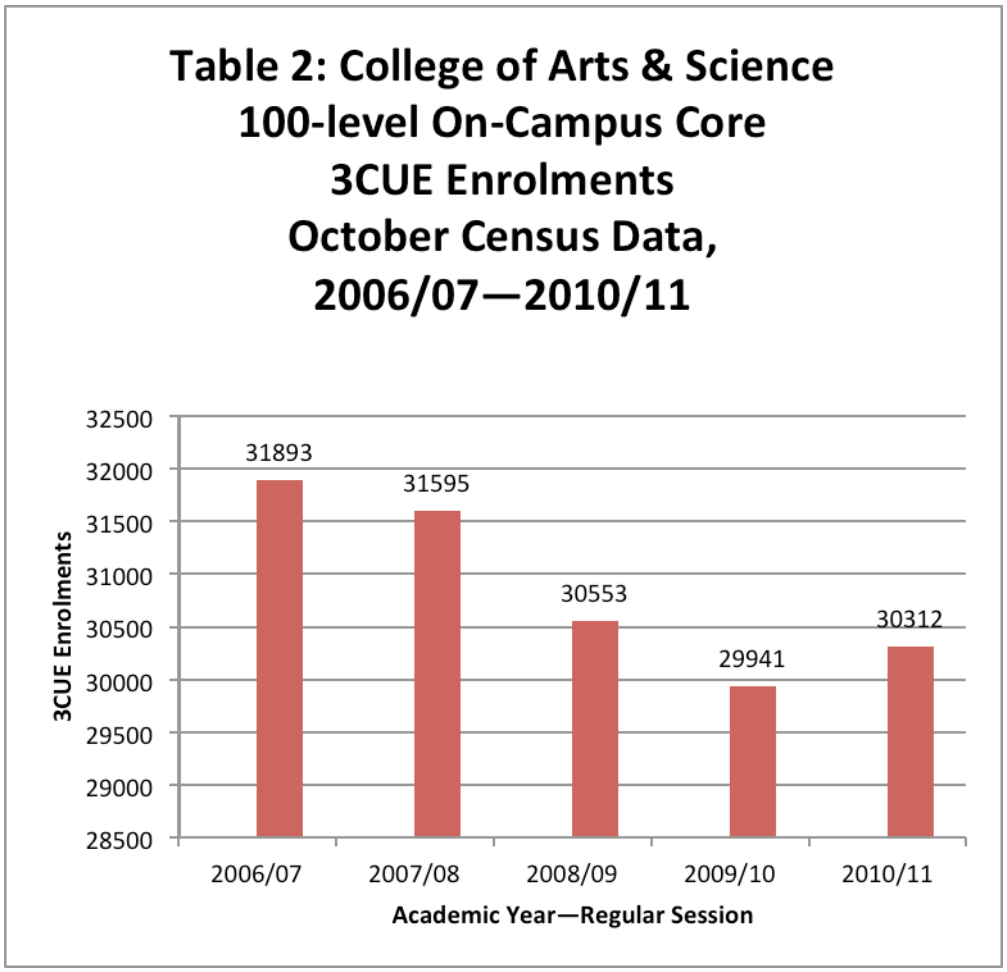
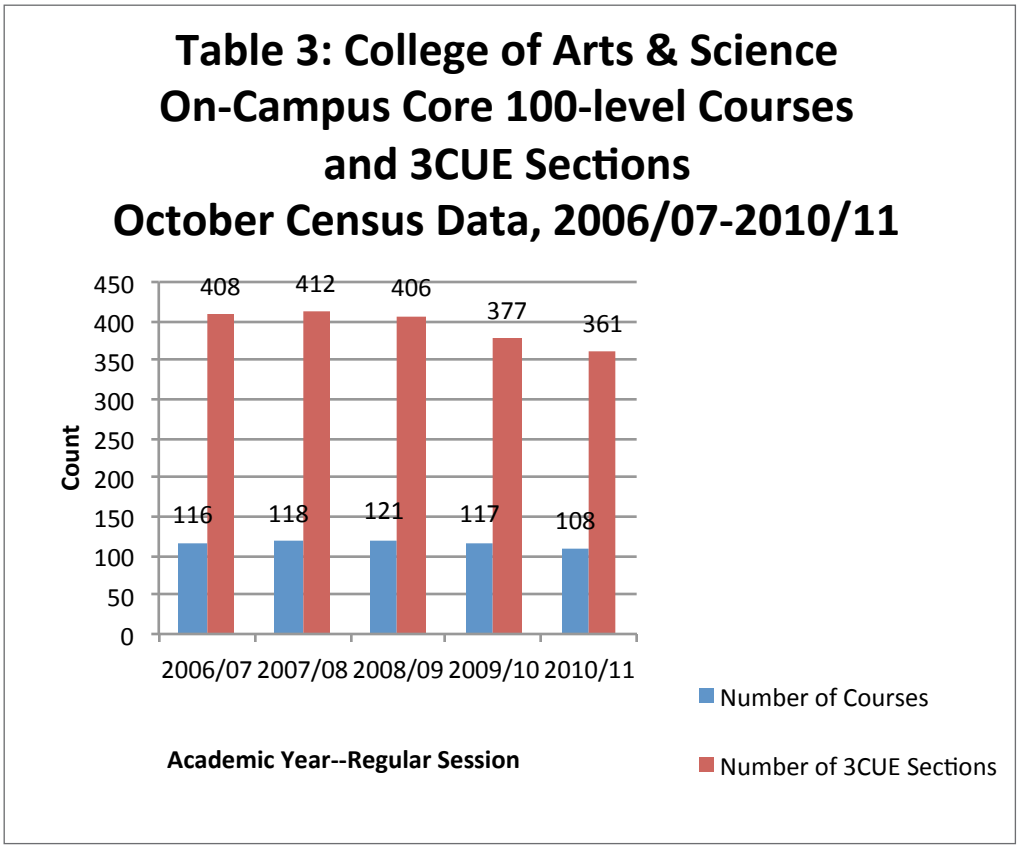


Table 3: College of Arts & Science 100-level On-Campus Core Courses and 3CUE Sections

October Census Data, 2006/07–2010/2011



For further breakdown of this data, see Appendix 3.

The decline in registered students, core courses and 3CUEs has a significant impact on the financial health of the College.

For every 1% increase in the number of students from the current enrolment taking a 3cu course load of 10cu…

…the College revenues increase by $308,000. (See Table 1)

Our ability to attract and retain our students depends upon offering education based on best practices.

1.3 Post-Secondary Education in the 21st Century

1998 marked a watershed year in the delivery of post-secondary education when the Boyer Commission's Report, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, was published.[31] The report was critical of the undergraduate education in research-intensive universities, and concluded, "undergraduates too often [were] short-changed in the past."[32] Undergraduate students, in the Boyer Commission's view, did not have access to the world famous faculty that they advertised to recruit students; some faculty were badly trained to teach students; students, while acquiring the requisite number of courses, did not necessarily have a coherent body of knowledge; and "all too often they graduate without knowing how to think logically, write clearly, or speak coherently."[33] The Boyer Commission made 10 recommendations to improve undergraduate education (see Table 4).

Table 4: Recommendations by the Boyer Commission (1998)

Make Research-Based Learning The Standard	Use Information Technology Creatively
Construct An Inquiry-Based Freshman Year	Culminate With A Capstone Course
Build On The Freshman Foundation	Educate Graduate Students As Apprentice Teachers
Remove Barriers To Interdisciplinary Education	Change Faculty Reward Systems
Link Communication Skills And Course Work	Cultivate A Sense Of Community

The report was, not surprisingly, controversial, but since its publication, Jo-Anne Dillon and Molly Bell (2010) observe:

> "a movement has been afoot to improve students' experiences with higher education, usually by modifying general education requirements and programs. Reasons for revising the structure of general education include the desire to increase student-faculty interaction, to prepare students to become citizens of a global society, to enable them to draw real-world connections to what they are learning, and to increase their passion for and engagement in their education. As a means of accomplishing these and other goals, experts have called for a complete reorganization of the way undergraduate education is delivered, moving away from the traditional distribution-based model. Furthermore, student success is being redefined; rather than measuring success based on indicators such as enrollment and degree attainment, success in higher education now focuses on new essential learning outcomes designed to prepare students for life in the 21st century."[34]
>
> (For more detail, see Appendix 1.)

There is little doubt that the Boyer's Commission's recommendations have been heeded. A 2001 review of research universities conducted by Wendy Katkin, Chair of the Reinvention Centre[35] found that "the greatest activity" had been achieved in the participation of students in undergraduate research and creative work, although this impact has been uneven, with students in the sciences and engineering having the most access to undergraduate research experiences.[36]

In addition, Katkin found that considerable activity has been directed at the first-year experience and improving writing skills, but little progress had been made on the Boyer Commission's other recommendations. At the institutional level, administrative leaders have established teaching resource centres, convened campus-wide task forces to examine aspects of undergraduate education, created a high level position (vice-president or dean) for undergraduate education, and emphasized and rewarded good teaching.[37] A more recent survey commissioned by the American Association of Colleges & Universities (2009) found that 89% of the 433 responding institutions are currently in the process of modifying their general education program.[38]

1.4 The Performance of the University of Saskatchewan and the College of Arts & Science on Student Satisfaction Surveys

Like many of the research-intensive universities in the U.S., the University of Saskatchewan has made progress in the directions proposed by the Boyer Commission through a number of initiatives.

- The University Learning Centre (2006)
- Vice-Provost, Teaching and Learning (2008)
- An Undergraduate Forum (2007)
- *The Teaching and Learning Foundational Document* (2008)
- *The Learning Charter* (2010)
- Greatly expanded services for students with disabilities, Aboriginal, and International Students with student centres being established for the latter two groups
- Math and writing centres
- Learning Communities[39]—the pairing of two or three courses in order to create community among students— and the Peer Assisted Learning (PAL) program
- Provost's Prize and Provost's Project Grant for Innovation in Teaching and Learning
- Provost's Excellence in Teaching Awards and the Provost's Excellence in Teaching College Awards
- College Teaching Excellence Awards

In addition, Karen Chad, Vice-President, Research, commissioned a report in 2010 to examine best practices for integrating undergraduate research into the curriculum and reviewed undergraduate research opportunities at the University of Saskatchewan and elsewhere.[40] The report found that opportunities for undergraduate students exist at the University of Saskatchewan (through summer assistantships, faculty-student collaboration, undergraduate theses or projects, and summer institutes). But, like the Boyer Commission, the report found that opportunities for undergraduate research are uneven with students in the fine arts, social sciences and humanities having fewer opportunities than those in the sciences. The report noted that undergraduate research opportunities require greater coordination, and recommended that an Office of Undergraduate Research be created.

Despite these improvements, the performance of the University of Saskatchewan generally, and the College of Arts & Science in particular, on the National Survey of Student Engagement (NSSE) for 2006 and 2008, the *Maclean's* Rankings, and the annual *Globe and Mail* on-campus surveys indicate that the performance of the College of Arts & Science is merely average. Here we provide a snapshot summary of the Benchmarks utilized by NSSE "to assess the extent to which students are engaged in effective educational practices and what they gain from their university experience, which is an indication of the quality of undergraduate learning on campus."[41]

The NSSE benchmarks are based on an index[42] to capture the level of student engagement. (For the full data set, see Appendix 4.) Scores are to be interpreted in the same way students might interpret their performance on an exam, where 80% and above represents A-level performance. Table 5 indicates that overall, student engagement at the University of Saskatchewan is not very high, but improves from the first to the senior year. Improvements from the first to the senior year are more significant in the areas of Active and Collaborative Learning, Student-Faculty Interaction and Enriching Educational Experiences (For more detail, see Appendix 4, Figures 1 & 2.)

Table 5: Benchmark Results for the College of Arts & Science

National Survey of Student Engagement (NSSE) 2006 & 2008

Benchmark	2006 First Year (%)	2006 Senior Year (%)	2006 Total (%)	2008 First Year (%)	2008 Senior Year (%)	2008 Total (%)
Level of Academic Challenge	46.7	53.1	47.5	47.8	52.3	50.2
Supportive Campus Environment	51.0	51.3	51.2	55.3	51.9	53.5
Active and Collaborative Learning	29.1	40.9	35.3	30.9	39.5	35.5
Student Faculty Interaction	21.4	33.2	27.6	24.2	32.1	28.5
Enriching Educational Experiences	20.2	29.8	25.3	22.3	30.3	26.6

Generally, the NSSE benchmark indices for levels of student engagement for universities and colleges at the first year level in Canada are uninspiring. Levels of student engagement never extend beyond a score of 55%, and most indices fall far short of that mark. (See Appendix 4, Figure 5.) The benchmark averages for the College of Arts & Science are similar to those for other universities/colleges (differences within +/- 5%) in the areas of *Level of Academic Challenge* and *Supportive Campus Environment*. The ratings for Student-Faculty Interaction are generally higher for College of Arts & Science students than for students at other universities/colleges, while ratings for *Active and Collaborative Learning* are consistently lower for the College of Arts & Science than for students at other universities/colleges. First-Year Arts & Science students in the College of Arts & Science score higher in *Enriching Educational Experiences* when compared to student experiences at other universities/colleges, but their senior year counterparts score lower (See Appendix 4, Figures 3 & 4.)

The *GlobeCampus* surveys conducted by the *Globe and Mail* yield similar results.[43] Table 6 summarizes the College of Arts & Science scores, those of the University of Regina, and all other universities in the University of Saskatchewan's size category. Compared to the latter group, the College is below average.

Table 6: Rankings of the College of Arts & Science

Compared to the University of Regina and Other Universities
***Globe and Mail* On Campus Survey, as of October 2010**

Overall Satisfaction	College of Arts & Science	University of Regina	All Other Universities And Colleges[44]
Arts & Humanities	B	B+	B+
Fine & Performing Arts	B	B	B+
Sciences & Maths	B+	B	A-

Indices are based on mean scores received and calculated out of a score of 5; A- = 4.4, B+ = 4.0, B = 3.8.[45]

While we may not like the results of these rankings, disagree with the methodologies, or question the validity of the indices, the consistent message is that the College of Arts & Science is performing below the standard of its comparator institutions—information which is widely available to students, parents and policy-makers alike.

However, the FYRSC's own data paints a different and happier picture. In answer to the question, "I am satisfied with the quality of teaching in the College of Arts & Science," 53% of students indicated that they "somewhat agreed" with this statement while another 33% indicated that they "strongly agreed." In answer to the question, "I am satisfied with my decision to attend the College of Arts & Science," 40% indicated that they "somewhat agreed" while 50% "strongly agreed" with this statement (For a summary of the survey results, see Appendix 5.)

The rankings by the NSSE surveys and the *GlobeCampus* surveys, taken together with the findings of the FYRSC's survey, suggest that the College of Arts & Science is doing "okay," but based on research, survey work and many meetings with students and faculty at the University of Saskatchewan, the FYRSC holds that the College of Arts & Science can do better in engaging and enriching student experiences; moreover, we cannot afford *not* to do better.

PART 2: THE VISION OF THE FIRST-YEAR REVIEW STEERING COMMITTEE

2.0 Introduction

There is no doubt that the 2008 downturn in the economy, the changing funding formulas for post-secondary education, and increased competition among universities and colleges are driving forces for change. These economic realities have put the spotlight on the first-year program, and all the evidence suggests that the current model of distribution requirements is outdated and no longer serves the College well in giving students the knowledge and skills that they need to succeed.

The current distribution requirements were introduced in 1968.[46] There has been no review of the College's first-year program since then, despite the fact that much has changed in post-secondary education in Canada and elsewhere. Other impediments to pedagogic improvements in the College include these facts:

- Although most PhD students take courses in teaching as part of their program, many members of the current faculty received little or no training in pedagogical practices or curriculum design.
- First-year courses are often regarded as "service" courses or viewed by instructors as requiring more work than higher level undergraduate and graduate courses with respect to grading and student contact time; and/or taking time away from research or from working with more experienced upper-year undergraduate or graduate students. Over the last decade, the University of Saskatchewan has taken significant steps to redress this issue, but a revaluation of teaching requires a continued shift in the culture of the College. These steps are described in this part of the report.
- The introduction of new communication technologies has introduced new ways of teaching and learning, as well as challenged our views and practices of knowledge creation, translation and dissemination.

A well-developed body of scholarship on teaching and learning has emerged over the past 20 years that has identified best practices in teaching and learning. In particular, the American Association of Colleges and Universities has identified 10 high-impact educational practices (see Table 7) that enhance student engagement and contribute to student success, particularly those from historically under-represented groups and those who are less well-prepared for college.[47] In turn, the AACU's research has demonstrated that these high-impact educational practices have improved recruitment and retention.

As can be seen from the list of high-impact educational practices summarized in Table 7, we know without taking an inventory that various departments and units already have integrated some of these practices into their programs. However, such implementation is uneven across the College. The College can build upon these initiatives by *systematically* recognizing and incorporating best practices into course development and curriculum design. By drawing on these high-impact practices, we can make a huge difference in the lives of our students by piquing their curiosity and helping them begin to create a broad-based skill set in their first year.

Table 7: 10 High-Impact Educational Practices

Association of American Colleges and Universities, 2008[48]

First-Year Seminars and Goals	Undergraduate Research
Common Intellectual Experiences	Diversity/Global Learning
Learning Communities	Service Learning/Community Based Learning
Writing Intensive Courses	Internships
Collaborative Assignments	Capstone Courses and Projects

2.1 Advancing Education for and about Aboriginal Peoples

As of the 2010/11 academic year, self-declared Aboriginal Students constitute 9.2% of Arts & Science undergraduates.[49] However, Aboriginal people constitute 14.9% of the population of Saskatchewan and, while the Aboriginal population of Saskatchewan is growing rapidly, the absolute number of Aboriginal students has remained at the same level since 2003.[50] Therefore, in order to increase Aboriginal Engagement, a major goal of the College of Arts & Science must be to attract and retain Aboriginal undergraduates. The College of Arts & Science needs to support Aboriginal students to help them realize their educational aspirations.

We also know that only 55% of first-year self-declared Aboriginal students in direct-entry Colleges at the University of Saskatchewan return in second year.[51] Studies have suggested that the primary challenges that Aboriginal first-year students face are **lack of academic preparedness** and **financial difficulties**.[52]

Further challenges for these students often include:

- Family responsibilities
- Displacement and isolation
- Lack of Aboriginal role models
- Lack of "cultural safety" on campus
- Negative family or community assumptions about education
- Social and health problems
- Lack of Aboriginal cultural content and connections in the curriculum[53]

Thus, one key way of attracting and retaining Aboriginal students in the College would be to improve the overall experience of Aboriginal first-year students.

In addition to responding to the specific needs of Aboriginal students, all students should have an understanding of the unique position of Aboriginal peoples, their contributions to Saskatchewan and Indigenous ways of knowing. The reasons are multi-layered. First, an understanding of Aboriginal peoples in Saskatchewan represents our individual and collective fulfillment of the spirit of the treaties. Second, historically, Aboriginal peoples in Saskatchewan have suffered systemic discrimination, and thus the move toward a more inclusive curriculum and a welcoming educational environment are ways to redress the ongoing legacy of racist attitudes and practices. Third, the changing demographics of Aboriginal peoples (who will represent an estimated 33% of the population by 2045[54]), as well as their presence as a political, economic, social and cultural force, behooves both Aboriginal and non-Aboriginal communities to develop relationships based on knowledge and mutual respect.

2.2 Methodology

"What should a student know by the end of her/his first year?" is a question that has driven the deliberations of the FYRSC over the past year. In answer to this question, the Committee considered a number of factors including:

- Information and data that situates the College of Arts & Science within the University of Saskatchewan, provincially, nationally and internationally.
- A review of best practices at other universities conducted by former Dean Jo-Anne Dillon and Molly Bell. (See Appendix 1.)
- A series of talks by leading innovators in first-year education including Glen Loppnow (University of Alberta), Charles White (Portland State University), Sue Laver (McGill University) and David Helfand (Quest University).

- Consultation with a wide group of constituents on campus. (For a complete list, see Appendix 6.)
- A survey of first-year undergraduate students in Arts & Science. (For a summary of the survey findings, see Appendix 5.)

In addition, the FYRSC was mindful of the goals of key documents that support and encourage a strong commitment to teaching at the University of Saskatchewan and, in particular, *The Teaching and Learning Foundational Document*[55] (2008) that identified "core skills for 21st century" learners, including:

- Strong analytical, literacy/numeracy skills and methodological sophistication.
- The ability to communicate in a variety of settings with a variety of media.
- A level of comfort with and proficiency in information and communications technology.
- A deep understanding of a particular area of academic work.
- An advanced appreciation of intercultural knowledge.
- A strong and developed capacity for collaborative problem-solving skills.
- A heightened appreciation of ethical issues.
- Habits of mind that foster integrative and interdisciplinary thinking.

These goals have been incorporated into *A Learning Charter for the University of Saskatchewan*[56] approved by University Council, June 17, 2010. (See Table 8 for a list of *Charter's* goals and attributes.)

Table 8: A Learning Charter for the University of Saskatchewan

GOAL	According to the Charter, all graduates of the University of Saskatchewan will:
DISCOVERY	• Apply critical and creative thinking to problems, including analysis, synthesis and evaluation. • Be adept at learning in various ways, including independently, experientially and in teams. • Possess intellectual flexibility, ability to manage change and a zest for life-long learning.
KNOWLEDGE	• Have a comprehensive knowledge of their subject area, discipline or profession. • Understand how their subject area may intersect with related disciplines. • Utilize and apply their knowledge with judgment and prudence.
INTEGRITY	• Exercise intellectual integrity and ethical behaviour. • Recognize and think through moral and ethical issues in a variety of contexts. • Recognize the limits to their knowledge and act accordingly.
SKILLS	• Communicate clearly, substantively and persuasively. • Be able to locate and use information effectively, ethically and legally. • Be technologically literate, and able to apply appropriate skills of research and inquiry.
CITIZENSHIP	• Value diversity and the positive contributions this brings to society. • Share their knowledge and exercise leadership. • Contribute to society, locally, nationally or globally.

The identification of the goals described in the *Charter* and the attributes of graduates is part of a wider movement by many universities around the world to identify "the skills, knowledge, and abilities of university graduates, beyond disciplinary content knowledge, which are applicable in a range of contexts and acquired as a result of completing any undergraduate degree."[57] These initiatives are described by a number of terms including generic attributes; competency-based education (CBE); personal or transferrable skills; generic, core, or key competencies, etc.

In general, as Harden (2002) has observed, "outcome-based education has come to be characterized by:

- The development of clearly defined and published learning outcomes that must be achieved before the end of the course;
- The design of a curriculum, learning strategies and learning opportunities to ensure the achievement of the learning outcome;
- An assessment process matched to the learning outcomes and the assessment of individual students to ensure that they achieved the outcomes;
- The provision of remediation and enrichment for students as appropriate."[58]

The goal of a learning outcomes and skills-based approach is to create more effective learners and teachers.

For the purpose of this document, the FYRSC identified as most relevant for the College's consideration the concepts of student attributes (what the student should learn), learning outcomes (the goals of the curriculum and courses, and how they align with program goals) and skills-based learning (the technical and transferable proficiencies). In combination, these concepts direct curriculum design and course development and delivery to specific ends at the levels of the course, discipline, Division/program and College.

2.3 Program Goals for the College of Arts & Science

Program goals promote a culture of curriculum development that is based on continuous improvement. The strength of having program goals is that they encourage faculty—individually, and collectively in their disciplines and programs—to develop a reflective practice as they design new programs and courses, and as they revise existing ones. The program goals encourage faculty to think about the connection between content (the "what") and outcomes (the "so what"),[59] and to examine the relationships among content, pedagogical strategies, outcomes and assessment. Having program goals helps to answer questions such as, "Are we achieving what we set out to do in our courses and programs?" "What is/are the best pedagogical strategy(ies) for achieving these outcomes?" "Are our measures of assessment appropriate?" "What is the relationship between a course and the rest of the curriculum?"

The program goals do not dictate content, nor do they specify the strategies to be employed by faculty/disciplines/or programs to achieve the program goals. Rather, as Wolf[60] argues, curriculum development relies on expert disciplinary knowledge: i.e., curriculum development must be faculty driven. Moreover, each discipline has what Lee Shulman calls *signature pedagogies*—"types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions."[61] Familiar examples of signature pedagogies include bedside learning in medicine; laboratory teaching in the sciences; art or performance critiques ("crits") in the fine arts. Although these styles of teaching are recognizable, every discipline has a signature pedagogy, because as Shulman observes:

> [Signature pedagogies] implicitly define what counts as knowledge in a field and how things become known. They define how knowledge is analyzed, criticized, accepted or discarded. They define the functions of expertise in a field, the locus of authority, and the privileges of rank and standing.[62]

Curriculum development can be seen as a dialogue between the signature pedagogies of a specific discipline—the expertise necessary for a student to graduate—and the program goals of the College—the knowledge and skills that all students should acquire before graduation.

In answer to the question "What should a student know by the end of his/her first year?" the FYRSC developed program goals that are organized around five themes of **DEEPC** Learning. In the first year, students should be introduced to these skills in order to help them develop a reflective learning practice, and therefore, enable them to work consciously toward these goals:

1. **D**evelop a wide range of effective communication skills.
2. **E**ncourage personal development, growth and responsibility.
3. **E**ngage students in inquiry-based learning, critical thinking and creative processes.
4. **P**repare thoughtful, world-minded, educated, engaged citizens.
5. **C**ultivate an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada.

The Committee put considerable effort into developing explicit goals and objectives for first-year students. Table 9 provides details of these learning goals.

These themes are aligned with *The Teaching and Learning Foundation Document* (2008) and *A Learning Charter for the University of Saskatchewan* (2010).

Table 9: Program Goals for the College of Arts & Science

DEVELOP | ENCOURAGE | ENGAGE | PREPARE | CULTIVATE

GOAL 1. DEVELOP A WIDE RANGE OF EFFECTIVE COMMUNICATION SKILLS.

Student Attributes *By the end of the first year, Arts and Science graduates should be able to demonstrate*:

- Meaningful, effective and appropriate communication of knowledge to engage different audiences.
- Competent, ethical, and effective use of technology.
- A recognition of the ethical application of intellectual property and privacy.

Evidence & Outcomes *Specifically, students should be able to*:

- Convey meaning in a way that others can understand through writing, speaking, and/or artistic expression.
- Express oneself after reflection.
- Articulate ideas.
- Use effectively appropriate modes of verbal and non-verbal communication (e.g. grammar, musical notation, mathematical notation).
- Create and evaluate presentations and/or performances.
- Engage and collaborate with others (e.g. listening attentively, responding appropriately).
- Demonstrate technological, literacy, and numeracy skills.
- Stay informed about current technological innovations.

GOAL 2. ENCOURAGE PERSONAL DEVELOPMENT, GROWTH, AND RESPONSIBILITY.

Student Attributes *By the end of the first year, Arts and Science graduates should be able to demonstrate*:

- Realistic self-appraisal, self-understanding, and self-respect.
- A commitment to life-long learning.
- Developing leadership skills.
- The ability to work collaboratively with others.
- Indicators of purposeful and satisfying lives.

Evidence & Outcomes *Specifically, students should be able to*:

- Treat self and others with respect—exercise sound judgment.
- Assess, articulate, and acknowledge skills, abilities, and areas for growth.
- Articulate rationale and evaluate options for personal and educational goals.
- Practise reflection and personal accountability.
- Work effectively with others to achieve personal and collective goals by developing a shared vision, collaborating, listening and considering others' points of view.
- Communicate a vision, mission, or purpose that encourages commitment and action in self and others.

GOAL 3. ENGAGE STUDENTS IN INQUIRY-BASED LEARNING, CRITICAL THINKING AND CREATIVE PROCESSES.

Student Attributes *By the end of the first year, Arts and Science graduates should be able to*:

- Demonstrate the ability to integrate knowledge, ideas and experiences from a range of disciplines; identify, examine and use different ways of knowing, thinking and doing; and apply knowledge critically and creatively.
- Demonstrate critical and reflective thinking.
- Understand the processes and paradigms of scientific reasoning, knowledge production and the evaluation of evidence.
- Identify important problems, questions and issues.
- Analyze, interpret and judge the relevance and quality of information.
- Use and integrate multiple sources of information to solve problems or form a decision or an opinion.
- Make meaning(s) from scientific methods and other interpretations of knowledge, texts, images, instruction and experience.

Evidence & Outcomes *Specifically, students should be able to*:

- Identify with different ways of knowing and problem-solving.
- Apply previously acquired information, concepts and experiences to new situations or settings.
- Assess assumptions (one's own and others) and consider alternative perspective.
- Integrate intellectual, emotional, multi-sensory (audio, visual, movement, tactile) and artistic experiences for increased insight.
- Investigate, experiment with, and apply both novel and traditional approaches.
- Take risks to advance one's ideas and learning.
- Articulate concepts through effective use of different forms of creative expression.
- Analyze and interpret scientific information, and make judgments of the relevance and quality of information.
- Understand the interconnectedness among different scientific disciplines in identifying problems and finding solutions.

GOAL 4. PREPARE THOUGHTFUL, WORLD-MINDED, EDUCATED, ENGAGED CITIZENS.

Student Attributes *By the end of the first year, Arts and Science graduates should be able to demonstrate*:

- A deep respect and understanding of cultural and human differences as well as one's own identity and culture.
- Global perspectives in the creation and dissemination of knowledge.
- Active engagement in supporting and protecting the dignity of others.
- The ability to engage respectfully and knowledgably with people whose perspectives and experiences differ from one's own.
- The ability to fairly and respectfully engage with others in decision-making processes.

Evidence & Outcomes *Specifically, students should be able to*:

- Actively improve intercultural communication.
- Recognize social systems and their influence, systematic barriers to equality and inclusiveness, advocate and justify means for dismantling them.
- Identify, analyze and challenge unfair, unjust or uncivil behaviour in our interconnected, global society.
- Understand and appreciate key concepts and theories in science and technology, major scientific and technological issues at the local, national and international level, the natural world, and social, cultural, political and economic contexts for the production and reception of scientific knowledge.

- Explore the interconnectedness between the natural, technological and social worlds.
- Recognize the relationship among the scientific enterprise and cultural and artistic knowledge production.

*GOAL 5. CULTIVATE AN UNDERSTANDING OF AND APPRECIATION FOR THE UNIQUE SOCIO-CULTURAL POSITION OF ABORIGINAL PEOPLES IN CANADA.

Student Attributes *By the end of the first year, Arts and Science graduates should be able to demonstrate*:

- Recognize that there are multiple Aboriginal perspectives on the world.
- Understand that there have been and continue to be, historically, systemic barriers to equality for Aboriginal peoples.
- Understand and appreciate the contribution of Aboriginal peoples to Canadian society and beyond

Evidence & Outcomes *Specifically, students should be able to*:

- Understand and appreciate that there are multiple Indigenous knowledge systems.
- Identify the history and ongoing legacy of colonization in Native-Newcomer relations.
- Recognize the legacy of the treaties and the ongoing treaty relationships between First Nations and other Canadians.
- Recognize continuity, change, and revitalization in contemporary Aboriginal communities and the diversity among and between Aboriginal communities.

**In light of the discussion at Faculty Council on December 8, 2011, this goal has been amended from the original wording.*

As the FYRSC has deliberated over the past year, it has become clear that if a learning outcomes and skills-based approach—united under the umbrella of Program Goals—is adopted by the College of Arts & Science, then transforming the first year does not mean adding a few courses, but will entail a shift in the teaching and learning culture in the College.

PART 3: A PLAN FOR THE FUTURE: TRANSFORMATION OF THE COLLEGE

3.0 Introduction

The College faces many challenges in responding to the new economic reality of increased competition among post-secondary education institutions, rising tuition fees, declining enrolments, and new research into the best practices for higher education. These challenges provide the impetus for thinking about what the College does and how it does it. In the following sections, the FYRSC offers a plan for transforming the curriculum through curriculum renewal and by expanding the Learning Communities in first-year courses. In addition, as a result of the University's priorities to respond to the needs of Aboriginal peoples, the FYRSC provides a framework for enhancing the first-year experience for and about Aboriginal peoples. The FYRSC recommends that these initiatives form part of the College's Integrated Plan.

3.1 Curriculum Renewal

Implementation of the College Program Goals and moving to a learning outcomes model will take time; it requires planning, consultation, and assurances that adequate resources are in place. The first step involves departments/units evaluating their programs against the College Program Goals, the high-impact educational practices, and the signature pedagogies relevant to their discipline. The departments/units would then revise their existing programs/courses (including assessments), and be ready to offer their revised programs by 2015/16.

Like the development of the program goals for the College, the FYRSC encourages departments/units to develop their own goals and learning outcomes to answer the question, "What should a student in our discipline know by the time he/she completes a three or four year degree?"

Peter Wolf (University of Guelph), a leading curriculum designer in Canada, offers a model for curriculum development that is "faculty-driven, data-informed, and educational developer-supported."[63] In this model, curriculum development is based on three phases:

- **Curriculum Visioning:** involves the assessment of various kinds of data collected in order to match the attributes of the ideal graduate with the program goals;
- **Curriculum Development:** uses curriculum mapping[64] to match foundational content and program objectives to assess current and future course offerings, sequencing, etc.
- **Alignment, Coordination and Development:** involves "reviewing the literature and research on one or more program objectives, developing relevant rubrics and exemplars of differing levels of skill development, and developing suggested teaching approaches to foster skill development."[65] See Appendix 7 for a copy of Wolf's article on this topic.

According to Wolf, curriculum renewal requires an investment of time, and would be facilitated by having the support of an educational developer/program designer, workshops, and guidelines for curriculum mapping.[66] By developing a systematic and explicit approach to curriculum development, departments/units will be able to identify not only some of the weaknesses in their programs, but also their strengths. (See Appendix 8: Curriculum Mapping Overview.)

The process of curriculum development also could be applied at the program or Divisional level in order to identify areas of overlap among departments/units and where synergies might lie. In Appendix 9 the FYRSC provides a description of interdisciplinary courses that could be implemented across the College (interdivisional) and within divisions (intradivisional). The courses would incorporate many of the high-impact practices identified in the literature review by Dillon and Bell (see Appendix 1). These courses would be designed to introduce students to different views on a theme or issue; to encourage students to integrate knowledge; and to explore a greater variety of disciplinary perspectives than are available under the current distribution requirements model.

3.2 Expand the Learning Communities in First-Year Courses

Learning Communities (LCs) have been identified by Association of American Universities and Colleges as a high-impact practice because they provide a structure for integrating students into the University community; encourage collaborative learning; and encourage students to think critically and in multidisciplinary ways. (For all 10 high-impact practices, see Table 8 in this document.) In 2007, the University Learning Centre initiated a LCs pilot in collaboration with the College of Arts & Science and Student Enrolment and Services Division (SESD). In the following year, the first phase of the LCs Project began, and involved the design and development of models for implementation and consolidation of pilot programming, collaborating with new partners, and extending the learning communities into the Colleges of Agriculture and Bioresources, and Kinesiology.

The goals of LCs are to increase first-year students' sense of connectedness to the University, and to increase their sense of directedness with respect to program and career goals, encouraging self-directed and collaborative learning. In University of Saskatchewan LCs, students register for two or three courses from different divisions, as well as participate in a weekly seminar. Because the College of Arts & Science is the only college in a Canadian medical-doctoral university to include the Social Sciences, Sciences, Humanities and Fine Arts under one administrative unit, this multidisciplinary model of course delivery across divisions is unique in Canada. In some of our LCs, this model has been extended by faculty working together to develop a curriculum with cross-cutting themes, thus providing students with opportunities to engage in interdisciplinary thinking. In addition to the first-year students who have

participated in the LCs, the weekly seminars have been led by senior undergraduate students (PAL peer mentors) who have gained considerable experience in developing their leadership skills, facilitating collaborative learning and community-building.

Data for the 2009/10 LC cohort suggests that LCs have been very successful in achieving program goals. Although there were no significant grade differences between participants and non-participants in the LCs, there were significant differences in rates of persistence between the two groups: 84% of students enrolled in a LC returned to the University of Saskatchewan in the following year compared to 71% of non-participants. For participating students who attended six or more peer-led LC meetings, an even higher proportion (90%) of students were observed to carry on into second year. It should be noted that students who participate in LCs self-select, introducing possible bias that could somewhat moderate this dramatic effect. Of the three Colleges (Arts and Science, Agriculture and Bioresources, and Kinesiology) with first-year LCs, the College of Arts & Science showed the greatest retention rate improvement, but also had the most room for improvement.

LCs have a positive impact on students' feelings of connectedness in the College of Arts & Science. Preliminary data made available through the University Learning Centre illustrate that as students enter first year, 44.5% report that they feel somewhat or strongly connected to the College of Arts & Science with an additional 36.5% reporting that they feel hopeful that they will fit in to the College soon, and the remaining 19% indicating feeling disconnected (i.e., lost and alone or just a "number").

By second year, however, patterns in feelings of connectedness look different for those students who have been involved with LCs in first year compared to students who are not. For example, the proportion of LC participants reporting a degree of connectedness with the College of Arts & Science in second year jumps up to 62% (an increase of 7.5%). By contrast, the proportion of non-LC students who report feeling connected to the College of Arts & Science by second year is comparable to the overall proportion in first year (43.7%). At the other end of the connectedness spectrum, 19% of former LC participants report a sense of disconnectedness with the College of Arts & Science in their second year. This proportion doubles to 38% of non-LC students endorsing the absence of a connection (most notably the feeling of being a "number"). Focus groups and qualitative data strongly support the finding that students who have access to first-year Learning Communities develop a concrete sense of being a part to their College in important ways.

Given the success of the LCs, the FYRSC recommends that the program should be expanded to make it available to all students who wish to participate in a LC. In order to be sustainable in the long-term, the FYRSC recommends that a business plan and joint proposal with the ULC be developed for the implementation of the LCs in the next planning period and beyond. In addition, since the LCs currently are operating largely under the auspices of the University Learning Centre, the FYRSC recommends that the College of Arts & Science investigate whether it is feasible for greater responsibility for the LCs initiative to be housed within the College and how best to transfer current resources and oversight for the LCs there.

3.3 Education For and About Aboriginal Peoples

In a consultation with key informants in March 2011, Assistant Dean of Aboriginal Affairs, Kristina Fagan presented data about Aboriginal Students in the College and then discussed the ways in which the College might improve its current practices with regards to Aboriginal students. The discussion focused on three main areas:

- The College needs to focus primarily on assisting Aboriginal students in achieving academic success by developing programming that helps them connect to the curriculum, to see the academic content as relevant to their lives and their communities. (This strategy is based on the finding that Aboriginal students are having the most success in programs with a substantial focus on Aboriginal content.)
- Aboriginal students are having difficulty connecting the academic curriculum to future goals, and therefore, are lacking goal clarity in their academic lives. This impression is supported by the fact that 65% of Aboriginal students in the College have not declared a major (compared to 48% of College students overall).
- Many Aboriginal students need more financial, academic, and cultural support to achieve success in university.

3.3.1 Evaluation of Current Programs

In order to increase all students' knowledge of Aboriginal peoples and to improve Aboriginal students' connection to the curriculum, the FYRSC encourages all departments/units to consider their curricula in light of the proposed College Program Goals 5a & b, and implement (where relevant), courses/classes that will help achieve this goal.

The existing Aboriginal first-year programs group Aboriginal students together in small classes in order to provide more academic, cultural and social support. The programs have attracted approximately 100 students per year in total. However, as the funding for these programs has ended, many of the extra supports have been dropped. Moreover, the Summer University Transition program struggles to attract students because bands often will not support part-time students. In addition, advisors to Aboriginal students report that students are often confused by the existence of three programs that are very similar in their goals (i.e., Aboriginal First-Year Experience, Summer University Transition, Math and Science Enrichment). Over the life of these programs (since 2003), the year-to-year retention rates of students in the programs have shown a modest increase. There also has been an increase in the proportion of students receiving a passing grade. This finding suggests that the current programs are achieving results, but the College can still do better.

3.3.2 Rationale for Aboriginal Student Achievement Program (ASAP)

Having reviewed the data from the College of Arts & Science as well as existing national studies, evaluated the existing programs in the College, consulted with involved members of the College, and considered another program with proven success, a working group under the leadership of the Assistant Dean of Aboriginal Affairs devised a plan for a single first-year program for Aboriginal students. The Aboriginal Student Achievement Program (ASAP) will replace existing programs and is intended to both attract and help retain Aboriginal students. ASAP has the following advantages:

- As a single program running from September to April, the ASAP will allow the College to focus on recruitment and funding and will eliminate confusion about the three existing programs.
- ASAP will provide Aboriginal students with additional academic support. The Aboriginal Student Centre provides substantial cultural and social support, but studies (as well as the impressions of instructors and student advisors) suggest that the students are also in need of help with academic skills.

- ASAP will provide Aboriginal students with financial support. Studies suggest that financial difficulties are a major challenge for Aboriginal students, and this finding is supported by student focus groups conducted at the University of Saskatchewan.
- The program will encourage students to connect their academic studies to their own lives, goals and strengths. This strategy will improve the students' sense of their connection to the curriculum and clarify their goals.

PART 4: ACHIEVING RENEWAL OF THE FIRST-YEAR PROGRAM: RECOMMENDATIONS AND TIMELINES

The FYRSC recommends that:

- The College Program Goals and this report be adopted by the three Divisions and Faculty Council (Fall 2011).
- The College work with the University Learning Centre to develop a business plan to provide long-term sustainability for Learning Communities in the College of Arts & Science to be submitted to PCIP (Fall 2011).
- The College of Arts & Science investigate whether it is feasible for greater responsibility for the LCs initiative to be housed within the College and how best to transfer current resources and oversight for the LCs.

Timely and specific/targeted faculty development, both formal and informal, can help change the existing culture and contribute to understanding the need for the change, developing new curricula that aligns with program goals, preparing faculty to teach the newly developed courses, and monitoring the success of the changes. Implementation is more likely to take hold when faculty understand the need for the proposed changes; articulate and personalize indicators of success; interpret program goals in terms of their own disciplines; and actively engage in curriculum development, implementation strategies, and assessment plans. A thoughtful, robust and carefully articulated faculty development plan is crucial to successful program development, implementation and integration. The Gwenna Moss Centre for Teaching Effectiveness offers assistance, support and consultation services that the College can leverage as it engages in these faculty and curriculum development activities.

The FRYSC recommends that:

- Workshops that provide an overview of curriculum mapping for undergraduate chairs, department heads, and other educational leaders be held in Fall 2011.
- Departments/units align their curricula with the College's Program Goals through curriculum visioning, mapping and renewal (to be completed in time to put new curricula into effect by 2015/16).
- Building on the information on the University's Office of Research Communications website and working with the Digital Research Centre, the College create a digital archive of faculty research interests of Arts & Science scholars. The archive of research interests can become a resource through which topics or themes of common interest to faculty from varying departments can be identified and collaborations encouraged.

With respect to developing Aboriginal education for and about Aboriginal people and creating a welcoming and inclusive environment for Aboriginal students, the FYRSC recommends that:

- The three current first-year programs be integrated under the umbrella of the Aboriginal Student Achievement Program (ASAP).
- Stable funding be established for Aboriginal first-year programs, which have always operated through soft-funding.
- Faculty development programs be implemented to encourage faculty to include Aboriginal content and perspectives in their courses.
- Departments and programs be encouraged to include Aboriginal perspectives and knowledge in their curricula.

With respect to the evaluation of student engagement, the FYRSC recommends that:

- An annual or biennial survey of first-year students be conducted (after the fall census, in October).
- A follow-up survey of the November 2010 cohort of students be conducted (November 2011).

The College of Arts & Science needs to highlight the rich and diverse teaching and research that houses in the College, making it a unique post-secondary institution in Canada. The FYRSC recommends that:

- A marketing strategy be developed that presents a clear message about the advantages of an Arts & Science education and the uniqueness of the College of Arts & Science at the University of Saskatchewan.
- A website dedicated to the first year be created for the College's home page.

Given the need to transform the College of Arts & Science through curriculum renewal and the priorities of the University and College, especially with respect to education for and about Aboriginal peoples, the FYRSC recommends that:

- The above initiatives form part of the College of Arts & Science Third Integrated Plan.

Endnotes

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60 Wolf, Peter. 2008. "A Model for Facilitating Curriculum Development in Higher Education: A Faculty-Driven, Data-Informed, and Educational Developer-Supported Approach." P. Wolf, and J. Christiansen Hughes (Eds.) *New Directions For Teaching and Learning*. San Francisco, CA: Jossey-Bass.

61 Shulman, *op cit*. p. 52–59.

62 Ibid. p. 54.

63 Wolf, Peter. 2007. "A Model for Facilitation Curriculum Development in Higher Education: A Faculty-Driven, Data-Informed, and Educational Developer-Supported Approach." *New Directions for Teaching and Learning*. 112 (Winter). pp: 15–20.

64 For example, see VUE, an open access curriculum mapping tool developed at Tufts University. For more information, see http://vue.tufts.edu.

65 Wolf. *op cit*. p. 18.

66 Note the guidelines are not a template, but a series of questions for consideration. The FYRSC is operating on the assumption that curriculum mapping involves a dialogue between a disciplines' signature pedagogies and the College's Program goals, and therefore, a "one-size-fits-all" model is not appropriate.

Appendix B1 – Writing Requirement – Committee Membership, Criteria for Inclusion, and Course List

Members of the Writing Requirement Working Group:

Toryn Adams, Vice-Dean Academic's Office

Veronika Makarova, Linguistics and Religious Studies

Darrell McLaughlin, (then) Associate Dean STM, Sociology

Wendy Roy (Chair), English

Lisa Vargo, English

Ken Wilson, Biology

Writing Requirement Criteria

1. The techniques of academic writing within a discipline, or general writing communication skills, must be actively taught in class through lectures, readings, examples of effective writing, in-class practice, etc., and must be part of the learning outcomes as stated on the course syllabus.
2. At least two substantive writing assignments must be assigned by instructors and completed by students throughout the course. These may be cumulative (for example, the second assignment may build on the first).
3. Detailed feedback on how to improve writing, including about clarity, organization, and effectiveness of written expression, must be provided to the students.
4. Students must have the opportunity to improve their work through an iterative process. In other words, students will either be given feedback on an assignment or part of an assignment and be asked to revise it as a follow-up assignment, OR they will be asked to take feedback from a first assignment into consideration in the drafting of a second assignment.
5. Class size will be relatively small, or departments will make use of teaching assistants to help the instructor provide individual writing advice and commentary to students.
6. If the course has a final examination, there will be a writing-intensive component of the exam.
7. A minimum of 30% of the final grade will be based on writing assignments in the course.

Note: When proposing courses, departments should keep in mind that it is in the students' best interests to take a writing-intensive course as early in their programs as possible.

Survey of Departments

As part of the original request for submission, the working group also requested that departments respond to the following two questions. The responses to these questions were used to evaluate the need to revise existing courses and/or the need to develop new courses.

1. Overall, do the students in your major(s) have sufficient writing skills to be successful in their chosen discipline?

2. If any, which writing skills are your students lacking that are necessary for success in their fields?

List of Selected Courses to meet the proposed Writing Requirement

ANTH 302.3 - The Practice of Ethnography
ANTH 310.3 - Anthropology of Gender
ANTH 405.3 - Anthropology of Disaster and Disruption
ANTH 421.3 - Anthropology in Time: Early Influences
ENG 110.6 - Literature and Composition
ENG 111.3 - Literature and Composition: Reading Poetry
ENG 112.3 - Literature and Composition: Reading Drama a Writing Intensive course
ENG 113.3 - Literature and Composition: Reading Narrative
ENG 114.3 - Literature and Composition: Reading Culture
ENG 120.3 - Introduction to Creative Writing
ENG 202.6 - Reading the Canon: Texts and Contexts ENGL 203.6 - Reading English: Critical Approaches
ENG 204.3 - History and the Future of the Book
ENG 253.6 - Canadian Literature
ENG 290.6 - English Linguistics and the History of the English Language
ESL 116.3 - Reading and Writing of Academic Texts
HIST 115.3 - History Matters: Ideas and Culture
HIST 125.3 - History Matters: Indigenous, Colonial and Postcolonial Histories
HIST 135.3 - History Matters: Gender, Sex and Society
HIST 145.3 - History Matters: War, Violence, and Politics
HIST 155.3 – History Matters: Science and Environment
LING 251.3 - Intercultural Communication
LING 347.3 - Conversation and Discourse Analysis
LING 478.3 - Honors Project
PHIL 115.3 - Introductory Indigenous Philosophy
PHIL 120.3 - Knowledge, Mind, and Existence
PHIL 133.3 - Introduction to Ethics and Values
POLS 245.3 - Topics in the Politics of Developing Countries
POLS 323.3 - Aboriginal Policies and Programs
POLS 328.3 - Public Policy Analysis
POLS 422.3 - Aboriginal Development Strategies
INTS 203.3 - Cultivating Humanity
PSY 323.3 - Qualitative Study of Lives and Social Practices
PSY 355.3 - Research in Advanced Cognitive Science

Appendix C1: Indigenous Learning Requirement Course Criteria, Process for Course Approval, and Course List

Indigenous Learning Requirement Course Criteria:

Note that these criteria would have no bearing on whether a course would pass the usual course approval processes or can be taught in the College. They would be used only to determine whether a course could be used to meet the Indigenous Requirement.

While drawing on a diversity of disciplinary perspectives and pedagogical strategies, Indigenous Requirement courses will aim to teach students about the context of the contemporary and historical position of Indigenous people, and in so doing also seek to unsettle core elements of settler colonialism. A course can be used to meet the Indigenous requirement if, through assessment by the Indigenous Curriculum Advisory Committee, it meets all of the following four criteria:

1. Is focused primarily on helping students learn about the Indigenous peoples of Canada (First Nations, Métis, and/or Inuit), and assisting students in understanding the ongoing expressions and implications of settler colonialism in Canada. At least 75% of the course material must focus on some aspects of these inter-related issues. For the purposes of these criteria, we understand "Canada" in broad terms, recognizing that Indigenous people have inhabited the territory now known as Canada since long before Confederation, and that Indigenous peoples have also long crossed and straddled the Canada-US border. We also recognize that the political and cultural boundaries of both Canada and of Indigenous groups have not been fixed.

2. Moves students towards the College Learning Goal of understanding and appreciating the unique socio-cultural position of Indigenous peoples in Canada.

3. Gives students opportunities for meaningful engagement with Indigenous voices and perspectives, in the form of readings or other course materials, speakers, or experiences. In other words, the course should not only be about Indigenous people as objects of study, but should include Indigenous people as active subjects who have knowledge of the course topic.

4. Includes a critical perspective on settler colonialism, recognizing that colonialism includes a variety of histories and forms. The course may particularly focus on settler colonialism as it has informed or shaped the area of study and/or the discipline of which the course is a part.

In its assessment of a course, the Indigenous Curriculum Advisory Committee will also consider who has designed and/or who will normally teach the course. Once a course is included as part of the Indigenous Requirement, teaching duties will be assigned by Department Heads as usual, considering the criteria below as well as the teaching skills of the Instructor. Strong instructional skills will be an asset in teaching a sensitive topic to a diverse group of students. To meet the Indigenous Requirement, it is expected that:

- For new courses, the course is designed by or in collaboration with a specialist in Indigenous research, scholarly and artistic work (RSAW) and education (see definition below).
- For new and existing courses, the course is normally taught by or in collaboration with a specialist in Indigenous RSAW and education (see definition below). Those teaching courses as part of the Indigenous Requirement will also be expected to participate in group discussions to support their teaching, discuss potential curricular and pedagogical developments, and deal with classroom issues that may arise.

In unusual cases where a specialist in Indigenous RSAW and education is not available to teach an Indigenous Requirement course, Department Heads will be asked to contact the office of the Associate Dean of Aboriginal Affairs for further advice and potential instructor support.

Definition of a specialist in Indigenous RSAW and education: A faculty member, sessional lecturer or graduate student who has a PhD in or is enrolled in a PhD program in the field of Indigenous RSAW and education;

OR a faculty member, sessional lecturer or graduate student who has at least a Master's degree in a relevant discipline AND has authored peer-reviewed publications in the field of Indigenous RSAW and education and/or has substantial teaching experience in the field of Indigenous RSAW and education.

Definition of Indigenous RSAW and education: For the purposes of this process, Indigenous RSAW and education is defined, not as any specific department or program, but rather as including research, scholarly, artistic and pedagogical work, in any discipline or area of study, that is primarily focused on Indigenous people.

Process for Approval of Indigenous Learning Requirement Courses:

Courses included on the Indigenous Requirement Course list will be approved by the **Indigenous Curriculum Advisory Committee** (ICAC) to the Academic Programs Committees.

Purpose of Committee: To make recommendations to the Academic Programs Committees on whether a course should be included in the Indigenous requirement, according to the above set of criteria.

Objectives:

- To examine a proposed list of course syllabi submitted by each department head in the College, examining whether each course meets the criteria, and then making a recommendation to the APCs on whether the course can be accepted or needs improvements;
- On an ongoing basis, to make recommendations on new courses that are submitted to meet the Indigenous requirement;
- To provide open communication with faculty members proposing courses for the Indigenous requirement, and to the APCs;
- To provide guidance to faculty whose courses are not recommended to be part of the Indigenous requirement, to ensure they have the supports to keep working on course development.

Composition:

- Chair (Associate Dean, Aboriginal Affairs)
- 5 faculty members from Arts & Science (broadly representative of the diversity of faculty disciplines in the College), including 2 members recommended by the Department Head of Indigenous Studies
- 2 community members (appointed by Federation of Saskatchewan Indigenous Nations and Gabriel Dumont Institute of Native Studies and Applied Research)
- 2 representatives from Gwenna Moss (non-voting)
- 1 representative of the Indigenous Students' Council (non-voting)
- 1 staff support person (non-voting)

Appendix C1: Indigenous Learning Requirement Course Criteria, Process for Course Approval, and Course List

Term:

- Members will be asked to fill a one-year or two-year term on this committee.
- In terms of time commitment, committee members will be expected to review syllabi in advance of the meeting and to participate in one meeting per term to discuss and make decisions.

Proposed Indigenous Learning Requirement Courses:

Following a call for submissions to the Indigenous Curriculum Advisory Committee (ICAC), 26 courses were submitted by Department Heads. In this initial round, the following *9 courses were approved* for the list:

Level	Department	Course
100-level courses	Indigenous Studies	INDG 107: Introduction to Canadian Indigenous Studies
200-level courses	Archaeology and Anthropology	ANTH 202: Anthropological Approaches to Aboriginal Research in Canada
	English	ENG 242: Indigenous Storytelling of the Prairies
	History	HIST 266: History Wars: Issues in Native Newcomer Relations
	Political Studies	POLS 222: Indigenous Governance and Politics
300-level courses	Archaeology and Anthropology	ARCH 350: Introduction to Boreal Forest Archaeology
	English	ENG 335: The Emergence of Aboriginal Literature in Canada
400-level courses	Archaeology and Anthropology	ANTH 480: Indigenous Peoples and Mental Health: Anthropological and Related Perspectives
	Geography and Planning	PLAN 445: Planning with Indigenous Communities

For many of the remaining courses, ICAC requested more information or minor revisions to the course, and encouraged the department to resubmit the course. Six departments have submitted letters of support, indicating their intention to revise and resubmit courses to the ICAC (see Appendix K). In total, 10 of the College's 21 departments have approved, or are working towards approval of, Indigenous Requirement courses. The ICAC will meet each term as necessary to assess revised or newly submitted courses.

Indigenous Learning Requirement: How Did We Get Here?

Creating the final proposal for Indigenous Learning Goal has been a long and labour-intensive process, involving many members of the College of Arts and Science and beyond. In total, over forty people – faculty, staff, and students – have worked on various committees leading to this proposal. For a full list of those who have worked directly on the Indigenous Requirement Project, see Appendix C3.
This lengthy process, while at times challenging, has provided us the time for extensive consultation, research, reflection, and conversation, allowing us to arrive at a proposal with broad approval by members of the College and other key stakeholders.

This section of the proposal outlines the major stages of work on the Indigenous Learning Requirement, the research and consultation that has been carried out, and the major findings that led to the final proposal. For the purposes of clarity and brevity, detailed descriptions of each stage have been moved to appendices.

Creating the Indigenous Learning Goal

In 2011, the First-Year Review Steering Committee developed five program goals that were originally envisioned to be introduced in a student's first year of Arts and Science (Appendix A1). For the sake of feasibility, this plan was revised so that students would be expected to meet these goals by graduation. The fifth goal was that students should, by graduation:

> Cultivate an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada.

This Learning Goal, along with four others, was approved by Arts and Science Faculty Council in 2011. Over the following years, departments mapped their program goals to show the extent to which they aligned with College learning goals. Of the five goals, the Aboriginal Learning Goal was found to receive the least programmatic attention across the College. During a Curriculum Renewal Retreat in 2014, 79% of faculty supported creating a cross-college Aboriginal learning requirement to address the issue that many students were not meeting the Aboriginal goal in their programs.

Developing a Plan to Meet the Goal

<u>Beginning the Work: Working Groups #1 and #2</u>
In 2014 and in 2016, the College created two separate working groups of faculty members to explore how the College could best implement the Indigenous Learning Requirement. These two groups developed different proposed plans:

> <u>Working Group #1's Central Recommendation</u>: Create an 'Aboriginal requirement' for all Arts and Science degrees. This requirement can be met by taking three credit units from a list of Aboriginal-focused courses from across the College.

> <u>Working Group #2's Central Recommendation</u>: Create four thematically organized interdisciplinary classes with a capacity of 500 students each. Each of the classes will be divided into a series of weekly modules. Individual modules will be team-taught by participating faculty throughout the college.

For more detail on the recommendations and rationales from these two working groups, see Appendix C4.

While both groups did substantial work, neither of their recommendations achieved the necessary buy-in from across the College. It became clear that broader and deeper consultation was necessary in order to move forward with the Indigenous Learning Goal.

Structured Decision Making: Working Group #3:
Faced with the two divergent recommendations from the first two Working Groups and significant disagreement about how to move forward on the Indigenous Learning Goal, the College leadership decided to approach the question through a structured decision-making process that is designed to deal with complex, multi-faceted decisions. This carefully planned process involving thorough research and consultation, followed by a structured method for weighing alternative courses of action.

Step 1: Assemble team
Formed in 2016, the Indigenous Requirement Implementation Group (IRIG) was larger than the previous working groups, involving seven faculty members from across the disciplinary areas of the College, academic support staff, and three student representatives from the Arts and Science Students' Union, the Indigenous Students' Council, and the Graduate Students' Council. (For membership of this group, see Appendix C3.)

The IRIG also included two significant additions from outside the College. Vincent Bruni-Bossio, a faculty member from Edwards School of Business and an experienced expert in institutional decision- making, joined us, and played an important role in advising on the decision-making process. Dr. Stryker Calvez, Manager of Indigenous Education Initiatives at the Gwenna Moss Centre for Teaching and Learning, joined the group to act as an advisor and an external facilitator in the decision making process, and assisted in shaping the process to include Indigenous principles.

Step 2: Consult and Gather Information
The IRIG initially met to agree on a decision-making process, and to decide what information and consultation would be necessary to come to a final decision. A smaller sub-committee was then tasked with this significant information- and perspective-gathering project, which was carried out from January to April 2017.

Who Was Consulted?

Students: 1019 students (or 13%) responded to an online survey about the Indigenous Requirement.

Key Themes from Student Survey Responses:
- Go beyond high school curriculum.
- Incorporate student interest areas.
- Include interaction and engagement.
- Ensure options in scheduling.
- Beware unintended negative results.

Faculty: 95 faculty members (or 33%) responded to an online survey about the Indigenous Requirement.

Key Themes from Faculty Survey Results:
- Almost 8 in 10 faculty support the learning outcome goal, and 65% strongly support the goal.
- Faculty echoed many of the same priorities as students.

- Faculty broadly supported the importance of multiple course options for students.
- 14% of faculty already include Indigenous-learning outcomes in their courses.
- 58% of faculty expressed interest in including Indigenous learning outcomes in their courses.

Undergraduate Student Office Academic Advisors: 14 (or 50%) responded to an online survey about the Indigenous Requirement.

Key Findings from Advisors' Survey Responses:

- 100% of Academic Advisors supported multiple course options for students.

For more details on the faculty survey results, see Appendix C5.

Indigenous Community Stakeholders: IRIG reached out to eleven local or provincial Indigenous organizations about the Indigenous Learning Goal, and met with or substantially corresponded with representatives from seven organizations about the goal. (For more detail on the consultation with these organizations, see Appendix C6.)

Key Themes from Community Stakeholders:

- Overall support for an Indigenous Curricular Requirement.
- Emphasis on quality learning experience for students and faculty.
- Need for grounding in community.
- Warnings about potential harm.

What Information was Gathered and Considered?

Proposals from Working Groups #1 and #2: The proposals from the previous working groups were considered and their pros and cons carefully discussed. (For more information on these Working groups, see Appendix C4.)

Review of the Relevant Literature: A Research Assistant was hired to survey the relevant academic literature on the effectiveness of "diversity courses" and "diversity requirements." For a full summary of this literature review, see Appendix C7.

Key Findings from Literature Review:

- Most American colleges have diversity course requirements (62% by 2000).
- Overall, diversity and anti-prejudice courses have had a positive impact on students in other western countries.
- Careful and meaningful course design and facilitation are necessary to achieve a positive and transformative experience for students that lasts beyond university.
- Critical reflection was found to be key for transformation and coping with emotions brought on by the courses.
- Even with proper course design and facilitation, there will be many challenges, including student discomfort, resistance, and complaints.
- To address these challenges, extra training of instructors and extra student supports may be necessary.

Review of Key Theoretical and Practical Considerations: In our research and consultation, two issues arose that IRIG felt needed further research: 1) Decolonization and 2) Indigenous Stewardship of

Knowledge. Dr. Damien Lee and Dr. Stryker Calvez, members of IRIG, conducted further investigation of these concepts.

Key Findings on Decolonization:

- Rather than only teaching about Indigenous peoples, we need to include pedagogical approaches that 'flip the lens' back onto non-Indigenous peoples and their histories as recipients of unearned benefits resultant of settler colonial processes.
- A focus on decolonization can be achieved through assignment design, course content selection, and appropriate instruction.

For more detailed information on decolonization in the classroom, see Appendix C8.

Key Findings on Indigenous Stewardship of Knowledge:

- Indigenous knowledge, history and practices are the intellectual property of Indigenous peoples.
- The use and misuse of this knowledge in the classroom can perpetuate colonialism.
- Indigenous people, including off-campus Indigenous community members, must participate as stewards of Indigenous knowledge used in Arts and Science.
- We must support the use of Indigenous knowledge, history, and practices in courses in a good way by providing education about and access to Indigenous community.
- For more information on Indigenous stewardship of knowledge, see Appendix C9.

Experiences of other Universities: Members of IRIG interviewed an administrator, a faculty member, and a student at Lakehead University, which recently implemented an Indigenous Course requirement. We also interviewed the Vice President, Indigenous Engagement at the University of Winnipeg, which has also implemented such a requirement. The Chair of IRIG also participated in a conference panel on Indigenous curricular requirements, which included representatives from the University of Winnipeg, Simon Fraser University, and Vancouver Island University. These universities are at different stages in terms of their experience with these requirements:

Key Findings from Other Universities who have Indigenous Requirements:

- Importance of creating a positive community around an Indigenous requirement, where faculty and students feel supported and encouraged.
- Importance of creating a safe and supportive space for students and instructors to deal with difficult issues.
- Students should see this requirement as relevant to their programs and useful to their careers.
- Ensuring capacity for all students can be a challenge.

For more information on Consultations with other universities, see Appendix C10.

College of Arts and Science Capacity

Given the size of our College, the question of our capacity to meet an Indigenous Requirement for all our students by graduation is key. IRIG considered the following:

Student needs:

- Arts and Science currently has approx. 8500 undergraduate students.
- In order to ensure that all students have an opportunity to achieve the Indigenous Learning Goal by graduation, *approx. 2300 students* would need to reach the goal each year.

Faculty Capacity:

- Arts and Science has 290 faculty members (probationary and tenured).
- 29 faculty members do research related to Indigenous people.
- Over seven in ten faculty are either interested in including or already include Indigenous learning outcomes in their own courses (survey results).

Space Capacity:

- We considered that there is a limited number of large classrooms (over 300), and that these classrooms are currently fully booked during the day.

Support Capacity:

- Based on our research and consultation, it is clear that we will need to work with existing partners (such as the Aboriginal Student Centre and Student Counselling Services), and develop additional college-level support for students and instructors.

For more information on capacity, see Appendix C11.

Step 3: Making a Decision

Having carefully considered all of the information coming out of this consultation and research, the IRIG gathered in April 2017 to make a decision on how to implement the Indigenous Learning Goal. To make a decision, the group decided to use the following weighted educational criteria:

Criteria	**Weighting**
Achieves the learning outcome in the context of reconciliation	35%
Ensures instructional expertise and cultural integrity	25%
Ensures quality learning and student engagement	25%
Engages and supports faculty	15%
Total	100%

The group also agreed to use the following weighted feasibility criteria:

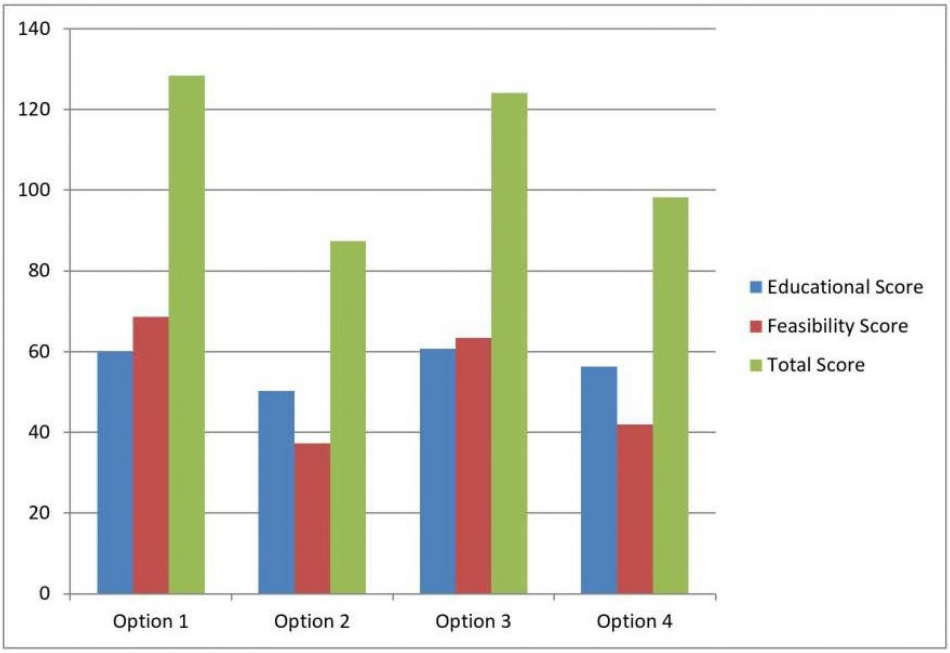
Criteria	**Weighting**
Mitigates harm to students	40%
Fits within existing instructional capacity and support	20%
Fits within existing spaces and schedules	20%
Accommodates all Arts and Science students by graduation	20%
Total	100%

The group considered four options:

1. Students would select three credit units from a cross-college list of courses.
2. Students would choose from a suite of four modular co-taught courses.
3. We would create a hybrid model between options one and two, where we would offer the large introductory first-year classes (option two), but students would also have the option of taking a department-run course (option one).
4. The College would offer an introductory one credit unit course to provide some initial exposure to students (one hour per week), and then have students select a relevant three credit unit course later in their program.

On each of these options, the group held an anonymous vote on how well it would meet the educational and feasibility criteria. The results of the vote were calculated as follows:

	Educational Score	Feasibility Score	Total Score	
Option 1	59.85	68.6	**128.45**	List of courses incl INDG 107
Option 2	50.2	37.2	**87.4**	Suite of 4 courses replacing INDG 107
Option 3	60.7	63.4	**124.1**	Hybrid of 1 and 2
Option 4	56.3	42	**98.3**	Hybrid with 1 c.u.



In light of these results, the group had an extensive conversation about the four different options. We discussed the high scores under options one and three. Many group members began to agree that option three felt like a reasonable compromise between options one and two. Within an hour's time, the group had unanimously voted in favour of option three, a hybrid model between the recommendations of the first and second working groups.

IRIG recommendation: That the College create a list of courses that will meet the Indigenous Requirement, and also work towards innovative first-year option(s) that will give students a broad, interdisciplinary introduction to Indigenous learning.

Developing the Plan

Over the summer of 2017, the IRIG carried out a second round of consultation within the College, this time intending to explore the practical feasibility of the group's recommendation.

Consultation with Departments: The Associate Dean of Aboriginal Affairs met with all Department Heads to share the progress on the Indigenous Learning Goal, explain IRIG's specific recommendations, and explore the department's ability to and interest in offering or participating in Indigenous Requirement courses.

Key Findings from Departmental Consultations:

- Strong support for requirement and for overall recommendation.

Course List

- Capacity to contribute is mixed (10 of 21 departments have current Indigenous courses).

- Desire to contribute in future.
- Course criteria must be flexible enough to allow Department Heads to accommodate changes in courses and instructors.

New interdisciplinary courses

- Capacity of faculty and departments to contribute is mixed.
- Concerns about resource allocation, assignment of duties, and pedagogical effectiveness in interdisciplinary courses.

Consultation with Indigenous Studies: Recognizing that the Department of Indigenous Studies will play a key role in the meeting of the Indigenous Learning Goal, IRIG carried out a more intensive consultation with this department. Vincent Bruni-Bossio and Dr. Stryker Calvez carried out individual interviews with every faculty member in Indigenous Studies to discuss their thoughts about the goal and the course requirement. The department also held a three-hour departmental retreat on the subject, facilitated by Dr. Stryker Calvez. Finally, the Department met with College leadership to share their conclusions.

Key Findings from Indigenous Studies Consultation:

- Overall, Indigenous Studies endorses the Indigenous Requirement.
- Indigenous Studies wants to play a strong role in the Indigenous Requirement, especially in the offering of first-year courses.
- Indigenous Studies needs more time to determine what kind of first-year course(s) it will offer (considering existing 107 course, faculty and staff capacity, resources, and pedagogical issues).

Revision of IRIG Recommendation: Following these consultations, the IRIG decided to revise its original recommendation. While IRIG originally recommended the development of interdisciplinary courses at the first-year level, it became clear that many departments are skeptical about the feasibility of interdisciplinary courses. It also became clear that the Department of Indigenous Studies wants to be a key player in the offering of first year Indigenous Requirement courses, including possibly interdisciplinary courses, but that the department needs time to consider their own curriculum. Given these two factors, IRIG decided to alter its recommendation:

New IRIG Recommendation:

- That, at this time, we propose an Indigenous Requirement course list, including INDG 107, the current first-year Indigenous Studies course.
- That the Department of Indigenous Studies, possibly with other departments, work towards the creation of strong first-year course(s) to meet the Indigenous Requirement, which can be added to the list at any time in the future.

Based on this new recommendation, the IRIG moved forward in developing the criteria and process to create the Indigenous Requirement Course List.

Development of Course Criteria: Based on its research and consultation, the IRIG developed a set of criteria to determine which College courses will meet the Indigenous Requirement. These criteria are provided in detail in Appendix C1.

These course criteria build on the College's existing Learning Goal by including a critical focus on settler colonialism and an emphasis on the inclusion of Indigenous perspectives. They are also intended to ensure that well-trained specialists in Indigenous RSAW and Education are teaching Indigenous Requirement Courses.

Development of Course Approval Process: Based on its consultation and especially on the research on Indigenous stewardship of knowledge, the IRIG created an Indigenous Requirement Course Approval Process, where courses are approved by an Indigenous Curriculum Advisory Committee. This process is provided in detail in Appendix C1.

It is notable that the Indigenous Curriculum Advisory Committee, in addition to faculty who are area experts, includes representation from the Indigenous community (both First Nations and Métis), from the Indigenous student body, and strong representation from the Department of Indigenous Studies and from Indigenous faculty and staff. This committee is intended to ensure academic excellence of these courses as well as Indigenous stewardship of Indigenous knowledge.

Meeting with IRIG to approve proposal: IRIG met on September 15th, 2017, to approve the above developments.

Creating the Initial Indigenous Requirement Course List

The Indigenous Curriculum Advisory Committee (ICAC) was formed in the Fall 2017, and consists of the Associate Dean of Aboriginal Affairs (Chair), five faculty members who specialize in Indigenous content, two community representatives, one Indigenous student representative and two members of the Gwenna Moss Centre for Teaching and Learning. Of the eleven people on the current committee, seven are Indigenous. For more details on the composition of this committee, see Appendix C1. For current membership, see Appendix C3.

The Associate Dean of Aboriginal Affairs issued a call to departments to submit courses that they believed met the four Indigenous Requirement criteria (see Appendix C1). The submissions included a course syllabus and a submission form which outlined how the course meets the criteria. Twenty-six courses were submitted from eleven departments.

The ICAC met three times over the fall of 2017 to discuss the submitted courses. The courses were assigned to committee members so that each course was carefully assessed by at least three committee members, two faculty members and one non-faculty member, and no one was assessing courses from their own program.

In this initial round, nine courses were accepted as clearly meeting all four criteria. The discussions were lengthy and resulted in detailed feedback on each course that was not accepted. In most cases, the committee was looking for more detailed information on the course or for minor revisions. In every case, the department was encouraged to resubmit the course in future. Six departments have submitted letters of support, indicating their intention to revise and resubmit courses to the ICAC (see Appendix C12). The ICAC will meet in February, 2018 to assess the next round of submissions. The work of this committee will be ongoing as it continues to assess new and existing courses, and support departments in meeting the Indigenous Learning Goal.

Indigenous Learning Requirement: What Comes Next?

If passed through Arts and Science approval processes, the Indigenous Learning Requirement will come into effect for the first-year class of fall, 2020. While this delay is necessary to make this program change in all our software and processes, it also gives the College time to ensure that we prepare fully for this change in our curriculum.

Over the next two years, the College will prepare for the Indigenous Learning Requirement in the following areas:

Capacity Issues: It is essential that we offer enough seats in Indigenous Requirement courses so that this requirement does not become an impediment to timely graduation. Many Indigenous Requirement courses must also be accessible to a wide range of students, without extensive pre-requisites.

The College plans to ensure sufficient capacity through two paths. First, the Department of Indigenous Studies, which offers a first-year introductory course, has agreed to work with the College to ensure that there are sufficient seats available in this course to meet student demand. The College recognizes that this may put significant teaching pressure on Indigenous Studies faculty, and has agreed to support the department as needed. See the letter of support from Indigenous Studies in Appendix C12.

Second, the College is committed to working with departments to create new Indigenous Requirement courses and to revise existing courses to meet the Indigenous Requirement Criteria, as needed (see next section for details).

Indigenous Requirement Course Development: To expand our ability to meet anticipated student demand, departments in Arts and Science will need to develop or revise courses to meet the Indigenous Requirement criteria. For letters from departments that have committed to working with the College on the development of specific courses, see Appendix C12. The following strategies are intended to assist departments in this process:

- The Indigenous Curriculum Advisory Committee will continue to meet each term to give feedback and advice on submitted courses.
- The Aboriginal faculty hiring strategy, which will bring our proportion of Indigenous faculty from 4% to 15% over the next decade, is anticipated to greatly increase our capacity to offer Indigenous-focused courses.
- The College currently has a faculty member in an Academic Programming Appointment intended to support the Indigenous Requirement. The duties of this position will include supporting individual faculty members and departments in the development and revision of courses to meet the requirement. This may include individual support as well as departmental or group support.
- The Gwenna Moss Centre for Teaching and Learning has two Indigenous staff members whose duties include assisting faculty and departments in the development of Indigenous curriculum.
- The Gwenna Moss Centre also has a Curriculum Innovation Fund, which supports changing or developing the content for courses. The fund currently prioritizes proposals focused on Aboriginal education. The College is exploring collaborations with the Gwenna Moss Centre to offer Curriculum Innovation funds targeted for Arts and Science faculty working on Indigenous Requirement courses.
- The Gwenna Moss Centre has an Experiential Learning Fund that provides funds for the development of experiential elements in courses, such as participating in Indigenous events.

It is notable that on the current Indigenous Requirement list, there are no courses from the Science Departments. While the Science departments have indicated their support for the Requirement and their interest in contributing, their current capacity in this area is limited. The College recognizes this challenge and will continue to work with Science Departments to explore ways in which they may contribute to the Indigenous Learning Requirement, including possibilities such as an interdisciplinary course on Indigenous people and science.

Once the Indigenous Learning Requirement is fully implemented in 2020, the College recognizes that

ongoing support of Instructors and students and a careful evaluation process will be necessary. Therefore, the College will spend time over the next two years preparing in the following areas:

Ongoing Instructor Support: In addition to a continuation of the supports outlined under Course Development, the College will use the following strategies to offer ongoing support:

- We plan to collaborate with the Office of the Vice-Provost, Indigenous to create an Indigenous Speaker's Bureau that will provide a list of highly qualified Indigenous experts from the community who can be paid a standard fee to speak on specific topics in Indigenous Requirement Courses, helping to address the requirement for Indigenous perspectives within these courses.
- The Aboriginal Student Centre is working with the College to develop Indigenous events that are specifically intended to be included as part of course assignments.
- The College, in collaboration with the Gwenna Moss Centre for Teaching and Learning, will create an ongoing series of workshops and discussions around particular pedagogical challenges to support Indigenous Requirement instructors.

Student Support: The College recognizes that Indigenous Requirement courses may sometimes cause strong reactions in students, ranging from resistance to trauma. We will use the following strategies to help support students:

- Indigenous Requirement course syllabi will include a brief rationale for the Requirement, the Requirement criteria, and a list of supports and resources available.
- The College is working with the Aboriginal Student Centre and with the Student Wellness Centre to develop a support plan for students who need it.
- The University has created a Trauma Guidelines working group to provide recommendations for instructors in dealing with potentially traumatizing material.
- The College will clarify a process for dealing transparently and effectively with student complaints about Indigenous Requirement courses.

Indigenous Learning Requirement Evaluation: Finally, the College has committed to a full five-year evaluation of the Indigenous Learning Requirement, beginning in 2020. This will allow us to determine if the Requirement is having the intended positive effect, and to adjust our policies and strategies, as necessary. We will work with faculty researchers, the Gwenna Moss Centre for Teaching and Learning, and/or with the Social Science Research Laboratory to create an evaluation plan. While the details are still in progress, the evaluation process will involve:

- Determining what success of the Indigenous Learning Requirement looks like, for Instructors and for students.
- Collecting data (may include: surveys of incoming and graduating students; course evaluations; interviews with students and instructors; and institutional data such as grades and retention).
- Analyzing qualitative and quantitative data.
- Adjusting Indigenous Requirement as needed.

Working Group 1:

Nadeem Jamali (Computer Science)
Katie LaBelle (History)
Mary Longman (Art and Art History)
Tracy Marchant (Biology)
Melanie Morrison (Psychology)
Colleen Charles (Gwenna Moss Centre for Teaching and Learning)
Adam Gaudry (Indigenous Studies)

Working Group 2:

Winona Wheeler (Indigenous Studies)
Keith Carlson (History)
Greg Marion (Music)
Jennifer Poudrier (Sociology)
Adam Gaudry (Indigenous Studies)

Working Group 3:

Alexis Dahl (Director of the Programs Office, Arts and Science)
Keith Carlson (History)
Loleen Berdahl (Political Studies)
Carol Greyeyes (Drama)
Damien Lee (Indigenous Studies)
Vincent Bruni-Bossio (Edwards School of Business)
Stryker Calvez (Gwenna Moss Centre for Teaching and Learning)
Chris Phenix (Chemistry)
Mylan Tootoosis (student representative, Graduate Student Association)
Dallas Fiddler (student representative, Indigenous Students Council)
Raquel Alverado (student representative, Arts and Science Students Union)

Course Selection Committee:

Clint Westman (Archaeology & Anthropology)
Robert Innes (Indigenous Studies)
Damien Lee (Indigenous Studies)
Keith Carlson (History)
Ben Hoy (History)
Regan Ratt-Misonias (student representative, Indigenous Students Council)
Stryker Calvez (Gwenna Moss Centre for Teaching and Learning)
Susan Bens (Gwenna Moss Centre for Teaching and Learning)
Murray Hamilton (community representative, Gabriel Dumont Institute)
Dawn Walker (community representative, FSIN)

Administrative:

Kristina Bidwell (Associate Dean of Aboriginal Affairs)
Gordon DesBrisay (Vice-Dean, Academic)
Peta Bonham-Smith (Dean of Arts and Science)
Jill Gunn (Acting Vice-Dean, Academic)
Andrea Wasylow (Director of Planning and Projects, Arts and Science)
Toryn Adams (Executive Assistant to the Vice-Dean, Academic)
Jenn Morgan (Executive Assistant to the Associate Dean of Aboriginal Affairs)
Alexis Dahl (Director of the Programs Office, Arts and Science)
Vicki Mowat (Executive Assistant to the Associate Dean of Aboriginal Affairs)

College of Arts and Science's Aboriginal Learning Goal Implementation Strategy
Prepared by Kristina Bidwell, Associate Dean of Aboriginal Affairs

Rationale:
As reflected in our Aboriginal Learning Goal, the College of Arts and Science believes that to be a truly educated person in Saskatchewan includes having an understanding and appreciation of the place of Aboriginal people in Canada, including First Nations, Metis, and Inuit. Our students will be the future leaders of Saskatchewan, and if Aboriginal and non-Aboriginal people are to flourish together in this province, we must take responsibility for helping our students to overcome misperceptions about and to better understand Aboriginal peoples, cultures, histories, and issues.

Background and Process:
The College of Arts and Science is engaged in a collaborative process of renewing its curriculum. In 2011, the First Year Review Steering Committee recommended that we institute five clear learning goals for all Arts and Science Students, including the goal of having all students develop an understanding of Aboriginal people in Canada. This "College Learning Goal #5" was subsequently reworked in consultation with faculty. The final consensus was that, by graduation, every Arts and Science student should have an education that has:

> Cultivated an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada.

This Learning Goal, along with four others, was approved by Arts and Science Faculty Council.

The College next investigated to what extent our students were meeting these approved Learning Goals. Departments engaged in a systematic process of mapping their departmental curriculum and learning goals. Having completed this, Department Heads were asked to consider to what extent their Department was meeting the College's Learning Goals. We discovered that, of the five goals, the Aboriginal Learning Goal receives the least emphasis from Departments. Second-year Arts and Science students were also surveyed about their experiences of the learning goals during their first year. In this survey, to which 334 students responded, 45% expressed little or no interest in understanding Aboriginal cultures and 60% said they had made little or no progress in such understanding during their first year. Together, these results from departments and students strongly suggest that the College needs to make changes in order for its students to have a greater chance of meeting Learning Goal #5 by graduation.

In 2014, the College created a Working Group of 8 faculty members from across the College to consider how we could better meet our Aboriginal Learning Goal. After considering many options, the Working Group offered the following main recommendation to meet this goal:

> "Create an 'Aboriginal requirement' for all Arts and Science degrees. This requirement can be met by taking 3 c.u.s from a list of Aboriginal-focused courses from across the College."

The Working Group also offered three additional supporting recommendations: 1. That orientation for new students and for new faculty include events that promote understanding of Aboriginal issues, break down myths, and promote Aboriginal courses/ curriculum development; 2. That the College facilitate and develop faculty involvement in Indigenization of the curriculum through multiple opportunities, incentives, and resources; and 3. That a College committee be established to implement these recommendations.

At the Arts and Science Curriculum Renewal Forum in spring 2014, faculty were polled about the group's recommendation of a course requirement, using an anonymous "clicker" system. Asked, "Do you support the idea of an Aboriginal course requirement in Arts and Science?" 79% of responding faculty answered, "Yes." Given this mandate, the College is now in the process of working to implement this recommendation, with the goal of having this requirement in place by fall 2016 (more detail on this process below).

We recognize that having students take a single 3 c.u. course focused on Aboriginal people is a modest step towards meeting our Aboriginal Learning Goal. However, given that most students in Arts and Science currently take no courses in this area, we think that it is a significant step in the right direction. Meanwhile, we will continue to develop other, longer-term strategies for meeting this goal, such as the hiring of more Aboriginal faculty and greater support for Aboriginal scholarship.

Implementation Plan:
Our plan, as recommended by the Working Group, is to implement an Aboriginal course requirement that students can meet by taking 3 credit units (c.u.s) from a list of approved Aboriginal-focused courses from across the College. The approval of this course list will be undertaken by faculty who are area experts, using a process and criteria outlined in more detail below. We favour this choice-based approach, rather than a single Indigenous Studies course requirement (as currently exists, for example, in the Faculty of Arts at the University of Regina), because we believe that a cross-college scope for this requirement will have positive effects for both students and faculty.

Benefits for Students:
In selecting from a list of Aboriginal-focused courses, students will be more able to choose a course that is connected to their interests and/or their major. This will increase students' intrinsic motivation within the course, increase their critical thinking about other courses in their major, and reduce potential resentment about this requirement.

There is significant evidence from other institutions that such a requirement leads to positive outcomes for students. Studies of similar "diversity requirements" at American universities overwhelmingly show that they have a measurably positive effect on students

in terms of: diminishment of racial prejudice, openness to and appreciation of multiple cultures, and growth in "active thinking processes."[1]

Benefits for Faculty:
For faculty, this cross-college requirement sends the important message that the Aboriginal Learning Goal is a responsibility of the entire College, and not merely of a few people or of one department. We believe that this will increase faculty engagement with and interest in the Aboriginal Learning Goal.

The cross-college approach to this goal also recognizes the strong expertise that exists among our faculty in the area of Aboriginal Studies. There are faculty members, in Indigenous Studies, but also scattered across many departments in Arts and Science, who have a Ph.D. in Aboriginal/Indigenous studies, work deeply with Aboriginal communities, and have published extensively in the field. All these faculty members have much to contribute to students' meeting of Learning Goal #5.

The implementation of this learning goal also has the potential to particularly benefit the Department of Indigenous Studies, a focal point for scholarship and teaching in this area within the College. If implemented, this new requirement will no doubt lead many more students towards Indigenous Studies courses, and may require further College investment in the department's teaching capacity. The College is currently engaged in a process of consultation with Indigenous Studies about their role in implementing the Aboriginal Learning Goal.

Precedents at other Universities:
Many American universities have "diversity requirements" for their students. In a survey of 92 universities with such requirements, most allowed students to choose from many different courses from different departments to fulfill the requirement.[2]

At the University of Winnipeg, the U of W Students' Association and Aboriginal Students Council have together proposed that all students should take a mandatory Indigenous Studies course in order to graduate. As part of their motion, the UWSA

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[1] Astin, A. W. (1993). Diversity and multiculturalism on the campus: How are students affected? *Change, 23*, 44-49; Hurtado, S. (1996). How diversity affects teaching and learning: A climate of inclusion has a positive effect on learning outcomes. *Educational Record, 77*(4), 27-29; Institute for the Study of Social Change, (1991). *The diversity project: Final report.* Berkeley, CA: University of California at Berkeley; Villalpando, O. (1994). *Comparing the effects of multiculturalism and diversity on minority and White students' satisfaction with college.* Paper presented at the Association for the Study of Higher Education, Tucson, AZ; Gurin, P. (1999). *Expert report of Patricia Gurin, in the compelling need for diversity in higher education. Gratz et al. v. Bollinger, et al., No. 97-75321 (E.D. Mich.) Grutter et al. v. Bollinger, et al., No. 97-75928 (E.D. Mich.)* . Ann Arbor: University of Michigan; Chang, M. (2002) The Impact of an Undergraduate Diversity Course Requirement on Students' Racial Views and Attitudes. *The Journal of General Education* 51.1 (2002) 21-42.

[2] Chang (2002) 38-39.

analyzed the university's course calendar and found over 100 courses from 17 departments that they believe can fulfill the new requirement. They propose two main criteria for determining a course's eligibility, to be judged by an advisory committee: the course must focus on Indigenous content and must foster an environment of knowledge and experience exchange between Indigenous students, faculty, community members, and the University community. This proposal is currently before the U of W Senate.

Lakehead University, as part of its strategic plan, is moving to institute a university-wide half-credit (one term) Indigenous course requirement for all students by 2016. The specific courses to meet this requirement will be tailored to each faculty so that, for example, an engineering student will learn Indigenous content that is relevant to a career in engineering.

Arts and Science's Proposed Strategy for Learning Goal #5 Course Selection:
It is important that the courses selected to meet the Aboriginal requirement meet a high standard of quality. The study of Aboriginal people is an academic specialty that requires many years of training, and poorly-prepared teachers in this area could do more harm than good by perpetuating inaccurate views or information. Therefore the College proposes to develop a committee of area experts who will evaluate potential courses to meet the requirement, using a set of approved criteria, as detailed below.

Arts and Science Aboriginal Learning Goal Committee**:**
Membership: The committee will be chaired by the Associate Dean of Aboriginal Affairs. It will consist of six Arts and Science faculty members who are specialists in Aboriginal Studies: two from the Department of Indigenous Studies, named by the Head, and four others, named by the Nominations Committee of Council. In the selection of members, every effort will be made to have this group reflect the wide range of disciplines within Arts and Science, with no more than two members being from any one Department. The committee can make binding decisions with a quorum of any four members.

Definition of a specialist in Aboriginal Studies: A faculty member, sessional lecturer or graduate student who has completed or is registered in a Ph.D. program focused in the field and/or has authored peer-reviewed publications in the field. Aboriginal Studies is broadly defined as including work, in any discipline, that is primarily focused on Aboriginal people.

Process: Departments will submit existing or new courses to be considered for inclusion on the list of courses that can be used to meet the College's Aboriginal requirement. Proposals will include a course syllabus as well as information about who designed and who will teach the course. The committee will meet as needed to consider new proposals. Based on agreed-upon criteria, the committee will seek to come to a consensus about whether or not a course can be used by students to meet the Aboriginal Learning Goal requirement. If consensus is not reached, the committee will vote. If needed to break a tie, the chair will also vote. If a course is judged to not meet the requirement, the committee will provide written feedback to the course designer and home department,

who may choose to revise the course and resubmit.

Criteria for Courses that will meet the Aboriginal Requirement**:**

Note that these criteria would have no bearing on whether a course would pass Course Challenge or can be taught in the College. They would be used only to determine whether a course could be used to meet the Aboriginal Requirement.

A course can be used to meet the Aboriginal requirement if, in the judgment of the committee, it:

- Is focused primarily on Aboriginal people in Canada (First Nations, Metis, and/or Inuit), with at least 75% of the course material focused on this topic.

- Moves students towards the goal of understanding and appreciating the unique socio-cultural position of Aboriginal peoples in Canada.

- Gives students opportunities for meaningful engagement with Aboriginal voices and perspectives, in the form of readings or other course materials, speakers, or experiences. In other words, the course should not only be about Aboriginal people as objects of study, but should include Aboriginal people as active subjects who have knowledge of the course topic.

- Is designed by or in collaboration with a specialist in Aboriginal Studies (as defined above).

- Is delivered by or in collaboration with a specialist in Aboriginal Studies (as defined above). This will not be monitored by the committee but is expected to be considered by Department Heads as part of the ongoing process of assignment of teaching duties.

Appendix One

Introduction to Indigeneity
A Suite of Four (4) Thematic First Year 3cu Classes

(From which A&S students will be required to select one)

May 2016

Working Group
(listed alphabetically)

Faculty:
Carlson, Keith
Gaudry, Adam
Marion, Greg
Poudrier, Jennifer
Wheeler, Winona

Staff:
Adams, Toryn
Dahl, Alexis
Wasylow-Ducasse, Andrea

Acting Vice-Dean Academic:
Gunn, Jill

Guiding Principles, and Rationale

To help meet the College of Arts and Sciences Program Goal #5—Cultivate an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada—we are proposing a suite of four (4) new 3 cu courses relating to Indigenous peoples and issues from which each student in the College of Arts and Science in programmes A through D will be required to select 3cus in order to qualify to graduate. In addition to all the complex scholarly and pedagogical rationales for these class (outlined below), we feel confident that these classes will further the University of Saskatchewan's articulated commitment to meeting the spirit and the intent of the recent 'calls to action' issued by the Truth and Reconciliation Commission. And as such, they will contribute to the larger process of Indigenizing the University.

Building for a Paradigm Shift

The proposed classes transcend the pedagogy and curricular strategy that was prominent a generation ago (ie. emphasizing cultural awareness). The new courses are aimed ***less at teaching content*** about Indigenous people

than they are about providing each student within the College of Arts and Science with the intellectual tools to begin ***facilitating a paradigm shift*** whereby students will be able to acquire a deeper understanding of the current conditions and relations between Indigenous and non-Indigenous Canadians. Students will be prepared critically engage the intellectual and cultural underpinnings of the historical racist and negative stereotypes that have informed Canadian attitudes, public discourse, and policies concerning Indigenous people in this country.

These courses are intended to be transformative. The attitudes these courses seek to address go beyond the racism that Indigenous people experience (and that are most urgently reflected in such contemporary matters as Missing and Murdered Women, Indigenous over-representation in the correction system, racial profiling, chronic under-employment, etc…). To be clear, these classes aim to expose students to the ways in which racism and colonialism have become structurally integrated into Canadian society such that Treat Rights and Aboriginal Rights and Title (despite being entrenched in the Canadian Constitution) have yet to be adequately recognized and operationalized.

But this suite of classes is not merely designed to highlight problems within Canadian society. Rather, the courses have have as their learning outcomes the objective of working in a positive way to give students the tools to begin building genuine reconciliation and respectful positive relationships between Indigenous and settler society. We are seeking to remind students that we are all Treaty people; that Aboriginal rights are imbedded in the Canadian Constitution; and that all Canadian citizens have an active role to play to help ensure that individuals as well as governments fulfill their Treaty obligations so that they can benefit from their Treaty rights.

We envision these classes providing all students with an intellectually and emotionally positive learning environment within which Indigenous people and their allies can begin to find healthy and respectful ways to live up to Canada's potential.

Transcending Disciplines

We do not believe that any one discipline, any one department, let alone any single instructor, can provide a single class that will achieve the learning outcomes associated with this proposed suite of classes. However, after taking one of the classes from this proposed suite, students will be better prepared to take classes featuring Indigenous content from throughout the rest of the college where they can begin to work with a variety of content experts to develop particular competencies and expertise. Moreover, the proposed courses would be ideally taken within the 1st year of a programme of study and so would help others to see this as a foundational piece benefiting all.

The proposed collaboratively taught suite of modular courses also seeks to highlight the diverse disciplines within the college of Arts and Science. They will showcase the way different disciplinary perspectives can individually and

collectively help students appreciate that colonialism is not just something that occurred in the past; that it has ongoing consequences for Indigenous people and Canadian society as a whole. An added benefit of the approach presented here is that participating faculty will be able to use these courses to highlight for students the benefits of taking additional classes from their own specific departments and programs.

Inclusivity & Cooperation

The courses are designed for non-Indigenous and Indigenous students alike, but they will additionally aspire to help build confidence among Indigenous students and capacity in Indigenous communities. As such—within the inherent restrictions associated with large classes that do not include intimate learning environments, fieldtrips, or written assignments—these classes will model best pedagogical practices in terms of creating emotionally safe, and intellectually rigorous, learning environments for students.

We are seeking to meet these goals in a fashion that takes advantage of, and contributes to, the vision that inspired our new "division-less" College of Arts and Science. As such, this proposal is ***inherently inclusive of faculty from departments throughout the college***. Indeed, it is predicated on creating and sustaining inter-departmental cooperation and collegiality. As such it will help to build research and teaching synergies across disciplinary and administrative boundaries. Such a collective undertaking is also desirable as it promises to promote ongoing collaboration as we move to address Indigenization in a systematic and cooperative manner.

Course Overview

There will be four thematically organized interdisciplinary classes with a capacity of 500 students each. Each of the classes will be divided into a series of weekly modules. Individual modules will be taught by participating faculty from throughout the College.

While each class will have its own thematic focus, all four classes will engage with the central issues of Indigenous ***cultures, ways of knowing, histories, colonialism, identities, rights, and ally-building***. **Each class will deal with both contemporary and historical issues relating to the thematic subject matter**. In this way all students, regardless of which class they select, will be introduced to a common set of core topics and learning objectives pertaining to the historical and contemporary situations within which Indigenous people find themselves.

We proposed to offer one class as a pilot in 2016-17. The other three classes would be constructed throughout the 2016-17 academic year so that the full suite could be offered in 2017-18. For the first offering of the pilot course we will focus directly on the central issues listed above.

The four proposed modular classes will all fall under the following broad course theme of "**Challenging Perspective: Indigenous and Non-Indigenous Identities"**

a/ ***Introduction to Indigenous Cultures, Ways of Knowing, Histories, Colonialism, Identities, Rights, and Ally-building (pilot course)***
b/ Introduction to Indigenous Governance, Colonialism, Politics, Economics, and Rights
c/ Introduction to Indigenous Voice, Colonialism, Music, Literature, Performance, Art
d/ Introduction to Indigenous Health, Colonialism, Body, Science, and Education

All four classes will be coordinated by the new faculty hire (Academic Programming designation) in the Department of Indigenous Studies (appointment starts July 1, 2016).

The Coordinator from Indigenous Studies will teach the first and last week modules in each of the courses. He/she will also attend the modules that are delivered by other participating faculty members from throughout the college. This ensures a sense of continuity for students, and also provides the Department of Indigenous Studies with enhanced, but not exclusive, oversight of messaging in the course, and modular curricula.

Other faculty from the Department of Indigenous Studies, together with contributing faculty from other departments, will teach individual modules beyond the introductory and capstone weeks.

To teach the modules, preference will be given to Indigenous faculty members and non-Indigenous faculty members who have established records in Indigenous scholarship, curriculum/pedagogy, and community-engagement. But participation will be opened to any faculty member who embraces the spirit of this suite of classes and who wishes to be part of this collaborative curriculum.

Once all four courses have been developed, three of them will be taught as 50 minute lectures three times per week, and the other course will be offered as a once per week 3 hour evening class so as to accommodate students who have commitments and obligations during regular work hours.

There will be no tutorials or seminars. However, there will be one experiential fieldtrip (likely on a Saturday) to a site with appropriate cultural facilities such as Wanuskewin.

To help ensure that the course is beneficial to Indigenous students and does not create an excessively stressful situation through their exposure to potentially uncooperative and intellectually hostile students within the lecture hall, there will be opportunities for Indigenous students to meet safely in groups outside of regular class time. We envision this being facilitated through the Gordon Oakes Red Bear Student Centre. These non-mandatory out-of-class-gatherings will be somewhat similar to the College's learning communities.

There will be two equally weighted multiple-choice midterm exams, as well as a cumulative multiple choice final exam. Participating faculty members must provide their exam questions to the class coordinator within one week of delivering their lectures.

Participating faculty must provide a list of readings to the class coordinator three months prior to the starting date of the class so they can be included in the class syllabus. Faculty are encouraged to use open access digital readings.

TABBS Resource Allocation Model (RAM) Implications

Faculty cannot be expected to teach modules in this suite of classes as overload or simply out of the goodness of their hearts. To ensure due credit is given to contributing instructors and departments, we could envision the College approving an arrangement such as this, for example:

> Faculty who participate in teaching modules in these classes will generate TABBS credits for their home department. A single week-long module will result in 1/12 of the TABBS credits going to the participating faculty's home department. Department Heads are asked to consider these contributions when assigning teaching. In this way, we are not prescribing a particular way to compensate participating faculty, but rather are creating a situation where participating faculty and departments can adjust to their academic unit's particular circumstances. For example, in recognition of the TABBS resources generated by contributing one or more modules to the suite of classes, a department head might reduce the participating faculty member's teaching load or committee responsibilities.

With 2,000 students per year registering in the suite of classes (500 per class), a single module from a single class would bring the equivalent RAM resources of an undergraduate class with 42 registered students.

Scholarship of Teaching and Learning

What we are proposing her is both innovative and complicated. It has implications beyond those who will be immediately involved in delivering the course and it will be of interest to people from other colleges on campus as well as to faculty and administrators at other campuses. As such, its important to get this right and its important to recognize the original research relating to the scholarship of teaching and learning that is involved. We therefore are requesting that a resource commitment be made by the College for three years to support research and evaluation of the process. These resources will be used to hire a research assistant, for example, and to ensure that we are providing faculty with ongoing evaluations throughout the process. These resources will be deployed in such a way so as to ensure a publication at the end of the process.

Appendix Two
Background to This Proposal

In late December, 2015, Dean Gordon DesBrisay invited us to join a working group tasked with devising criteria for identifying classes throughout the college from which students would select 3cu to meet the College's new Aboriginal distribution requirement. When we met in late January several of the committee members (including myself) expressed strong reservations over whether the proposed model would meet the learning objectives that inspired the proposal. Other reservations also emerged. These can be summarized as:

- The approach was reminiscent of a dated pedagogy that regarded increasing "Aboriginal awareness" as the key goal. Such a pedagogy had been shown to be inadequate in terms of significantly altering people's attitudes towards Indigenous people and about Indigenous issues, especially in areas beyond what was formerly referred to as "Native arts, crafts, and culture." We did not want to replicate this.
- We were concerned that regardless of what criteria we came up with, the process would not be able to ensure that a given course was being delivered in a way that met the original criteria. This is because courses necessarily and organically change over time. A class the had been originally proposed and approved in one year could not be expected to have the same syllabus and readings and assignments over time. The committee felt that it would be impossible for the College to monitor developments in classes once they had been approved so as to ensure that they consistently met the criteria each time they were offered.
- We also were concerned that even if class content (readings and assignments etc) could be kept consistent, that the people who teach the classes in any given year (despite individual faculty competencies in terms of course content and subject matter) might not have adequate training in, and familiarity with, Indigenous protocols and culture sensitivity so as to ensure that the class was offered in a manner that consistently created a welcoming and fully safe environment for Indigenous and other students.
- We also felt that no one class, and no one instructor, could offer a class that would fully meet the spirit and intent of the vision behind the Aboriginal distribution requirement. Its not that we felt that certain classes or certain instructors were inadequate and others were not, but rather that we felt that ALL classes and all instructors were inherently inadequate on their own.
- We were also concerned that the process of identifying and certifying particular classes would create competitions within the College for tuition revenues under the Resource Allocation Model. With roughly 2,000 students entering the college each year departments that did not offer one or more approved classes would be disadvantaged. This might cause some departments to devise and offer classes with Indigenous content not because it reflected faculty expertise and interest or departmental curricular priorities, but because it provided a way to generate tuition revenues and to stave off losses of potential majors to other departments who "caught the students first." We did not see this as in the interests of Indigenous or non-Indigenous students and we did not want to participate in setting up a process that fostered competition rather than cooperation between departments.

Given our reservations with the originally proposed Aboriginal distribution requirement model we next worked to try and identify alternatives. We were informed that alternative option that had apparently been floated earlier was to place responsibility for the mandatory 3 cu classes in the hands of a single department. After some discussion we came to a consensus that this approach also had serious weaknesses. For one thing, it would place a huge service-teaching load on a particular department – and even with increased TABBS resources this seemed unfair to a single academic unit. Second, we

agreed that such an approach would suffer from some of the same weaknesses that plagued the original proposal (class content and instructors would change and be beyond the purview of colleagues from other departments to monitor etc…). Finally, we felt that by placing the full responsibility for meeting this requirement in a single department we were placing unreasonable expectation on the faculty in that department. As mentioned above, we had already come to a consensus that no one faculty member and no one class would be able to adequately meet the spirit and intent behind the Aboriginal distribution requirement initiative.

As a result, we have proposed a new model. We do not regard this as a compromise between the two earlier proposed positions. Indeed, we see it as having pedagogical and curricular merit that transcends either of the other two proposals. That does not mean that it is perfect. It has certain weaknesses and shortcomings that we fully acknowledge. But it is poised to accomplish more than the other options, and it holds within it seeds for building cooperation and collaborations that we hope and expect will go beyond teaching to shape and inform our collective scholarly and artistic work.

Primary Research – Survey

Indigenous Requirement Survey

Fielding Dates March 24 – April 6, 2017; numbers may not add to 100% due to non-response

Students

- 1,019/7,909 (13% response rate)
- 10% indigenous, 88% non-indigenous
- 5% international student
- 29% male, 67% female, 2% other
- Range of years:
    - 27% 1st yr
    - 27% 2nd yr
    - 22% 3rd yr
    - 16% 4th yr
    - 8% 5+ yr

Faculty

- 95/292 (33% response rate)
- 9% indigenous, 91% non-indigenous
- 58% male, 38% female, 3% other
- Range of ranks:
    - Assistant 24%
    - Associate 35%
    - Full 41%

UGSO Staff

- 14/24 (50% response rate)
- 100% non-indigenous
- 21% male, 79% female

Overall, what are your suggestions for **how** the College of Arts and Science implement its Indigenous requirement to best meet the College's goal that all students "cultivate an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada"?

Theme: go beyond high school curriculum

"We have been learning about aboriginal history since elementary school so don't tell us the same thing." – student

"Look at current elementary and high school curriculums concerning the subject and then base your course content around different aspects of Indigenous culture. I feel like something that turns students off from the these classes is that they aren't engaging because the same stuff is taught for eight to ten years." – student

"you learn this from elementary to grade 12 so make sure that is you are going to force this class on university students too that it is a new and unique course that will encourage excitement around the topic" - student

Theme: incorporate student interest areas

"there could be classes about indigenous art, music, dance, and history that students could take. These classes all have the potential to teach students about colonialism, assimilation and struggles past in present but will give students a medium to be marked on their understanding in a way that benefits them most." - student

"The content must be of interest to them and/or potentially applicable to their education and/or future." – UGSO staff

"Make sure that students are interested in the indigenous class that they are taking. For example allow them to take a history of Indigenous people, indigenous politics, indigenous commerce and finance, indigenous land rights, that sort of variety so that it relates to any degree." – student

"The courses should be catered and fit into the students' broad interests. For example, a student who is interested in the sciences would likely be more interested in a course on Indigenous peoples and the environment." - faculty

Theme: include interaction and engagement

"Create a space that allows teachers and students to create a meaningful dialogue about the course" – student

"Have the classes use individual engagement between the professor and the students as much as possible." – student

"Make sure the classes are more interactive and feature a lot of discussions and questions so that stereotypes and misconceptions can be cleared." - student

Theme: ensure options in scheduling

"they must also have a variety of options so they aren't caused undue hardship in trying to schedule this requirement. Please keep this in mind when considering whether or not to stipulate that this requirement be met at a certain point in a student's program. There are many, many degrees where this would cause a lot of problems because senior courses in the major are offered once per year or once every two years at a set day and time." – UGSO staff

"offer various classes so people have a choice. I wanted to take an indigenous studies class, but it is at a time frame that conflicted with other things I do at the university." - student

"offer numerous times for students to take the class.' – student

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"offer numerous times for students to take the class.' – student

Theme: beware unintended negative results

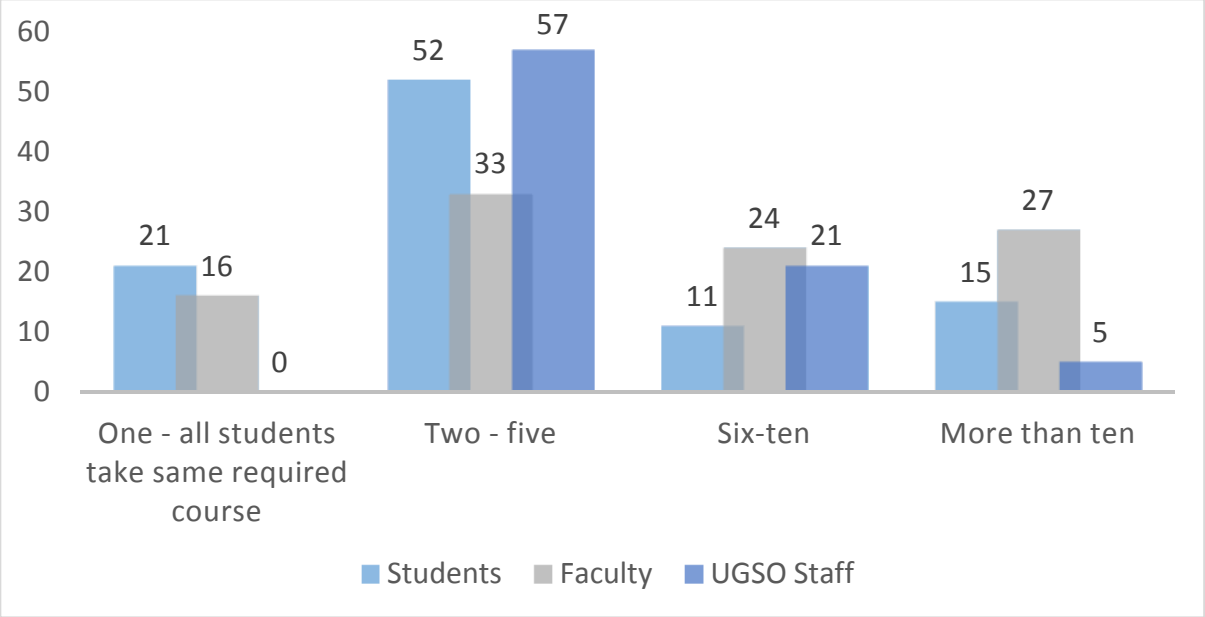
"This will only serve to make people more resentful towards Indigenous peoples, not less. …. it will harm relations with Indigenous communities, not help them." - student

"Students who are forced to take a single Aboriginal studies class they are not interested in may start to view Aboriginal people in a negative light, which makes this entire process counterproductive." - student

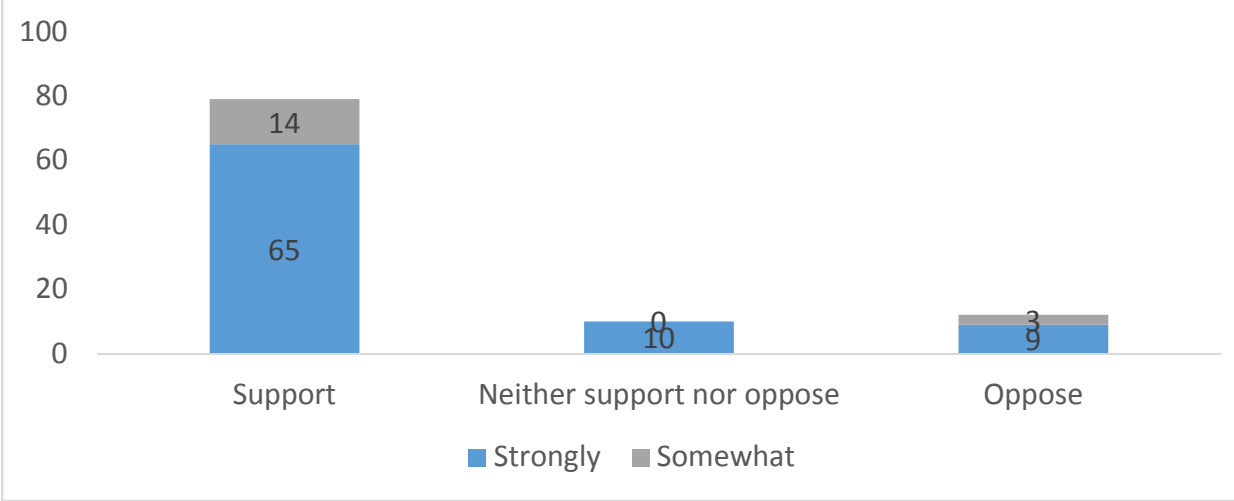
"The most crucial consideration is how to present this content without creating resistance. To generate understanding, we must respect diversity of perspective. We must be able to cultivate and preserve sympathy in the student population.' – faculty

In your opinion, how many different course options should students be able to choose from to complete the Indigenous requirement? (%)

Majority of students and plurality of faculty prefer 2-5 class option; robust support for other options as well.
Note: UGSO focus on middle options

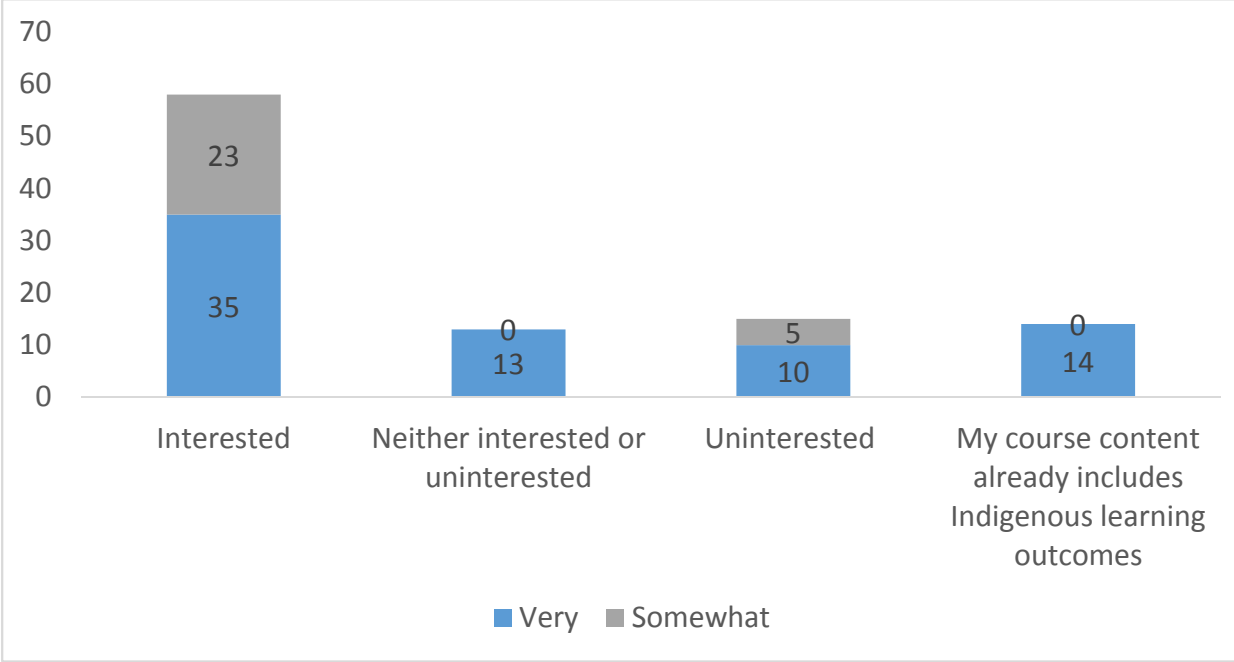


Faculty: Please rate your level of support for the learning outcome goal that all students "cultivate an understanding of and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada". (%)
Almost 8 in 10 faculty support the learning outcome goal, and 65% *strongly* support the goal.



Faculty: How interested are you in including Indigenous learning outcomes in your own courses if given appropriate support and/or training? (%)

Over seven in ten faculty are either interested in including or already include Indigenous learning outcomes in their own courses.



Engaging with Community Partners

Community partners:

Between Working Groups 2 and 3, we have met with or corresponded with the following:

- Saskatoon Tribal Council (met with)
- Gabriel Dumont Institute (met with)
- Greater Saskatoon Catholic School Board (met with)
- Saskatoon Public School Division (corresponded with by email)
- Saskatchewan Teacher's Federation (met with)
- Elder, Louise Halfe (met with)
- Saskatchewan Indigenous Cultural Centre (corresponded with by email)

An ongoing process:

We have contacted but have not met with the following. We will continue to work to meet with them and hear their perspective on the Indigenous Requirement.

- Office of the Treaty Commissioner
- FSIN
- Saskatchewan Indian and Metis Friendship Centres
- Central Urban Metis Federation
- Wanuskewin

Themes emerging from external consultations:

1. Overall support

- Support from all parties consulted for the idea of an Indigenous Course Requirement: "We are forced to learn about their system to survive, so why would it be too much to ask them to take one course about us?"
- Willingness to support the College in delivering some cultural content (STC, SICC).

2. Emphasis on quality learning experience for students and faculty

- Concern about quality of interaction in large classes.
- Suggestions include: self-reflection, talking circles, land-based learning, seasonal learning, relationship-based learning, problem-based learning, commun

3. Need for grounding in community

- Grounding in local knowledge is important: treaty, elders, relationship to the local land.
- Curriculum should respond to community needs, not just faculty interests.
- Need for representation of diversity of Indigenous community (e.g. need for inclusion of Metis content).

4. Warnings about potential harm

- Need for careful consideration of what gets taught. Not all knowledge should be widely shared (i.e. some knowledge is sacred or ceremonial).
- Need for respectful dialogue in classes.
- Need for strong support of students when learning is uncomfortable.

Consultation On Indigenization of A Course - Summary

A quick survey indicates that because diversity courses are so varied in the United States, there does not appear to be a lot of consultation with the minority groups that are the subjects of the course. Rather, courses must meet a set of criteria laid out by the university. The University of Wisconsin did consult with the directors of the Council of Independent Colleges of African American studies programs in Chicago; while outside of their institution, this is still an academic source. In Montana, all levels of education have been required by state legislation to include "Indian education" since 1999, after which the Office of Public Instruction called together tribal leaders, elders, and cultural experts from each of the 12 Tribal Nations to discuss what should inform the curriculum and together provided a wealth of resources for educators, which is continually being expanded.

In Australia, the process of Indigenization of curricula has been guided by a series of national commissions and reports, such as the 1982 Commonwealth Aboriginal Studies Working Group. In 1999 a scholar collaborated with several Indigenous communities to produce comprehensive Aboriginal studies teaching/learning materials for faculties of education, which have been taken up by several universities. The Council of Aboriginal Reconciliation in 2000, much like the TRC, gave recommendations which led to Aboriginal courses. At the University of Queensland, consultation was done with Indigenous stakeholders, the University's Indigenous Education Centre and faculty to design a critical curriculum. In the design of one course, Carmen Roberts from the University of Regina was an external evaluator.

In Canada, this process is more recent and consultations are beginning to take place. The University of Manitoba has just begun the process for a required course; a memorandum of understanding was signed with the Treaty Relations Committee of Manitoba to bolster treaty education, but so far consultations have been within the university. Vancouver Island University prefers Indigenization of the entire curriculum; its First Nations Studies program is community-based and has elders in residence. Simon Fraser also prefers this approach and has a focus on Aboriginal languages in partnership with Indigenous communities. While Trent University does not have an Indigenous learning requirement, it has one of the few Ph.D. programs in Indigenous Studies, which was made in close consultation with Aboriginal communities and scholars. Finally, St. Paul's University College at Waterloo has a non-mandatory Indigenous Studies course that is taught in partnership with Six Nations, which appoints a visiting professor to teach it each semester.

Appendix C6: Consultation with Groups

April 8 – Meeting with Elders and community leaders

Gordon Martell, Superintendent from the Greater Saskatoon Catholic School Board

Michael Gatin, Saskatchewan Teachers' Federation senior admin staff member

Tish Karpa, Sask Teachers' Federation

Louise Halfe

Paulette Hunter (STM)

- need to have a ground rules for students in the room- respectful dialogue- what are the interventions for the intellectually hostile students
- there will need to be some authentic assessment - a scenario that allows students to demonstrate this understanding
- make the diversity among instructors and students a deliberate feature that we celebrate
- ensuring there is a rigour in these courses - academic rigour and indigenous rigour
- a localized frame of reference that can be used as a foundation- we have amazing treaty teachers in this territory
- use problem- based learning and do it online- do not use lectures anymore
- can there be a way to engage the students and reflection - need to have a web-based interface or app
- we need to be thinking about relationships and how they will be redefined through this experience
- we need to create opportunities for healing talking circles are very helpful and important
- community service learning would be nice as well but requires more resources then we will have available
- we want a paradigm shift -we want students to see the world from other perspectives- to open their minds
- content: Aboriginal people should not be depicted from a deficit position but from an appreciation perspective
- principles for instructors leads to an ethical space frame - start with self -reflection positionality and bias: how do you create relationships with the students - how do instructors acts like the aunties or uncles and support the cognitive and emotional processing rather than leaving students with the visceral reactions
- This core set of principles should be agreed on by all instructors - discursive repositioning themselves to demonstrate to students they are evolving
- don't say ‘aboriginal issues’ or ‘issues facing’- do a better job of framing- example- ‘our shared challenges’- that brings us all into the circle -get away from the binary ‘us’ and ‘them’ -it is a continuum- situate yourself on it
- we are preparing students for the University journey- use humour -balance with unrealized opportunities - different seasons different things are taught -this could be used to breathe life into ‘indigenization’ and building a relationship with the land- unpacking the course could be an experiment and curiosity
- language talking circles are really powerful- so much is within one word
- impact- interaction in the classroom with 500? instructors should encourage students to interact with them or have elders have a discussion with each other and have students observe to start each class there could be a routines such as acknowledgment and honouring the teacher and the territory - have to be very careful around how the teachers comport themselves - what are we doing internally within

the system- are these structures things that need changing and might undermine the success of the class?

- learning objectives- modelling protocol multiple ways of meaning and knowing and making meaning
- Recognizing our roles and treaty relationships students- should be able to identify where they are situated in a treaty relationship- if students have some tools this can help them build skills for dialogue people -will need to learn how to enter dialogue respectfully
- Student should know the local contribution of Aboriginal cultures here as opposed to all around the globe -what is special about here and the local knowledge?
- meet with Gwenna Moss staff to make sure our instructors are doing things right
- paradigm shift will hurt- things are uncomfortable -student should be supported throughout

Appendix C6: Consultation with Groups

April 12 Indigenous requirement WG meeting with faculty:

19 faculty members invited; 5 attended:

Ryan walker, Jim Waldram, Sarah Nickel, Allyson Stevenson, Ron Hudson

- Won't have success with forcing bigots to take a course about people they are prejudiced against. Not appropriate to force people to learn something, but rather set the conditions for making them want to come. You can't take a history of people being forced to learn by now forcing people to learn.
- College has been indigenizing for a very long time- we should continue on the track we are on, rather than ghettoizing indigenieity.
- This would be a massive job to organize these courses.
- Pedagogical model - could be sterile, some students could be disruptive.
  Proposal - needs thematic integrity, rather than a collection of keywords. Key issue is contemporary context. Need a coherent thread to hold the 4 courses together.
- separate mode of course delivery from the criteria, as this is a different issue.
- With large sections, this will be about passively receiving information, and may not be the best way for students to learn, with a line of guest profs. How will this course to more than raise awareness and sensitivity? Real reconciliation happens between individuals.
- This is something the whole college owns. Intellectual leadership is in the right place, indigenous studies. What's the possibility for experiential learning opportunities?
- Weekly tutorials would not be possible with this amount of work and people, and TAs may come with their own biases.
- College students and faculty could come together in a way that they never have before. Incredibly innovative, but huge logistical problems. Where do you put every one and when- what are the lecture halls?
- Aboriginal students in these courses should have the opportunity to meet with each other outside of this class. Plus, aboriginal peoples are not a homogeneous group themselves. Safety and counselling implications.
- Jill- rationale should expand on resource implications that we see and are hearing.
- Pilot the course for one year and work the bugs out. It would have to work as a non-mandatory elective the first year. Attach a strong research evaluation component to the pilot, and ask for resources for 3 years. Important to start it, and commit to continuous improvement. We cannot get the perfect start.
- How is this course fundamentally different than what's being done in the 107 course? That course has tutorials, and it's within 1 single dept. content of breath would be fundamentally different.
- Vetting instructors to teach this - less of a concern as it's modularized. We are not going to say o someone they can't teach it. The people who want to teach it will have to dedicate a fair amount of their resources.
- 1cue courses would be good too- but we live in a 3 cue culture.
- Doing this work collaboratively tells the student body that entire university and college thinks this is important, not just your degree program.
- Winona- if this course goes through, they will lose enrolment in 107, which is the dept's lifeline. This is a sacrifice that the dept is making.
- Jim- college underutilizes WHP. This could be a field trip destination. Or a 1-day program, with elders.

Appendix C6: Consultation with Groups

Those who say yes and want to be involved- Ryan, Sarah, Allyson, Jim.

Neutral and involved in discussion- Rob

Ask elders how they feel about the mandatory nature of this course.

Literature Review

Required Diversity Courses

Research Question: Where have diversity course requirements been implemented, in what form, and to what extent have they had a positive (or negative) impact on student understanding, belief, and behavior?

A search of the literature revealed that few universities outside of the United States have general required diversity courses. While some universities or specific departments have these requirements in Canada and Australia, empirical evidence on their efficacy is lacking. A survey of American colleges and universities in 2000 found that 62% either had or were in the process of developing undergraduate diversity requirements. These courses vary widely in subject matter – some focus on race and ethnicity in general or specific groups, while others may look at gender. They may also be in a range of disciplines, from politics to history to even sciences, as long as they meet prescribed requirements to be called a diversity course. Quantitative studies on the effects of these courses are few and also have varying results. A brief overview of existing studies reveals that, overall, diversity courses are effective for reducing racial discrimination.

Mitchell Chang (2002) and Hogan and Mallott (2005) both examined whether a diversity course actually improved racial attitudes by utilizing the Modern Racism Scale to test those had just started a diversity course and those who had completed it. Those in the latter group had more favorable views and judgements about African Americans, even though some students surveyed were in courses that did not specifically focus on Black issues, but primarily on other racial groups. Likewise, in a pre- and post-test study between freshman and senior year Nelson (2010) found that diversity course impact was significant. In interviews with 15 students who had taken a diversity course, it was found that the course led to a change in their view of cross-racial interactions, making them more open to difference and general and providing a shift in perspective of those from different backgrounds (Stewart, 2010). The study also found discussion sessions were better than lectures for teaching diversity as well as small class sizes and activities that promoted cross-racial interactions.

However, some studies found more mixed results. Henerson-King and Kaleta (2000) compared students who had taken a race and ethnicity course and those who had not, they found those who had taken the course did not change their attitudes significantly, but those not registered became significantly less favorable towards Latino(a)s, African Americans, and men over a semester. A study at Penn State University found that diversity courses did effect student beliefs, with 60% saying they look at multiple perspectives now and 40% are more aware of intolerance on campus, but there was a disconnect between thought and practice (Palmer, 2000). Racism was reduced because it is primarily caused by ignorance, but resentment and antagonism were not. In addition, some studies show that the number of courses taken is significant. Bowman (2010) The UW University Academic Planning Council (2002) found that students who take two or more diversity courses have much greater gains than those who only took one.

The University of Wisconsin-Madison implemented an Ethnic Studies Requirement in 1989 and performed an assessment in 2002 (UW University Academic Planning Council 2002). A survey of students found that two-thirds believed the course improved their ability to analyze inequalities based on racial differences and the majority felt it changed their assumptions and perceptions. Students were

more likely to think about and discuss diversity and to interact with and seek out information about those of different ethnic backgrounds.

Recently, many Australian universities have implemented mandatory Indigenous studies courses for pre-service teachers (education students). While many have written about the importance and design of such courses, there is little empirical research on the impact on the students' beliefs and views. However, Phillips (2011) examined how non-Indigenous students articulate, manage, and shift their resistance to learning a compulsory Indigenous studies subject and also developed a curriculum for a course. Her findings may be quite applicable to the context in Saskatchewan: most students had little contact or relationships with Indigenous peoples, yet held rigid opinions and views. Their views were informed by dominant constructions of knowledge about Indigenous peoples that allowed students to take the position of observer or helper and fears of the political nature of the studies led non-Indigenous students to cast themselves as innocent victims of Indigenous peoples' political demands. Students were resistant to share their perspectives or to critically self-reflect and used binaries. However, the course enabled a shift when students recognized they had a culture and turned their view on themselves. Their understandings of Indigenous peoples became less concrete and discussions less vague. Important to this shift was forming links between dominant knowledge systems and students' preconceptions of self and the limits these systems put on their capacity to understand where they were situated. While student responses to the course were complex and took time, the mandatory unit proved effective.

Challenges

Negative stereotypes can be replicated and students can fall into their expected role on contentious issues if critical thinking is not encouraged in the class. Also, the limited time available may affect the depth at which sensitive and complex issues can be addressed. There is often resistance from students, most often when white, middle-class students' own privilege and place in society are directly challenged (Bowman, 2010). Karnahan and Davis (2007) found that while white students increased awareness, they also increased feelings of guilt and responsibility, which can lead to resentment. Likewise, Hogan and Mallott (2005) found that while a diversity course reduced the denial component of racism, it did not significantly affect resistance or antagonism as these elicit defensive and emotional reactions since eliminating racism would require the dominant group to share power and rewards in society. Thus, students were still antagonistic and resentful toward programs designed to help African Americans achieve social and economic equality.

While at predominantly white campuses students sometimes resist diversity course requirements, Martinez (2014) found that students were less resistant to a statistics diversity course that focused on comparing trends in the experiences of racial groups. This made students less defensive or uncomfortable because there was always statistical evidence to support the realities of social inequalities.

Limited evidence has shown that prejudice can in fact grow if the course is not properly designed or facilitated. Case (2007) found that a diversity course resulted in greater awareness of white privilege and racism, but that participants' prejudice levels against Black, Arab, and Jewish people remained constant and prejudice against Latinos grew. This could be due to the increase of guilt and an increased awareness of issues. As such, the instructor must be aware of this possibility and implement strategies to acknowledge and deal with student emotions and encourage open dialogue about

reactions to course materials. Weekly journals may also help white students cope with guilt (Case 2007). Phillips (2012) also found the use of online discussion forums and journals to be extremely useful. Students perceived Aboriginal instructors as aggressive and as deliberately presenting non-Indigenous people and culture in negative ways, leading to resistance from the students to share their perspectives because they were unsure how it would be received. However, this did not affect the reflections shared in online spaces and journals. Likewise, Andersen (2012) found online reflective journals to be an integral part of a mandatory course to enable students to reflect on their values, enhance reflection, facilitate critical thought, write focused arguments, express feelings, and understand the need for the decolonization of learning.

Note on Online Learning: The benefits and drawbacks of online learning have seldom been quantitatively assessed and results vary depending on class type. In a meta-analysis of studies comparing traditional, online, and blended courses it was found that on average students in online learning conditions performed moderately better than in traditional; however this was more significant for those in blended courses (Means, et al. 2013). Discussion boards are seen as a critical reflective space for students to engage in self-reflection and exchange and challenge one another's ideas (Lewis and Lee 2014). Some advantages include convenience and access; ease of participation for introverts or those whose communication style is better suited to an online environment; there is time to post, read, respond, and reflect upon messages and to revise interpretations and modify original assumptions and perceptions (Fedynich 2013). However, differences in quality of interaction exist and there needs to be intense instructor presence, real-time meetings online, and well-formulated discussion questions that require students to interact with the material and each other in demanding ways (Jones 2015). There are also challenges of tech, class size, additional faculty time, and a substantial investment of resources from the university, educator, and student if the course is to be properly designed (Jones 2015). Engagement of students must be more intentional, with innovative use of a variety of media and learning activities to draw students in and provide opportunities for critical thinking, reflection, application, and interaction with peers (Jones 2015). As such, the instructor must be involved in online discussions to guide and prompt and correct misconceptions; however, quality of discussion will still depend on students and it is likely to be better if they know one another.

While most students at the University of Wisconsin found the Ethnic Studies Requirement positive, those who had a negative view of it being a required course did not change their view after taking it, and their views tended to become even more negative. Some argue that required courses take away from the existing curriculum and favor special interest groups or that ethnic studies lack academic rigor and content. Others worry that the courses could create more divisions by focusing on particular groups or undercut attempts to infuse multiculturalism throughout the curriculum (UW University Academic Planning Council 2002). A non-academic assessment of the UW requirement (Lindsay, 2014) expressed some of these concerns, arguing that the material has to be watered down to teach in a matter that does not offend, preventing truly open and deep discussion. Lindsay also claimed the course was perceived as the university nagging students to be less racist, leading to resentment and difficulty teaching students who do not want to be there. Finally, he argued that making the course a requirement reinforces the idea that the subject matter is inherently different and those involved are inherently inferior. These concerns must be addressed through course design and instructor preparedness (UW University Academic Planning Council 2002).

Changing Prejudicial Attitudes Through Educational Interventions

Research Question: What learning experiences and educational interventions are used to change prejudicial attitudes, how are they implemented, and to what extent are they successful?

The research on reducing prejudice through educational interventions is plentiful but also diverse. Overall, education to reduce prejudice is found to be effective. In a meta-analysis of 73 studies of different techniques, Engberg (2004) found 52 were positive, 14 mixed, and 7 non-significant. Three main categories of teaching techniques emerge through a survey of the literature: teaching multicultural content, cooperative or collaborative learning methods, and anti-bias or anti-racist skills training. Multicultural content, when implemented in isolation of other techniques, has been minimally effective and could even be counter-productive (McGregor 1993; C.W. Stephan, L. Renfro, and W.G. Stephan 2004; Pfeifer, Brown, and Juvonen 2007). Both cooperative and anti-bias skills training have been found to be effective in reducing prejudice (McGregor 1993).

Anti-racist teaching addresses racism directly and targets the cognitive aspects of prejudice through discussions of past and present racism, prejudice, stereotyping, and discrimination in society and increasing awareness of the economic, structural, and historic roots of inequality (McGregor, 1993). This must also include a discussion about the perpetrators of discrimination and of minority group resistance and contributions despite the obstacles. This can be combined with role playing. Leonardo, Zeus, and Porter (2010) argue that too often in classes focused on race there is too much concern over creating a so-called 'safe' space that leads to shallowness and a counter-productive dialogue. They argue that the classroom should be redefined as a place of risk. The lecturer can begin with a dialogue about dialogue on the topic of race and encourage students to experiment with their self-understanding and promote the idea that they may change their minds during the term. The goal is not to encourage discomfort of the dominant group, but to have them take ownership of feelings of discomfort, inadequacy, and defensiveness. Violating the discourse on 'safety' will open up deeper engagements on race both intellectually and practically. (Leonardo, Zeus, and Porter 2010).

Cooperative or collaborative learning techniques have been found to benefit both interracial relationships and understanding as well as academic outcomes, which is often a concern of faculty as academic rigor in diversity courses can be lacking. (Pfiefer, Brown, and Juvonen 2007). One of the main cooperative learning techniques is role playing. Through this, prejudice and discrimination are demonstrated and/or experienced vicariously, allowing for identification with the minority group and encouraging students to take the perspective of another to produce dissonance (McGregor 1993). Heidi Norman (2004) developed a role play simulation for an Indigenous Studies course in Australia that had students take on the role of stakeholders in the Hindmarsh Island Bridge controversy, which dealt with Indigenous land claims. Role play as well as lecture and small groups enabled students to see the events and issues of race power as real rather than abstract, and it put them in a less defensive and more considered position by stepping outside themselves and understanding what it feels like to be marginalized.

Collaborative learning can include many other learning methods that emphasize small-group work, discussion, and intensive interaction among students, rather than the traditional lecture format. A quantitative study of 2050 second year students at 23 different institutions examined the effects of

collaborative learning, which emphasized small groups and discussion surrounding complex issues, on student openness to diversity and found it to be effective by creating "the process and setting where learning is maximized and preconceptions are confronted through positive, productive interactions between students of different backgrounds," (Cabrera, et al. 2002, 30).

Service learning has also been demonstrated to be effective for reducing prejudice. Service learning courses generally include a majority academic component with interdisciplinary readings as well as weekly lectures and discussion, but students also spend a set amount of hours each week (or term) at service placements in the community, about which there will likely be reflective assignments. Carolyn Dallinger (2015) conducted a qualitative study on primarily white, middle-class college students from small towns that had moderate to high levels of prejudice. Participants were partnered one-on-one with immigrant children for their service-learning project and were interviewed. At the end of the term, student prejudice was reduced through the recognition of their held racist beliefs and the discovery of similarities and positive differences with the immigrants that helped rid negative preconceived notions. Likewise, in a meta-analysis Engberg (2014) found 12 out of 13 studies reported that service learning programs had positive effects for reducing racial bias as they helped students overcome bias through direct contact with those who have been defined as the "other" and the chance to get to know one another on an equal footing. Dallinger (2015) recommends that service learning programs include equal status and cooperation as well as assignments to help students think deeply about the interactions and prejudice and discussions about feeling uncomfortable or afraid.

Enger and Lajimodiere (2011) sought to determine if the online learning space could be an effective space for transformative, collaborative multicultural learning by assessing attitude change in doctoral students following an online diversity course. The students watched video presentations from international students, read educational theorist texts, held online discussions, watched movies about racial crises, and kept a reflective journal. Students showed significant difference on knowledge regarding differences among economic classes and positive reaction to cultural differences and felt compelled to act on what they learned. The study found that the online discussion forum allowed for group examination of discrimination without personal confrontation, facilitating the discussion of sensitive topics free of the pressure of peer group norms.

In anti-racist, collaborative, and service learning discussion and reflection are key parts of the process. MacKinlay and Barney (2014) conducted a study on an educational intervention called "PEARL" – "Political, Embodied, Active and Reflective Learning" that includes small group work, a climate of openness, collaborative and experiential learning, and reflexive thinking where the instructor acts as a facilitator of discussions and learning. For the most part, the intervention led to a transformative process, enabled empathy for students, led students to ask more questions about their own identities and knowledge, and changed their understandings. However, they also noted that when courses concerned with race are compulsory student resistance increases and some students got angry about the situations being discussed.

While most educational techniques can be effective, successful attitude changes are dependent not on the intervention, but the manner in which program contents are conveyed (C.W. Stephan, L. Renfro, and W.G. Stephan 2004). As such, instructors must be vigilant of the atmosphere/environment they help create, how the topics are framed, and of their own non-neutral perspective. In Montana, where all levels of schooling are required to teach Indigenous history and culture, all teachers receive

instruction on American Indian Studies. (Aveling 2012). Often, students have little experience with Indigenous peoples beyond media portrayal, have grown up in an environment where racism continues to be an issue, and can be resistant to learning about such a challenging topic (Aveling 2012, Page 2014). Combined with the cultural difference of an often-Indigenous instructor teaching non-indigenous students, these classes can have heightened ethnic tension. This will require teacher training and vigilance to successfully navigate.

As noted earlier, Phillips' (2011) study of a mandatory Indigenous study course for pre-service teachers in Australia highlights the extreme difficulty students may have in changing their perspectives and attitudes surrounding knowledge of and racism towards Indigenous peoples. She concluded that careful course design and faculty facilitation was needed to create a space that would reduce the contaminating influence of pre-existing ideologies. As such, teaching content about Indigenous peoples and history students who do not have awareness of their own cultural privilege, standpoint, and dominant knowledge system will be unproductive and taint the ways they engage with this content. Instructors must first re-set this context and lead students to express and reflect on their resistance and standpoints. As such, in the first module of her developed course "students are guided to explore existing worldview assumptions using a range of triggers," which "prepare students for deeper explorations of structural influences on the positions they take in relation to knowledge constructed about Australian cultures and the place of Indigenous peoples' knowledge perspectives within those structures" (Phillips 2011) .

Teaching Diversity Courses and Changing Prejudicial Attitudes in a "Mainstream" (majority white) Environment

Research Question: How have diversity courses been implemented in majority white institutions, what challenges have been encountered, and how have/can these be mitigated for positive outcomes?

Recognizing and understanding the impact of racial difference is difficult for those students who have never lived with minority group members. The literature shows that when majority students are obliged to come face-to-face with issues of inequity and to consider their own culpability for such inequity and their capacity for social action, they experience discomfort that can lead to resistance (De Freitas and McAuley 2008). Davis (1992) identified three classroom responses to teaching about inequality to a predominantly white audience: resistance, paralysis and rage. Paralysis can happen when students are overwhelmed by the intractability of stratification and do not want to talk about it anymore. However, for students that have experienced inequality, the classes can become an avenue for anger. These reactions stem from misconceptions and deeply held ideologies that students bring with them upon entering university. Antonio (2006) found that students enter university with strongly held explanations for social phenomena that they take for granted. He found four common ideologies used to understand racial inequality: blaming the victim, justifications (argue for benefits of inequality), naturalization (inequality cannot be changed, what is done is done), and colorblind racism. Thus, he argues, "unless instructors employ strategies to deliberately discredit these misconceptions, students will likely continue to hold them after the leave college" (263).

Students must learn to problematize their comforting "truths" regarding difference and injustice. To design a diversity course that enables students to overcome or embrace this discomfort,

examining resistance is crucial. De Freitas and McAuley (2008), in a study exploring strategies in a mandatory diversity course to help prepare pre-service teachers from a predominantly white community in P.E.I. to teach for diversity, argue that a 'pedagogy of discomfort' is necessary to instill a more ambiguous student identity that embraces difference and recognition of students' own submission to dominant discursive practices. The key assignments required students to: "(1) Write a personal narrative about their own privilege; (2) Watch a foreign film and answer a series of questions about the dilemmas of empathizing with and representing 'other' cultures; (3) select a pop culture text and design a lesson that engenders a critical reading of the text; (4) write a paper in which they apply sociological and social psychological theoretical frameworks to their past teaching experiences" (433). Identity development was strongly triggered through these assignments, which made students struggle with their own power and privilege as majority group members and difficult theoretical models as interpretive tools. Many final papers indicated students were developing a more complex understanding of systemic inequity and to name and own the ways it impacted their own identity; however, some still resisted and continued to believe comforting justifications.

Pence and Fields (1999) sought to create a teaching intervention that would help uncover white privilege for a white audience. They found a number of issues that can come up in teaching white privilege: resistance, ranging from overt hostility to a wall of silence; some students think they have nothing to add to discussions because they are white; discussions focus on experiences of persons of colour but omit whiteness from the discussion, thereby excluding the power imbalance; and as many students grew up in white communities and schools, inquiry remains intellectualized and problems are seen as *out there*. The teaching method used had upper-level students design a quantitative research project that uncovered racial discrimination and then present their findings to an introductory humanities course. A quantitative course was useful as students tend to "own" date they have generated even when it supports positions they may have resisted previously: "Personal discovery can help resistant white students acknowledge their own structural privilege." The project helped students realize the problems were not just *out there*, they recognized their own privilege and ways they are actually prejudiced, and made many want to take action. They moved beyond a passive understanding of discrimination.

Similarly, Martinez (2014) found that students were less resistant to a statistics diversity course that focused on comparing trends in the experiences of racial groups. Students were less defensive or uncomfortable because there was always statistical evidence to support the realities of social inequalities.

Antonio (2006) found that teacher-centered instruction, as opposed to collaborative and problem-based learning, may heighten student resistance as students see it as just the teachers opinion that they are being forced to learn. In addition, pre-held misconceptions intensify white students' resistance to knowledge and may lead to student-teacher confrontations that sour the classroom atmosphere. One such misconception is a "simple moral dichotomy" ideology, where students oversimplify inequality by blaming it individuals and treating all behavior as either normal and good or other and bad. With this belief, critiques of inequality create resistance because they are seen as attacks on the natural goodness of society. As such, Antonio argues, these misconceptions must first be addressed and discredited. In addition, problem-based learning and collaborative learning strategies can reduce resistance to the material by offering multiple challenges and information sources, rather than

just the teacher's. Employing a problem-based learning model, Antonio was able to help students unlearn ideological misconceptions and replace them with a sociological framework.

Dallinger (2015) studied the effects of a service learning course on students from a predominantly white college and towns with high levels of prejudice. Through interacting one-on-one with young immigrant children students came to recognize their own held prejudice or racist beliefs, learned they had similarities and positive differences with their immigrant partners, and got rid of stereotypes through interaction. In order for students to have a transformative experience, Dallinger recommended assignments to help them think deeply about the interactions and different perspectives and that faculty engage in discussions about discomfort and fearing differences.

While the above cases show that prejudice and racism can be lowered in students at predominantly white institutions, some researchers have found that it can in fact be increased (Cass 2007, Nelson 2010). In both these cases, white students had increased awareness but also increased feeling of guilt and responsibility as the resulted of being confronted with their own privilege. As such, the instructor must be aware of the possibility of increased white guilt and implement strategies to acknowledge students' emotions, encourage open dialogue about reactions to course materials, and perhaps institute weekly journals to help students cope with their discomfort (Case 2007). Importantly, discomfort must not be avoided in the desire for 'safety', but white students must take ownership of feeling uncomfortable in a critical race dialogue and be encouraged to take responsibility for their feelings of inadequacy and defensiveness (Leonardo, Zeus, and Porter 2010). A lack of safety opens up space for empathy and discomfort can enable both white students and students of colour to remove masks (Leonardo et al. 2010).

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Practical Steps for Decolonization in Classroom Setting
An Indigenous Requirement Implementation Group document

Presented to Working Group 3 by Damien Lee
April 17, 2017

Context

The College of Arts & Sciences at the University of Saskatchewan is currently developing an Indigenous content requirement for all undergraduates within the college. The aim of this requirement is to ensure that, by the time of graduation, all undergraduates have an understanding of the unique positions and histories of Indigenous peoples in Canada. The Indigenous Requirement Implementation Group (IRIG) was struck as a means to explore various options on how best to implement this goal.

The work of the IRIG is taking place within an era of "reconciliation" in Canada. The Truth and Reconciliation Commission issued its Final Report in 2015; in it, the Commission called on Canadian universities to provide accurate education on the history of Indigenous peoples in Canada. In taking up this call, the University of Saskatchewan has begun a number of initiatives under the banner of "Indigenization." However, the definition of this term - Indigenization - is debated. In my mind, Indigenization can be used to tokenize Indigenous peoples and knowledges within the academy, or it can be used to promote decolonization *in addition to* learning about Indigenous cultures, histories, etc.

Thus, to promote a form of Indigenization that not only informs students about Indigenous peoples but also promotes decolonization, a two-pronged approach is required. First, truths about Indigenous peoples' histories and presence in Canada need to be taught truthfully. This might include things like, for example, teaching about treaties, Indigenous peoples' contributions to Canadian society, etc. But to leave things here would not promote decolonization per se; if mishandled this could promote a voyeuristic approach that turns Indigenous peoples and Indigenous issues into consumable items for a primarily non-Indigenous student audience. This must be avoided if the College of Arts & Science is to not do harm to Indigenous peoples.

Indigenization should therefore also include pedagogical approaches that "flip the lens" back onto non-Indigenous peoples, and their histories as recipients of unearned benefits resultant of the settler colonial processes that created the Canadian state. For some students (and even professors), this will be an uncomfortable learning process. But that's ok. Discomfort is a prerequisite for decolonization.

Practical Decolonization

Against the backdrop above, developing practical steps for decolonization will take on dual-pronged approaches throughout the life of a course. At this time, the IRIG has not settled on what form the Indigenization requirement is going to take (One large course? A suite of

several courses? A mix of the two?). Thus, given this uncertainty, the dual-pronged approach can only be discussed from 35,000 feet. Below, then, I focus on developing frameworks rather than set-in-stone, specific approaches.

I see three practical approaches to decolonization within the context of an Indigenous requirement: 1. Assignment Design, 2. Course Content Selection, and 3. Appropriate Instruction. I will discuss each of these briefly below.

1. **Assignment Design**

Assignments enable students to apply theories and content discussed in lecture and in readings. Assignments require active learning through doing. They therefore allow an important way for students to apply the dual-pronged approach to Indigenization discussed above, as they can be used to create space for student reflection on their various roles in Canadian society, as well as that of their communities. The following two examples can be adapted to the College of Arts & Science as a means to promote decolonization through Indigenization:

The Homelands Paper. Developed by Indigenous Studies professors at Trent University, the "Homelands Paper" is a major essay requirement that asks students to consider Indigenous peoples' presence in the students' home communities. Many non-Indigenous students begin this exercise assuming that their home community has zero Indigenous peoples, and zero Indigenous history. This, of course, is false, considering that all land in Canada was once solely owned by Indigenous peoples. This assignment is useful in that most, if not all, students return papers in which they express surprise and, sometimes, anger, that their home communities have Indigenous history/presence. Many non-Indigenous students thus find themselves in an intellectually unsettled space - a "teachable moment" that a properly qualified professor can then use to guide deeper understanding about how settler colonial narratives are staged to presume Canadian communities simply propped up in a cultural and political vacuum. In other words, the Homelands Paper provides a counter-narrative to the myth of *terra nullius*, and recruits students into the starring roles of this investigative drama.

Positionality Papers. "Positionality" refers to locating one's social location using an intersectional approach. It recognizes that power exists and is distributed unevenly depending on things such as skin colour, sexual orientation, gender assignment, class, etc. For example, I am a cis-gendered, heterosexual, white man who was adopted into an Anishinaabe community in northern Ontario as an infant. Though I grew up on an Indian reserve, my adoption does not dismantle my whiteness, and therefore I carry with me an exceptional amount of unearned privilege that other people in my family do not enjoy due to the way in which Canadian society distributes power to them.

Positionality papers/essays are useful course-based exercises that can develop students' sense of social location. No classroom is a safe space; for Indigenous students and students of colour, violence is already present in the form of white students resisting knowing themselves as

racialized beings (i.e. as white people). Alternatively, racialized violence can also manifest within classroom settings by claims to colourblindness - either on the part of students or the part of professors/instructors. Skin colour matters because the broader Canadian society assigns power to it accordingly. Thus, positionality papers enables students to come to better understand themselves not only as racialized beings, but also the baggage they may carry due to other aspects of their social location. This exercise thus helps classrooms to name things like whiteness, heterosexism, class, etc., not to instil guilt, but to put the baggage on the table so that authentic conversations about Indigenous issues can take place. There is ample research (both pedagogical and theoretical) on the importance of positionality within mixed-race and decolonial learning environments.

The two assignments listed above are not meant to be an exhaustive list.

2. **Course Content Selection**

The dual-pronged approach to Indigenization will require course content that goes beyond merely learning about Indigenous issues, to include content to provides opportunities for non-Indigenous students to learn about the darker sides of Canada's settler colonial history. Thus, content can be built into Indigenous Requirement courses that has little to do with Indigenous peoples and Indigenous histories, and rather more to do with the nature of Canadian society itself. For example, being able to define terms such as "settler colonialism," "whiteness," and "structural racism" might enable all students to better understand the conditions that have lead to a need for Indigenization in the first place.

Practically, course content will need to include readings, lectures and exercises that names and "pushes back" on topics like settler colonialism, whiteness, etc. The readings and lectures chosen/developed will, of course, depend on whether the Indigenous Requirement is met through a single course offering, a suite of course offerings, or a mix of the two. But for the sake of providing examples, the following resources could be considered for such content:

- Wolfe, Patrick, "Settler Colonialism and the Elimination of the Native," *Journal of Genocide Research* 8, no. 4 (2006):387-409, http://www.kooriweb.org/foley/resources/pdfs/89.pdf
- Wolfe, Patrick, *Traces of History: Elementary Structures of Race* (London: Verso, 2016)
- McIntosh, Peggy, "White Privilege: Unpacking the Invisible Knapsack," accessed April 16, 2017, https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf
- Blaut, James, *The Colonizer's Model of the World: Geographic Diffusionism and Eurocentric History* (New York: The Guilford Press, 1993).3. Appropriate Instruction

3. **Appropriate Instruction**

Finally, appropriate instruction is imperative for decolonization to work on a practical level. It cannot be stressed enough that having the right person at the front of a classroom will be key when course content and assignments get uncomfortable for some students. However, as Frantz Fanon famously wrote, decolonization will always be a violent event - even when such “violence” is experienced in the form of coming to that one has an ethnicity or that one is the present-day beneficiary of historical and on-going dispossession of Indigenous peoples.

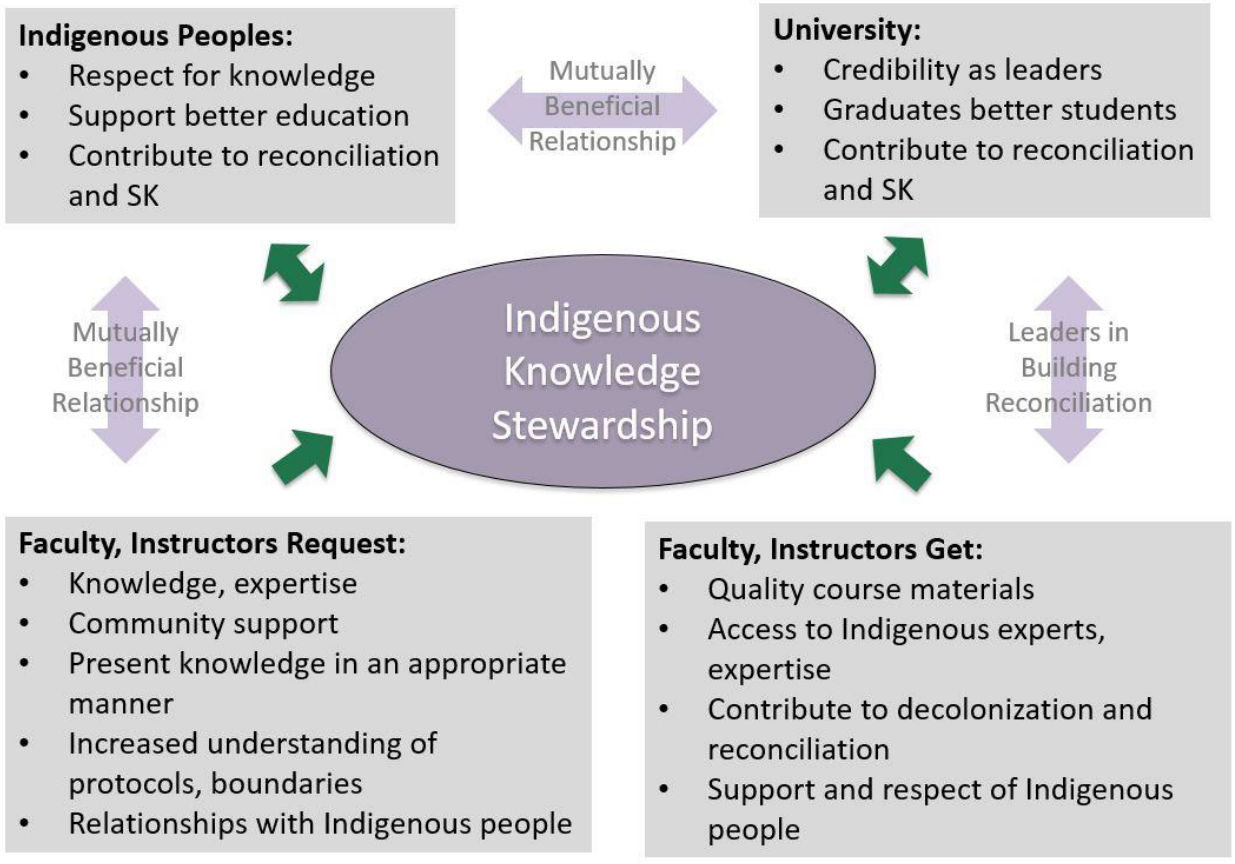
Practically, appropriate instruction will include ensuring instructors or professors have the training to handle discomfort in the classroom, and do not reproduce some of the issues that support colonialism (e.g. taking a colourblind approach to race discussion). Such skills can be taught. If instructors or professors find themselves teaching an Indigenous Requirement course, they may require training in anti-racist education, settler colonial complicity, and on how to ensure Indigenous students are not re-victimized through courses ostensibly meant to promote appreciation for Indigenous peoples.

This point can be further developed once it is clear as to what recommendation the IRIG proposes. It may be easier to ensure professors/instructors leading a large Indigenous Requirement class have said training.

Stewarding Indigenous Knowledge

Build an Ethical and Safe Space for Indigenous Knowledge
• Information and knowledge is inherently political
• To stop and reverse colonialism, academia must:
• Support the OCAP principles® (FNIGC, 2017)
• Recognize that Indigenous peoples have the right to self-govern their own interests and information
• Current practice accepted and support by TCPS2, Ch. 9
• Support the TRC's focus on restoring a balanced, equitable, and reconciliatory relationship between Indigenous and non-Indigenous people

Recommended Best Practice *Anikik Ka Kish-kay-tah-kik – Those That Know (i.e., GMCTL)*
Engage community Indigenous Elders, Knowledge Keepers to be official stewards of Indigenous Knowledge used at the University of Saskatchewan
• Support by faculty and GMCTL
• Support the use of Indigenous knowledge, history, and practices in courses in a good way by:
• Providing education about and access to Indigenous community
• Support building culturally appropriate material



For more information, please contact Dr. Stryker Calvez (stryker.calvez@usask.ca), Educational Development Specialist: Aboriginal Engagement and Education with the Gwenna Moss Centre for Teaching and Learning.

Notes for Western Deans Conference, February 17

Session 1: Implementing Indigenous Curricular Goals

Chair: Gordon DesBrisay

Panelists:

- Glenn Moulaison, Dean of Arts, University of Winnipeg
- Catherine Murray, Associate Dean, Undergraduate Academic Programs & Enrolment Management, Simon Fraser University
- Ross McKay, Dean, Arts and Humanities, Vancouver Island University
- Kristina Bidwell, Associate Dean, Arts and Science, University of Saskatchewan

Vancouver Island University:

- Thus far, rather than instituting a formal requirement, VIU has prefered to create an institutional culture that supports Indigenization. This could be called a "diffusion" approach.
- They have a First Nations Studies program which is community-based and that includes elders in residence (who have faculty positions).
- 10% of their student body is Aboriginal
- They have an Office of Aboriginal Education and an Aboriginal Community Advisory Board.
- They are considering instituting a "graduation requirement" where students have to meet an Indigenous Learning Goal by graduation, but they plan to try to institute this in a "seamless" way so that students are not aware of it as a separate requirement. They are also considering how the goal may be met outside the classroom. They are considering whether faculty in various programs could team-teach with faculty from First Nations Studies to meet the goal in their programs.

University of Winnipeg:

- Their Indigenous Course Requirement began in fall 2016.
- From a proposal from the Aboriginal Student Council to full implementation took only 8 months.
- There is a sense of immediacy and urgency to this goal in Winnipeg.
- Their requirement is course-based (they do not consider *who* teaches the course.)
- They have approved 40 course options as part of their Indigenous Course Requirement.
- These courses must meet particular criteria; they are assessed byt the Department of Indigenous Studies as well as their Curriculum Committee.
- These courses can also be used to fulfill breadth requirements.
- This past fall, they offered 18 of their approved courses in 6 departments, and 500 students met the goal in that term.
- 345 of those 500 students met the requirement through a first-year Indigenous Studies course.

Simon Fraser University:

- They have 66 courses with Indigenous Content within 19 disciplines (10 discipliens have no courses in this area).
- They have taken a Distributed approach to Indigenizing their curriculum.
- They have a major focus on Indigenous languages, in full partnership with Indigneosu communities. They began their Indigenous Language revitalization program in 1993.
- They are considering implementing and Indigenous Learning Goal, but they have challenges with accreditation (their programs are accredited, which is much more common in the States than in Canada). They have Writing, Quantitative, and Breadth requirements and are considering adding an Indigneous requirement or a requirement in Intercultural Competence.
- They are considering an approach similar to that taken by their Department of Linguistics, who have defined detailed goals and sub-goals for their program, and where students develop a portfolio to show that they have met those goals.
- A top-down approach is unusual at SFU and they are worried about Departmental buy-in.
- There is less buy-in from the bigger departments, such as Psychology and Economics.

IRIG Conference Call Meeting with Kevin Lamoureux

April 19, 2017
2:21 PM

IRIG Members in attendance: Kristina Bidwell, Stryker Calvez, Damien Lee, Alexis Dahl, Vince Bruni-Bossio, Vicki Mowat

- Kevin expressed his gratitude for the invitation to speak with the group, and his regrets for
- We would never suggest that a University do what we did - we are in no place to make a recommendation
- I feel comfortable saying that Usask has a responsibility to contribute to reconciliation in whatever form that would take
- I am going to try to speak frankly with you about the experience
- I came into this role as Associate VP about 6-7 months, and I was not involved prior to that with the ICR.
- I also inherited our commitment to Indigenization. I really wrestled with that word, and I reached out to elders and knowledge-keepers. The message I received is that, "Whatever Indigenization is, it has to involve safety."
- Consider the dysfunction of the Indian Act, and the fact that being at home is not safe - neither is being away from home. At the very least, we need to consider safety: of physical safety, cultural expression, identity, and grieving.
- We also have to guarantee that if we want to confront racism directly, that our students do not bear the brunt of that. Student safety for indigenous students, non-indigenous students, instructors, and for the reputation of the University.
- To be clear, when I say safety, I do not mean that we avoid tough conversations.
- Safety of indigenous knowledge, artifacts on campus, and this perspective shapes everything we are doing.

Our story:

- Our students were in a class, and an instructor asked an elder to come into the class, and students witnessed racism (rolling of the eyes). This led to a conversation about how the institution should react.
- Institutional scan: We had courses that already existed that already acknowledged this challenge in some way, shape, or form (speak to some aspect of the goal). At this time, the final TRC report was on its way.
- It was brought to the Senate level, and was almost shut down. Not because of racism, but because we tried to enforce something without consulting with the community. My predecessor pulled back and we did some consultations.
- We developed a method of approving courses, a strategy for how we were going to meet the demand - and to answer questions that should have been brought to the Senate the first time. Then, it was passed unanimously by the Senate.
- We have a menu of courses that come from across campus: Arts, Science (e.g. Physics), and one in the faculty of Business Economics.

- These courses go through a dual track process for approval: pathway through Senate (they hold all the cards and are the ultimate authority on whether they get approved). We have an Indigenous Advisory Circle that is made up of knowledge-keepers - the course goes through a subcommittee of the Indigenous Advisory Circle that works with the instructor to speak to pedagogy, resources, etc. It is framed as a collaboration. Feedback is given to instructors, but the Indigenous Studies department signs off on the course as well before it goes back to the Senate.
- This subcommittee has not had very clear direction on what type of feedback they should be provided.
- I have tried to make sure that the goals of the ICR are clearly: historical understanding, contemporary issues, and an appreciation for reconciliation (94 calls to action).
- We are sitting at 10,000 students and are scrambling to keep up with the demand. This is a huge thing.
- Indigenous studies is scrambling to keep up with the demand. Right now, we have pressure to ensure our students can graduate and also a pressure to get some of these courses approved. There is a real tension between approving courses and letting courses go through that would not meet the goal. There have definitely been some mistakes - some courses rejected by Senate even though they would meet the learning goal.
- What we are seeing: sometimes weak course proposals, and trying to work together to ensure there is no backlog. Perhaps more of that work should be happening through the subcommittee? This is something we are looking at right now. We are also working on the communication between the Senate and that subcommittee, to ensure they are on the same page.
- In terms of the decision making, the line has not been clear. We are working on our approach right now to clarify the roles of each group.
- In my experience, a mandatory Aboriginal course can trigger some very different reactions from students - This is not always an academic environment. It is necessary to invite students to be vulnerable with their opinions in misunderstandings. This is a pedagogical art, and that may not be easy for an instructor who has not been trained much in pedagogy.
- Question: Is there training for instructors? How are you supporting them? Good question. The first thing I did was create ICR workshops. They are voluntary spaces where we provide some training, education on trauma, anti-racist, etc. It comes with a cost, but it comes with a good investment. This training is core to what we want to do.
- The other thing is approaching this with our Human Rights office. We have offered voluntary passages that our instructors can include, "We are going to ask tough questions, and here are the ground rules." There has been a very high number of instructors who have volunteered to take these workshops. Many instructors who had very comfortable careers, and had never seen this type of conflict in the past. Changing whether content is mandatory or not changes the dynamic. The workshop provides peer to peer best practises and share their experiences.
- Question: Can you explain the costing on this? Is there a limit on how many ICR courses you would like to see? That cost is managed out of my office, coming from the President's

office. Significant when we bring in consultants and conflict-management backgrounds. I think it would be pretty onerous to ask a single faculty to manage this on their own. We are trying to think creatively about meeting the need right now - not enough.

- Right now, we have 46 approved courses on our ICR list: 42 Arts, 3 Science, 1 Economics. 2,662 seats have been provided. The courses were not full, so another challenge was trying to guide our advising staff to fill their requirement in the beginning (rather than waiting until later). We have 29 instructors currently teaching these courses. A lot of students are taking our Intro Indigenous Studies course. It is good because presumably this department is most capable of providing a well-rounded experience of the Indigenous experience.
- This has been a huge threat to the safety of Indigenous students (these courses used to be very safe spaces). Now imagine a new northern student coming to a University with a higher population. It can be brutal for these students. We have robbed a lot of those Indigenous students of that safe space. We are still trying to figure this out. Indigenous studies must play a role, but we don't want them to be burdened by it.
- Who gets to teach these courses? If we are teaching traditional Indigenous practices, it should always, without fail, be an Indigenous person instructing. However, we should be able to use our allies to help meet the ICR as well.
- E.g. Mary Young - teaching this course was a brutal experience for her. The racism, sexism, and disrespect. She was a residential school survivor, in class with people scoffing at the experience. We would ask an ally to be there and then invite Mary in instead. There is a very good role for allies to play in this experience. In the ability for non-indigenous people to challenge other non-indigenous people. Every single one of us should play a role in Indigenization.
- Bad press: at Lakehead, students were challenging who could teach Indigenous content.
- I am very clear that if it is Indigenous knowledge, it should only be an Indigenous instructor. There should be a voice of lived experience - we created a Speaker's Bureau - funded through my office - a community of people who are willing to share their stories as resources to the instructors. We facilitate putting instructors in contact with individuals who are willing to share those stories. Trying to wrap in as much of an opportunity for collaboration as possible.
- Question: I really like the focus on safety. I think that the oversight of this group is really important. I wonder, how have the students reacted? We have a SSRC grant that is evaluating this experience. We are trying to get a baseline of student understanding coming into the course. Unfortunately, we were not able
- Anecdotally, we have not gotten bad press (and our media was looking). I suspect there is a range of student experiences, and some are unmoved. There are some instructors who have not engaged in the workshop. What I am focusing on is that 2-3 non-indigenous students a week asking me, "Why didn't anyone tell me about this any sooner?" That makes everything worth it. We are making a contribution.
- We are starting to look at what's next. We have students who want part of their career to be about reconciliation. How do we work to facilitate that? A really interesting development.

- We have a really interesting finding about environmental sustainability. The ICR was seen as having the weakest connection to sustainability out of all the things we are doing. Maybe we want to add another perspective relating to the
- Even those instructors who had a hard experience said it was rewarding.
- We expected instructors teaching these mandatory courses to take a hit. How do we manage that? We don't want instructors' advancement to be crippled by the ICR. Something we are working on.
- Question: Do you have a sense of the enrollment numbers in your 46 courses? For Indigenous studies intro courses, seats are capped at 80, and now they are overflowing.
- Question: Do you have any strategies for making sure you get enough students through the requirement, so there is no bottle-neck at graduation? We have an educational tool called Indigenous Insights. It is our goal that everyone on campus receive that training, to ensure Indigenization is embraced by everyone (including student services). Once we have the buy-in, the plan is to workshop and get advisors to guide students into the courses they should be in. We are currently looking at this.
- Question: Have you noticed or had a way to measure whether or not white students are 'taking the path of least resistance' and taking courses that are more comfortable? No, we need to think about that more. In the first term last fall, one of the courses that had a waiting list was about the history of residential schools - I would like to think that people are recognize the need for this. Perhaps hiding in the larger courses, the intro Indigenous studies courses?
- Question: Do you have a plan for supporting Indigenous students? I had a plan in place for every counsellor and support person on campus to have trauma awareness through a post-colonial lens. I was going for a top-down approach because we were met with some resistance from the counsellors. I always wanted a space on campus for students to smudge and retreat to, and to develop a model for peer support. Some of this fell through due to a positional change, but these are still goals in place. We also have elders on campus, we want a sweat lodge (partnerships).
- Group can follow up by email if there are any questions.

Notes from Telephone meeting with Kevin Lamoureaux, AVP Indigenous Affairs, University of Winnipeg

- Starting this fall, the University of Winnipeg has implemented a requirement that every student must choose from among 60 courses to meet their Indigenous Course Requirement (ICR). The ICR was unanimously accepted by their Senate (like our University Council).

- Kevin emphasized the importance of working within existing institutional regulations and structures, and consulting widely. At UWinnipeg, a small group of staff and faculty initially came up with a plan for the ICR without consulting widely and without engaging with their Senate Curriculum Committee, but it was turned back by their Senate and the initiative nearly died on the table at that point.

- They have now developed a process for vetting courses that are proposed as part of the ICR. They have a set of criteria for the courses (must offer a historical perspective, must deal with modern issues, must address issues of trauma, etc.). Departments propose courses, typically championed by the faculty member who will teach the course. The proposals go first to the Department of Indigenous Studies, who do not have the power to accept or reject the course, but can provide comments and feedback. The faculty member can choose to revise the course based on that feedback. Then the proposal goes to their Indigenous Advisory Board, comprised of internal and external Indigenous stakeholders, who also provide feedback, and there is another opportunity for revision. And finally, the proposal goes to their Senate Curriculum Committee, along with all feedback, and that committee can accept or reject the course as part of the ICR. (The process is charted here: http://uwinnipeg.ca/indigenous-course-requirement/ICR-Course-Approval-Process.pdf)

- He emphasized the importance of creating a positive community around this requirement, where faculty feel encouraged and supported rather than judged or excluded. They are trying to use the ICR as a learning opportunity for interested faculty, connecting them to Indigenous community organizations and resources as they develop their courses. They are also putting a strong emphasis on excellent pedagogy and pedagogical training to try to ensure that students have positive experiences with the ICR.

- Even with 60 ICR courses for 10 000 students, they are having trouble with capacity. They are considering developing an online course that would meet the ICR, but Kevin emphasized that it would have to be excellent, with high production values, and an intellectual and emotional component (he compared it to the CBC's 8th Fire series). Students in the online course would also have a chance to meet in person, discuss, debrief, and heal. They are also considering allowing students to meet the ICR with community-based learning or experiential learning.

- Because the ICR may force students to deal with issues that are difficult or even traumatic for them, they have placed a strong emphasis on creating a "safe" classroom, especially for Indigenous students. They are working to ensure that students in every ICR course know that they have access to counselors and elders through their Aboriginal Student Centre or Student Health Centre.

- I asked if departments are clamouring to create new Indigenous courses in an attempt to capitalize on the ICR (this has been raised as a concern here). He said that they have received proposals from every department on campus! But he said that he saw this as a good thing if it creates genuine interest in Indigenization within departments. And he feels that superficial or hasty proposals will be weeded out in the vetting process.

- I also asked if they have had any issues with course being proposed by experts in the field, but then taught by non-experts (also raised as a concern here). He said that that had not happened yet, as the ICR has just been implemented. But he said that he thinks that they will deal with these challenges as they arise, that their process is not perfect, but that he feels that there is genuine wide-spread buy-in and that people see themselves as engaged in a learning process together and that they will improve over time.

- Kevin would be very interested in visiting our College to talk about the University of Winnipeg experience with the ICR.

- Overall, I think that we can learn a lot from the University of Winnipeg and can probably borrow some of their ideas. What I found most useful was Kevin's emphasis on creating widespread buy-in for the ICR, from students, faculty, Senate, student services, community groups, etc. He felt that this has created a sense of ownership of the ICR, and a desire to get involved, rather than factionalism and resistance.

IRIG Conference Call Meeting with Dennis McPherson, Lakehead University

April 19, 2017
3:45 PM

IRIG members present: Kristina Bidwell, Damien Lee, Vince Bruni-Bossio, Stryker Calvez, Alexis Dahl, Vicki Mowat.

- Dennis McPherson, Associate Professor in Dep't of Indigenous Learning
- We are joined by Joshua, a graduating student and going into Law next year
- The Indigenous requirement at Lakehead University: my history goes back to the 90s and incorporating Native knowledge into our institution, which evolved into a Native Studies Department in 1992. Changed the name to Indigenous Learning department.
- We have a 3 year BA in Indigenous learning and a 4 year Honours in Indigenous learning.
- The ICR is a relatively new phenomenon, and was only instituted in the University this past fall, where students have been required to take a course with Indigenous content.
- There is some controversy – one of the things the University failed to do (and I spoke to this) is to make a determination on the definition of Indigenous content.
- Students are somewhat disgruntled toward what they are actually achieving in this process.
- I think this is a very serious matter and deserves serious attention.
- What are the social and legal relationships between indigenous and non-indigenous people? People are surprised that there are two laws in this country. We are celebrating 150 years, and for all 150 years we have been living with two sets of laws.
- Question: Has the University given a definition of what is Indigenous content? No, that is part of the problem.
- The ICR requirement is 50% of a course containing Indigenous content. Can lead to a Professor with no Indigenous background, students leaving with vague impressions about what this is all about, and other students who are concerned with, "Why do we have to learn this?"
- All students coming in this year have to take a course that has the ICR requirement (50% Indigenous content). It is up to the Professor in the classroom to deliver the course.
- How many students are there on the books that can meet this objective? They did an audit of all courses available and put together a list. In our Department, we offer 35 courses that all meet the requirement. Other departments: Anthropology, Political Studies.
- I would have a concern with Anthropology teaching this course requirement.

- Question for Joshua: What do people think of this requirement? I missed the ICR requirement, but I have witnessed Professors giving incorrect information and misrepresented my culture (and know of many other cases where this has happened as well). Non-indigenous students are not positive or favourable toward this ICR. I question what would a course look like for Indigenous content in Biology or Engineering?
- Follow-up: Are these Professors trying to bring in Indigenous content because this ICR exists? I can't say for certain because I did not question their intention, but the courses were intro classes.
- Follow-up: Given these bad experiences, do you support this requirement? I have had conversations with many students about this. Through that dialogue I have recognized a few themes:

- In my opinion, stories, legends, myths: metaphysics go over non-indigenous' people's heads. A lot of students are not interested in the anthropologic type of into (wigwams, etc.). What does capture students' attention is hearing about the truth of residential schools, pieces of oppressive legislation that are applied to indigenous people.
- Question: Have you ever been in a situation where a Professor said something that was good in this way? Most of the time when I have challenged Professors, we have basically just agreed to settle things. I do not have authority. I wish the Professors would take the time to understand Indigenous issues and history. I'm not here to pick battles and I am here to learn.

- Question for Dennis: Is anyone addressing these concerns at the faculty level? I understand that we are hiring an Indigenous content specialist on Jul 1, 2017. I'm not sure at this point what the result will be.
- There are problems with courses including material that is unhelpful and we need to recognize the philosophical position of Native peoples.
- In Thunder Bay, we have a large problem with racism.
- Question: I know this is the first year, but have you seen an increase in enrollment in your courses? It is kind of a mixed blessing. On the one hand, I hold to the principle of Indigenous Learning (but we only have 4 faculty members in our department) so we would not be able to deliver that content with 4 members. Our complement has only gone up by 1 in 30 years. I haven't seen the commitment by the University to expand (like we have seen at other Universities).
- Question for Joshua: I want to ask you about that student that came to you in the parking lot. How are those students feeling overall? Is it a positive experience in the end, or not? The student who cried on my shoulder and then had gone on to do her Master's degree. I think it depends on the individual. Some students felt as though the struggle had made them stronger. In my opinion, that strength comes from the Indigenous studies department here, teaching us to have that strength. I haven't heard of anyone dropping out.
- Dennis: I go through box after box of tissue. If you are going to address the issues in society, you have to understand that this is what society is all about.
- Joshua: One of the questions that came up out of the ICR was about Indigenous content. Non-indigenous people did not necessarily participate in residential schools. It is uncomforting to hear a non-indigenous Professor tell us about the hardships we have gone through.
- Dennis: We have Aboriginal initiatives, support counselling, elders on campus, and other support for Aboriginal students.
- Joshua: There was an instance where a student had shared their residential school experience and the individual shared a nervous laugh (that sometimes comes out). It was perceived by the Indigenous student that this was inappropriate. Maybe something to take note of, with body language.

Notes from Telephone Meeting with Cynthia Wesley-Esquimaux, former Vice-Provost of Aboriginal Initiatives at Lakehead University (just appointed Chair of Truth and Reconciliation)

- Starting this fall, every Lakehead student will have to take at least 18 hours of Indigenous education as part of their degree. Each program has been required to work the 18 hours into their existing courses and requirements.

- Each department did a self-assessment of where they were teaching Indigenous content, and then worked to incorporate Indigenous content into their programs in relevant ways. This was easier for some departments than others. For example, English simply required that some Indigenous literature be taught in their mandatory classes. Engineering struggled more, but were able to bring the topic of Indigenous communities into their community impact course. Similarly, Business decided to work Indigenous case studies into their courses.

- Their initiative started with the Vice-Provost Aboriginal Initiatives. They then did a student survey to gauge student reaction, took it to the Senate (like our University Council), and worked it into their Strategic Plan. It took four years from idea to implementation.

- They did encounter faculty resistance, particularly from departments who did not initially see a way to connect their curriculum to Indigenous education. However, they focussed on providing resources to faculty and departments. The Aboriginal Initiatives office hosted "lunch and learn" events for faculty to discuss how they might Indigenize their curriculum. The Aboriginal Affairs office also assisted by researching curriculum from other universities.

- A committee of faculty who have expertise in Indigenous Studies review and approve the curriculum from each program, as well as provide feedback and suggestions.

- They have not faced a lot of questions about who has the expertise to teach Indigenous content because they are just asking faculty to make modest changes to courses within their discipline. Programs can also bring in guest speakers to help meet the 18-hour requirement, if they do not feel comfortable covering material themselves. Cynthia also pointed out that they are not asking faculty to necessarily cover sensitive or spiritual matters.

- Cynthia says that they have received no complaints from students, probably because the requirement is built into their existing programs, and is not seen as "extra".

- Cynthia feels it is important to be flexible in how the Indigenous Requirement is implemented, letting programs find a way that works for them. She also says that she wants students to see this learning as useful to them and to their future careers.

- She said that, in her view, you can't ask every student to have an attitude shift or to address racism, since not everyone is ready for that and it just will turn them off. She also emphasized that Indigenous people are "not just about tragedy," and that not everyone is ready to talk about, for

example, the abuse in residential schools. She prefers a more positive approach that celebrates Indigenous contributions to various disciplines and professions.

Institutional context and capacity

Summary of previous working groups:

Group 1

• In 2011, Arts and Science adopted an Aboriginal learning goal
• It was found to receive the least attention of any learning goal
• In 2014, 79% of faculty supported an Aboriginal learning requirement
• They decided on a course-list approach, with courses from the entire college
• Criteria for the courses was established; they focused on meaningful engagement and understanding, not just content

Group 2

• Met in 2016 and had reservations about the course:
o An outdated, awareness-based pedagogy; the effect of time and changing faculty on the goals of the course; the competitiveness of creating courses
• A suite of 4 new courses was proposed, aimed at building a paradigm shift, not focused on content but on tools to engage with the historical roots of today's realities
• They determined the course should be taken in 1st year as a foundational piece.

Institutional context:

University commitments

• On Jan 21, the University Council passed the following motion: "University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan."
• The University of Saskatchewan is revising its Teaching and Learning Charter to include Indigenous education goals for all degree programs.
• The U of S has been a leader in responding to the Calls to Action of the Truth and Reconciliation Commission.

Capacity:

Considering College Capacity

How many students do we need to have meet the Indigenous Requirement?

Arts and Science currently has about 8200 undergraduate students (based on October census date, actual number is higher). In order to ensure that all students have an opportunity to achieve the Indigenous Learning Goal by graduation, about 2300 students would need to reach the goal each year.

Faculty capacity

How many of our faculty can teach or are interested in teaching Indigenous content?

We have 290 faculty members (probationary and tenured), 29 faculty members do research related to Indigenous people, and 17 faculty members that self-identify as Indigenous.
There are also sessionals who teach Indigenous-focussed courses. Over 7 in 10 faculty are either interested in including or already include Indigenous learning outcomes in their own courses (survey results).

Course Capacity

What is our current capacity to teach students about Indigenous content?

Based on department's reports of how many courses they offer with over 75% Indigenous content, 10 departments offer such classes. They also reported the number of seats available in these courses each year:

Archaeology	120
Art & Art History	165
Drama	99
English	132
Geography & Planning	210
History	338
Indigenous Studies	927
Political Studies	490
Sociology	200
Women's and Gender Studies	30
Total capacity for students	***2,711***

Based on these rough numbers, **we do have capacity** for all our students to take one of these classes by graduation. Of course, whether these courses would meet the requirement needs further consideration.

Space Capacity

What capacity do we have to accommodate large classes to meet the Indigenous Requirement?

There are 3.5 large theatres on campus: Thorv 105 (319 students), Arts 143 (350 students), Health 1150 (505 students), and Arts 241 (338 students – available for classes in morning only). All these theatres are currently fully booked during the day with existing classes. They are available only in the evening.

Support Capacity

What capacity do we have to support students who may be disturbed or traumatized by material in a mandatory Indigenous course?

According to **Student Counselling Services**, there is a Trauma Guidelines working group developing guidelines for teaching potentially traumatizing material. There is also a campus wellness strategy being developed that will focus on promotion of good mental health and prevention of mental health difficulties.

The **Aboriginal Students' Centre** (ASC) staff have identified that there are current identity politics around INDG 107 students coming to Gordon Oakes-Red Bear Student Centre to observe ceremonies. Indigenous students already use the ASC as a place to bring concerns about courses, but we need a clear process for student complaints and the centre is limited in terms of its capacity for Indigenous student support. Non-Indigenous students will also need a place to do if they are upset by course material.

What capacity do we have to support instructors in teaching towards the Indigenous learning goal?

The **Gwenna Moss Centre for Teaching and Learning** (GMCTL) currently offers substantial support in course design and is growing its capacity to support Indigenizing curriculum. *Indigenous Voices* is a staff and faculty development initiative that aims to catalyze individual and systemic change.

There is also potential for development of support systems that exist at other universities, including workshops for involved faculty, a Speakers Bureau that provides paid Indigenous expert speakers as course resources, trauma-informed training for faculty, advisors and counsellors, and SSHRC grants to fund the evaluation of an Indigenous requirement.

UNIVERSITY OF SASKATCHEWAN

Department of Indigenous Studies

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Kristina Bidwell
Associate Dean of Aboriginal Affairs
College of Arts and Science
University of Saskatchewan

November 3, 2017

Dear Kristina,

Thank you for taking the time to meet with us to discuss the Indigenous course requirement in the College of Arts and Science.

I am writing this letter to confirm that the Department of Indigenous Studies supports implementing the Indigenous course requirement following the "course list" model. The department will, with the College's full support, continue to offer its first-year Indigenous Studies course to large numbers of Arts and Science students. We will work with the college to determine the expected demand for first-year Indigenous requirement courses and to develop a plan to meet that demand.

The department has submitted its first-year course INDG 107 to be part of the Indigenous course requirement list for now. I should note that we anticipate revisions to our curriculum by the time the Indigenous Course requirement is implemented in the fall of 2020.

We are excited to work with the college on this important initiative.

Sincerely,

Dirk H. de Boer
Professor and Interim Head

UNIVERSITY OF SASKATCHEWAN

Department of Archaeology & Anthropology

55 Campus Drive
Saskatoon SK S7N 5B1 Canada
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To: Kristina Bidwell, Associate Dean of Aboriginal Affairs
From: Angela R. Lieverse, Department of Archaeology and Anthropology
Re: Indigenous Course Requirement
Date: 27 November 2017

Dear Kristina

Thank you for taking the time to meet with us to discuss the Indigenous course requirement in the College of Arts and Science.

I am writing this letter to confirm that the Department of Archaeology and Anthropology supports the implementation of the Indigenous course requirement following the "course list" model. The department will, with the College's full support, continue to offer ANTH 202, ANTH 480, and ARCH 350 to a number of Arts and Science students. We will work with the College to include further courses (ANTH 224, ARCH 298, ARCH 353, and ARCH 398) as part of the list of Indigenous Requirement courses.

We are willing to work with the college on this important initiative.

Sincerely,

Angela R. Lieverse
Associate Professor and Head

UNIVERSITY OF SASKATCHEWAN
Department of Sociology
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Email: sociology@usask.ca

November 22, 2017

Dr. Kristina Bidwell
Associate Dean of Aboriginal Affairs
College of Arts and Science

Dear Kristina,

Thank you for taking the time to meet with us to discuss the Indigenous course requirement in the College of Arts and Science.

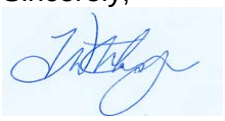
This letter is to confirm that the Department of Sociology continues to support the implementation of the Indigenous course requirement based on the “course list” model. The department will, with the College’s full support, continue to offer on a regular basis the following approved courses to a number of Arts and Science students:

SOC 219.3 – Aboriginal Peoples and Justice in Canada
SOC 319.3 – Aboriginal People in Urban Areas
SOC 341.3 – Institutional Racism and Aboriginal People

We will work with the College as we develop new Sociology courses and modify others that may in the future be added to the list of Indigenous Requirement courses.

We are very pleased to be working with the College on this important initiative.

Sincerely,



Terry Wotherspoon

UNIVERSITY OF SASKATCHEWAN
College of
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Kristina Bidwell
Associate Dean of Aboriginal Affairs
College of Arts and Science
University of Saskatchewan

27 November 2017

Dear Kristina,

I am writing to express my support for the Indigenous course requirement in the College of Arts and Science, and to confirm that the Department of Political Studies supports the implementing the Indigenous course requirement following the “course list” model.

We are happy that our course POLS 222, offered both on campus and through distance education, has been approved for the course list. We will continue to offer POLS 222 regularly, and welcome Arts and Science students from all disciplines to enroll in the course. We will also work with the College to ensure that additional courses (POLS 322, 323 and 422) can be approved as part of the list of Indigenous Requirement courses.

We are excited to work with the college on this important initiative.

Sincerely,

L. Berdahl

Loleen Berdahl, PhD
Head, Department of Political Studies

UNIVERSITY OF SASKATCHEWAN

Department of Linguistics and Religious Studies

College of Arts and Science

ARTS 919 – 9 Campus Drive
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To:
Professor Kristina Bidwell,
Associate Dean of Aboriginal Affairs
College of Arts and Science
University of Saskatchewan

Date: 17 November, 2017

Re: Indigenous Requirement: letter of support from the Department of Linguistics & RS

Dear Associate Dean Bidwell,

I am writing this letter to confirm that the Department of Linguistics and Religious Studies supports the implementing the Indigenous course requirement following the "course list" model.

We have submitted a proposal of the *LING 253: Indigenous Languages of Canada* as a potential Linguistics course to be added to the course list to the Indigenous Curriculum Advisory Committee. We are very grateful to the Committee for the constructive feedback we received, and we are working on incorporating the suggestions of the committee into the resubmission of the course by February 9, 2018.

The department is committed, with the College's full support, to work further with the College to include Ling 253 and in future other Linguistics courses as part of the list of Indigenous Requirement courses.

We are excited to work with the college on this important initiative.
Many thanks to Professor Bidwell and Ms. Adams for clarifying our questions and guiding us in the process.

With best wishes,

Veronika Makarova,
Professor,
Head,
Department of Linguistics & Religious Studies,
College of Arts and Science,
University of Saskatchewan

UNIVERSITY OF SASKATCHEWAN
College of
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22 November 2017

Dr. Kristina Bidwell
Associate Dean of Aboriginal Affairs
College of Arts and Science

Dear Kristina,

Thank you for taking the time to meet with us to discuss the Indigenous course requirement in the College of Arts and Science.

I am writing this letter to confirm that the Department of Economics enthusiastically supports implementing the Indigenous course requirement following the "course list" model. The department looks forward, with the College's full support, to offering Economics 308.3: Introduction to Indigenous Policy Research to Arts and Science (and other) students. We would be pleased to cooperate with the College and other departments in the creation of new courses emphasizing Indigenous programming.

We are excited to work with the college on this important initiative.

Sincerely,

D A Gilchrist

Don Gilchrist, Head
Department of Economics

UNIVERSITY OF SASKATCHEWAN
College of
Arts and Science
DEPARTMENT OF DRAMA
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Dr. Kristina Bidwell
Associate Dean of Aboriginal Affairs
Full Professor, Department of English
College of Arts and Science
University of Saskatchewan
231 Arts Building
P: (306) 966-6397

November 27th. 2017

Dear Kristina,

Thank you for taking the time to meet with us to discuss the Indigenous course requirement in the College of Arts and Science.

I am writing this letter to confirm that the Department of Drama supports the implementing the Indigenous course requirement following the "course list" model. The department will, with the College's full support, continue to offer DRAM 111 and DRAM 231 to a number of Arts and Science students. We will work with the College to include these Drama courses in the future as part of the list of Indigenous Requirement courses.

We are excited to work with the college on this important initiative.

Sincerely,

Moira Day

MOIRA DAY
Professor and Head
Department of Drama
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Members of the Quantitative Requirement Working Group:

Toryn Adams, Vice-Dean Academic's Office
James Benson, Biology
Alexis Dahl, Programs Office
Gordon DesBrisay, Vice-Dean Academic
Lorin Elias, Associate-Dean Student Affairs
Tom Ellis, Chemistry
Sarah Hoffman, Philosophy
Tracy Marchant, Biology
Steven Rayan, Mathematics and Statistics
Jacek Szmigielski, Mathematics and Statistics
Tom Steele, Physics and Engineering Physics

List of Selected Courses to meet the proposed Quantitative Reasoning Requirement

CMPT 140: Introduction to Creative Computing
ECON 111: Introductory Microeconomics
ECON 114: Introductory Macroeconomics
MATH 100: Mathematics for Education Students
MATH 102: Precalculus Mathematics
MATH 104: Elementary Calculus
MATH 110: Calculus I
MATH 121: Mathematical Analysis for Business and Economics
MATH 123: Calculus I for Engineers
MATH 125: Mathematics for the Life Sciences
MATH 164: Linear Algebra
STAT 103: Elementary Probability
STAT 244: Elementary Statistical Concepts
STAT 246: Introduction to Biostatistics
PHYS 115: Physics and the Universe
SOC 225: An Introduction to Survey Research and Data Analysis in Sociology

Quantitative Reasoning Criteria

Content Criteria:	High (3)	Medium (2)	Low (1)	None (0)
1. How many of the following topics are introduced or further developed in this course? a. Interpretation of mathematical models and methods such as formulas, graphs, tables, and schematics, and the ability to draw inferences from them b. Representation of mathematical information symbolically, visually, numerically, and verbally c. The ability to choose and use the correct mathematical methods, e.g. arithmetical, algebraic, geometric, statistical, or algorithmic, to solve problems d. Estimation of answers to mathematical problems in order to determine reasonableness, to identify alternatives, and to select optimal results e. The ability to appreciate the limitations of mathematical and statistical data in a student's own work and in the work of others f. Understand and apply basic concepts of probability g. Basic mathematical manipulations (fractions, decimal numbers, operations, estimation, etc.) without the use of a calculator h. Measurements and their limitations, including concepts of accuracy and precision	5 or more	3-4	1-2	0
2. Independent of the number of areas selected in question 1, what percentage of this course is focused on teaching content listed in Question 1?	80%+	60-79%	40-59%	39% or less
3. *Skills to evaluate and assess quantitative information and data*: Explain how this course helps students acquire the skills necessary to critically evaluate information, assess the strengths and limitations of quantitative models, and make rational decisions based on data.	Ample and concrete evidence is provided	Specific evidence is provided that at least one aspect of the course	Some evidence is provided but it is vague and	No evidence provided which shows that the

	about how the course is designed specifically to meet this criterion.	design or assignment structure will meet this criterion.	unattached to specific elements of the course.	course meets this criterion.

Student Learning Outcomes Criteria:	High (3)	Medium (2)	Low (1)	None (0)
4. *Use of real-life examples in quantitative content:* Describe, using evidence from the course syllabus, specific assignments, projects, or other course material and resources, how instruction in the course requires students to apply quantitative reasoning concepts, principles, theories, etc. to scenarios from the world at large.	Ample and concrete evidence is provided about how the course is designed specifically to meet this criterion.	Specific evidence is provided that at least one aspect of the course design or assignment structure will meet this criterion.	Some evidence is provided but it is vague and unattached to specific elements of the course.	No evidence provided which shows that the course meets this criterion.
5. *Fostering transferable quantitative reasoning skills and ability:* Describe, using evidence from the course syllabus, how instruction in the course will give students the tools and experiences they need in order to integrate quantitative thinking into their studies after the course has been successfully completed.	Ample and concrete evidence is provided about how the course is designed specifically to meet this criterion.	Specific evidence is provided that at least one aspect of the course design or assignment structure will meet this criterion.	Some evidence is provided but it is vague and unattached to specific elements of the course.	No evidence provided which shows that the course meets this criterion.

Required score for inclusion in the Quantitative Requirement: 12/15

Report from the Quantitative Requirement Working Group
6 June 2016

Committee Members:

Jon Bath, Art & Art History
Ralph Deters, Computer Science
Don Gilchrist, Economics
Marek Majewski, Chemistry
Tracy Marchant, Biology
Raj Srinivasan, Mathematics & Statistics
Alexis Dahl, Programs Office

Assignment:

To determine what course or courses are appropriate to meet a three credit unit "quantitative reasoning" program requirement, in Type A, B, C, and D programs in the College of Arts and Science.

Background:

Students in Type C programs are all required to take 6 credit units of mathematics or statistics courses. Students in one, active Type B program are required to take mathematics, and in many other Type B programs are required to take statistics. There are no mathematics or statistics requirements in any Type A or D programs.

To qualify to be admitted to the College of Arts and Science, students are required to have graduated from high school[i], and to have completed either Foundations of Mathematics 30 or Pre-Calculus 30. But, the College allows students to be admitted with one deficiency, and the 30-level mathematics course is a common deficiency. Students are able to "clear" this deficiency by taking a 30-level mathematics course, or by successfully completing their first 30 credit units with an average of 65%, selecting from any Arts & Science courses. The latter of these options allows students to avoid this requirement entirely, which means that some students are able to receive their degree after having completed any 20-level mathematics course.

Process:

The Quantitative Requirement Working Group (QRWG) surveyed departments, by email or in-person meetings, regarding whether students arrive with sufficient quantitative preparation for their chosen discipline, and whether new graduates from Arts and Science are sufficiently prepared for the quantitative demands of everyday life. The QRWG received email responses from 8 departments, and met with 1 or more representatives of 14 departments. The members of the group reviewed the responses, and noted that though it was indicated that the incoming level of quantitative preparation is adequate for a few disciplines, this was a minority view. It was also noted that the belief that students need additional preparation to be ready for everyday life was unanimous. Most respondents felt that the College should build this into the program requirements, while a minority held the view that this preparation should be built into admission requirements.

The responses regarding preparation for a chosen discipline varied widely, but correlated with the amount of quantitative skills regularly employed within the discipline, and whether such skills have traditionally been taught in high school or not until the university level. Faculty from science departments were the most likely to identify specific deficits, such as a noted decline in the understanding of significant digits, especially with respect to rounding of numbers during a calculation, interpretation of graphs, simplification

of expressions that include symbols, understanding of logarithms, and the inability to perform deductive reasoning. Faculty from multiple areas indicated a decline in overall, basic math skills, such as addition, subtraction, multiplication and division, and especially that most students no longer memorize the multiplication tables. It was also noted that some students are unable to determine simple answers with a calculator, such as calculating an average.

The responses regarding preparation for everyday life tended to be more similar than different, based on people's notions of what is required to fully participate in modern society, as an engaged citizen at every level. Faculty members felt strongly that all graduates should be confident with basic calculations, and in the use of easily accessible tools that help people to take meaning from data, such as spreadsheets. It was widely felt that any university graduate should be able to fill out their personal income tax form, make educated decisions about investments and taking on debt, and be able to critically read statistical information in a news article. Basic computer literacy was often mentioned, including the use of formulae in spreadsheets. An ability to estimate, based on common assumptions or probability was another commonly mentioned concern, both related to the likelihood of some type of occurrence (car accident vs. tornado), and to more general estimates that help people to understand the world, such as "Fermi problems"[ii].

The addition of a minimum quantitative requirement was seen as a way to create a more level playing field for those students who arrive from homes/communities with limited resources to support the development of quantitative skills. Such students generally avoid university-level math courses, and therefore are ineligible for whole areas of employment, or are unprepared for some realities of adult life. Requiring these students to acquire a minimum quantitative proficiency will provide them greater options in the future.

Analysis:

The QRWG considered a recommendation to change to the way that the College admission requirements are applied, i.e. ensuring that the only option to clear a deficiency in 30-level mathematics is to take a 30-level course in mathematics. While the committee felt that such a change might help some students, it might disadvantage students from small schools where such courses may be unavailable, or only available as distance offerings. The committee also felt that this may not solve the problem, as there are students who arrive having completed one or more 30-level math courses, but who also exhibit poor quantitative skills. The committee agreed that this problem must be addressed at the university level.

Per the assignment given to the QRWG, the group started with the assumption that that every student in a B.A. or B.Sc. program will be required to successfully complete 3 credit units of appropriate coursework to fulfill the Quantitative Requirement. The committee investigated how similar requirements are managed at other institutions, including the University of Wisconsin[iii] (General Education Requirements including 3-6 credit units of Quantitative Reasoning), Wellesley College[iv] (Distribution Requirements including 1-2 courses in Quantitative Reasoning), and Memorial University[v] (General Degree Requirements for B.A. programs in the Faculty of Arts include 6 credit hours in foundational Quantitative Reasoning courses; Degree Regulations for B.Sc. programs in the Faculty of Science include 6 credit hours in Mathematics courses). This information was found to be helpful, though each of these institutions requires more study in this area than the College is considering at this time.

Based on the departmental responses, and the committee members' own experience, it is apparent that incoming students arrive with a wide variety of quantitative skills, meaning that some are well prepared to go into existing courses, and others are not. The committee felt that the best way to determine the appropriate entry point for each student is a Quantitative Skills Placement Test.

The QRWG considered the collective responses, and the courses that are currently offered, and determined that there are no existing courses that cover the skills that are have been identified as weak or missing. To address the problem, the committee determined that a new course would be needed. The new course is imagined as a College course (INTS 1xx.3), which will be designed to teach quantitative

skills that all students need, and can also serve as a reinforcement of the basic skills that students need in order to be successful in learning higher level quantitative skills. The new INTS 1xx.3 course may be used to fulfill the quantitative requirement, if accepted in the student's chosen program, and therefore may be the only quantitative course that a student must take as part of their degree.

If a student performs sufficiently well on this test, they may choose to take any of the courses identified as meeting the Quantitative Requirement for their program. If the student performs poorly on the test, the student must take the INTS 1xx.3 course. A student who does well on the test, but only requires INTS 1xx.3 for their program may still opt to take this course; i.e. no one who does not require a higher-level quantitative course will be required to take one on the basis of their test performance.

Recommendations:

A three credit unit Quantitative Requirement should be added to all B.A. and B.Sc. programs to help ensure a minimum standard of quantitative proficiency for all B.A. and B.Sc. graduates.

A quantitative skills placement test should be implemented for all incoming students, to assist in placing students in the correct course for their needs and preparation. Resources to implement this test will be required, including a well-designed website, test development and updates, a system for students to register to write the test, invigilation, and communication of results to students.

A broadly focused, quantitative skills course should be implemented, to ensure that all students can enter a course that is at the appropriate level, based on the high school graduation requirements and the College of Arts and Science admission requirements. As this is recommended as a College-owned course, resources will be required to cover highly-qualified course instructors.

All students should be advised to complete this requirement in the first year, as it will help students in their subsequent courses. This is especially true for students in disciplines which regularly employ quantitative skills, but also for students in "non-quantitative" areas, as their new level of skill may help them to discern new connections, or lead to a greater level of overall academic confidence.

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[i] The requirements to graduate from high school in Saskatchewan include one Mathematics 10, and one Mathematics 20 course. Full details available at: http://www.education.gov.sk.ca/Default.aspx?DN=9558e8e2-d104-441c-a4db-eedd7ccdacd8

[ii] A description of Fermi problems is available at: http://www.vendian.org/envelope/dir0/fermi_questions.html

[iii] Information regarding General Education requirements at the University of Wisconsin is available at: http://www.ls.wisc.edu/gened/Req.htm. Useful links include: http://www.ls.wisc.edu/gened/CoursesNew.htm, https://testing.wisc.edu/centerpages/mathtest.html, and https://www.math.wisc.edu/undergraduate/about.

[iv] Information regarding Distribution Requirements at Wellesley College is available at: http://www.wellesley.edu/academics/theacademicprogram/requirements. Specific information on the Quantitative Reasoning requirement is available at: http://www.wellesley.edu/qr.

[v] Memorial University: Information on General Degree Requirements for B.A. programs in the Faculty of Arts is available at: http://www.mun.ca/regoff/calendar/sectionNo=ARTS-0109#ARTS-8182. Information on Degree Regulations for B.Sc. programs in the Faculty of Science is available at: http://www.mun.ca/regoff/calendar/sectionNo=SCI-0140. A math placement test is required for entry to most first-year MATH courses. Information on the test and the different courses is available at: http://www.mun.ca/math/mpt/#courses.

Quantitative Reasoning Program Requirement – Criteria and Survey

Background:

Previous curriculum renewal work identified the need for all Arts & Science graduates to achieve a minimum level of competency in the area of quantitative reasoning. The minimum requirement for all students was proposed to be met by 3 credit units of study in this area.

A working group has been struck to propose specific criteria for courses that will meet this requirement, and to determine which of the existing Arts & Science courses meet the criteria. The group members are:

Jon Bath, Art & Art History
Ralph Deters, Computer Science
Don Gilchrist, Economics
Marek Majewski, Chemistry
Tracy Marchant, Biology
Raj Srinivasan, Mathematics & Statistics
Alexis Dahl, Programs Office

Proposed criteria*:

A course meeting the Quantitative Reasoning requirement will provide students with skills for forming conclusions, judgements, or inferences from quantitative information. The course should cover multiple aspects of quantitative reasoning, which include the recognition and construction of valid mathematical models that represent quantitative information; the analysis and manipulation of these models; the drawing of conclusions, predictions or inferences on the basis of this analysis; and the assessment of the reasonableness of these conclusions. The course must provide students with skills in mathematics, computer science, statistics, or formal logic that are needed for dealing with quantitative information.

So as to be able to apply these skills as part of their further study, it is in the student's best interest to take this course in their first year of study, and at the latest within their first two years of study. To facilitate this, each course included on the list will provide students with the basic quantitative tools, and will be an introductory course (i.e. this course will most likely be numbered at the 100-Level; it may list specific high school courses as prerequisites, but may not list any university courses or any minimum amount of university credit). These courses must present the quantitative tools in such a manner that they are easily distinguished from any applied context, such that the student can easily see how these skills can be applied in many different areas.

* Based on information from the University of Wisconsin http://www.ls.wisc.edu/gened/CoursesNew.htm (accessed February 22 2016).

Survey for departments:

1. The working group tasked with creating the above criteria, and creating a list of courses that meet the criteria, recognize that departments are best able to identify which of their courses may be included on the final list. As such we are asking for you to consider the courses under the academic authority of your department, and respond by **April 15, 2016**. For each course you recommend, please include a brief rationale explaining why this course fits the criteria.

   Example:
   MATH 102.3 *— 1/2(3L-1.5P)* ***Precalculus Mathematics***

   Discusses mathematical ideas essential for the study of calculus. Topics include: the fundamentals of algebra; functions, their properties and graphs; polynomial and rational functions; exponential and logarithmic functions; trigonometric and inverse trigonometric functions; trigonometric properties.

Prerequisite(s): *Mathematics A30 and B30; or Workplace and Apprenticeship Mathematics 30; or Foundations of Mathematics 30; or Pre-Calculus 30.*
Note: *This course may not be taken for credit concurrently with or after any other 100-level MATH course. Students are allowed to have credit for only one of MATH 102 or 104; students who take MATH 102 and then take MATH 104 will lose credit for MATH 102. This course may be used as an alternative prerequisite for MATH 110, 121, 123, or 125 (clears deficiencies in high school 30-level mathematics courses). MATH 102 may not be included in the courses required in C4 or C6 for Applied Mathematics, Mathematical Physics, Mathematics or Statistics. In Arts & Science programs, this course may be used only in the Electives Requirement.*

Rationale for inclusion: This course may be taken by students immediately out of high school, and provides instruction in basic quantitative skills. Though students may be given applied examples in which to practice these skills, the instruction is given in such a way to help students understand that the quantitative tools gained may be used in a multitude of different areas. Please see **attached syllabus** for additional detail.

2. The working group also requests **your response** to the following two questions. (If your department is home to more than one program, please feel free to provide a response specific to each program.) The responses to these questions will be used to evaluate the need revise existing courses and/or the need to develop a new course.

a. Overall, do the students in your major(s) have sufficient quantitative skills to be successful in their chosen discipline?

b. If any, what quantitative skills are your students lacking that are necessary for success in their field. These skills could be, but are not limited to:
   i. Interpretation of mathematical models such as formulas, graphs, tables, and schematics, and the ability to draw inferences from them
   ii. Representation of mathematical information symbolically, visually, numerically, and verbally
   iii. The ability to choose and use the correct arithmetical, algebraic, geometric and statistical methods to solve problems
   iv. Estimation of answers to mathematical problems in order to determine reasonableness, to identify alternatives, and to select optimal results
   v. The ability to appreciate the limitations of mathematical and statistical methods in a student's own work and in the work of others
   vi. Understand and apply basic concepts of probability

For additional information please contact Alexis Dahl (alexis.dahl@usask.ca; 966-4247)

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Arts Type A (Humanities) Template Revision

Degree(s): Bachelor of Arts (Type A)

The following fields of study are built on this template:

Classical, Medieval & Renaissance Studies
English
French
History
Modern Languages
Philosophy
Philosophy – STM
Religion & Culture

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

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Director Academic Programs
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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

Bachelor of Arts Type A (Humanities) Template

Change program template from:

Degree Requirements for Type A (Humanities) Programs

No more than 6 credit units from one subject may be used to meet Requirements A1 to A4.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
A1	**Humanities Requirement** • 12 credit units from the Humanities, (at most, 6 credit units in one subject)	12	12
A2	**Language requirement** • At least 3 credit units from subjects other than ENG or LIT	9	9
A3	**Science Requirement**	6	6
A4	**Social Science Requirement**	6	6
A5	**General Requirement** • 6 credit units from the Fine Arts, Social Sciences, Science, or No Program Type	6	6
A6	**Major Requirement** • **B.A. Four-year**: 30 or more senior credit units in a Humanities or Languages major, selected to complete the requirements of a 36 or more credit unit major. Maximum of 60 credit units in one subject. • **B.A. Three-year**: 24 or more senior credit units in a Humanities or Languages major, selected to complete the requirements of a 30 or more credit unit major. Maximum of 42 credit units in one subject. • **B.A. Honours**: Usually 42 to 54 senior credit units, in a Humanities or Languages major. Maximum of 60 credit units in one subject.	30-42*	36-57* 54-60*
A7	**Electives Requirement**	≥ 9	≥ 9
	Total credit units	90	120

*Ranges taken from existing requirements in current programs.

to:

Proposed Degree Requirements for Type A (Humanities) Programs

No more than 6 credit units from one subject may be used in Requirements A1 to A3.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
A1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3	9	9

	• HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3		
A2	**Breadth Requirement** Choose 12 credit units from the following areas, with a minimum of 3 credit units from each of Science and Social Sciences: Fine Arts Science Social Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	12	12
A3	**Cognate Requirement** Choose 3 credit units Language courses in a language other than English. Choose 3-6 credit units Language courses including ENG and LIT courses. Choose 6-12 credit units Humanities courses. *Non-major courses currently listed in A1.* Required cognate courses.	6-21	6-21

	This includes any additional required courses outside of the major. (No Type A programs currently have cognate requirements listed in A7.)		
A4	**Major Requirement** • **B.A. Four-year**: 30 or more senior credit units in a Humanities or Languages major, selected to complete the requirements of a 36 or more credit unit major. Maximum of 60 credit units in one subject. • **B.A. Three-year**: 24 or more senior credit units in a Humanities or Languages major, selected to complete the requirements of a 30 or more credit unit major. Maximum of 42 credit units in one subject. • **B.A. Honours**: Usually 42 to 54 senior credit units, in a Humanities or Languages major. Maximum of 60 credit units in one subject. *If included in Major Average, required courses will appear in this requirement instead of above.*	30-36*	36-75* 48-75*
A5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for the 90 credit unit Three-year degree program or the 120 credit unit Four-year or Honours degree program. Of the 90/120 credit units required at least 42/66 must be at the 200-level or higher.	≥ 9	≥ 9

*Ranges taken from existing requirements in current programs.

Impact on Departments:

This proposal affects the Bachelor of Arts Type A (Humanities) template. The majors built on this template are:

Classical, Medieval & Renaissance Studies
English
French
History
Modern Languages
Philosophy
Philosophy – STM
Religion & Culture

No changes will be made to the core requirements for any major. Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Religion & Culture

No more than 6 credit units from one subject may be used in Requirements A1 to A3.

Number	Requirement	4-year (cu)
A1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3 • HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3	9

	• MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3	
A2	**Breadth Requirement** Choose 12 credit units from the following areas, with a minimum of 3 credit units from each of Science and Social Sciences: Fine Arts Science Social Science Interdisciplinary/Arts & Science No Program Type	12
A3	**Cognate Requirement** Choose **6 credit units** from the following Language courses: o ARBC 114.3 o ARBC 117.3 o CHIN 114.3 o CHIN 117.3 o CREE 101.6 o CREE 110.3 o CREE 120.6 o ENG 110.6 o ENG 111.3 o ENG 112.3 o ENG 113.3 o ENG 114.3 o ENG 120.3 o ESL 115.3 o ESL 116.3 o FREN 103.3 o FREN 106.3 o FREN 122.3 o FREN 125.3 o FREN 218.3 o GERM 114.3 o GERM 117.3 o GRK 112.3 o GRK 113.3 o HEB 114.3 o HEB 117.3 o HNDI 114.3	12

	o HNDI 117.3 o JPNS 114.3 o JPNS 117.3 o LATN 112.3 o LATN 113.3 o LIT 100.6 o RUSS 114.3 o RUSS 117.3 o SNSK 114.3 o SNSK 117.3 o SPAN 114.3 o SPAN 117.3 o UKR 114.3 o UKR 117.3 o Any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement. Choose **3 credit units** from the following Language other than English courses: o ARBC 114.3 o ARBC 117.3 o CHIN 114.3 o CHIN 117.3 o CREE 101.6 o CREE 110.3 o CREE 120.6 o ESL 115.3 o ESL 116.3 o FREN 103.3 o FREN 106.3 o FREN 122.3 o FREN 125.3 o GERM 114.3 o GERM 117.3 o GRK 112.3 o GRK 113.3 o HEB 114.3 o HEB 117.3 o HNDI 114.3 o HNDI 117.3 o JPNS 114.3 o JPNS 117.3 o LATN 112.3 o LATN 113.3 o RUSS 114.3 o RUSS 117.3 o SNSK 114.3 o SNSK 117.3 o SPAN 114.3 o SPAN 117.3 o UKR 114.3 o UKR 117.3 o Any senior-level language course provided that the prerequisite is met	

	Choose **3 credit units** from the following Humanities courses: o ARBC 114.3 o ARBC 117.3 o CHIN 114.3 o CHIN 117.3 o CLAS 110.3 o CLAS 111.3 o CMRS 110.3 o CMRS 111.3 o CREE 101.6 o CREE 110.3 o CREE 120.6 o ENG 110.6 o ENG 111.3 o ENG 112.3 o ENG 113.3 o ENG 114.3 o ENG 120.3 o ESL 115.3 o ESL 116.3 o FREN 103.3 o FREN 106.3 o FREN 122.3 o FREN 125.3 o GERM 114.3 o GERM 117.3 o GRK 112.3 o GRK 113.3 o HEB 114.3 o HEB 117.3 o HIST 115.3 o HIST 125.3 o HIST 135.3 o HIST 145.3 o HIST 155.3 o HIST 165.3 o HIST 175.3 o HNDI 114.3 o HNDI 117.3 o INCC 120.1 o INCC 150.1 o INTS 101.12 o JPNS 114.3 o JPNS 117.3 o LATN 112.3 o LATN 113.3 o LING 110.3 o LIT 100.6 o MUS 111.3 o PHIL 110.6 o PHIL 115.3 o PHIL 120.3 o PHIL 133.3 o PHIL 140.3	

	o RLST 111.3 o RLST 112.3 o RLST 113.3 o RUSS 114.3 o RUSS 117.3 o SNSK 114.3 o SNSK 117.3 o SPAN 114.3 o SPAN 117.3 o UKR 114.3 o UKR 117.3 o WGST 112.3 o Any senior-level humanities course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirements. o Certain WGST courses may be considered a Humanities and/or Social Science. o Refer to the course descriptions. CLAS 103.3, CLAS 104.3, CLAS 105.3, and CLAS 203.3 may not be used to fulfill the Humanities requirement.	
A4	**Major Requirement** • RLST 280.3 Choose **6 credit units** from the following: • 100-Level or 200-Level RLST Courses Choose **24 credit units** of RLST courses, with at least 9 credit units of senior courses from each of Area A and Area B. 6 credit units must be taken at the 300-level or above. 3 credit units must be taken at the 400-level. Area A: Asian Religions in Cross-Cultural Perspective • RLST 211.3 • RLST 214.3 • RLST 215.3 • RLST 217.3 • RLST 218.3 • RLST 230.3 • RLST 232.3 • RLST 234.3 • RLST 235.3 • RLST 280.3 • RLST 282.3 • RLST 283.3 • RLST 284.3 • RLST 285.3 • RLST 329.3 • RLST 332.3 • RLST 342.3	36

	• RLST 390.3 • RLST 412.3 • RLST 423.3 Area B: Western Religions in Cross-Cultural Perspective • RLST 219.3 • RLST 220.3 • RLST 221.3 • RLST 222.3 • RLST 225.3 • RLST 227.3 • RLST 228.3 • RLST 240.3 • RLST 241.3 • RLST 253.3 • RLST 254.3 • RLST 303.3 • RLST 314.3 • RLST 320.3 • RLST 321.3 • RLST 328.3 • RLST 359.3 • RLST 361.3 • RLST 363.3 • RLST 365.3 • RLST 375.3 • RLST 377.3 • RLST 382.3 Choose **3 credit units** from the following: Area C: Interdisciplinary Religion & Culture: Classes offered in other subjects • ANTH 230.3 • ANTH 321.3 • ANTH 339.3 • ANTH 354.3 • ARCH 244.3 • CLAS 104.3 • CLAS 240.3 • CLAS 242.3 • CLAS 252.3 • GEOG 130.3 • HIST 230.3 • HIST 231.3 • IS 211.3 • IS 212.3 • LING 244.3 • LING 402.3 • PHIL 202.3 • PHIL 204.3	

	• PHIL 302.3 • RLST 233.3 • SOC 321.3 • SOC 413.3	
A5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject.	51

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

UNIVERSITY OF SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Arts Type B (Social Science) Template Revision

Degree(s): Bachelor of Arts (Type B)

The following fields of study are built on this template:

Aboriginal Public Administration
Anthropology
Archaeology (B.A.)
Business Economics
Economics
Indigenous Studies
International Studies
Linguistics
Political Studies
Psychology (B.A.)
Regional & Urban Planning
Sociology
Sociology (IJC)
Women's & Gender Studies

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

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Director Academic Programs
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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

Bachelor of Arts Type B (Social Sciences) Template

Change program template from:

Degree Requirements for Type B (Social Sciences) Programs

No more than 6 credit units from one subject may be used to meet Requirements B1 to B4.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
B1	**Social Science Requirement** • 12 credit units from the Social Sciences, (at most, 6 credit units in one subject)	12	12
B2	**Humanities Requirement**	6	6
B3	**Science Requirement**	6	6
B4	**Language Requirement**	6	6
B5	**General Requirement** • 6 credit units from the Fine Arts, Humanities, Science, or No Program Type	6	6
B6	**Major Requirement** • **B.A. Four-year**—30 or more senior credit units in a Social Science major, selected to complete the requirements of a 36 or more credit unit major. Maximum of 60 credit units in one subject. • **B.A. Three-year**—24 or more senior credit units in a Social Science major, selected to complete the requirements of a 30 or more credit unit major. Maximum of 42 credit units in one subject. • **B.A. Honours**—Usually 42 to 54 senior credit units, in a Social Science major. Maximum of 60 credit units in one subject.	30-36*	36-75* 48 – 75*
B7	**Electives Requirement**	≥ 9	≥ 9
	Total credit units	90	120

*Ranges taken from existing requirements in current programs.

to:

Proposed Degree Requirements for Type B (Social Sciences) Programs

No more than 6 credit units from one subject may be used in Requirements B1 to B3.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
B1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3	9	9

	• ENG 335.3 • HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3		
B2	**Breadth Requirement** Choose 15 credit units from the following areas, with a minimum of 3 credit units from each of Humanities, Languages and Science: Fine Arts Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	15	15
B3	**Cognate Requirement** Choose 3-12 credit units Social Science courses. *Non-major courses currently listed in B1.* Required Cognate courses. *This includes any required courses outside of the major currently listed in B7.*	3-12	3-18+

B4	**Major Requirement** • **B.A. Four-year**—30 or more senior credit units in a Social Science major, selected to complete the requirements of a 36 or more credit unit major. Maximum of 60 credit units in one subject. • **B.A. Three-year**—24 or more senior credit units in a Social Science major, selected to complete the requirements of a 30 or more credit unit major. Maximum of 42 credit units in one subject. • **B.A. Honours**—Usually 42 to 54 senior credit units, in a Social Science major. Maximum of 60 credit units in one subject. *If included in Major Average, required courses will appear in this requirement instead of above.*	30-36*	36-75* 48 – 75*
B5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for the 90 credit unit Three-year degree program or the 120 credit unit Four-year or Honours degree program. Of the 90/120 credit units required at least 42/66 must be at the 200-level or higher.	≥ 9	≥ 9

*Ranges taken from existing requirements in current programs.

Impact on Departments:

This proposal affects the Bachelor of Arts Type B (Social Sciences) template. The majors built on this template are:

Aboriginal Public Administration
Anthropology
Archaeology (B.A.)
Business Economics
Economics
Indigenous Studies
International Studies
Linguistics
Political Studies
Psychology (B.A.)
Regional & Urban Planning
Sociology
Sociology (IJC)
Women's & Gender Studies

No changes will be made to the core requirements for any major. Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Economics

No more than 6 credit units from one subject may be used in Requirements B1 to B3.

Number	Requirement	4-year (cu)
B1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3 • HIST 266.3	9

	• INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3	
B2	**Breadth Requirement** Choose 15 credit units from the following areas, with a minimum of 3 credit units from each of Humanities, Languages and Science: Fine Arts Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	15
B3	**Cognate Requirement** Choose **6 credit units** from the following: • ANTH 111.3 • ARCH 112.3 • ARCH 116.3 • CMRS 110.3 • CMRS 111.3 • GEOG 130.3 • HLST 110.3 • INDG 107.3 • IS 110.3 • LING 111.3 • LING 112.3 • POLS 111.3 • POLS 112.3 • PSY 120.3 • PSY 121.3 • SOC 111.3 • SOC 112.3 • WGST 112.3 o Most senior-level social science courses provided that the prerequisite is met. o INTS 100.3 (formerly PSY 101.3) may not be used to fulfill the General Requirement.	6

	o Most statistics courses are not accepted for credit in the General Requirement.	
B4	**Major Requirement** • ECON 111.3 • ECON 114.3 • ECON 211.3 or ECON 273.3 • ECON 214.3 or ECON 274.3 • ECON 304.3 • STAT 245.3 * See Statistics Course Regulations in Policies and Regulations in the Academic Information and Policies section. Choose 18 additional credit units in senior economics, of which a minimum of 12 must be at the 300- or 400-level. • 200-Level, 300-Level or 400-Level ECON Courses	36
B5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject.	54

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Arts Type D (Fine Arts) Template Revision

Degree(s): Bachelor of Arts (Type D)

The following fields of study are built on this template:

Art History
Drama (B.A.)
Music (B.A.)
Studio Art (B.A.)

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

4) Bachelor of Arts Type D (Fine Arts) Template

Change program template from:

Degree Requirements for Type D (Fine Arts) Programs

No more than 6 credit units from one subject may be used in Requirements D1 to D3.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
D1	**Fine Arts Requirement** • 12 credit units which must be selected from at least two different subjects from the Fine Arts (at most, 6 credit units in one subject)	12	12
D2	**Humanities Requirement**	6	6
D3	**Science Requirement**	6	6
D4	**Language Requirement**	6	6
D5	**Social Science Requirement**	6	6
D6	**Major Requirement** • **B.A. Four-yea**r: 30 or more credit units in a Fine Arts major, selected to complete the requirements of a 36 or more credit unit major. Maximum of 60 credit units in one subject. • **B.A. Three-year**: 24 or more credit units in a Fine Arts major, selected to complete the requirements of a 30 or more credit unit major. Maximum of 42 credit units in one subject. • **B.A. Honours**: Usually 42 to 54 senior credit units, in a Fine Arts major. Maximum of 60 credit units in one subject.	30-42*	36-48* 45-48*
D7	**Electives Requirement**	≥ 9	≥ 9
	Total credit units	90	120

*Ranges taken from existing requirements in current programs.

to:

Proposed Distribution Requirements for Type D (Fine Arts) Programs

No more than 6 credit units from one subject may be used in Requirements D1 to D3.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
D1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3	9	9

	• HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3		
D2	**Breadth Requirement** Choose 15 credit units from the following areas, with a minimum of 3 credit units from each of Humanities, Languages, Science and Social Science: Social Science Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	15	15
D3	**Cognate Requirement** Choose 6 credit units Fine Arts courses. *Non-major courses currently listed in D1.* Required Cognate courses. *This includes any required courses outside the major currently listed in D7.)*	6 0	6 0-30*

D4	**Major Requirement** Maximum of 60 credit units in one subject. *If included in Major Average, required courses will appear in this requirement instead of above.*	30-42*	36-48* 45-48*
D5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for the 90 credit unit Three-year degree program or the 120 credit unit Four-year or Honours degree program. Of the 90/120 credit units required at least 42/66 must be at the 200-level or higher.	≥ 9	≥ 9

*Ranges taken from existing requirements in current programs.

Impact on Departments:

This proposal affects the Bachelor of Arts Type D (Fine Arts) template. The majors built on this template are:

Art History
Drama (B.A.)
Music (B.A.)
Studio Art (B.A.)

No changes will be made to the core requirements for any major. Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Art History

No more than 6 credit units from one subject may be used in Requirements D1 to D3.

Number	Requirement	4-year
D1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3 • HIST 266.3 • INDG 107.3	9

	• PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3	
D2	**Breadth Requirement** Choose 15 credit units from the following areas, with a minimum of 3 credit units from each of Humanities, Languages, Science and Social Science: Social Science Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	15
D3	**Cognate Requirement** Choose **6 credit units** from the following: *Please note that DRAM 121 cannot be used to satisfy this requirement. • DRAM 101.3 • DRAM 104.6 • DRAM 110.3 • DRAM 113.3 • DRAM 118.3 • DRAM 119.3 • MUS 101.3 • MUS 105.3 • MUS 111.3	6

	• MUS 120.2 • MUS 121.2 • MUS 133.3 • MUS 134.3 • MUS 150.3 • MUS 151.3 • MUS 184.3 • Any senior-level fine arts course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Fine Arts Requirement. • Students may only use 6 credit units in Art and Art History toward the Fine Arts Requirement.	
D4	**Major Requirement** • ARTH 120.3 • ARTH 121.3 Choose 24 senior credit units in the history of art. • 200-Level, 300-Level or 400-Level ARTH Courses Choose **6 credit units** from the following: • 100-Level ART Courses	36
D5	**Open Electives** Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject. Art History and Studio Art are considered separate subject areas. Consequently, students may take a maximum of 60 credit units for the B.A. Four-year in each of these subject areas. • PHIL 271.3 Aesthetics is a recommended elective	54

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Fine Arts Type E (Studio Art) Template Revision

Degree(s): Bachelor of Fine Arts (Type E)

The following fields of study are built on this template:

Studio Art (B.F.A.)

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

Bachelor of Fine Arts Type E (Studio Art) Template

Change program template from:

Degree Requirements for Type E (Studio Art) Programs

Number	Requirement	Honours (cu)
E1	**BFA Academic Requirements** • Academic Coursework, including at least 3 credit units from three of the five areas and not more than 6 credit units from any single subject. 1) Fine Arts (not including ART or ARTH courses) 2) Humanities 3) Language 4) Science 5) Social Science	30
E2	**Studio Art Requirement** • 54 credit units in 4 or more studio areas including drawing and sculpture	54
E3	**Art History Requirement**	18
E4	**Electives Requirement**	18
	Total credit units	120

to:

Proposed Degree Requirements for Type E (B.F.A. Honours - Studio Art) Programs

No more than 6 credit units from one subject may be used in Requirements E1 to E3.

Number	Requirement	Honours (cu)
E1	**College Requirements** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3	9

	• HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 134.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3	
E2	**Breadth Requirement** Choose 21 credit units from the following areas, with a minimum of 3 credit units from 3 of Fine Arts, Humanities, Language, Science, and Social Science: Fine Arts Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	21
E3	**Studio Art Requirement** • 54 credit units in 4 or more studio areas including drawing and sculpture *If included in Major Average, required courses will appear in this requirement instead of above.*	54
E4	**Art History Requirement** • 18 credit units in Art History	18

E5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for the 120 credit unit Honours degree program. Of the 120 credit units required at least 66 must be senior-level.	≥ 9
	Total credit units	120

Impact on Departments:

This proposal affects the Bachelor of Fine Arts Type E template. Studio Art is the only major built on this template. No changes will be made to the core requirements of the major.

Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Studio Art

No more than 6 credit units from one subject may be used in Requirements E1 to E3.

Number	Requirement	Honours (cu)
E1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3 • HIST 266.3 • INDG 107.3	9

	• PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3	
E2	**Breadth Requirement** Choose 21 credit units from the following areas, with a minimum of 3 credit units from three of five areas: Fine Arts, Humanities, Language, Science, and Social Science: Fine Arts Humanities Languages Science Social Science Interdisciplinary/Arts & Science No Program Type	21
E3	**Studio Art Requirement** • ART 112.6 • ART 141.3 • ART 495.0 Choose **6-12 credit units** from the following: • ART 111.6 • ART 136.3 • ART 151.3 • ART 152.3 • ART 161.3 • ART 236.3	54

	Choose **33-39 credit units** from the following: **Painting** • ART 111.6 • ART 211.6 • ART 311.6 • ART 411.6 • ART 421.6 • ART 431.6 **Drawing** • ART 112.6 • ART 212.6 • ART 312.6 • ART 412.6 • ART 422.6 **Printmaking** • ART 151.3 • ART 152.3 • ART 251.3 • ART 313.6 • ART 413.6 • ART 423.6 • ART 433.6 **Extended Media** • ART 136.3 • ART 236.3 • ART 237.3 • ART 338.3 • ART 339.3 • ART 438.3 • ART 439.3 **Sculpture** • ART 141.3 • ART 214.6 • ART 241.3 • ART 242.3 • ART 341.3 • ART 342.3 • ART 441.3 • ART 442.3	

	Photography • ART 161.3 • ART 216.6 • ART 316.6 • ART 235.3 • ART 416.6 • ART 426.6 • ART 436.6	
E4	**Art History Requirement** • ARTH 120.3 • ARTH 121.3 Choose **12 credit units** from the following: • 200-Level, 300-Level or 400-Level ARTH Courses	18
E5	**Open Electives** Senior Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program. B.F.A students are encouraged to use these electives for further studio work or art history credit. • PHIL 271.3 Aesthetics is a recommended elective	18

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Fine Arts Type F (Drama) Template Revision

Degree(s): Bachelor of Fine Arts (Type F)

The following fields of study are built on this template:

Drama (B.F.A.)

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

Bachelor of Fine Arts Type F (Drama) Template

Change program template from:

Degree Requirements for Type F (Drama) Programs

No more than 6 credit units from one subject may be used to meet Requirements F1 to F5.

Number	Requirement	Honours (cu)
F1	**Basic Fine Arts Requirement** • 12 credit units from the Fine Arts	12
F2	**Humanities Requirement**	6
F3	**Science Requirement**	6
F4	**Language Requirement**	6
F5	**Social Science Requirement**	6
F6	**Major Requirement**	57-63*
F7	**Electives Requirement** • Of the 120 credit units required at least 66 must be at the 200-level or higher.	21-27*
	Total credit units	120

*Ranges taken from existing requirements in current programs.

to:

Proposed Degree Requirements for Type F (Drama) Programs

No more than 6 credit units from one subject may be used in Requirements F1 to F3.

Number	Requirement	Honours (cu)
F1	**College Requirements** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3	9

	• HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3	
F2	**Breadth Requirement** Choose 15 credit units from the following areas, with a minimum of 3 credit units from each of Humanities, Languages, Science and Social Science: Social Science Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	15
F3	**Cognate Requirement** Choose 6 credit units Fine Arts courses. *Non-major courses currently listed in D1.* Required Cognate courses. *This includes any additional required courses outside of the major.*	6 0

F4	**Major Requirement** *If included in Major Average, required courses will appear in this requirement instead of above.*	63-69*
F5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for the 120 credit unit Honours degree program. Of the 120 credit units required at least 66 must be at the 200-level or higher.	≥ 9

*Ranges taken from existing requirements in current programs.

Impact on Departments:

This proposal affects the Bachelor of Fine Arts Type F template. Drama is the only majors built on this template. No changes will be made to the core requirements of the major.

Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Drama - Acting

No more than 6 credit units from one subject may be used in Requirements F1 to F3.

Number	Requirement	Honours (cu)
F1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • 100-level ENG Courses **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3 • HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3	9
F2	**Breadth Requirement** Choose 15 credit units from the following areas, with a minimum of 3 credit units from each of Humanities, Science and Social Science: Social Science	9

	Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	
F3	**Cognate Requirement** • ENG 110.6; or • ENG 112.3 and one of ENG 111.3, ENG 113.3, ENG 114.3, ENG 120.3 Choose **6 credit units** from the following: • ART 111.6 • ART 112.6 • ART 136.3 • ART 141.3 • ART 151.3 • ART 152.3 • ART 161.3 • ARTH 120.3 • ARTH 121.3 • MUS 101.3 • MUS 105.3 • MUS 111.3 • MUS 120.2 • MUS 121.2 • MUS 133.3 • MUS 134.3 • MUS 150.3 • MUS 151.3 • MUS 184.3 • Any senior-level fine arts course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Fine Arts Requirement. • Students may only use 6 credit units in Art and Art History toward the Fine Arts Requirement.	12
F4	**Major Requirement** • DRAM 110.3 • DRAM 113.3 • DRAM 118.3 • DRAM 119.3 • DRAM 203.3 • DRAM 204.3 • DRAM 210.3 • DRAM 213.3	69

	• DRAM 218.3 • DRAM 219.3 • DRAM 318.3 • DRAM 319.3 • DRAM 362.3 • DRAM 363.3 • DRAM 366.3 • DRAM 367.3 • DRAM 418.3 • DRAM 419.3 • DRAM 462.3 • DRAM 463.3 • DRAM 466.3 • DRAM 467.3 Choose **3 credit units** from the following: • DRAM 303.3 • DRAM 304.3 • DRAM 309.3 • DRAM 401.3 • DRAM 402.3	
F5	**Open Electives** Arts and Science courses, or those from other Colleges which have been approved for Arts and Science credit, to complete the requirements for 120 credit unit B.F.A. program. Of the 120 credit units required at least 66 must be at the 200-level or higher. B.F.A. students are encouraged to use these electives for further Drama credit.	21

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Music Type G Template Revision

Degree(s): Bachelor of Music (Type G)

The following fields of study are built on this template:

Music (Individualized; Performance Honours; Composition & Theory; Musicology)
Music Education (Elementary/Middle Years; Secondary)

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

Bachelor of Music Type G Template

Change program template from:

Degree Requirements for Type G (Music) Programs

Number	Requirement	4-year/ Honours (cu)
G1	**Academic Courses Requirement** • Academic Coursework, including at least 3 credit units from each of the following areas 1) Humanities 2) Language 3) Science 4) Social Science *This requirement includes courses for Teaching Area 2 for BMus in Music Education programs.*	30-33
G2	**Music Requirement**	41-74
G3	**Applied Music Requirement**	18-24
G4	**Applied Music Ensemble Requirement**	4-7
G5	**Music Recitals Requirement**	0
G6	**Music Education Requirement** *This requirement is included in the B.Mus. in Music Education programs only*	21-24*
G7	**Student Teaching Requirement** *This requirement is included in the B.Mus. in Music Education programs only*	0
	Total credit units	120-126

*Ranges taken from existing requirements in current programs.

to:

Proposed Distribution Requirements for Type G (Music) Programs

Number	Requirement	4-year/ Honours (cu)
G1	**Academic and College Requirements** Within this requirement students must choose a minimum of 3 credit units in each of Humanities, Languages, Science and Social Science. Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3	30-33

	• ENG 242.3 • ENG 335.3 • HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3 Choose 21 credit units from the following areas: Fine Arts Humanities Languages Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice*	
G2	**Music Requirement**	41-74
G3	**Applied Music Requirement**	18-24
G4	**Applied Music Ensemble Requirement**	4-7
G5	**Music Recitals Requirement**	0
G6	**Music Education Requirement** *This requirement is included in the B.Mus. in Music Education programs only*	21-24*

G7	**Student Teaching Requirement** *This requirement is included in the B.Mus. in Music Education programs only*	0
	Total credit units	120-126

*Ranges taken from existing requirements in current programs.

Impact on Departments:

This proposal affects the Bachelor of Music Type G template. The majors built on this template are:

Music (Individualized; Performance Honours; Composition & Theory; Musicology)
Music Education (Elementary/Middle Years; Secondary)

No changes will be made to the core requirements for any major. Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Music – Performance Honours

Number	Requirement	Honours (cu)
G1	**Academic and College Requirements** Within this requirement students must choose a minimum of 3 credit units in each of Humanities, Languages, Science and Social Science. Choose **3 credit units from each** of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3	30

	• HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.3 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3 Choose **21 credit units** from the following areas: *Voice majors must complete 6 credit units French and 6 credit units German.* Humanities Languages Science Social Science Interdisciplinary/Arts & Science No Program Type	
G2	**Music Requirement** • MUS 120.2 • MUS 121.2 • MUS 133.3 • MUS 134.3 • MUS 150.3 • MUS 151.3 • MUS 160.0 • MUS 180.0 • MUS 220.2 • MUS 221.2 • MUS 233.3 • MUS 234.3 • MUS 250.3 • MUS 325.3	65

Music History Electives

Choose **9 credit units** from the following:

- MUS 303.3
- MUS 311.3
- MUS 363.3
- MUS 364.3
- MUS 365.3
- MUS 367.3
- MUS 368.3
- MUS 450.3
- MUS 453.3
- MUS 464.3
- MUS 465.3
- MUS 472.3

Music elective (Literature/Pedagogy)

Choose **6 credit units** from the following:

- Wind/Brass majors must take MUS 463.3 (formerly MUS 350) and 3 credit units Open Music Elective.
- Piano majors must take MUS 354.3 and MUS 359.3.
- Voice majors must take MUS 312.3 and MUS 313.3.

Music Theory/Analysis elective

Choose **6 credit units** from the following:

- MUS 307.3
- MUS 346.3
- MUS 367.3
- MUS 447.3
- MUS 457.3
- MUS 485.3

Music Elective

Choose **12 credit units** from the following:

- 200-Level, 300-Level or 400-Level MUS Courses
- MUS 184.3
- MUAP 201.1
- MUAP 202.1
- MUAP 203.1
- MUAP 204.1
- MUAP 205.1
- MUAP 206.1
- MUAP 207.1
- MUAP 208.1
- MUAP 209.1

	o MUAP 210.1 o MUAP 211.1	
G3	**Applied Music Requirement** • MUAP 143.3 • MUAP 145.3 • MUAP 243.3 • MUAP 245.3 • MUAP 343.3 • MUAP 345.3 • MUAP 443.3 • MUAP 445.3	24
G4	**Applied Music Ensemble Requirement** Voice students must take 2 credit units of MUAP 206.1 and 2 credit units of MUAP 203.1 and/or MUAP 204.1 Piano students must take 2 credit units of MUAP 207.1 All performance majors must participate in at least one departmental ensemble per year for four years. • MUAP 300.0 • MUAP 400.0 Choose **2 credit units** from the following: • MUAP 201.1 • MUAP 202.1 • MUAP 203.1 • MUAP 204.1 • MUAP 205.1 Choose **5 credit units** from the following: • MUAP 201.1 • MUAP 202.1 • MUAP 203.1 • MUAP 204.1 • MUAP 205.1 • MUAP 206.1 • MUAP 207.1 • MUAP 208.1 • MUAP 209.1 • MUAP 210.1 • MUAP 211.1	7

G5	**Music Recitals Requirement** • MUS 129.0 • MUS 229.0 • MUS 329.0 • MUS 429.0	0
	Total credit units	126

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Science Type C Template Revision

Degree(s): Bachelor of Science (Type C)

The following fields of study are built on this template:

Anatomy & Cell Biology
Applied Mathematics
Archaeology (B.Sc.)
Biochemistry
Biology
Chemistry
Computer Science
Environmental Biology
Environmental Earth Science
Food Science
Geology
Geophysics
Mathematical Physics
Mathematics
Microbiology & Immunology
Palaeobiology
Physics
Physiology & Pharmacology
Psychology (B.Sc.)
Statistics
Toxicology

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

Bachelor of Science Type C Template

Change program template from:

Degree Requirements for Type C (Science) Programs

No more than 6 credit units from one subject may be used to meet Requirements C1 to C5.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
C1	**Science Requirement** • a minimum of 15 credit units Science chosen from lists A, B, C, D, and E collectively, with at least 3 credit units from 3 distinct lists and at most 6 credit units from any one list.	15	15
C2	**Humanities Writing Requirement** • 6 credit units from the following: CMRS 110.3, 111.3; ENG 110.6, 111.3, 112.3, 113.3, 114.3; 100-level History; LIT 110.3, 111.3; PHIL 110.6, 115.3, 120.3, 133.3	6	6
C3	**Social Science Requirement**	6	6
C4	**Mathematics and Statistics Requirement** • courses chosen from List F: MATH 110.3, 116.3, 125.3, 128.3, 164.3; STAT 245.3, 246.3; PLSC 214.3	3	6
C5	**General Requirement** • 6 credit units from the Fine Arts, Humanities, Social Sciences, or No Program Type	6	6
C6	**Major Requirement** • **B.Sc. Four-year**: 36 or more senior credit units in a Natural Science major, selected to complete the requirements of a 42 or more credit unit major. At least 9 credit units must be at the 300-level or higher. • **B.Sc. Three-year**: 24 or more senior credit units in a Natural Science major, selected to complete the requirements of a 30 or more credit unit major. At least 3 credit units must be at the 300-level or higher. • **B.Sc. Honours**: 48 or more senior credit units, in a Natural Science major. At least 18 credit units must be at the 300-level or higher.	30-48*	42-81* 54-81*
C7	**Electives Requirement**	≥ 9	≥ 9
	Total credit units	90	120

*Ranges taken from existing requirements in current programs.

to:

Proposed Distribution Requirements for Type C (Science) Programs

No more than 6 credit units from one subject may be used in Requirements C1 to C3.

Number	Requirement	3-year (cu)	4-year/ Honours (cu)
C1	**College Requirements** Choose 6 credit units from the following: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 Choose 3 credit units from the following: **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3	12	15

	• ENG 242.3 • ENG 335.3 • HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 Choose (3) 6 credit units from the following: **Quantitative Reasoning** • MATH 110.3 • MATH 116.3* • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 245.3* • STAT 246.3 • PLSC 214.3*** *MATH 116 and STAT 245 were not included in the quantitative list for all programs as they have prerequisites on the list. Students who take these will have had to meet the quantitative requirement by taking one of the other course on the list. ***PLSC 214 is included as it is equivalent to STAT 245 and 246		
C2	**Breadth Requirement** Choose 9 credit units from the following areas. Fine Arts Humanities Languages Social Science Interdisciplinary/Arts & Science No Program Type *The course lists in these areas are based on the attributes assigned to each course, as is current practice.*	9	9
C3	**Cognate Requirement** Choose 9-12 credit units Science courses. • Between C3 and C4, a minimum of 15 credit units Science courses chosen from lists A, B, C, D, and E collectively, with at least 3 credit units from 3 distinct lists and at most 6 credit units from any one list. *Non-major courses currently listed in C1.* Required Cognate courses.	9-12* 0-6*	9-15* 0-18*

	This includes any required courses outside of the major currently listed in C7.		
C4	**Major Requirement** No change to minimum senior credit unit requirements, or credit unit requirements at the 300-level or higher. *If included in Major Average, required courses will appear in this requirement instead of above.*	30-48*	42-81* 54-81*
C5	**Open Electives** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for the 90 credit unit Three-year degree program or the 120 credit unit Four-year or Honours degree program. Of the 90/120 credit units required at least 42/66 must be at the 200-level or higher.	≥ 9	≥ 9

*Ranges taken from existing requirements in current programs.

Impact on Departments:

This proposal affects the Bachelor of Science Type C template. The majors built on this template are:

Anatomy & Cell Biology
Applied Mathematics
Archaeology (B.Sc.)
Biochemistry
Biology
Chemistry
Computer Science
Environmental Biology
Environmental Earth Science
Food Science
Geology
Geophysics
Mathematical Physics
Mathematics
Microbiology & Immunology
Palaeobiology
Physics
Physiology & Pharmacology
Psychology (B.Sc.)
Statistics
Toxicology

No changes will be made to the core requirements for any major. Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Geophysics

No more than 6 credit units from one subject may be used in Requirements C1 to C3.

Number	Requirement	4-year (cu)
C1	**College Requirement** Choose 6 credit units from the following: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 Choose 3 credit units from the following: **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3	15

	• HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 Choose 6 credit units from the following: **Quantitative Reasoning** • MATH 110.3 • MATH 116.3	
C2	**Breadth Requirement** Choose 9 credit units from the following areas. Fine Arts Humanities Languages Social Science Interdisciplinary/Arts & Science No Program Type	9
C3	**Cognate Requirement** Students intending to register in CMPT 116 must contact the geophysics program advisor for permission • CHEM 112.3 • CMPT 116.3 or CMPT 141.3 • GEOL 121.3 • PHYS 115.3 • PHYS 117.3 or PHYS 125.3 **Required Cognate Courses** Choose **9 credit units** from the following: • MATH 266.3 • PHYS 356.3 or EE 301.3 • EP 320.3 Choose **3 credit units** from the following: • 200-Level, 300-Level, 400-Level courses in science	27
C4	**Major Requirement** • GEOL 224.3 • GEOL 245.3 • GEOL 258.3	48-51

	• GEOL 282.3 • GEOL 334.3 • GEOL 335.3 • GEOL 481.3 • GEOL 482.3 • GEOL 483.3 • GEOL 485.6; or GEOL 487.3 and one of GEOL 490.3 or GEOL 492.6 • EP 202.3 • EP 214.3 • EP 228.3 • MATH 223.3 or MATH 225.3 or MATH 276.3 (MATH 223 is recommended) • MATH 224.3 or MATH 226.3 or MATH 238.3 (MATH 224 is recommended)	
C5	**Open Electives** Students following the Geophysics program should seek advice from a geophysics program advisor so that electives can be chosen to satisfy the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) standards for registration as a Professional Geoscientist. Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher. • Students are advised to take MATH 331.3 & MATH 339.3	18-21

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Arts and Science Type J (B.A.&Sc.) Template Revision

Degree(s): Bachelor of Arts and Science (Type J)

The following fields of study are built on this template:

Environment & Society
Health Studies
Interactive Systems Design

Level(s) of Concentration: Honours, Double Honours, Four-year, Three-year

Degree College: Arts and Science

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Approved by the degree/college: March 14, 2018

Proposed date of implementation: May 2020

Bachelor of Arts and Science Type J Template

Change program template from:

Degree Requirements for Type J (B.A.&Sc.) Programs

No more than 6 credit units from one subject may be used to meet Requirements J1 to J2.

Number	Requirement	4-year/ Honours (cu)
J1	**Science Distribution Requirement**	18
J2	**Arts Distribution Requirement**	18
J3	**Major Requirement** a) Science (24 senior credit units) b) Social Science or Humanities (24 senior credit units) c) Integrative interdisciplinary courses (minimum 6 credit units) d) Of the total credit units in this requirement, at least 12 must be at the 300-level or above, with at least 3 in each of a) and b)	54-66*
J4	**Electives Requirement**	18-30*
	Total credit units	120

*Ranges taken from existing requirements in current programs.

to:

Proposed Degree Requirements for Type J (B.A.&Sc.) Programs

No more than 6 credit units from one subject may be used to meet Requirements J1 to J3.

Number	Requirement	4-year/ Honours (cu)
J1	**College Requirements** Choose 3 credit units from each of the following areas: **English Language Writing** • ANTH 302.3 • ANTH 310.3 • ANTH 405.3 • ANTH 421.3 • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 • ENG 202.6 • ENG 203.3 • ENG 204.3 • ENG 253.6 • ENG 290.6 • ESL 116.3 • HIST 115.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 155.3 • INTS 203.3 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • POLS 258.3 • POLS 323.3 • POLS 328.3 • POLS 422.3 • PSY 323.3 • PSY 355.3 **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3	9+

	• HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • CMPT 140.3 • ECON 111.3 • ECON 114.3 • MATH 100.6 • MATH 102.3 • MATH 104.3 • MATH 110.3 • MATH 121.3 • MATH 123.3 • MATH 125.3 • MATH 164.3 • STAT 103.3 • STAT 244.3 • STAT 246.3 • PHYS 115.3 • SOC 225.3	
J2	**Science Distribution Requirement**	15-18*
J3	**Arts Distribution Requirement**	12-18*
J4	**Major Requirement** a) Science (24 senior credit units) b) Social Science or Humanities (24 senior credit units) c) Integrative interdisciplinary courses (minimum 6 credit units) d) Of the total credit units in this requirement, at least 12 must be at the 300-level or above, with at least 3 in each of a) and b)	54-66*
J5	**Electives Requirement** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for the 120 credit unit Four-year or Honours degree program.	≥ 9
J6	**Cognate Requirement** Required Cognate courses. *This includes any required courses outside of the major currently listed in J4.*	0-3

	Total credit units	120

*Ranges taken from existing requirements in current programs.

Impact on Departments:

This proposal affects the Bachelor of Arts and Science Type J template. The majors built on this template are:

Environment & Society
Health Studies
Interactive Systems Design

No changes will be made to the core requirements for any major. Departments which offer courses included in the three new requirements may see increased demand for those courses.

Sample Program: Health Studies - Option A: Biology, Development and Health

No more than 6 credit units from one subject may be used to meet Requirements J1 to J3.

Number	Requirement	4-year (cu)
J1	**College Requirement** Choose 3 credit units from each of the following areas: **English Language Writing** • ENG 110.6 • ENG 111.3 • ENG 112.3 • ENG 113.3 • ENG 114.3 • ENG 120.3 *If ENG 110 is chosen, 3 credit units will be used to fulfill the Arts Distribution Requirement (J3).* **Indigenous Learning** • ANTH 202.3 • ANTH 480.3 • ARCH 350.3 • ENG 242.3 • ENG 335.3 • HIST 266.3 • INDG 107.3 • PLAN 445.3 • POLS 222.3 **Quantitative Reasoning** • MATH 110.3 • MATH 125.3	9
J2	**Science Distribution Requirement** • BIOL 120.3 • BIOL 121.3 • CHEM 112.3 • CHEM 250.3 Choose **3 credit units** from the following: • GEOG 120.3 • GEOL 121.3 • GEOL 122.3 • PHYS 115.3	15

J3	**Arts Distribution Requirement** • PSY 120.3 (formerly half of PSY 110) • PSY 121.3 (formerly half of PSY 110) Choose **6 credit units** from the following: Note that many of the required courses described below have first year prerequisites. ANTH 111.3, ECON 111.3, GEOG 130.3, 3 credit units 100-level HIST, SOC 111.3, SOC 112.3, WGST 112.3 are recommended options. If selected in College Requirement J1, 3 credit units of ENG 110.6 will be counted here. • ANTH 111.3 • ARCH 112.3 • ARCH 116.3 • ART 111.6 • ART 112.6 • ART 136.3 • ART 151.3 • ART 152.3 • ART 141.3 • ART 161.3 • ARTH 120.3 • ARTH 121.3 • CHIN 114.3 • CHIN 117.3 • CLAS 110.3 • CLAS 111.3 • CMRS 110.3 • CMRS 111.3 • CREE 101.6 • CREE 120.6 • DRAM 101.3 • DRAM 104.6 • DRAM 110.3 • DRAM 113.3 • DRAM 118.3 (formerly DRAM 116) • DRAM 119.3 (formerly DRAM 117) • DRAM 121.3 • ECON 111.3 • ECON 114.3 • FREN 103.3 • FREN 106.3 • FREN 122.3 • FREN 125.3 • FREN 128.3 • FREN 218.3 • GEOG 130.3 • GEOG 150.3 • GERM 114.3	12

	• GERM 117.3 • GRK 113.3 • HEB 114.3 • HEB 117.3 • HIST 110.3 • HIST 111.3 • HIST 115.3 • HIST 120.6 • HIST 121.3 • HIST 122.3 • HIST 125.3 • HIST 135.3 • HIST 145.3 • HIST 151.3 • HIST 152.3 • HIST 155.3 • HIST 165.3 • HIST 170.6 • HIST 175.3 • INCC 120.1 • INDG 107.3 • INTS 101.12 • IS 110.3 • LATN 112.3 • LATN 113.3 • LING 110.3 • LING 111.3 • LING 112.3 • LIT 100.6 • MUS 101.3 • MUS 105.3 • MUS 111.3 • MUS 120.2 • MUS 121.2 • MUS 133.3 • MUS 134.3 • MUS 150.3 • MUS 151.3 • MUS 184.3 • PHIL 110.6 • PHIL 115.3 • PHIL 120.3 • PHIL 133.3 • PHIL 140.3 • POLS 111.3 • POLS 112.3 • RLST 110.6 • RUSS 114.3 • RUSS 117.3 • SNSK 114.3 • SNSK 117.3 • SOC 111.3 • SOC 112.3	

	• SPAN 114.3 • SPAN 117.3 • UKR 114.3 • UKR 117.3 • WGST 112.3 • Any senior-level fine arts, humanities or social sciences course, provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Arts Distribution Requirement. • CLAS 103.3, CLAS 104.3, CLAS 105.3, and CLAS 106.3 may not be used to fulfill the Arts Distribution Requirement. • Statistics courses in social sciences are not accepted for credit toward the Arts Distribution Requirement (eg. ECON 204.6, PSY 233.3, PSY 234.3, SOC 225.3 and SOC 325.3).	
J4	**Major Requirement** • HLST 110.3 • HLST 210.3 • HLST 310.3 Students must choose one of the following options upon entering the Health Studies program. Concentration within a stream of study, including specific clusters of courses, facilitates depth in specific areas, thus facilitating job training in particular areas or further study in specific disciplines. The approved courses within each stream are listed, but other appropriate courses may be approved by the Program Chair. **Option A: Biology, Development and Health (48 credit units)** Biology, Development and Health ("BD&H"): This stream emphasizes health in the context of the development of the human being from the cellular and biosystems levels to the level of human health experience. Students focusing on this stream will explore basic biological and physiological processes and how these influence healthy social and emotional development throughout the life span. Within Option A, students must take courses from at least 4 subjects. *A1. Choose one of the following Science clusters (12 - 15 credit units):* At least 3 credit units must be at the 300-level or higher. *Students with credit for PHSI 208.6 may not subsequently receive credit for BIOL 224.3. Students may receive credit for both of BIOL 224.3 and PHSI 208.6 only if BIOL 224.3 is completed first. BIOL 224.3 and PHSI 208.6 may not be taken concurrently. BIOL 224.3 is a prerequisite for a number of senior Biology courses including BIOL 317.3; PHSI 208.6 is a prerequisite for most 300-level PHPY courses. **i. Development and Body Systems:** • BIOL 224.3 or PHSI 208.6* • BIOL 226.3	57-60

- Choose one of the following:

  1) BMSC 220.3 (BMSC 220 requires BMSC 200.3 as a prerequisite. This course may be used to fulfill A5 below.) and ACB 330.3;

  2) Any two of BIOL 317.3, BIOL 318.3, or BIOL 361.3;

  3) Any two of PHPY 302.3, PHPY 303.3, or ACB 310.3

ii. Neuroscience:

- BIOL 224.3 or PHSI 208.6*
- Any two of PHPY 301.3, BIOL 317.3, or HSC 350.3
- One of BIOL 430.3 or PHPY 404.3 (PHPY 404 requires PHPY 304.3 and PHPY 305.3 as prerequisites. These courses may be used to fulfill A5 below.)

A2. Choose one of the following Arts clusters (12 credit units):
At least 3 credit units must be at the 300-level or higher.

i. Developmental Psychology:

- One of PSY 207.3, PSY 223.3, PSY 256.3, or PSY 260.3
- One of PSY 213.3, PSY 214.3, PSY 216.3
- PSY 315.3 or PSY 317.3
- One of PSY 316.3, PSY 318.3, or PSY 418.3

ii. Brain and Behaviour:

- One of PSY 223.3, or PSY 260.3
- PSY 242.3 or PSY 246.3
- Any two of PSY 343.3, PSY 344.3, PSY 347.3, PSY 348.3, or PSY 448.3

A3. Statistics:
Complete the following statistics requirements:

- PSY 233.3
- PSY 234.3

*Students who are not eligible to take PSY 233 or PSY 234 as a result of having previously taken a different Statistics course(s) must consult the Program Chair to determine the effect on their program requirements. Equivalent courses will be accepted, but their designation as Science or Social Science courses may cause the program requirements below to be revised.

A4. Choose 6 credit units from the following "BD&H" Science courses:
At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher.

*Students with credit for PHSI 208.6 may not subsequently receive credit for BIOL 224.3. Students may receive credit for both of BIOL 224.3 and PHSI 208.6 only if BIOL 224.3 is completed first. BIOL 224.3 and PHSI 208.6 may not be taken

	concurrently. BIOL 224.3 is a prerequisite for a number of senior Biology courses including BIOL 317.3; PHSI 208.6 is a prerequisite for most 300-level PHPY courses. • ACB 310.3 • ACB 330.3 • BIOL 224.3* • BIOL 226.3 • BIOL 317.3 • BIOL 318.3 • BIOL 361.3 • BIOL 430.3 • BMSC 220.3 • HSC 350.3 • PHPY 301.3 • PHPY 302.3 • PHPY 303.3 • PHPY 404.3 • PHSI 208.6* *A5. Choose 6 credit units from the following Health Studies Science courses:* At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher. *Students with credit for PHSI 208.6 may not subsequently receive credit for BIOL 224.3. Students may receive credit for both of BIOL 224.3 and PHSI 208.6 only if BIOL 224.3 is completed first. BIOL 224.3 and PHSI 208.6 may not be taken concurrently. BIOL 224.3 is a prerequisite for a number of senior Biology courses including BIOL 317.3; PHSI 208.6 is a prerequisite for most 300-level PHPY courses. • ACB 310.3 • ACB 330.3 • BIOL 224.3* • BIOL 226.3 • BIOL 228.3 • BIOL 317.3 • BIOL 318.3 • BIOL 324.3 • BIOL 361.3 • BIOL 363.3 • BIOL 373.3 • BIOL 410.3 • BIOL 412.3 • BIOL 430.3 • BIOL 436.3 • BIOL 470.3 • BIOL 475.3 • CHEM 375.3 • BMSC 200.3 • BMSC 210.3 • BMSC 220.3 • FABS 110.3	

	• FABS 212.3 • FABS 323.3 • FABS 325.3 • FABS 360.3 • FABS 362.3 • FABS 371.3 • FABS 430.3 • HSC 350.3 • MCIM 308.3 • MCIM 309.3 • MCIM 321.3 • MCIM 423.3 • NUTR 120.3 • PHPY 301.3 • PHPY 302.3 • PHPY 303.3 • PHPY 304.3 • PHPY 305.3 • PHPY 402.3 • PHPY 404.3 • PHSI 208.6* • TOX 300.3 • TOX 301.3 • TOX 302.3 • TOX 310.3 • TOX 320.3 • TOX 321.3 • TOX 403.3 • TOX 412.3 *A6. Choose 6 credit units from the following Health Studies Arts courses:* At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher. PHIL 234 is strongly recommended for all students. • ANTH 231.3 • ANTH 332.3 • ANTH 403.3 • ANTH 480.3 • ARCH 270.3 • ARCH 470.3 • ARCH 471.3 • ARCH 472.3 • ECON 234.3 • ENG 242.3 • GEOG 364.3 • GEOG 464.3 • HIST 253.3 • HIST 303.3 • HIST 333.3 • HIST 334.3 • HIST 353.3 • HIST 365.3	

	• HIST 387.3 • HIST 481.3 • HIST 484.3 • HIST 488.3 • INDG 221.3 • INDG 255.3 • INDG 256.3 • PHIL 224.3 • PHIL 231.3 • PHIL 234.3 • PHIL 294.3 • PSY 207.3 • PSY 213.3 • PSY 214.3 • PSY 216.3 • PSY 223.3 • PSY 224.3 • PSY 226.3 • PSY 227.3 • PSY 230.3 • PSY 236.3 • PSY 242.3 • PSY 246.3 • PSY 256.3 • PSY 257.3 • PSY 260.3 • PSY 261.3 • PSY 315.3 • PSY 316.3 • PSY 317.3 • PSY 318.3 • PSY 343.3 • PSY 344.3 • PSY 347.3 • PSY 348.3 • PSY 380.3 • PSY 410.3 • PSY 418.3 • PSY 423.3 • PSY 427.3 • PSY 448.3 • RLST 282.3 • SOC 202.3 • SOC 219.3 • SOC 235.3 • SOC 242.3 • SOC 238.3 • SOC 319.3 • SOC 328.3 • SOC 341.3 • SOC 344.3 • SOC 347.3 • SOC 402.3	

	• SOC 409.3 • SOC 420.3 • SOC 421.3 • SOC 428.3	
J5	**Electives Requirement** Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher. If you require further assistance, please contact the Arts & Science Undergraduate Student Office.	24-27
	Total credit units	120

Rationale:

See Rationale and Appendices document, or view at:
http://artsandscience.usask.ca/college/curriculumrenewal/

AGENDA ITEM NO: 13.2

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Admissions Qualifications change – English proficiency requirements for graduate programs in Plant Sciences**

DECISION REQUESTED:

It is recommended:
That Council approve the proposed changes to the English proficiency requirements for graduate programs in Plant Sciences, effective May 2019.

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

The English Proficiency Policy and associated procedures allow for colleges to approve higher than minimum standards through their faculty councils, APC, and University Council.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) recently made changes to the English proficiency requirements for admission to graduate programs as part of the approval of the English Proficiency Policy and the college-level procedures. In response to these revised standards, the Department of Plant Science is proposing a change for students applying for their graduate programs – that applicants be required to have a minimum TOEFL band score of 20 (CGPS minimum is 19) for each band. For IELTS, Plant Sciences would like a minimum of 6.5 for each band (CGPS minimum is 6.0).

The proposed changes are to ensure that applicants are adequately prepared for the research-based graduate programs in Plant Sciences, in accordance with past practice in the Department.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at their October 2018 meeting.

ATTACHMENTS:

1. Proposal for changes to admissions requirements for Plant Sciences graduate programs

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

CC: Tom Warkentin, Graduate Chair, Department of Plant Sciences

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies (CGPS)

Date: March 28, 2018

Re: Amendments to the English proficiency requirements for admission to graduate programs in Plant Sciences

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The College of Graduate and Postdoctoral Studies (CGPS) recently made changes to the English proficiency requirements for admission to graduate programs. The changes were implemented for students being admitted on or after May 1, 2018. In response to the revised standards for English proficiency, the Department of Plant Sciences proposed minor changes. The proposed changes consist of a slight increase in the requirements for individual testing band scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). CGPS requires individual TOEFL band scores of 19, and the Department of Plant Sciences would like to require 20. For the IELTS, CGPS requires individual band scores of 6.0, and the Department of Plant Sciences would like to require 6.5.

The Graduate Programs Committee supported the proposed changes on March 6, 2018, and the CGPS Executive Committee supported the proposed changes on March 22, 2018.

The proposed changes would help potential applicants be aware of expectations for admission eligibility for graduate programs in Plant Sciences.

Please note that consultation with the registrar was not required, as the proposal would not impact the student information system.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from the Department of Plant Sciences

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

Copy: Tom Warkentin, Graduate Chair, Department of Plant Sciences

From: Trever Crowe, Chair, Executive Committee of CGPS

Date: March 27, 2018

Re: English Proficiency Admission Requirements in Plant Sciences Graduate Programs

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On March 22, 2018, the Executive Committee (EC), considered a recommendation from the Graduate Programs Committee (GPC) to support approval for changes to English proficiency requirements for admission to graduate programs in Plant Sciences. The EC passed the following motion:

"To recommend approval of the proposed English proficiency requirements for admission to graduate programs in Plant Sciences." McQuillan/Somerville CARRIED Unanimous

The EC discussion is summarized as follows:

- The proposal was to reintroduce minimum area test scores that had changed when CGPS English proficiency requirements were changed, to be effective for students entering graduate programs on or after May 1, 2018. The former and current CGPS standards are indicated in the table below, with the requirements proposed for Plant Sciences graduate programs highlighted.

	TOEFL		IELTS	
	Former	Current	Former	Current
Overall Test Score	80	86	6.5	6.5
Individual Band Score	No band below 20	No band below 19	No band below 6.5	No band below 6.0
Remedial Score	One band at 18 or 19	No remedial option	One band at 6.0	No remedial option

- It was clarified that the role of CGPS is to establish minimum admission standards for all graduate programs, and that it was both reasonable and appropriate for individual programs to propose higher standards or additional requirements to best manage admissions in the individual disciplinary areas.
- It was also noted that officially changing and posting the English proficiency requirements for admission to graduate programs in Plant Sciences were the most appropriate steps to provide clear expectations on admission eligibility to prospective students.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Executive Committee of CGPS

From: Graduate Programs Committee of CGPS

Date: March 15, 2018

Re: Plant Sciences – change to admission requirements – English proficiency

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In March 2018, the Graduate Programs Committee (GPC), considered changes to the English proficiency requirements for admission to graduate programs in Plant Sciences. This proposal results from recent changes to the CGPS English proficiency requirements to align the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) scores. The changes were effective for students entering programs on or after May 1, 2018. The changes were as follows:

	TOEFL		IELTS	
	Former	Current	Former	Current
Overall Test Score	80	86	6.5	6.5
Individual Band Score	No band below 20	No band below 19	No band below 6.5	No band below 6.0
Remedial Score	One band at 18 or 19	No remedial option	One band at 6.0	No remedial option

The Department of Plant Sciences is proposing to reinstate the former minimum individual band score requirements, while retaining the current overall test score requirements.

The GPC was satisfied with the proposal noting that each area of proficiency (reading, listening, speaking, and writing) were vital to success in the research-based graduate programs in Plant Sciences.

The GPC passed the following motion unanimously:

> *To recommend approval of the proposed language proficiency requirements for admission to graduate programs in Plant Sciences.* Pollak/Khan CARRIED

Attached please find:

- the proposal memo

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc

UNIVERSITY OF SASKATCHEWAN
College of Agriculture and Bioresources

Department of Plant Sciences
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-5855
Facsimile: (306) 966-5015

2 March 2018

To: Kelly Clement Graduate Academic Affairs and Programs, College of Graduate and Postdoctoral Studies

From: Tom Warkentin, Professor, Graduate Chair, Department of Plant Sciences,

Re: English requirements for graduate students in Plant Sciences

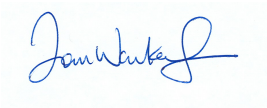
Dear Kelly, As indicated by email, the Department of Plant Sciences would like to retain the English language requirements that have been in place in our department over the past several years as follows.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.5 in each area.

The rationale for this request includes the following:
-PLSC has a high proportion of international students
-Several years ago PLSC increased the requirement for English proficiency to the standards indicated above and this has proven beneficial to the overall experience of graduate students and supervisors.

I will appreciate if you bring this request forward to appropriate University governance committees on our behalf.

Sincerely,



Tom Warkentin, PLSC Graduate Chair

cc: Ann Harley, Graduate student coordinator, College of AgBio
Yuguang Bai, Department Head, PLSC

AGENDA ITEM NO: 13.3

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Terry Wotherspoon, Chair, Academic Programs Committee

DATE OF MEETING: April 19, 2018

SUBJECT: **Project-option for the Master of Arts (M.A.) program in French**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The academic programs committee (APC) has authority to approve the addition or deletion of a project, thesis, or course based option for an existing Master's program, as per the Academic and Curricular Changes Authority Chart approved by University Council in June 2016.

DISCUSSION SUMMARY:

The College of Graduate and Postdoctoral Studies proposes a project-option for the M.A. in French. The project option supports the CGPS's strategic plan of providing alternate formats for program delivery and it is anticipated that the implementation of a project-option will increase enrolment in the M.A. program in French. The project option will require 18 credit units of coursework and the completion of a project paper in French. These requirements are consistent with the existing requirements for the M.A. in English. The project-option could be completed in one year, which is desirable to applicants. The M.A. project option would run alongside the existing M.A. thesis option in French.

The College of Graduate and Postdoctoral Studies' Graduate Programs Committee reviewed the proposal at its March 6, 2018 meeting, and the Executive Committee considered the proposal at its March 22, 2018. The Executive committee recommended that APC approve the M.A. project-option in French, and APC did so at its April 4, 2018 meeting.

ATTACHMENTS:

1. **Proposal of a new project-based M.A. in French**

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

CC: Stella Spriet, Head, Department of Languages, Literatures, and Cultural Studies

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: March 28, 2018

Re: Introduce new project option for the Master of Arts program in French

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The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of a project option for the Master of Arts (M.A.) in French program. The Graduate Programs Committee considered the proposal in October 2017, and March 2018. The Graduate Programs Committee approved the proposal on March 6, 2018. The CGPS Executive Committee subsequently approved the proposal on March 22, 2018.

The proposed project option supports the CGPS strategic plan to provide alternate formats for program delivery. It is anticipated that implementation of a project option for the M.A. in French would support college and institutional goals to increase graduate enrolment.

The proposed project option would require 18 credit units of coursework and completion of a project paper in French, while the existing thesis-based M.A. requires 15 credit units of coursework and completion of a thesis written in French. Those requirements are consistent with French M.A. program requirements at comparator institutions. The requirements are also consistent with existing requirements for the M.A. in English. The M.A. programs in French and English at the UofS are consistent, providing program delivery in each of Canada's official languages.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- Correspondence between the Graduate Programs Committee and the proponents
- The complete program proposal including catalogue description
- Support from the Vice-Dean Academic, College of Arts & Science
- The consultation with the registrar form

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

Copy: Stella Spriet, Head, Department of Languages, Literatures, and Cultural Studies

From: Trever Crowe, Chair, Executive Committee of CGPS

Date: March 27, 2018

Re: Master of Arts in French – introduce new project option

On March 22, 2018, the Executive Committee (EC), considered a recommendation from the Graduate Programs Committee (GPC) to support approval for a new project option to be introduced for the Master of Arts program in French. The EC passed the following motion:

"To recommend approval of the new project option for the Master of Arts in French." Walker/Jones CARRIED
Unanimous

The EC discussion is summarized as follows:

- The program proposal had been re-developed to clarify that the program could be completed in one year. As a one-year program, it was expected to be more desirable to potential applicants.
- It was clarified that there was an existing thesis-based Master of Arts program in French. That program would continue as the traditional program path for students interested in pursuing doctoral studies, while the project-based program was expected to be attractive to professionals in education, government, and other sectors.
- The admission requirements indicating a requirement for English proficiency but not French proficiency was discussed. Members were satisfied that English proficiency was necessary for all graduate programs at the UofS, and appropriate French proficiency would be evident in the requirement for an undergraduate degree in "an academic discipline relevant to the proposed field of study".
- Members indicated an expectation for the proposed program to be very attractive to teachers, noting that teachers were eligible to take a one-year leave of absence to pursue studies. Program completion would enable teachers to obtain a step up in bargaining unit classifications.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Executive Committee of CGPS

From: Graduate Programs Committee of CGPS

Date: March 15, 2018

Re: Master of Arts in French – introduce new project option

In October 2017, and March 2018, the Graduate Programs Committee (GPC), considered a proposal to implement a new project option for the Master of Arts degree in French. Following the October 2017 review, the GPC had sent the proponents feedback to enhance, clarify, and strengthen the proposal.

At the meeting held on March 6, 2018, the GPC was satisfied with the revised proposal. The GPC discussed the proposed admission requirements for the program noting that English proficiency was required, while French proficiency was not listed as an admission requirement. Members were satisfied that the requirement for the undergraduate degree in "an academic discipline relevant to the proposed field of study" was sufficient to ensure adequate French preparation for admission to the program. Members also discussed the importance of English proficiency at an English-speaking institution.

The GPC also discussed the implications of a student completing a project-based master's, and later deciding to pursue a Ph.D. Members recognized that completion of a thesis-based master's provided more adequate preparation for Ph.D. studies. It was noted that the UofS did not have a regularized Ph.D. program in French. Members commented on Ph.D. admission opportunities in other disciplines noting that there were direct-entry Ph.D. admission opportunities, as well as opportunities to include additional requirements in a Ph.D. program to enhance skills, such as completion of additional coursework in methodology, statistics, and/or integrative reviews. It was clarified that a qualifying exam was a mandatory requirement in all Ph.D. programs, and that it could be waived only when the student had successfully defended a master's thesis in the disciplinary area. Members were satisfied that a highly-qualified graduate of a project-based master's could be considered for admission to a Ph.D. program.

The GPC passed the following motion unanimously:

To recommend approval of the project-option for the Master of Arts degree in French.
Andrews/Pollak CARRIED

Attached please find:

- feedback from the GPC following the review in October 2017
- the response to the feedback from the GPC
- the program proposal
- support from the Vice-Dean Academic, College of Arts and Science

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Dr. Stella Spriet, Head, Department of Languages, Literature, and Cultural Studies

From: Dr. Ryan Walker, Acting Associate Dean, CGPS, on behalf of the Graduate Programs Committee, CGPS

Date: October 17, 2017

Re: Proposal for M.A. French – Project-based

On October 6, 2017, the Graduate Programs Committee (GPC) reviewed a request to implement a project-based program option for the Master of Arts in French. Members requested clarification as follows:

*please revise the proposal to use standardized descriptions of programmatic requirements; course requirements should be indicated in credit units, as indication of full or half classes can cause confusion
*provide a rationale of why the program would not be promoted as a 1 year program; members suggested that would make the program more attractive to applicants, and would be similar to comparator programs
*the proposed program progression suggested students would complete 6 credit units per term; members were curious to learn if there were other activities that would be occupying student time, suggesting 6 credit units would not be overly onerous
*are there sufficient faculty resources to deliver the proposed program in a 1-year timeline, requiring students to complete more than 6 cu per term?
*please provide indication of the suspected impact on the thesis-based program; would the existing program remain viable?
*if the program was to be advertised as a 2 year program, the requirements should be increased

Please respond at your earliest convenience to facilitate the approval process.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc

Memorandum

To: Ryan Walker, Acting Associate Dean, CGPS and the Graduate Programs committee, CGPS

From: Stella Spriet, Head, Department of Languages, Literatures and Cultural Studies

Date: February 22, 2018

Re: MA in French – project based.

Dear Members of the Graduate Programs Committee,

Thank you for very much for your careful reading of the project proposed by Department of LLCS.

Please find attached a revised version of our proposal and, as requested, some adjustments have been made:

1. The course requirements have all been indicated in credit units.

2. The program will be promoted as a 1-year program. (We had initially thought that, as most of our students have the opportunity to teach 3 hours/week in our Department, it would be more flexible for them to finish their program in 2 years. However, for those who are not interested in teaching, it is perfectly possible to finish it in 1 year.)

3. The resources (including faculty resources) are sufficient to deliver the program in 1 year. (Please see our Vice-Dean memo)

4. Our goal is to attract more students so there won't be any impact on the thesis-based MA. The students who wish to do a Ph.D. will still need the thesis-based MA (and we know most of our students want to continue to study French literature, translation, and cinema and are interested to start a Ph.D. program in January 2019). The project-based MA will encourage students who are not applying in our program at the moment because they are not interested in writing a thesis.

Best wishes,
Stella Spriet
Head and Graduate Chair,
Department of LLCS.

Department of Languages, Literatures and Cultural Studies

Implementation of a new project-based MA

1. Academic justification

The Department of LLCS hopes to develop its Graduate studies program, in accordance with the direction set out in the third integrated plan. We reactivated our M.A. program (thesis-based) 5 years ago and since, 12 students/year on average have been registered in our M.A. program. In addition, we developed a Ph.D. program (special case) this past year and welcomed our first Doctoral student last September. This year, we would like to implement a new option which is offered by the majority of Canadian universities: a project-based M.A.

Development of our program:

Interest in a graduate program in French is essential because it is one of the two official languages of the country. The Department can rely on the support of a very vibrant francophone community as evidenced by the activities organized in the French language in Saskatoon and the province. It is possible to attend plays put on by La Troupe du Jour, to follow the schedule of monthly conferences organized by ACFAS, to listen to programs on Radio Canada, etc. Francophone schools also bring considerable support.

Consequently, the Department is very invested in the diverse francophone organizations that it actively supports.

Therefore, our graduate program is an essential part of affirming Canadian identity, highlighting the traditions and history of this country, and in identifying, as we endeavour more and more to do, the relationships between French and Indigenous (Métis) cultures which, in this province, are strongly linked.

Enrollment and students targeted:

The program that we propose to establish will be very important at the municipal and provincial levels, and will also allow the Department to be better placed and more competitive nationally. Lastly, many international students are currently completing their M.A. in our department and we would like to increase their involvement further.

If one of the University's objectives are to increase the number of graduate students by 20% (cf. the 3rd integrated plan) the Department of LLCS will be in a position to participate fully in this effort.

This new option will give the possibility at once to oversee and attract a much larger number of students. In particular, we are targeting:

- At the municipal and provincial levels: members of the francophone community, in particular teachers, current, and former students. If the project-based M.A. is accepted, we will send a letter to all French teachers in the province to inform them of this new possibility as well as contact various local organizations, such as the Fédération des francophones de Saskatoon (Francophone Federation of Saskatoon).

- At the national and international levels: we will actively promote our program to all students who are interested in continuing their studies in French.

Similar programs in Saskatchewan and in Canada:

A project-based M.A. is offered by our University in the Department of English, and it is on this model that we have based our program (see part 3). The comparison is essential since this program is very close to our own: even if the language and subjects of study are different, both seek to study and promote one of the two official languages, literature and cinema.

The department will not be affected by competition with similar programs in French in the province since the graduate program at the University of Regina is less developed than ours.

At the national level, this option is available at several universities, such as Queen's, Toronto, Western, Waterloo, etc. to mention just a few examples of the best-known French programs offered by universities in English-speaking regions (Universities in Quebec, where French is the language of study, function differently and put more of an emphasis on creative writing).

2. Admission requirements:

The admission requirement will remain the same. This is what is indicated on our website:

- A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Proof of English language proficiency may be required for international applicants and for applicants whose first language is not English

3. Description of the program:

The students would be required to complete **6 courses** (18 credits) and to **write a research paper (25/30 pages).**

For comparison purposes, here are the description of similar programs in French or English Literature

- **Department of English, U of S: 6 courses (18 credits) + a research paper (25/30 pages)**
- Department of French Studies, Western U.: 6 courses (18 credits) + a research paper (40 pages)
- Department of French, U of Toronto: 7 courses (21 credits) + a research paper (35 pages)

Time in program:
All requirements must be completed within 5 years of the date of registration in the first course. However, we expect students to complete their project-M.A. in 1 year.

YEAR 1	- From September to June: 6 courses (18 credits) should be completed. - As of October 15: The subject of the research paper should be chosen and discussed with a supervisor. - As of August 15: The research paper should be completed

The research paper (project) will be written in French. The research paper should be prepared for submission to a reputable refereed journal.
The project will be read by two readers and it will be Pass or Fail.

The advantages of the new option:

- Flexibility

The writing of a thesis supposes significant availability which a portion of our potential students do not possess, such as teachers who must continue to prepare their own courses. This new option will provide more flexibility since although students must complete an extra course, they will be able to submit their project after a shorter development period.

- Better adapted to the diverse needs of students

The completion of a thesis allows students to develop their research aptitudes in order to make their eventual admittance to a Doctoral program possible. However, some wish only to improve their mastery of the French language and are not interested in the research necessary to fulfill the requirements.

- Reduced cost and duration

The M.A. program in French is very demanding as the students must submit the entirety of their works (including theses or projects) in French which is, for a significant number of students, their second language. As part of a thesis, many language corrections are required in order to deliver a final document without errors and this requires numerous hours of work. For international students, the preparation of a project 25/30 pages in length would unquestionably be an advantage, allowing them to complete the program sooner while reducing the significant fees they would otherwise need to pay. For this reason, this new program is likely to attract more students.

Our courses and our M.A. program:
As the Department already has an active M.A. program, all of our courses are already in place and no changes would be required at this level. Additionally, as indicated in our Vice-Dean memo, our resources are sufficient.

List of graduate courses in French Studies offered at the U of S:
(Website: http://artsandscience.usask.ca/languages/graduate/courses.php)

FREN 811.3 — Advanced Topics in Translation Theory
FREN 812.3 — Advanced Topics in Applied Translation Theory
FREN 818.3 — Advanced Studies in 18th Century French Literature
FREN 819.3 — Advanced Studies in 19th Century French Literature
FREN 820.3 — Advanced Studies in French Literature of 20th Century
FREN 843.3 — Advanced Studies in Quebec Novel
FREN 846.3 — Advanced Topics in Québécois Theatre
FREN 850.3 — Advanced Studies in French Works of the Canadian Prairies
FREN 898.3 — Special Topics
FREN 899.6 — Special Topics

We are able to offer up to 8 graduate seminars per year (this number depends on the number of students who require courses).

With a project-based M.A., the extra course requirement will allow certain students to increase their knowledge base or discover new areas. Additionally, this will allow our department to offer FREN 850.3 more regularly. This course is centered on the literature and history of the Prairies and dedicates a large part of the course to the importance of Indigenous presence. In this way, we hope to encourage new students to register in our program and discover a facet of Métis heritage.

Curricular mapping and learning objectives:

The Department provides graduate training towards a master's degree in French literature, translation or language studies. Areas of strength include theory and criticism, French (17th to 20th centuries), Québécois and Francophone literature, women's writing and gender studies, the cinema of France, Québec and North Africa, as well as translation and language studies.

In our seminars, we focus on the transmission of historical, theoretical or literary knowledge through stimulating conversation and debates that engage students and enhance their learning.

Success in the program is measured by active participation in courses, oral presentations given and works submitted (typically 10/15 pages per course). These must all be written in precise and fluent language, with well-argued and compelling lines of research. If the course material has been mastered, the work should also demonstrate originality.

The thesis or final project must be of high quality, demonstrating mastery of the chosen subject matter and be well articulated at the defense.

Objectives:

- Developing critical reflection

Our courses are essentially spaces for reflection where the dialogue between the students and instructors is prioritized.

- Better understanding of the history and culture of diverse societies (Canada, France, and Africa, in particular) to create citizens of tomorrow.

- Encourage the acquisition of historical and literary knowledge.

Transmission of very precise knowledge on the history of ideas and mentalities as well as the evolution of various literary movements, new ways of envisioning translation, etc.

- Transmission of conceptual knowledge dealing with various theoretical currents that have advanced literary criticism.
- Synthesize what has been learned and apply it in the analysis of texts.
- Develop a global vision of the disciplinary field.
- Perfect the mastery of the French language.
- Develop connections with the francophone community (experiential learning opportunities)

A connection with the community is encouraged as student must often discuss plays produced by La Troupe du Jour and participate in community activities. Many of them take part in various committees in francophone organizations in the province have major roles in the theatre, etc.

- Development of an aptitude for research.

Criteria to evaluate if the program is a success:

The success of the program depends on the quality of work submitted and the number of students enrolled in the program.

- The department hopes to increase, even double, the number of graduate students enrolled in the program.
- The level of students who have carried out a project must be judged satisfactory by members of the department (see the following on this subject).

4. Consultation

If students from other Colleges occasionally take our graduate courses to improve their mastery of French, the majority are registered in our program and no consultation is necessary.

The division of the M.A. into two branches (thesis and project) will also allow us to better supervise the students who wish to subsequently enrol in our Doctoral program, to better orient them, and help them to develop their research program and participate in national and international conferences.

All necessary resources are already available at the library and no classes need to be added.

5. Budget

Professors participating in the program

7 professors participate in the French M.A. in the department by offering courses, taking part in committees and juries or by supervising students. The new options that we propose to put in place will not in any way affect their duties. (The participation in the graduate program represents approximately 25% of their activities) On the contrary, the gain in efficiency will allow for professors to be more innovative.

The number of courses offered will not change and we will be able to welcome more students since **the project requires significantly less supervision time from professors** than that of a **thesis.** This option will thus be advantageous for students and professors as well as the program.

There will be no repercussions for classes (neither by addition nor removal) or on the budget.

There will be no impact in terms of space: we will need the same number of classrooms and our graduate students use Arts 47 (which belongs to our department) to carry out their research.

No changes will be required in terms of tuition fees.

We anticipate around 25 students registered in our M.A. program.

Regarding scholarships, we still have the same resources: the UGS, GTF, Dean's scholarships (offered by the College), our departments awards and scholarships and the Devolved awards offered by Graduate studies.

It must also be remembered that nearly all graduate students in the department have the opportunity to teach language courses at the beginner or intermediate level to nearly 80 undergraduate students, which is an incontestable gain for the department and assures significant revenues for the university.

If we succeed in doubling our members/workforce/personnel, the revenues generated will be the following:
6 Canadian students: **$3939.00 X 6 = $23,634**
7 international students: **$5908.50 X 7 = $41,359,5**
Total revenue generated = $64,993,5

Our M.A. program is already sustainable and will require no additional resources.

Catalogue Description

French

Master of Arts (M.A.) Project-based

Admission Requirements

- A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- a completed on-line application, the application fee, and all supporting application documents

Degree Requirements

Students must maintain continuous registration in FREN 992.0

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- FREN 992.0 (M.A. Project)
- Minimum of 18 credit units of course work
- successfully complete project paper in French

UNIVERSITY OF SASKATCHEWAN

New Graduate Course Proposal
GSR 400.1

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at **usask.ca/cgps/forms.php**

College	Department/Unit
CGPS	Languages, Literature, and Cultural Studies
Authorizing Unit Head	**Authorizing Unit Head Signature**
Stella Spriet	

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number	Course Title
FREN 992	Project

	Lecture	Seminar	Lab	Tutorial	Other
Total Course Hours					
Weekly Course Hours					

Term(s) in which course will be offered: ○ Term 1 ○ Term 2 ○ Term 1 or 2 ◉ Term 1 and 2

Course is to be offered: ◉ Annually ○ Biennially ○ Alternate Years ○ Other

Prerequisite(s) or restriction(s): Admission to the project-based program

If there are prerequisites, who can waive them: Department Instructor

Catalogue Description (not more than 50 words)

Students taking the project-based M.A. must register for this course, which requires appropriate work leading to the completion of the 25-30 page research project in French.

Tuition code and any additional class fees:	Number of credit units:	Can this course be repeated for credit?
TC 31	0	○ Yes ◉ No

Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:

N/A

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at **usask.ca/cgps/forms.php**

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
○ Pass/Fail (P/F) ○ Percentage/Numeric ◉ Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	○ Yes ◉ No

If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.

This is a placeholder for the final research project work.

Rationale

What is the rationale for introducing this course

Necessary for implementation of the new project-based M.A.

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

○ Yes ◉ No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

○ Yes ◉ No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

○ Yes ○ No No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

N/A

Is this course to be required by your graduate students, or by graduate students in another program?

◉ Yes ○ No students registered in the project-based M.A. in French must register in this course for the duration of the program

If yes, please list:

Enrolment

Expected Enrolment

~10

From which colleges/programs:

new project-based M.A. in French

Resources

Proposed instructor(s) (Please include qualifications):

Marie-Diane Clark, , L.dhist., L.de L., M.A.,Ph.D.
Graduate Chair, French Studies

How does the department plan to handle the additional teaching or administrative workload:

part of regular assignment of duties

Are sufficient library or other research resources available for this course:

yes

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

no

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head	Signature	College Approval Date

UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
ARTSANDSCIENCE.USASK.CA

9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: 306-966-4232
Facsimile: 306-966-8839
Email: officeofthedean@artsandscience.usask.ca

MEMORANDUM

TO: Dr. Martha Smith-Norris, Acting Associate Dean, College of Graduate and Postdoctoral Studies

FROM: Dr. Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

DATE: February 14, 2017

RE: Proposed Project-based MA in French

I write on behalf of the College of Arts and Science in support of the proposal put forward by the department of Languages, Literatures, and Cultural Studies for a project-based MA degree program in French.

This new program would provide graduate students in French with another option alongside the existing thesis-based MA program, which will continue. Project-based MA programs are common in French programs across the country, and our own English department provides a successful example close to home. We envision this new program as being especially attractive for teachers of French in our province (for whom the concentrated time needed to write a thesis has proven a barrier), and we expect it to attract some interest from international students.

Since the department of Languages, Literatures, and Cultural Studies already has a modest graduate program, the resources to support graduate study are already in place. This new program promises to leverage existing full-time faculty resources to good effect, and is not expected to require additional resources or investment.

The College of Arts and Science fully supports this initiative and wishes all those involved every success in it.

Sincerely,

Gordon DesBrisay