AGENDA 2:30 p.m. Thursday, January 22, 2015 Neatby-Timlin Theatre (Room 241) Arts Building

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 2014-15 academic year marks the 20th year of the representative Council.

- 1. Adoption of the agenda
- 2. Opening remarks
- 3. Minutes of the meeting of December 18, 2014 pp. 1-22
- 4. Business from the minutes
- 5. Report of the President (no report)
- 6. Report of the Provost pp. 23-30
- 7. <u>Student societies</u>
 - 7.1 Report from the USSU pp. 31-32
 - 7.2 Report from the GSA pp. 33-34
- 8. <u>Academic programs committee</u>
 - 8.1 Request for decision: Graduate Certificate in Social Economy and Co-operatives pp. 35-62

That Council approve the Graduate Certificate in Social Economy and Co-operatives, effective May 1, 2015, and that Council's Bylaws be amended to reflect the name of the new program.

8.2 Request for decision: Graduate Certificate in One Health pp. 63-122

That Council approve the Graduate Certificate in One Health, effective May 1, 2015, and that Council's Bylaws be amended to reflect the name of the new program.

8.3 Request for decision: Certificate in Practical and Applied Arts pp. 123-138

That Council approve the Certificate in Practical and Applied Arts, effective September 1, 2015, and that Council's Bylaws be amended to reflect the name of the new program.

- 8.4 Request for input: Articulation and Transfer Credit Policy pp. 139-154
- 8.5 Report for information: Items for information pp. 155-176

9. <u>International activities committee</u>

9.1 Report for information: University Partnerships with International Institutes pp. 177-182

10. Governance committee

10.1 Request for decision: Amendment to the Council Bylaws Part III section 1 to include the Certificate in Classical and Medieval Latin pp. 183-184

That Council approve that Council's Bylaws be amended to reflect the approval of the Certificate of Proficiency in Classical and Medieval Latin.

10.2 Notice of motion: Part One, section IV.1. Creation and Composition of Council Committees pp. 185-188

That Council approve the amendments to the Council Bylaws, Part One section 1V. 1. Creation and Composition of Council committees as shown in the attachment.

11. Nominations Committee

11.1 Request for decision: Nomination to the search committee for Dean of Kinesiology pp. 189-194

That Council approve the appointment of Steve Milosavljevic, Director of the School of Physical Therapy, to the search committee for the dean, College of Kinesiology.

- 11.2 Request for decision: Nomination to the university review committee (to be distributed)
- 12. Other business
- 13. Question period
- 14. Adjournment

Next meeting February 26, 2015 - Please send regrets to <u>Lesley.Leonhardt@usask.ca</u>

Deadline for submission of motions to the coordinating committee: February 11, 2015

Minutes of University Council 2:30 p.m., Thursday, December 18, 2014 Neatby-Timlin Theatre

Attendance: J. Kalra (Chair). See Appendix A for listing of members in attendance.

A tribute to Professor James Brooke, Department of Mathematics and Statistics, was presented by Professor Jacek Szmigielski, professor in the Department of Mathematics and Statistics. A moment of silence was observed.

The chair called the meeting to order at 2:45 p.m., observing that quorum had been attained.

1. Adoption of the agenda

B. BRENNA/ZELLO: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra, chair of Council, provided opening remarks. The university secretary welcomed the new representative from the Edwards School of Business, Prof. Suresh Kalagnanam and the chair welcomed the two new student members, Jennifer Barrett, Agriculture and Bioresources, and Katrina Barth, Western College of Veterinary Medicine. The chair noted the usual procedures for debate and discussion, and the items to be addressed at Council.

3. Minutes of the meeting of November 20, 2014

The university secretary advised of a requested correction on page 8 of the November 20, 2014 meeting minutes to revise in item 8.2 *Report from the GSA* to add "and faculty" to the third last line so it reads, "number of emails of support from students and faculty regarding the defamatory comments...".

FINDLAY/D. BRENNA: That the Council minutes of November 20, 2014 be approved with the one correction as noted.

CARRIED

4. <u>Business from the minutes</u>

The chair advised that a response to the questions raised by the Marcel/Solose motion passed at the November 20, 2014 Council meeting would be provided by the vice-president finance and resources at the February 2015 Council meeting.

5. Report of the President

President Gordon Barnhart noted he was moved by the tribute to Prof. Brooke as he knew him before joining the university.

The president spoke to his report. He advised that he was continuing to ensure a strong and collaborative leadership team; enhance accountability and transparency; and give care and attention to both internal and external stakeholders. Regarding external stakeholders he noted that he had recently attended a number of alumni events as part of his tour in Regina, Weyburn and La Ronge; and also in Edmonton, Calgary and Ottawa. In particular he noted his visit to the U of S nursing campus in Regina, which he found quite amazing and that this had been the first time the

university president had visited Weyburn since 2002 (but he was surprised that he was unable to visit anyone at the high school in Weyburn although he requested a visit and also dropped by the school).

The president reported on his trip to China. He hosted alumni events in both Hong Kong and China, attended by many recent graduates of the U of S some of whom travelled hours to Beijing at their own expense specifically for the event. He also conducted productive meetings with the University of Hong Kong and Beijing Normal University; signed a formal memorandum of understanding with Shantou University; and strengthened the relationship with our current flagship partner, the Beijing Institute of Technology. The president also met with a number of potential donors which he was hopeful would result in some sizeable donations. The president noted that he travelled to China on economy class and that his wife joined him at her own expense in an attempt to keep their travel costs to a minimum.

The president noted the Saskatchewan Government's announcement of their international education strategy: encouraging students to study abroad; increasing international students coming to Saskatchewan; and growing more international working relationships with global research partners.

The president provided an update on the Aboriginal achievement week noting that it was scheduled for February 2-6, 2015 with a "leadership" theme. He also provided an update on the Gordon Oakes Red Bear Student Centre advising that it was expected to be complete in April 2015 and a soft opening was tentatively planned for April/May with the official opening occurring in September 2015.

The president noted that one of the commitments made in September was in relation to Aboriginal engagement and he advised that two related conversation cafes were held engaging close to 200 students, faculty and staff in discussing possible actions in key areas. He noted that Heather Magotiaux, vice-president advancement and community engagement, was currently away with ill health and hoped to further this priority in the new year.

The president spoke about the Confucius Institute on campus advising that they have had approximately 120 students take non-credit classes since January 2013. Students take free Chinese language training. The president noted that we need to encourage students to study more Mandarin and also to work with universities in China to offer more classes in English to allow more of our students to study abroad. He explained that professors at the Confucius Institute were not part of the U of S academic faculty component so we had no say over who was hired, but we do have some influence over what is taught and the study of Mandarin.

The president noted that his wish for the University Council was to move to having students sitting in the front row as this was more than symbolic and he gave his assurance to Council that he wanted to work as hard as possible with Council to make the university the best we can from an academic point of view. He was hopeful that Council would accept his new year's resolution to all work for the same goal and for the students of the university.

The president then asked for questions. A Council member suggested that partnerships with Chinese partners should be on the university website because transparency was important. He noted that China has recently moved to have closed-circuit television cameras in their university classrooms and he recommended that the U of S prepare for enhanced vigilance of partnership agreements and the values of this university. The president replied that he did not see any reason why the partnership agreements could not be on the website and he believed that the Confucius Institute agreement no longer had to be kept confidential, and if he was correct then the agreement would be put on the university's website. Regarding closed circuit cameras he noted that if the

Confucius Institute's classes were taught here on campus he did not believe cameras should be used in those classrooms.

A Council member noted that she was happy to hear that the university acknowledges the importance of China as a partner and the importance of languages. She commented that Mandarin was now taught in the Department of Religion and Culture although only four courses a year because they were using sessional lecturers. She commented that she had heard that courses being taught by the Confucius Institute had to be taken up by the university after the initial four or five years which was good for students on one hand, but also created a dilemma as the department did not have enough money to offer credited courses in Mandarin and in the culture. The president thanked the professor for her comments and support of the importance of Mandarin and he noted that her comments would be raised with Provost Barber.

A Council member noted that there were concerns about the Confucius Institute honoring academic freedom and advancing China's soft powers internationally, as well as other concerns which was why many other universities had not welcomed these institutes on their campuses. He asked how the international activities committee was coming on the review of these decisions regarding repressive regimes. The president advised that he was not aware of the international activities committee's activities. Regarding academic freedom, he noted that the Confucius Institutes were in Canada to teach the language and some Chinese culture and did not violate what the university believed in. He advised that he has not experienced or seen that the Confucius Institute was trying to foist on the U of S the propaganda of the views of central China.

6. Report of the Provost

Patti McDougall, vice-provost teaching and learning, spoke to the provost's report on behalf of Provost Barber as he was ill. She noted that the provost highlighted a number of activities in his report beginning with the eight priority activities and continuing with activities in colleges and the Office of the Vice-President Research.

A Council member noted the survey referenced in the provost's report connected to the service design and delivery project suggesting that the survey was ominous, onerous and gratuitous and given the recent events of the university another iteration of a culture of surveillance. He suggested that there was a consultancy paradox where the university was relying more on external expertise than by growing the internal capacity to make the determinations on our own and suggested that Scott Madden, the consultant for this project appeared not to have experience in university work. He asked how much the university had paid Scott Madden for this project and whether senior administration realized that people felt threatened by this activity especially given the last 18 months. Greg Fowler, vice-president finance and resources, responded noting that his office had been working with the staff on the inventory and been assuring staff that this was not about job loss but more about doing our job better to serve the university and its mandate. He committed to provide information on the cost of Scott Madden. He also noted that this project would result in a proposal for the deans to look at and that administration had a lot of involvement from functional leads and our staff.

Jim Pulfer, Senate representative to Council, advised that there had been a net saving of about \$7M by having faculty retire from the university, and that it sounded like it would go toward the pension fund. He encouraged the provost use the savings to hire bright new staff members to assist graduate students to learn. Vice-Provost McDougall responded noting that on page 2 of the provost's report it speaks to \$4.67M in funding going to colleges following the retirement incentive this spring which will be a reinvestment into faculty positions in colleges.

A non-Council member noted the U of S priorities of action included inter-professional health education and inter-disciplinary health research. She noted there were over 400 students participating in SWITCH, approximately 380 from the U of S but the university did not have an MOU with SWITCH even though this organization was key to our global health program through the College of Medicine and an award winning program. She noted that SWITCH had funding challenges and would be meeting with senior administration about further funding. Vice-provost McDougall responded to this question advising that they suggested to SWITCH in fall that the university have a MOU with them as in the past they had not been interested in such an approach. They have evolved and decided to move forward to an integrated partnership. In addition to Medicine there are many students in Arts and Science and other colleges involved with this program. The university will formalize its relationship with them and are discussing formal financial support and other support and advice to help SWITCH stabilize their funding. She noted that many students were volunteers and some were participating through formal programs.

A Council member asked about the service design and delivery survey and asked why faculty members were not a part of the survey. Vice-provost McDougall advised that the survey was not about satisfaction or quality but rather an inventory designed to ask staff what they did across seven key areas. Now with the results there was an inventory of information to understand how we deliver services to the university and where that takes place. This will allow us to determine if we are delivering our services in the best way and where to improve.

Dean Kish Wasan, College of Pharmacy and Nutrition, advised that the college would be signing a partnership agreement with SWITCH and will have pharmacists working with SWITCH and our students, and hopefully nutritionists as well. Dean Wasan noted that Minister Duncan was supportive of this interaction.

A non-Council member noted that a member of SWITCH had to go to each college and seek funding and if the university wanted to engage academically with SWITCH this could be done and she called for an action plan. Vice-provost McDougall advised that part of the MOU with SWITCH will be about principles and about how to have better processes. Dean Preston Smith, College of Medicine, also responded emphasizing the importance of SWITCH and the value placed on this program and advised that the College of Medicine would take a leading role in supporting SWITCH both in kind and with financial resources to ensure they continue to do their good work.

6.1 <u>College of Medicine update</u>

Vice-provost Martin Phillipson and Dean Preston Smith provided an update on the College of Medicine.

Vice-provost Phillipson reported that after *The Way Forward* went through Council, it received strong endorsements from both the medical association and accreditation body. A key factor of the plan was to bring forward leadership and Vice-provost Phillipson reported that Dean Smith was providing stable, collaborative and humble leadership to stabilize and build-up the college. Over the past 12 months the college had also: been building capacity by hiring a chief operating officer and recruiting vice-deans, associate deans and department heads; had hired a full-time accreditation specialist and full time project manager working on distributed medical education projects; was working with Financial Services to ensure the budget was clear and effective; and had received strong support from the Provincial ministries, although there continued to be strong challenges and the college was working on an academic funding plan with the Province as a crucial component. Vice-provost Phillipson reported that student performance in the last two sets of national exams had improved; the new curriculum had been introduced; and the college was making good progress. He also noted that he would be going on administrative leave.

Dean Smith reported on the work being conducted to realign the faculty complement, reconceptualize research and re-structure governance structures. He advised that they would be relentless but flexible in implementing *The Way Forward*, and that the most important job he had was to take care of people through the process of change. He was interpreting *The Way Forward* as a need to increase the faculty complement in the College of Medicine. The college had faculty in clinical and basic sciences and a few other full-time faculty in education and other fields. There was currently the right number of basic science faculty; however, regarding clinical faculty the college will be moving to a model of clinical faculty engagement that allows the college to value education, research and clinical work equally.

Dean Smith reported that the college had engaged consultants to develop a physician resource plan and the consultants had done an environmental scan of doctors in the province. It was determined that between university and community-based faculty, there was approximately 60 FTE of academic time being spent by clinicians in Saskatoon. As a comparison, in Halifax there are 150 FTE with approximately the same size of medical school, similar size residency program, and more research but a similar number of scientists. Comparably, there are 450 clinicians in Calgary and they devote 33% of their time to academic work equaling approximately 150 FTE. We have relationships with 1200 doctors but the level of engagement across the 1200 was a lot less than in other provinces. Therefore, we need to go to a new plan. We are the only medical school that has ever been on probation twice in Canada; and we have fewer doctors highly engaged with the College of Medicine, as compared to other provinces.

The dean advised that he had been working hard to re-conceptualize research in the College of Medicine. Currently they are conducting a full time search for a permanent role for a vice-dean of research and working to move to a team science model of research. The U of S has better resources than the University of Manitoba, Queens University and Dalhousie University, and an enormous opportunity in our research. The college was working on an application for a strategy for integrated research and a potential \$30M of federal money for additional patient focused research.

The dean reported that he had stabilized the leadership in undergraduate education at the college and hired a new chief operating officer. There was no longer a vice-dean of faculty engagement as he had taken that role on himself and in this role had been getting to know many faculty. The dean reported that he had been to six of the health regions and intended to visit all within his first year. He spoke highly of the assistant dean of quality, Dr. Athena Connell, so it was possible and probable that the accreditors will say the college is doing a good job but we will remain on probation until they come back for another visit. This was his experience at Dalhousie.

Regarding the School of Physical Therapy, the dean reported that it would have its regularly scheduled accreditation in February and the school was ready. As well, the college's postgraduate program would go for its regular 6-year cycle review in 2015.

The dean reported that they will be meeting with the Provincial government about a new engagement strategy for compensation of community-based doctors.

In conclusion, the dean advised that the college had great students and residents, and great research was being conducted. He found the college was looking for stability but ready for change and it had a considerable amount of energy. He believed that the College of Medicine would be the best of the small medical colleges within 5 years.

Desirée Steele, USSU vice-president academic, asked as a representative of the students affected within the college, for Dean Smith to provide an update to Council on the meetings held with students in late November. Dean Smith advised that there were two meetings with the student body in the fall and a number of meetings with the student executive. He was away and missed the November meeting but believed there were discussions about tuition. He reported that he had asked to meet with the student executive to engage further with the student body in the coming year.

A Council member noted that he was a health researcher but not in the College of Medicine and reported that there had been good research done by individuals outside of the College of Medicine. He encouraged the dean and other administrators present to consider ways to address health research done by those outside of the College of Medicine and in social sciences and humanities as they were feeling somewhat ignored. He advised that health research on campus would be better off if there was a conversation across campus on how health research was being undertaken. The dean noted that as a family doctor he was used to meeting with others and had a good meeting with a group of neurosciences from across several colleges and the theme of the conversation was how to reach out and collaborate and move forward. He also advised that he spoke with the dean of Arts and Science about the medical humanities. He noted that at Dalhousie where he worked previously, they had one of the strongest medical humanities groups in the country and he would like to move this forward at the University of Saskatchewan as well.

In closing Dean Smith thanked Vice-provost Phillipson for his work with the College of Medicine noting that the college had appreciated the collaborative and consultative nature in which he took on the challenge of moving the college forward. This comment was met with applause.

7. <u>Student Societies</u>

7.1 Report from the USSU

Desirée Steel, vice-president academic affairs of the University of Saskatchewan Students' Union (USSU) presented the report to Council. She noted that her written report was contained in the meeting materials. She advised that USSU's AGM was held on November 20th where a variety of motions were introduced. She was excited to engage some of the hard to reach constituencies with new committees and was hoping to use the information learned from them to move forward, especially their international committee. She noted that Council's international activities committee did not have a lot to do with international students at the university and the USSU would be looking to bring forward some concerns in this area.

Ms. Steele provided comments on open text books advising that faculty can now receive remuneration for reviews of open text books in the BC campus collection and she was hopeful that this was a step to make the university and faculty more agreeable to open text books. She encouraged Council to follow the link provided in the written materials and the free workshop on open text books.

Regarding the update provided by the dean of the College of Medicine, Ms. Steele noted that she was pleased to hear what was happening. She encouraged Dean Smith to engage with students and continue to be strategic in doing this as it would be easy to overlook students. She noted that the team working on the restructuring was in the best position to keep students informed. She encouraged all of Council to keep in mind that students also like to know what is going on and to keep students in mind when planning and communicating their plans.

Regarding consultation in the area of tuition, Ms. Steele noted that it was positive to see the report that went to the Board regarding the consultation that had occurred and was encouraged by this. She thanked Council for the furtherance of learning and discovery with students on campus.

7.2 Report from the GSA

Izabela Vlahu, president of the Graduate Students' Association (GSA), presented the report to Council. She noted that her written report was contained in the materials.

Regarding tuition fee increases and the related consultations, she noted that she had not heard of any engagement through the GSA or the academic program that she was involved in. She advised that the GSA reached out to the dean of Arts and Science and had a good discussion and that a summary of these outcomes were included in her report. She encouraged that when there was an announcement of consultation with students that it be made clear what this meant as sometimes it included consulting with student leaders only, which was okay as long as the membership was aware of what was being done.

Ms. Vlahu reported that the GSA was happy to have initiated a partnership with the USSU on supplying the UPass and the GSA students were happier and there was less confusion. Regarding the GSA week in March 2015, Ms. Vlahu noted that this year will be the third annual gala and there will be a conference organized by the vice-president academic of the GSA. She also advised that there will be a three-minute thesis competition and encouraged those Council members supervising Ph.D. students to work with their students and attend the competition.

8. Academic Programs Committee

Prof. Roy Dobson, chair of the academic programs committee presented the committee items.

8.1 Request for decision: Certificate of Proficiency in Classical and Medieval Latin

Prof. Dobson clarified why this proficiency certificate was coming to Council for approval, noting that in 2012 Council approved a certificate template and therefore the associated programs come to Council for information only; but this program was coming for approval because it has been past practice to bring any certificates to Council in new areas of study. Prof. Dobson advised that in the future, certificate programs will come to Council for approval if they are either not in the College of Arts and Science or if they are significant in terms of financial resources.

Prof. Dobson advised that this certificate in proficiency in Classical and Medieval Latin was intended to provide students not majoring in languages to have a proficiency in Latin. A Senate member noted that when he reviewed the materials he thought this was a good idea but was surprised that there was no associated budget. Prof. Dobson replied that this was because the courses were already being offered and there would just be additional students coming to the classes. David Parkinson, vice-dean of the College of Arts and Science, advised that this program would give students the opportunity to identify the group of courses as an accreditation.

DOBSON/PARKINSON: That Council approve the Certificate in Proficiency in Classical and Medieval Latin, effective September 2015.

CARRIED

8.2 Report for information: 2015/16 Academic Calendar

Prof. Dobson noted that this report was provided to Council for information and called for any questions. A council member asked why the fall midterm break was in November which allowed only three weeks before the end of term. He suggested that having it earlier would accommodate midterm exams better and would allow students to regroup better after coming back. He also noted that in the drama program there were two productions produced per term and having the break in November limited the value of teaching in these productions and he encouraged administration to move the fall midterm break to earlier in the year.

Registrar Russ Isinger responded noting that he would talk to colleges about this. The two models that universities with fall midterm breaks follow was to have the break around the October holiday or the November holiday to utilize the statutory holiday. The main reason for the U of S having its break in November was based on a survey of students and two-thirds indicated they would prefer the break in November. There was also a feeling that the nature of student work tended to pile up near the end of the term and as this break was to relieve some stress and address some mental health concerns, it was felt that students would be better served by a November break. The registrar noted that in developing the calendar there were ongoing discussions with academic associate deans every year and he would raise it with them.

A Council member asked whether there could be at least one day between classes ending and exams beginning and if this was not possible then have the Tuesday/Thursday classes be the ones to start the exams. The registrar advised that 2014 was a hard calendar year and it was known that this would be one of the tradeoffs. For the number of exams and space available, a certain amount of time was required and the preference in the surveys conducted was not to write exams all the way up to December $23^{\rm rd}$. He advised that they were trying to do what had been suggested within the limits of their system and in future calendar years they hoped to be able to address this.

9. Governance committee

Professor Louise Racine, chair of the governance committee, presented the committee items to Council.

9.1 Request for Decision: Election of Faculty Members to Council, Council Bylaws, Part One, s. II

Prof. Racine advised that the recommended amendment was to align Council bylaws with *The University of Saskatchewan Act, 1995*.

RACINE/DOBSON: That Council approve the following amendments to Council Bylaws:

1. The replacement of the statement in Part One, II, 12: "Should vacancies on Council occur between the time of the election and the date of the first Council meeting in the fall, such vacancies will continue to be filled by those unelected candidates on the voting list who received the greatest number of votes." with the statement.

"Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or

otherwise be unable to accept a position on Council, such positions shall continue to be filled by those unelected candidates that received the greatest number of votes."

2. The inclusion of a new statement immediately thereafter, which reads: "A vacancy on Council for a college representative under Section 53(2) (b) or (c), a librarian under Section 53(2) (d) or (e) or a faculty member under Section 53(2) (i) shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election."

CARRIED

A Council member asked whether this meant that people who did not receive much support could be elected. Prof. Dobson advised that the elected member would be the next candidate on the list who received the next highest number of votes in the election. The university secretary advised that currently this was how the Council elections work as there was no minimum number of votes required to be elected.

A Council member asked who elects faculty representatives, to which the university secretary advised that faculty representatives were elected by the faculty members of their college and the term "faculty" was defined in *The University of Saskatchewan Act, 1995*.

9.2 Request for decision: International Activities Committee Terms of Reference, Council Bylaws, Part Two, s. IV

A Council member commended the governance committee for the addition of clause 4 of the international activities committee's terms of reference noting that this provided an explicit level of oversight to allow proposed international partnerships to be taken to the international activities committee and receive scrutiny.

RACINE/DOBSON: That Council approve the amendments to the terms of reference of the International Activities Committee of Council as shown in the attachment.

CARRIED

9.3 Request for decision: College of Law Faculty Council Membership, Council Bylaws, Part Three, s. V

Prof. Racine noted that all of faculty members in the College of Law supported the proposed amendment. A Council member asked who would appoint the graduate student to the faculty council and suggested that this individual be appointed by the GSA. The dean of the Edwards School of Business noted that it was quite common in professional colleges to have their own student association and it would be highly unusual to go to the graduate student association. Prof. Racine advised that the graduate students would offer their names and that she would not support this becoming centralized but rather supported the graduate students in the College of Law choosing their own representative.

RACINE/DOBSON: That Council approve the amendment to the membership of the College of Law Faculty Council to include one student from a graduate degree program in law.

CARRIED

10. Planning and Priorities Committee

Prof. Lisa Kalynchuk, chair of the planning and priorities committee, presented the committee items.

10.1 Request for decision: Name Change of Department of Religion and Culture to the Department of Linguistics and Religious Studies

Dr. Kalynchuk noted that the rationale for this change was that the members of the Department of Linguistics recently moved into the department and this name change better reflected the faculty members and the activities of the department. She also noted that those on the religious studies side were not comfortable with the name "Religion and Culture" and therefore this name change had received full support from the department.

A Council member noted that the name change sounded like an odd pairing of two things. Dr. Kalynchuk advised that this department had a number of changes in the past few years including a name change and that the department had four meetings to discuss this name change and they believe it reflected their activities. As the constituents of the department were happy with the name the committee thought it was appropriate. Vice-dean David Parkinson advised that such name combinations were not unusual and that religious studies and linguistics got along quite well together and he expected that to continue well into the future. The president of the GSA noted that during the consultation it was reported that the students were also happy with this decision.

KALYNCHUK/DE BOER: That Council approve the change of name of the Department of Religion and Culture to the Department of Linguistics and Religious Studies, effective May 1, 2015, and that Council's Bylaws be amended to reflect the new name of the department.

CARRIED

10.2 Request for information: Council committee consideration of institutional priorities

Dr. Kalynchuk noted she felt it was important for Council to begin to engage with senior leadership around the eight priorities that were identified in September. Therefore she invited the chairs of the Council committees to join the planning and priorities committee to review the status of work on these priorities. She reported that there was a robust discussion from which she extracted three general themes.

The first theme was low enrolment programs and concerns about supporting low enrolment programs in the future and how to do this best and how to identify which programs provided enough value to continue and which did not. Dr. Kalynchuk noted that Council already had a low enrolment policy and that the planning and priorities committee would revisit this policy to see if there were guidelines that could be put in place and if so that would be done with Council chairs and Council. The second theme that emerged was how to prioritize areas of strategic importance as it was important for Council to talk about how we balance resources and the danger of strategic areas shifting over time. She also noted that a concern was how the university could invest in strategic priorities without starving other areas of activity that were important to the academic mission of the university. The third theme was around shared services and support for faculty members' teaching and research. Dr. Kalynchuk identified that this priority provided an opportunity for senior leadership to work with faculty to provide the kinds of support that faculty needed to achieve their teaching and research mandate. A suggestion from the planning and priorities committee to Vicepresident Greg Fowler was that this was a good opportunity for better alignment around the

types of supports faculty felt they needed and Dr. Kalynchuk advised that Vice-president Fowler had indicated he was open to these discussions.

A Council member noted that given the sensitivity of these questions and level of apprehension some people had, he recommended that in the first paragraph of the report for information that the term "critical scrutiny" of these priorities be used rather than the "advancement" of the priorities. He also suggested that the report be revised to refer to when does it make "academic" sense to continue to offer low enrolment programs. Another Council member suggested that in the third point regarding shared services that it refer to "research, scholarly and artistic works" rather than just "research".

A Council member spoke to a concern regarding low enrolment programs and suggested that one measure of their worth could be if they are so competitive that top students go into the program. He also noted that there were certain things we were better at than others and that did not seem to figure into what had been identified as a priority area. His example was that things were being done quite well in the College of Engineering yet this did not seem to be a priority area and last year the ranking of the engineering program went down after many years of high rankings. He also noted that giving strategic importance to certain parts of the university was pervasive and no committee had decided on the quality or profile of the people in these areas. Regarding shared services, two things he had identified as not occurring were protecting faculty research time and providing marking support. Dr. Kalynchuk replied that many of the issues he raised did come up in discussion at the planning and priorities committee and she had asked all Council committee chairs to have their committees consider the eight institutional priorities for further discussion and the planning and priorities committee would also have further discussions regarding the priority areas. Specifically regarding low enrolment, Dr. Kalynchuk advised that there were programs that were small but important and there were a number of compelling reasons to support these programs. The planning and priorities committee intends to identify principles on this and hopefully deans and unit leaders would use these principles when making decisions in the future.

11. Nominations committee

Prof. Ed Krol, chair of the nominations committee, presented the reports to Council.

11.1 Request for decision: Nominations to the renewals and tenure appeal panel

Prof. Krol advised that the renewals and tenure appeal panel was a new standing committee and the nominations committee attempted to achieve a balance of male and female members, junior and senior members, and representation across disciplines. The committee had also staggered the members' initial terms to ensure turnover of committee membership on an annual basis.

A Council member asked what process was followed to which Prof. Krol advised that the nominations committee met and used the GAA membership list to identify appropriate individuals to achieve the balance across the university that he noted. He commented that they did not approach certain individuals who were already on some other committees but they did try to cast the net as broadly as possible.

The chair called for nominations from the floor and there were none.

KROL/D. BRENNA: That Council approve the nominations to the renewals and tenure appeal committee, as shown in the attached membership list, effective immediately.

CARRIED

11.2 Request for decision: Nomination to the university review committee

A non-Council member asked what process the committee followed in making this nomination. Prof. Krol advised that it was a similar process as described for the previous committee as they looked at who was available and who had been on the committee previously. They also tended towards full professors to minimize the number of people who had to leave the room during the meetings and they attempted to cast the net as broadly as possible.

The chair called for nominations from the floor and Jacek Szmigielski was nominated by Council member Izabela Vlahu.

The university secretary advised that having received a nomination from the floor, according to the Council Bylaws, the required election needed to be completed within the next two weeks. Given that there was some urgency in having this committee fully populated and that it was shortly before the Christmas holidays, she would attempt to start the election on Friday, December $19^{\rm th}$ if possible or Monday, December $22^{\rm nd}$ at the latest and it would close on December $24^{\rm th}$.

Jim Germida, vice-provost, faculty relations, informed Council that the university review committee consisted of 10 members and quorum was seven. He noted that recently the committee had been unable to provide prompt actions as it had difficulty obtaining quorum and that was why there was some urgency in filling this position.

11.3 Request for decision: Nomination to the planning and priorities committee

The chair called for nominations from the floor and none were received.

KROL/D. BRENNA: That Council approve the appointment of Beth Bilson, acting dean, College of Law to the planning and priorities committee effective immediately until June 30, 2016.

CARRIED

11.4 Request for decision: Nomination to the search committee for Dean of Law

The chair called for nominations from the floor and none were received.

KROL/D. BRENNA: That Council approve the appointment of Michelle Prytula to the search committee for the Dean, College of Law.

CARRIED

11.5 Request for decision: Nomination to the search committee, Dean of Edwards School of Business

The chair called for nominations from the floor and none were received.

KROL/D. BRENNA: That Council approve the appointment of Douglas Surtees to the search committee for the Dean, Edwards School of Business.

CARRIED

11.6 Request for decision: Nominations for the promotions appeal panel

A Council member noted one correction to the written report provided advising that Jo-Anne Dillon is in the Department of Microbiology and Immunology not the Department of Biology.

The chair called for nominations from the floor and none were received.

KROL/D. BRENNA: That Council approve the nomination of Jeremy Rayner to the promotions appeal panel for a term until June 30, 2017; and

That Council approve the nomination of Richard Long to the promotions appeal panel for a term until June 30, 2015.

CARRIED

12. Other business

There was no other business noted.

13. Question period

There were no questions.

14. Adjournment

PARKINSON/DE BOER: That the meeting be adjourned at 4:56 p.m.

CARRIED

Voting Participants

Voting Participants										
Name										
	-	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Albritton, William	Р	Р	Р	R						
Allen, Andy	NYA	Р	Р	Р						
Arcand, Jaylynn	Р	Р	Α	R						
Barber, Ernie	Р	R	Р	R						
Barnhart, Gordon	Р	Р	R	Р						
Barrett, Jennifer	NYA	NYA	NYA	Α						
Barth, Katrina	NYA	NYA	NYA	Α						
Bartley, William	Р	Р	Р	Α						
Baxter-Jones, Adam	Р	Р	Р	Р						
Bilson, Beth	NYA	R	Р	Р						
Bonham-Smith, Peta	Р	R	R	Р						
Bradley, Michael	Р	Α	Α	Α						
Brenna, Bev	Р	Р	Р	Р						
Brenna, Dwayne	Р	Р	Р	Р						
Brown, William	Р	Р	Р	R						
Buhr, Mary	R	Р	Р	Р						
Butler, Lorna	R	R	R	Р						
Calvert, Lorne	R	Р	Р	R						
Chang, Gap Soo	Р	Р	Р	Р						
Cheng, Hongming	Р	Р	Р	Р						
Chibbar, Ravindra	Р	Р	Р	Р						
Crowe, Trever	Р	Р	Р	Р						
Day, Moira	Р	Р	Р	R						
de Boer, Dirk	Р	Р	Р	Р						
D'Eon, Marcel	NYA	P	P	Р						
DesBrisay, Gordon	P	Р	Р	Р						
Dick, Rainer	P	P	P	P						
Dobson, Roy	P	P	P	P						
Eberhart, Christian	A	A	A	A						
Ervin, Alexander	P	P	P	P						
Findlay, Len	 P	<u>.</u> Р	<u>.</u> Р	<u>.</u> Р						
Flynn, Kevin	R	P	A	A						
Freeman, Doug	R	R	P	R						
Gabriel, Andrew	A	A	A	A						
Gobbett, Brian	A	A	A	A						
Gray, Richard	P	P	P							
Greer, Jim	<u>'</u> Р	A	R							
Gyurcsik, Nancy	<u>'</u> Р	P	P P	R						
Haines, Aleina	A	A	A	P						
Hamilton, Murray		P	P	A						
Harrison, Liz	R	P	R	R						
Havele, Calliopi	P	A	P	R						
Hayes, Alyssa	A	P	<u>г</u> Р	P						
Huywan, Zachary	P	P	<u>г</u> Р	A						
Iron, Monica	<u>Р</u>	<u>Р</u>	<u>Р</u>	P						
Jamali, Nadeem	<u>Р</u>	<u>Р</u>	<u>Р</u>	<u>Р</u> Р						
James-Cavan, Kathleen	<u>Р</u> Р	P P	R	P P						
Johnstone, Jill	<u>Р</u>	<u>Р</u>	<u>к</u> Р	<u>Р</u> Р						
	R	<u>Р</u>	R R	R						
Jones, Kirsten										
Jones, Marina	Α	Α	Α	A						
Julien, Richard	A	A	A	P						
Kalagnanam, Suresh	NYA	NYA	NYA	P						
Kalra, Jay	Р	P	Р	P						
Kalynchuk, Lisa	P	P	P	P						
Khandelwal, Ramji	Р	Р	Р	Р						

Name										
	Sept 18	Oct 23			Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Kipouros, Georges	Р	R	Р	Р						
Klaassen, Frank	Р	Р	Р	Р						
Krol, Ed	Р	Р	Р	Р						
Kuhlmann, Franz-Viktor	R	Р	Р	R						
Labrecque, Jamie	Р	Р	Р	Р						
Langhorst, Barbara	R	Р	R	R						
Larre, Tamara	R	Р	Р	R						
Li, Wendy	R	R	Α	Α						
Lin, Yen-Han	R	Р	Α	Р						
Lindemann, Rob	Α	Α	Α	Α						
Makarova, Veronika	Р	Р	Р	Р						
Marche, Tammy	Р	Р	R	Р						
Martz, Lawrence	Р	Р	Р	R						
Meda, Venkatesh	Р	Р	Р	Α						
Muri, Allison	Р	Р	Р	Р						
Nickerson, Michael	Α	Α	Р	Α						
Noble, Bram	Р	R	Α	R						
Ogilvie, Kevin	Α	Α	Α	Α						
Paige, Matthew	Р	Р	Р	Р						
Parkinson, David	Р	R	Р	Р						
Phoenix, Aaron	Р	R	Р	Р						
Prytula, Michelle	Α	Р	Р	R						
Pywell, Rob	Р	Р	Р	Р						
Racine, Louise	Р	R	Р	Р						
Radomske, Dillan	R	R	Р	Р						
Rangacharyulu, Chary	Р	R	Α	Р						
Robertson, Jordan	Р	Р	Р	Р						
Rodgers, Carol	Р	R	Р	Р						
Roesler, Bill	Р	Р	Р	R						
Sarjeant-Jenkins, Rachel	R	Р	R	Р						
Senecal, Gabe	Α	Р	Α	Р						
Singh, Jaswant	Р	Р	Р	Α						
Smith, Preston	R	Р	Р	Р						
Solose, Kathleen	Р	Р	Р	R						
Still, Carl	R	R	Р	R						
Stoicheff, Peter	Р	R	R	Р						
Taras, Daphne	Р	Р	Р	Р						
Tyler, Robert	Р	Р	R	Р						
Uswak, Gerry	R	R	R	Р						
Van Kessel, Andrew	Α	Α	R	Α						
Vlahu, Izabela	Р	Р	Р	Р						
Waldram, James	P	P	R	P						
Walker, Keith	Р	R	R	P						
Walley, Fran	P	R	P	R						
Wang, Hui	Р	P	P	P						
Wasan, Kishor	-	R	P	P						
Watson, Erin	P	P	P	P						
Williamson, Vicki	R	Р	R	Р						
Wilson, Jay	P	R	P	P						
Wilson, Ken	Р	Р	Р	Р						
Wotherspoon, Terry	P	P	R	P						
Yates, Thomas	P	R	P	R						
Zello, Gordon	Р	Р	Р	Р						

COUNCIL ATTENDANCE 2014-15

Non-voting participants

rton toting participants										
Name										
	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Binnie, Sarah	Р	R	R	R						
Chad, Karen	Р	Р	Р	R						
Datta, Ranjan	Р	R	Α	Р						
Desiree Steele	Р	Р	R	Р						
Downey, Terrence	Р	R	Р	R						
FineDay, Max	R	R	R	R						
Fowler, Greg	Р	Р	Р	Р						
Isinger, Russ	Р	Р	Р	Р						
Magotiaux, Heather	R	Р	R	R						
Pulfer, Jim	Р	Р	Р	Р						
Williamson, Elizabeth	Р	Р	Р	Р						

CURRENT TERMS OF REFERENCE

PROPOSED REVISIONS

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 Director of Enrolment

The President (non-voting member)

The Chair of Council (non-voting member)

Administrative Support

University Advancement Office

The Office of the University Secretary

<u>The International Activities Committee is responsible for:</u>

- Recommending to Council on issues relating to international activities at the University of Saskatchewan.
- 2) Encouraging the development of programs and curricula that provide an international perspective on campus.
- 3) Promoting and expanding scholarly exchange programs for faculty, students and staff.

INTERNATIONAL ACTIVITIES COMMITTEE

<u>Membership</u>

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 Director of Enrolment

The President (non-voting member)

The Chair of Council (non-voting member)

<u>Resource Personnel (Non-voting members)</u>
<u>Director of Special Projects, College of Graduate</u>
Studies and Research

Manager, International Student and Study Abroad Centre

Administrative Support

University Advancement Office The Office of the University Secretary

The International Activities Committee is responsible for:

- Recommending to Council on issues relating to international activities at the University-of Saskatchewan.
- Reviewing policies and regulations relating to international activities at the University, and reporting observations and issues to Council.
- 3) Promoting Encouraging the development of programs and curricula that provide an

- 4) Encouraging interactions with university and educational/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
- 5) Receiving an annual report on matters related to international student, faculty and alumni activities from the International Coordinating Committee.
- 6) 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 perspective. on campus.
- 3) Promoting and expanding scholarly exchange programs for faculty, students and staff.
- 4) Reviewing and providing advice on frameworks, procedures and agreements with foreign institutions to relevant university offices, the Planning and Priorities

 Committee, the Academic Programs

 Committee and/or other Council committees.

 Encouraging interactions with university and educational/research institutions outside

 Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
- 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, an reviewing and reporting to
 Council reports annual report on matters
 relatinged to international student, research
 faculty 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. Coordinating Committee.
- 76) 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.

$\underline{\textbf{RENEWALS} \ \textbf{AND} \ \textbf{TENURE} \ \textbf{APPEAL} \ \textbf{COMMITTEE}}$

N	ominees	

- 10111111111		
GAA members		
Nick Low	Food and Bioproduct Sciences	June 30, 2017
Bart Arnold	Kinesiology	June 30, 2017
Shawn (Michael) Murphy	Educational Foundations	June 30, 2017
Janet Hill	Veterinary Microbiology	June 30, 2016
Lorraine Holtslander	Nursing	June 30, 2016
Wendy Roy	English	June 30, 2016
William Kulyk	Anatomy and Cell Biology	June 30, 2015
Susantha Gomis	Veterinary Pathology	June 30, 2015
Cheryl Avery	Library	June 30, 2015
Senior Administrators		
Peta Bonham-Smith	Vice-dean, Science, College of Arts and Science	June 30, 2017
Douglas Surtees	Associate dean academic, College of Law	June 30, 2016
Louise Humbert	Associate dean, undergraduate program,	June 30, 2015
	College of Kinesiology	

PROVOST'S REPORT TO COUNCIL

January 2015

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met on December 1, 2014 and discussed a number of documents prepared for the December 16, 2014 meeting of the Board of Governors, including 2015-16 tuition rate recommendations, the College Quarter North East Precinct development strategy, the disposal of Central Avenue right-of-way land, the temporary STARS landing site, the accumulated fund balance report and the endowment/spending policy. An update of the accumulated fund balance report will be provided at the February council meeting by the associate vice-president, Financial Services.

INSTITUTIONAL EFFECTIVENESS

Reviews

Activities related to the academic review of the School of Public Health (SPH) are moving forward. In particular, a site visit is scheduled to take place on January 28 and 29, 2015 where the external review team will have the opportunity to meet with various SPH stakeholders internal and external to the U of S. Additional activities that have already been undertaken include:

- identification and confirmation of the external review team;
- discussions pertaining to the internal reviewer position;
- development of an information package that will contain relevant information on the U of S and SPH to be provided to the review team; and
- confirmation of the itinerary of meetings for the review team.

RESOURCE ALLOCATION

Tuition and fees

The Board of Governors approved tuition rates for the 2015-16 academic year on December 16, 2014. The overall average tuition rate change for all programs is 2.4 per cent, which is comparable to the current CPI in Saskatchewan. Undergraduate access-oriented colleges will see a rate change of 2.4 per cent; professional colleges a change of 2.1 per cent; standard graduate programs a rate change of 2.0 per cent; and special graduate programs a rate change of 3.4 per cent (including professional masters in business administration, international trade, accounting, public administration, public health and sustainability and environmental management).

The process this year included extensive consultation with deans, executive directors and program heads, and included a representative of Student Enrolment and Services Division to consider the enrolment variable for tuition revenue projections. Deans and executive directors engaged students between October and December 2014 to acquire feedback on tuition rates and communicate the importance of tuition revenue on program quality and student experience.

The fees review committee approved 2015-16 student fees in November 2014. Undergraduate student fees will increase by 7.1 per cent and graduate student fees will increase by 8.6 per cent. The increase is primarily related to the 2014-15 health and dental plan premiums having increased as a result of a change in the insurance policy to offer increased coverage to students. Due to the increase in coverage and subsequent claims, the premium increased.

The GSA premium for 2014-15 was \$394 but the fee charged to students was only \$357 as fees have been adjusted biannually in the past. The increase of 15 per cent in 2015-16 will cover actual known premium costs of \$394 plus four per cent to cover the projected increase in premium costs for the GSA in 2015-16. This will align the health and dental fees with the actual premium costs in 2015-16. These rate changes were approved by the GSA on November 13, 2014.

Student engagement was an important piece of tuition related activities from October to January. Most college deans sent emails regarding tuition rate consultations and the table below details open houses held in advance of the tuition board meetings.

College	Student engagement
Agriculture and Bioresources	Meetings with students; communication through email
Arts and Science	Dean's executive council met with ASSU executive October 3 and November 7; dean met with ASSU student council on October 6 and they will meet again in January; student forum on tuition pending organization by ASSU
Edwards School of Business	Student consultation sessions on October 27 with undergraduate student leaders
Engineering	Meetings with students in late October and November 2014
College of Graduate Studies and Research	GSA town hall on November 24, 2014
Johnson-Shoyama Graduate School of Public Policy	Meeting on December 2 with students
Kinesiology	Dean and associate dean have met with kinesiology student council; strategy developed to inform student body
Law	Town hall on October 6, 2014; town hall after tuition announcement; students present at all faculty meetings
Medicine	Dean met with SMSS executive November 20, 2014; dean's lunch with students November 28, 2014
Nursing	Engaged student association presidents in Saskatoon and Regina; Regina student council meeting November 27; associate dean to engage with students in Prince Albert and northern regions on December 1 and 2 and in Saskatoon on December 8
Pharmacy and Nutrition	Faculty/staff/student meeting on January 12, 2015
SENS	Open house on November 4, 2014; follow-up email sent November 26; tuition discussed at faculty meetings October 17 and November 14 – a student representative was present
WCVM	President of each class year meets with dean once a month to discuss issues and concerns; dean to meet with each class year in person for projected tuition strategy

In addition, during tuition consultations, colleges were asked to detail how tuition revenues will support program quality and the student experience. A sample of these college plans follow:

- Arts and Science: lower the student/faculty ratio, develop new programs and an undergraduate research program
- Edwards School of Business: renovate classrooms, recruit new undergraduate faculty and increase student scholarships
- Kinesiology: reduce class sizes and increase the availability of laboratories and tutorials
- School of Environment and Sustainability: hire new faculty, offer more scholarships, improve student spaces, increase travel bursaries and offer more experiential learning opportunities to students

The 2015-16 tuition and fees announcement was made to the campus community January 14, 2015 and more information can be found at usask.ca/tuition.

Saskatchewan Universities Funding Mechanism (SUFM)

The Saskatchewan Universities Funding Mechanism (SUFM) is the model the provincial government uses to allocate funding to the two provincial universities. On December 15, 2014, the annual data inputs to the model were submitted. These inputs are based on the 2013-14 academic year and will impact the 2015-16 distribution of the operating grant from the provincial government. The model distribution results will be released following the provincial grant announcement for 2015-16, which is expected at the end of March in the provincial budget.

COLLEGE AND SCHOOL UPDATES

College of Pharmacy and Nutrition

Canadian Council for Accreditation of Pharmacy Programs Decision News- University of Saskatchewan Pharmacy Program has been granted an extension on their accreditation (full) until 2017 so that they have time to develop their Doctor of Pharmacy (PharmD) Program.

OFFICE OF THE VICE-PRESIDENT RESEARCH

The research highlights for the month of January are reported in the attachment by the office of the vice-president, research.

REPUTATIONAL SUCCESSES

Ancient Bones Reveal Cancer

Angela Lieverse (Archaeology) is part of an international research team which has identified evidence of cancer in a skeleton over 4,500 years old. The finding is one of the earliest cases of human cancer in the world and was recently published in the journal PLOS ONE. This work, undertaken as part of the Baikal-Hokkaido Archaeology Project, improves our understanding of cancer by providing details on the history and evolution of the disease. For more information, visit: http://goo.gl/X0dwew.

Health Researcher Earns Achievement Award

John Gordon (Medicine) has been awarded the Saskatchewan Health Research Foundation's 2014 SHRF Achievement Award. The annual award honours those individuals in the health research community who demonstrate inspiring drive, leadership, ingenuity, and achievement.

NITIATIVES

GIWS by the Numbers

The Global Institute for Water Security led by Howard Wheater, Canada Excellence Research Chair in Water Security, has released its annual Progress Report for 2013-14. Highlights of GIWS progress include:

- Membership: 192 members (69 Members, 18 Associate Members, 3 Affiliate Members, and 102 Student Members) from 14 U of S academic units. Environment Canada, and Agriculture and Agri-Food Canada
- Research Chairs: 1 CERC, 5 CRCs and 3 IRCs
- Highly Qualified Personnel supported: 316 graduate students, 98 postdoctoral fellows and scientists, 63 technicians, 121 research assistants, 98 visiting scholars
- Funds: GIWS has leveraged \$47.2 million total funding in addition to the \$30 million CERC base
- **Publications**: 506 journal articles and 33 books/ chapters, 338 conference presentations, delivered 201 plenary, key note and invited lectures
- To view the complete report, visit: http://goo.ql/ pBqQHm

OVPR Re-organization

The Office of the Vice-President Research recently a budget-neutral organizational completed restructuring. The changes are the result of continued streamlining efforts to provide improved service delivery to faculty, staff and students. Major changes include:

- Research Services and Research Ethics have been amalgamated to create the **Research Services** and Ethics Office (RSEO) led by Susan Blum. This change unifies the OVPR's core research administration operations and compliance functions, including grants, contracts, and ethics.
- The International Research and Partnerships unit unifies the OVPR's international research and international protocol functions. The unit will be led by Diane Martz with Darcy Marciniuk assuming the role of Special Advisor, Research and International.
- The Strategic Research Initiatives (SRI) office led by Laura Zink brings together research facilitation, support for national programs, support for large-scale proposals, awards facilitation, and undergraduate research.
- For more information, visit: http://research.usask.ca/ staff-directory/

Partnering for Success

The OVPR partnered with NSERC and the AUCC on a Nov. 28th "Partnering for Success" event that drew 75 researchers and their NSERC Engage industrial partners to campus. NSERC's new president Mario Pinto spoke on the outcomes of NSERC's Strategy for Partnerships and Innovation which is celebrating its fifth anniversary. A panel of industry and academic researchers from U of S, University of Regina and Saskatchewan Polytechnic discussed the challenges and opportunities of partnerships. Videos highlighting 12 successful partnerships can be viewed at: http://goo.gl/bV3RfM. The event also highlighted the AUCC's partnership focus through its "Big Ideas for Better Business" Open Doors, Open Knowledge campaign.

FYRE in the Halls

Over 400 students from the College of Agriculture and Bioresources participated in the First-Year Research Experience (FYRE) Poster Symposium on December 3rd. Ninety-nine student groups presented results following their curriculum-based research experiences organized as part of the Undergraduate Research Initiative. Dr. Murray Drew, FYRE faculty champion, summarized the experience, "I have to say that this was one of the best teaching experiences I have ever had. This program has just astounded me with how well it worked and with such a positive response from the students. I can't wait to do it again next year!" To find out more contact: undergraduate.research@usask.ca

Funding Successes

Support for Postdoctoral Fellows

Seven U of S fellows were successful in receiving a SHRF Postdoctoral Research Fellowship of \$100,000 over two years:

- **Yalena Amador Cañizares** (Lead Supervisor: Joyce Wilson, Microbio. and Immunology) for "Mechanistic Analysis of miR-122 promotion of HCV replication."
- Lei An (Lead Supervisor: John Howland, Physiology) for "Effects of maternal immune activation during pregnancy on patterns of brain activity in the offspring: implications for schizophrenia."
- **Wubin Cheng** (Lead Supervisor: James Johnston, Mechanical Engineering) for "Revealing the role of mechanical factors on bone remodelling: a longitudinal study linking in vivo fatigue loading, advanced imaging and finite element modelling."
- Amanda Froehlich Chow (Lead Supervisor: Louise Humbert, Kinesiology) for "Increasing Early Childhood Educator Self-Efficacy to Promote Physical Literacy and Physical Activity among Children in Rural Childcare Centres."
- Jonathan Pasternak (Lead Supervisor: Heather Wilson, VIDO-InterVac) for "Development of an Oral

Vaccine Platform for Neonates."

- Juan-Nicolas Pena-Sanchez (Lead Supervisor: Jennifer Jones, Medicine) for "Assessing quality of care for patients with inflammatory bowel diseases (IBD) and evaluating the impact of the Multidisciplinary IBD Clinic in Saskatchewan: a population-based cohort study using administrative data."
- **Sachin Singh**, (Lead Supervisor: John Gordon, Medicine) for "Optimizing tolerogenic dendritic cells for immunotherapy."

Partnership to Research Mining Safety

Valery Chirkov (Psychology) and Lyle Grant (Sask. Polytechnic) are co-leaders on a two-year collaborative project researching how to enhance safety cultures and employee safety behaviours in the minerals industry. Funding of almost \$786,000 is being provided by project partner the International Minerals Innovation Institute (IMII), the Saskatchewan government, and six major mining companies: Agrium, BHP Billiton, Cameco, K+S Potash Canada, Mosaic, and Potash Corp.

SHRF Names Establishment Grant Recipients

Twenty-two U of S researchers were successful in receiving a **SHRF Establishment Grant**:

- **Darryl Adamko** (Pediatrics) and co-investigator Anas El-Aneed (Pharmacy) were awarded \$120,000 for "Metabolomic analysis of urine: Improving the diagnosis of asthma and COPD."
- **G. Camelia Adams** (Psychiatry) and coinvestigators Scott Napper (VIDO-InterVac) and Rudy Bowen (Psychiatry) were awarded \$110,393 for "Nature and nurture: A biopsychosocial exploration of the relationship between childhood trauma, adult attachment, and severity of depression and social anxiety in Saskatchewan."
- Lane Bekar (Pharmacology) was awarded \$120,000 for "Glucocorticoid effects on acute neuroinflammation and chronic neurodegeneration."
- Hector Caruncho (Pharmacy) was awarded \$118,890 for "Analysis of membrane protein clustering in lymphocytes as a putative biomarker of therapeutic efficacy in mood disorders."
- **Sharyle Fowler** (Medicine) and co-investigators Jennifer Jones (Medicine), Janet Hill (Veterinary Microbiology) and Jane Alcorn (Pharmacy) were awarded \$120,000 for "The impact of chronic inflammation and its treatment on determinants of health in women with inflammatory bowel disease and their offspring."
- **Stephan Milosavljevic** (Physical Therapy) and co-investigators Brenna Bath (Physical Therapy), Catherine Trask (Canadian Centre for Health and Safety in Agriculture) and Erika Penz (Medicine) were awarded \$119,889 for "Walking away from low back pain: One step at a time."
- **Shelley Peacock** (Nursing) and co-investigators Lorraine Holtslander (Nursing), Megan O'Connell (Psychology) and Genevieve Thompson (Nursing, University of Manitoba) were awarded \$87,096 for "A psychosocial intervention for bereaved spousal caregivers of persons with dementia: Adapting the 'Finding Balance' tool."

- **Erika Penz** (Medicine) was awarded \$119,817 for "Cost Effectiveness of Lung Cancer Screening in Saskatchewan - Applying Microsimulation Modeling and Saskatchewan-specific Costs of Lung Cancer Diagnosis and Management."
- lan Stavness (Computer Science) and coinvestigators Joel Lanovaz (Kinesiology) and Alison Oates (Kinesiology) were awarded \$120,000 for "Simulation-based assessment and experimental evaluation of movement retraining to improve stability during walking."

High School Conflict Prevention Partnership

Steve Wormith and **Carolyn Camman** (Centre for Forensic Behavioural Science and Justice Studies) have been awarded funding by the Saskatoon Restorative Action Program for the continuing project to evaluate and monitor the Restorative Action Program (RAP). RAP is an initiative of the Saskatoon Rotary Clubs together with the Saskatoon Catholic and Saskatoon Public school systems. The program operates in Saskatoon high schools to deal with bullying and assist with conflict prevention and resolution. The U of S Centre for Forensic Behavioural Science and Justice Studies has been undertaking research and evaluation work with RAP since 2012. For more information on the program, visit http://www.rapsaskatoon.org/index.html

SHRF Supports Five Research Events

Five U of S researchers were successful in receiving a SHRF Research Connections Grant:

- James Dosman (Canadian Centre for Health & Safety in Agriculture) and co-investigator Shelley Kirychuk were awarded \$7,000 to assist with the symposium "The Built Environment and First *Nations Health: Addressing & Redressing the Issues.* Establishing a Blueprint for Canada" held October 21, 2014 in Saskatoon, SK.
- Joshua Lawson (Canadian Centre for Health and Safety in Agriculture) was awarded \$8,000 for "Development of an international research initiative in childhood asthma" to assist with the 7th International Symposium "Safety and Health in Agricultural and Rural Populations: Global Perspectives" held October 19-22, 2014 in Saskatoon, SK.
- Helen Nichol (Anatomy and Cell Biology) and coinvestigator Ingrid Pickering (Geological Sciences) were awarded \$3,000 to assist with the CLS Open House event "Seeing the Light," held October 18, 2014 on the U of S campus.
- **Catherine Trask** (Medicine) was awarded \$10,000 to assist with the "7th International Symposium: *Safety & Health in Agricultural & Rural Populations:* Global Perspectives (SHARP)" held October 19-22, 2014 in Saskatoon, SK.
- **Hassanali Vatanparast** (Nutrition and Dietetics) and co-investigators Susan Whiting (Nutrition and Dietetics) and Rachel Engler-Stringer (Community Health and Epidemiology) were awarded \$4,147 to assist with the "Saskatchewan Public Health Nutrition Research Network Symposium" held October 16-17, 2014 in Saskatoon, SK.

Room 110, 1 Campus Drive University of Saskatchewan Saskatoon, Saskatchewan S7N 5A3



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USSU Report to University Council January 2015

<u>Undergraduate Project Symposium</u>

The third annual Undergraduate Project Symposium will be held on Thursday, January 29th, from 10:00am to 2:00pm in the North Concourse in Place Riel. I'm looking forward to some fantastic presentations from students in a variety of disciplines. On behalf of the USSU, I encourage you to stop by and to encourage your students to check out what their fellow undergrads are working on.

Aboriginal Achievement Week

The USSU is pleased to host a community conversation with Dr. Robert Ouellette on the afternoon of Feb. 4 as part of Aboriginal Achievement Week. Dr. Ouellette will be speaking on how Aboriginal worldviews collide with those most often found at the university, and will then facilitate a discussion among attendees. Remember to look for more details as Aboriginal Achievement Week approaches.

Tuition Announcement

The University has officially announced its tuition rates for the coming year and the USSU continues to urge decision makers to ensure that the students' money contributes as much as possible to maintaining and improving the quality of a USask education.

January GSA Report

In December 2014, the GSA Executive was informed of a drive to unionize graduate students who work as teaching or research assistants at the University of Saskatchewan. Members of the GSA who are involved with the unionization drive made a request to the Executive that a Special General Meeting of the membership be called to discuss the unionization campaign.

On January 12th, 2015 the Graduate Students' Association held a Special General Meeting and considered a motion for official endorsement of the unionization campaign. Many students spoke in favor of unionization, pointing out to certain challenges that graduate students face as employees of the University. Some of the challenges mentioned were lack of health and safety measures on the job, pay rates, overtime hours for marking assignments, lack of official appointment letters, lack of review processes for teaching assistants, and a general lack of uniformity of expectations for TAs and RAs across campus. In addition to comments of support, there were some students who pointed out to possible challenges in unionizing, such as paying dues, possible impact on the University Budget and general confusion regarding the role that the GSA would have should TAs and RAs become unionized.

After a lengthy and fruitful discussion the motion was unanimously adopted.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: January 22, 2015

SUBJECT: Graduate Certificate in Social Economy and Co-operatives

DECISION REQUESTED: *It is recommended:*

That Council approve the Graduate Certificate in Social Economy and Co-operatives, effective May 1, 2015, and that Council's Bylaws be amended to reflect the name of the new

program.

PURPOSE:

The Graduate Certificate in Social Economy and Co-operatives will provide graduates with specialized knowledge of the co-operative sector and is structured as an interdisciplinary offering, which combines policy and governance experience with community-level experiential learning. As there is no graduate-level program focused on co-operatives in western Canada, the program is unique among the western provinces and territories.

DISCUSSION SUMMARY:

The proposal takes advantage of the affiliation of the Centre for Co-operative Studies with the Johnson-Shoyama Graduate School of Public Policy (JSGS). The certificate builds upon the success of the graduate certificate programs offered at the University Regina campus of the JSGS, which have proven to be a recruitment tool to the school's degree-level graduate programs. The program meets the university goals of: (1) actively shaping the student body through its appeal to working professionals; (2) increased experiential learning opportunities through the study of research questions in co-operative and social economy organizations; and (3) an increased focus on learner-centre programming, based on the background and interests of the students in the program.

The certificate is a certificate of proficiency comprised of 9 credit units at the graduate level, selected from the 15 credit units that constitute the program's course offerings. All courses are offered on a regular basis.

COMMITTEE REVIEW:

The academic programs committee discussed the proposal with Murray Fulton, director of the Centre for Co-operatives and Dr. Trever Crowe, associate dean, College of Graduate Studies and Research on November 5, 2014, and recommended approval of the program, conditional upon receipt of a program budget which outlined the estimated incremental revenues and expenses associated with the program. Program tuition follows the non-standard tuition rate of the Master's of Public Administration (MPA) program. Upon receipt and clarification of the budget, the committee recommended approval of the certificate program, believing the program to complement the existing degree offerings of the Johnson-Shoyama Graduate School of Public Policy

ATTACHMENTS:

1. Proposal: Graduate Certificate in Social Economy and Co-operatives [Certificate of Proficiency]



College of Graduate Studies and Research

MEMORANDUM

To: Dr. Alex Beldan, Committee Coordinator, Academic Programs Committee of University

Council

From: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

CC: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

Dr. Murray Fulton, Professor Johnson-Shoyama Graduate School of Public Policy,

Director, Centre for the Study of Co-operatives

Date: October 24, 2014

Re: Proposal for Graduate Certificate in the Social Economy and Co-operatives

Consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the

consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the consideration of the Academic Programs Committee of Council, please find appended to this memo:

- A recommendation for approval from the Executive Committee of CGSR
- A recommendation for approval from the Programs Committee of CGSR
- A proposal for the creation of a new Graduate Certificate of Proficiency
- Consultation with the Registrar Form
- Response from Planning & Priorities Committee to Notice of Intent
- Notice of Intent for Program Proposal

The College of Graduate Studies and Research supported the creation of the new Graduate Certificate with a final motion to recommend these proposals to the Academic Programs Committee, carried by the College Executive Committee on October 21, 2014.

The Graduate Certificate in the Social Economy and Co-operatives is designed to provide the opportunity for bachelor qualified individuals, who may not choose to undertake a full master's program, to further develop their knowledge in this field, and to acquire a post-graduate certificate attesting to their proficiency. All of the courses eligible for credit towards the certificate are currently offered, 3-cu graduate courses. The certificate also provides a laddering opportunity into a master's program for students who might otherwise not have had the experience or confidence to apply. In such cases, the student can request that the courses completed for the Certificate of Proficiency be applied for credit towards the master's degree. This is consistent with current CGSR policy.

Please do not hesitate to contact me if any questions or concerns arise during the Academic Programs Committee's review of these proposals; I would be happy to address them.

Trever Crowe, Associate Dean, CGSR



College of Graduate Studies and Research

MEMORANDUM

To: Dr. Alex Beldan, Committee Coordinator, Academic Programs Committee of University

Council

From: Dr. Adam Baxter-Jones, Interim Dean, College of Graduate Studies and Research (CGSR)

Chair CGSR Executive Committee

CC: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

Dr. Murray Fulton, Professor Johnson-Shoyama Graduate School of Public Policy,

Director, Centre for the Study of Co-operatives

Date: October 23, 2014

Re: Decision by CGSR Executive Committee, regarding Graduate Certificate in the Social

Economy and Co-operatives

The Executive Committee of the CGSR considered the proposal for the creation of a new Graduate Certificate of Proficiency in the Social Economy and Co-operatives at its meeting October 21, 2014. The committee heard about the administrative structures that will support the certificate and the background work that had been completed to develop the proposal. This approach of developing certificates and allowing students to "ladder" into a graduate degree has been successful within the School of Public Policy at the University of Regina. This would be the first of its kind at the University of Saskatchewan. The committee confirmed that all of the courses eligible for credit towards the certificate have already been approved and are currently being offered. The committee also spent some time talking about the concept of completing courses as part of a certificate, then subsequently allowing those same courses to partially satisfy the requirements of a degree. The committee was satisfied that this practice is appropriate.

The committee passed the following motion.

MOTION: "That the proposed new Certificate of Proficiency in the Social Economy and Co-operatives be recommended to the Academic Programs Committee for approval."

Crowe/Arnold - Carried

Adam Baxter-Jones Interim Dean



Memorandum

To: Executive Committee, College of Graduate Studies and Research

CC: Dr. Dionne Pohler, Johnson-Shoyama Graduate School of Public Policy, Chair of Graduate

Programs Committee

From: Dr. Trever Crowe, Acting Chair, Graduate Programs Committee, CGSR

Date: October 17, 2014

Re: Proposal for Certificate of Proficiency, Johnson-Shoyama Graduate School of Public Policy –

Social Economy and Co-operatives

The Graduate Programs Committee of CGSR met on October 6, 2014, to consider the proposal for a Certificate of Proficiency within the Johnson-Shoyama Graduate School of Public Policy – *Social Economy and Co-operatives*. The committee discussed the proposal at length and noted the following:

- All course offerings that can be completed to satisfy the program requirements are existing courses that have been approved previously.
- The maximum timeline to completion would be 5 years, with average completion expected to be 2 years or less.
- The University of Regina and the social economy sector were consulted as part of the program development process.
- Expected enrolment is 4-10 students.
- The Centre for the Study of Co-operatives is now under the Johnson-Shoyama Graduate School of Public Policy governance structure.
- Students from both the University of Saskatchewan and the University of Regina could complete the program through the joint School. Applications would be considered at the University of Saskatchewan campus, and the University of Saskatchewan would award the certificate.
- Courses completed through the certificate could be applied to Johnson-Shoyama master's degree programs offered at the University of Saskatchewan and/or the University of Regina.
- Funding had been secured for support in developing the program, and additional resources are not expected to be required because projected enrolment is low.

The Graduate Programs Committee of CGSR is recommending approval of the Certificate of Proficiency, Johnson-Shoyama Graduate School of Public Policy – *Social Economy and Co-operatives*.

TC:kc

Attachments (2):

Proposal for Certificate of Proficiency, Johnson-Shoyama Graduate School of Public Policy – *Social Economy and Cooperatives*

Consultation with the Registrar



Proposal for Graduate Certificate in the Social Economy and Co-operatives

Proposal Identification

Title of Proposal: Graduate Certificate in the Social Economy and Co-operatives
Degree(s):
Field(s) of Specialization:
Level(s) of Concentration:

Option(s):

Degree College: Johnson-Shoyama Graduate School of Public Policy (JSGS)

Contact Person:

Murray Fulton, Professor, Johnson-Shoyama Graduate School of Public Policy Director, Centre for the Study of Co-operatives 966-8507 murray.fulton@usask.ca

Proposed Date of Implementation: September 2015

Graduate Certificate in the Social Economy and Co-operatives Program Proposal

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Appendix 1: Memorandum from JSGS Joint Curriculum Committee

Appendix 2: Letters of support

Appendix 3: Existing JSGS Course Outlines

Graduate Certificate in the Social Economy and Co-operatives <u>Program Proposal</u>

RATIONALE

Background and Motivation

The Johnson-Shoyama Graduate School of Public Policy (JSGS) is exploring ways to attract new graduate students and to offer programs that speak to key policy issues in society. The Graduate Certificate in the Social Economy and Co-operatives offers a way to address both these goals. In terms of attracting new students, the proposed certificate builds on a similar, successful certificate program offered by the JSGS's Regina campus. The Regina program is designed to meet the needs of practising public administrators, policy analysts, and non-profit managers who have an interest in a particular area (the certificates are in public management, health systems, public policy analysis, and economic analysis) but who either do not want to enroll in a full degree program or are testing the waters to see if graduate studies is for them. Students can either complete the certificates as stand-alone activities or roll the courses into the regular Master of Public Administration (MPA) program.

In terms of key policy issues, the global economic downturn, concerns about income inequality, and limitations in the goods and services being provided by the market and the government have led to a renewed interest in co-operatives and organizations operating in the social economy. The interests include understanding how co-operatives and social economy organizations form and operate, the role of the state in supporting the development of co-ops and social enterprises, and the social and economic context in which these organizations function. The proposed certificate would appeal to all of these interests as well as to managers in co-operatives, credit unions, and social economy organizations who wish to increase their conceptual and technical skills along with their ability to take leadership in the organizations in which they work.

The proposed certificate would be a collaborative offering by the JSGS and the Centre for the Study of Co-operatives (Co-op Studies). The certificate would involve students taking a package of three graduate classes (nine credit units) selected from a group of five courses.

On 1 July 2013, Co-op Studies became formally affiliated with the JSGS. The certificate would leverage this new relationship by utilizing current JSGS courses, including a course on the social economy and two courses that focus on co-operatives. Overall, this would give JSGS students more course options, access to a new area of study/research, and new experiential learning opportunities.

Coinciding with the formal affiliation with Co-op Studies, the JSGS welcomed a new faculty member, Dionne Pohler, who also became a Fellow in Co-op Studies. Dionne has a background

¹ The Johnson-Shoyama Graduate School of Public Policy is based on two campuses — the University of Saskatchewan and the University of Regina.

² Details regarding the Regina certificate programs can be found at http://www.schoolofpublicpolicy.sk.ca/Academic Programs/MCert.php).

in human resources and industrial relations, as well as an interest in co-operatives and employee participation and ownership. Dionne is an excellent addition to the strong group of fellows and scholars associated with Co-op Studies, which includes Murray Fulton, Lou Hammond Ketilson, Brett Fairbairn, Michael Gertler, and Isobel Findlay, all of whom have an extensive knowledge of co-operatives and the social economy and are doing active research and outreach in the area.

The reputation of Co-op Studies has attracted the attention of the co-operative sector. In fall 2013, Co-op Studies received major funding from two large co-operatives — Federated Co-operatives Limited (FCL), Saskatchewan's top company, and CHS, Inc., the largest agricultural co-operative in the United States. The FCL funding (\$1 million over two years) is directed towards co-operative development in northern and Aboriginal communities, while the CHS funding (\$250,000) is for the development of new graduate education in the area of co-operatives (including the proposed certificate). The presence of these ongoing projects, combined with Co-op Studies' excellent relations with the co-operative sector, will provide a rich source of experiential learning opportunities for students and create research synergies that will result in new knowledge in co-op governance and policy.

College Process for Proposal Review and Consultation

The JSGS and Co-op Studies have worked extensively to acquire internal approvals and collect sufficient feedback on the content, design, and demand for the proposed certificate. Two main activities contributed to this achievement:

- 1. Formal college review process by JSGS and Co-op Studies
- 2. Needs consultation with stakeholders, including interviews and inventory of existing programs

The proposed certificate has been presented to decision-making bodies at both the JSGS and Coop Studies and their rigorous review has been instrumental in shaping the program.

JSGS faculty reviewed the proposal in the winter of 2014. They supported the concept and gave their approval for further development. The JSGS Joint Curriculum Committee (JCC) formally reviewed the proposal in March 2014. See appendix 1 for the committee's comments. JCC members at the time of review included Greg Marchildon, Kathy McNutt, and Wynne Young from the Regina campus and Daniel Béland, Keith Walker, Michael Atkinson, and Peter Phillips from the Saskatoon campus. Following the JCC's recommendation, JSGS faculty formally approved the certificate on 9 April 2014.

The Co-op Studies Management Advisory Board (MAB) reviewed the proposed certificate in March 2013, with follow-ups in June and November. The MAB includes individuals from the university community as well as the co-operative sector. At the time of review this included Sanjeev Anand, dean of Law; Mary Buhr, dean of Agriculture and Bioresources; Peter Stoicheff, dean of Arts and Science; Daphne Taras, dean of the Edwards School of Business; Herb Carlson from Federated Co-operatives Limited; Loretta Elford from Concentra Financial; Ken Sherwin from SaskCentral; and Barbara Turley-McIntyre from The Co-operators Group. Members from the university community considered the major academic features of the certificate, its learning objectives, and its connection to other programs and university priorities, while members from

the co-operative sector considered the needs of employers as well as important research areas in need of exploration.

A critical part of the consultation process took the form of conversations, in person and via the telephone, with co-op sector board members, senior executives, academics, and potential students, with an open-ended set of questions guiding the discussion. It was gratifying to hear that a demand did indeed exist for graduate-level educational programs focused on co-operatives and social economy enterprises. The conversations revealed a strong demand for teaching cases in this area, since the current supply of cases is limited and out of date. Moreover, the conversations clearly indicated the need for a program that was relatively short, that focused on policy and governance, and that could be used as a stepping-stone to a full degree (e.g., the Master of Public Administration).

As a complementary exercise, we developed an inventory of existing educational programs that focus on co-operatives and the social economy. This was extremely helpful, giving us a systematic evaluation of the content, delivery, and audience, as well as cost, of each of the existing graduate programs in Canada (see table 1 below).

Overall, the consultation and the inventory were invaluable and helped to clarify the educational goals, audience, and content of the certificate. Specifically, these activities indicated that there was a demand for a program that was relatively short in duration and that was located in western Canada, a geographical area currently being underserved by graduate programming in the area of co-operatives. The process also provided us with assurance that we had taken measures that will assist with the acquisition of research partnerships, case study topics, and students.

Table1: Master of Co-operative Studies in Canada 2014

University and Department	Credit Units	Length of Program, Delivery, and Area of Focus	Tuition (Canadian)		
Saint Mary's Sobeys School of Business, Master of Manage- ment, Co-operative and Credit Unions	42	 Completed in less than 3 years Consists of a mandatory face-to-face orientation week, online courses, a study tour, and a 6-credit research project Focus on business model 	\$28,000		
Saint Mary's Sobeys School of Business, Graduate Diploma in Co-operative Management	21	 Completed in 16-20 months Consists of a mandatory face-to-face orientation week, online courses, and a 3-credit research project Focus on business model 	\$9,500		
Saint Mary's University and Université de Sherbrooke Bilingual Certificate in Co- operative Manage- ment: Level 1 or Level 2	7.5	 Completed in 10 months Completed on-line; assignments can be in either French or English Focus on history, philosophy, marketing 	\$5,000 (level 1)		
	15	 Completed in 20 months (must complete level 1 before enrolling in level 2) Focus on global economy, financial management, IT and communications 	\$10,000 (level 2)		
Université de Sherbrooke, Masters in Management and Governance of Cooperatives and Mutuals (IRECUS)	45	 Completed in 12 months of full-time study Housed in the Faculty of Business Administration. All courses are in French Focus on professional competencies and entrepreneurial knowledge 	\$4,284 (Quebec residents) \$10,824 (Canadian non-residents of Quebec)		
Ontario Co-operative Association and The Schulich School of Business, York University, Co- operative Manage- ment Certificate	Professional program	 Completed in 6 months Combination of electronic and face-to-face lessons Focus on broad understanding of sector and innovative strategies for co-op management issues 	\$5,000		
University of Saskatchewan, JSGS, Certificate in Social Economy and Co-operatives	9	 Completed in 12 months of part-time study Face-to-face format Lecture style and experiential courses Courses can be rolled into an MPA in JSGS Focus on case studies and on problem-based research 	\$3,681		

Relationship and Impact of Implementation

Currently, there are no other programs at the University of Saskatchewan that focus on cooperatives, policy, and governance. Hence, there is no duplication and no need for program deletion. The courses being developed for this certificate are regular JSGS graduate-level courses and will be available as electives to students in other programs on campus.

Fit with University of Saskatchewan and JSGS Priorities

The proposed certificate supports a number of the goals set out by the University of Saskatchewan's Third Integrated Plan 2012-2016 and also JSGS goals as described in Strategic Directions 2011-2015. There are three key areas of overlap in the JSGS and university planning documents: (1) the active shaping of the student body; (2) an increase in experiential learning opportunities; and (3) a focus on learner-centred programming.

The certificate is an innovative academic program that will actively shape the student body at the University of Saskatchewan. In addition to increasing the number of graduate students, the certificate offers a nuanced means to problem solving in complex situations, thus appealing to individuals looking for creative solutions to some of the world's most challenging issues. Further, the length of the program will make it possible for working professionals to acquire meaningful credentials in a feasible amount of time, giving managers and others looking to advance their careers an opportunity to undertake post-secondary study without taking them away from work or family for long periods of time. Moreover, a program that encourages the participation of working professionals will enrich class discussion as students will inevitably ask questions about work experience to help them understand the theories and concepts presented in class.

The proposed certificate will increase experiential learning opportunities for students. Experiential learning helps students develop their research skills while investigating real-world problems. Co-op Studies will build on its long-standing relationships with the co-op sector to bring students into co-operative and social economy organizations to examine pressing research questions. One of the courses, JSGS 885.3: Co-operative Governance and Leadership in Action, will require students to work with a co-operative or social enterprise to address and critically reflect upon an identified governance or policy issue. Students will visit the organizations and conduct interviews with senior executives and/or board members, thus gaining first-hand knowledge of real-world problems. Some students may examine and write reports on a specific issue; others may undertake case studies. The course offers not only an experiential learning opportunity for students but will also generate new knowledge and expertise for co-operative and social economy organizations.

Co-op Studies is a pioneer in community-engaged research and scholarship, and the proposed certificate will build upon this groundwork. The recent "Linking, Learning, Leveraging" SSHRC project generated \$6.45 million in funding for community-engaged research and involved 24 academics from 12 universities plus more than 120 graduate students who worked closely with over 50 community partners in three provinces and produced almost 90 individual research projects. Currently, the \$1.0 million "Co-operative Innovation Project," funded by Federated Co-

operatives Limited, the largest company in the province and the largest co-operative in the country, is focused on the application of concepts from areas such as economics, business, political economy, and sociology to understand co-operative development in rural and Aboriginal communities.

The certificate has been designed from a learner-centred perspective. The consultation process (with prospective students and students enrolled in other postsecondary co-operative programs) indicated strong demand for a learner-centred methodology in design and delivery. Students spoke about the importance of a program that focused on the background, work experience, talents, interests, and needs of individual learners. They emphasized the need for teaching practices that would encourage the highest levels of motivation, learning, and achievement, which led us to consult the Curriculum Innovation team at the Gwenna Moss Centre for Teaching Effectiveness. The certificate allows for an individualized methodology, encouraging learners to build on their experiences in co-operatives and social economy organizations. It will also allow students new to the field of co-ops to identify the most important areas of knowledge acquisition and to pursue them through experiential learning activities and/or research/case study writing assignments.

Reflecting our local and global sense of place, the proposed certificate addresses priorities unique to the University of Saskatchewan's Integrated Plan. Saskatchewan is known as the heart of the co-operative movement in English Canada, and co-ops and co-op values have grown out of our culture and community as local populations have undertaken innovative solutions to challenging environmental, social, and economic problems.

The proposed certificate also reflects JSGS goals and principles prioritized in its planning document. It provides a venue for the expression of a core JSGS value — interdisciplinarity. Students will engage with course content through an interdisciplinary lens; new and existing JSGS courses draw extensively on literature from economics, political science, management theory, history, sociology, and human resource management. Moreover, the students in the certificate will come from a variety of educational backgrounds, further strengthening the interdisciplinary nature of the program.

The certificate will focus on one of the defining characteristics of co-operatives — their governance structure. Unlike investor-owned firms, co-operatives are organized by and for the people who use their goods and services, governed by the critical one-member, one-vote principle. The focus on governance will encourage students to explore the JSGS core learning outcomes of multi-level governance, decision making, ethical leadership, and good governance.

The opportunities for co-operative development increase as governments around the world reduce their role in areas such as social housing, eldercare, healthcare, recycling, green energy production, and business incubation. In many jurisdictions, governments are encouraging democratic, citizen-led initiatives because they can deliver services in a cost-effective, transparent, and responsive way. The certificate course work and experiential activities will investigate this trend, supporting the JSGS content areas of social policy, innovation policy, and resource and environmental policy.

ANTICIPATED DEMAND

The consultations made it clear that there was a demonstrated need for a program that was relatively short, focused on policy and governance, and that could be rolled into a full degree (e.g., MPA). At the same time, the consultations and the experience at the JSGS Regina campus both indicated that the demand for the program is likely be relatively modest (the three Regina certificates started with an enrolment of 5 students; this quickly jumped to just over 20 students where it has stabilized). Most importantly, the Regina example provides strong evidence that students use the certificate as a means to test the possibility of completing full degrees: 14 certificate students at that campus have moved on to the MPA.

Audience

The certificate will be specifically directed at students living and working in western Canada. Although there are programs in co-operative management in Ontario, Quebec, and Nova Scotia, none of them focus on policy and governance. In addition, there is no graduate-level program focused on co-operatives in western Canada. Housing the certificate at the University of Saskatchewan will enable students with an interest in the area from across Saskatchewan and the other western provinces to access graduate training. The uniqueness of the content and the delivery of the certificate could also pull in students looking to advance their careers in co-operatives from across Canada. In time, there is also an opportunity to market the certificate to an international audience.

DESCRIPTION OF PROGRAM CHARACTERISTICS

Draft Calendar Entry

The Graduate Certificate in Social Economy and Co-operatives provides students with an understanding of the role played by co-operatives and social economy organizations in modern society. The certificate covers policy and governance topics relevant to understanding why co-operatives and social economy organizations form, how they operate, the challenges they face, the role of government and public policy in encouraging and supporting co-operative and social economy development, and the extent to which initiatives directed at co-operatives and the social economy represent good public policy.

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 (i.e. 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 Studies and Research Academic Information and Policies in this Catalogue for more information

• Please note that only those registered in the Graduate Certificate in the Social Economy and Co-operatives will earn the certificate. The certificate can be taken as a stand-alone program and the courses can be applied to the completion of an MPA.

Although the courses will be taught in Saskatoon, the certificate will be available to JSGS students in Regina as well.

Degree Requirements

The certificate program is comprised of 9 credit units (3 courses) as follows:

Required courses

JSGS 846.3: Co-operatives in the New Economy: Institutions, Governance, and Policy Please note that this course is a prerequisite for JSGS 885.3: Co-operative Governance and Leadership in Action

GSR 960.0: Introduction to Ethics and Integrity

3 credit units from the following:

JSGS 849: Social Economy and Public Policy

JSGS 885.3: Co-operative Governance and Leadership in Action (Prerequisite: JSGS 846.3:

Co-operatives in the New Economy: Institutions, Governance and Policy)

3 credit units from the following (Note: courses can only be taken once):

JSGS 801.3: Governance and Administration

JSGS 808.3: Ethical Leadership and Democracy in Public Service

JSGS 849.3: Social Economy and Public Policy

JSGS 885.3: Co-operative Governance and Leadership in Action

All courses taken by students in this program have a minimum passing grade of 70%. The Johnson-Shoyama Graduate School of Public Policy provides academic advising for this certificate.

Graduate Attributes

After completing this certificate, students are expected to be able to:

- analyze the historical and present-day conditions that led/lead to the formation of cooperatives and social economy organizations
- articulate the policy conditions that support the development of co-operatives and social enterprises
- evaluate the role of co-operatives and social economy enterprises in delivering services
- compare and contrast the governance structures in co-operatives, social economy, and other organizations
- reflect on a range of leadership and decision-making theories
- describe the relationship between co-operatives, the social economy, and the state

• apply the ideas and concepts learned in the program to specific co-operative and social economy organizations using the case study method

RESOURCES

The majority of the development costs of the proposed certificate have been related to staff time to undertake the consultation process and faculty time to develop two courses: JSGS 846.3: Cooperatives in the New Economy: Institutions, Governance, and Policy and JSGS 885.3: Cooperative Governance and Leadership in Action. These costs have been supported by external funding from CHS, Inc. (the largest agricultural co-operative in the United States) and therefore have not represented a drain of resources. The leadership and faculty of the JSGS have reviewed the proposed certificate and have integrated the courses listed above into the regular teaching assignments of JSGS faculty. Although the faculty associated with the new courses will have additional demands on their time, the research synergies created from teaching and the supervision of experiential learning projects will yield many opportunities for faculty to pursue their individual research agendas. There will be incremental demands on classroom space, but this impact will be small. The demand on IT support and library resources will be minimal.

Because the proposed certificate does not represent a significant demand on new resources, we have not approached the Provost's Committee on Integrated Planning.

Budget

This program will not change the budget allocations within the JSGS.

RELATED DOCUMENTATION

Appendix 1: Memorandum from JSGS Joint Curriculum Committee

Appendix 2: Letters of Support

Appendix 3: Existing JSGS Course Outlines

- JSGS 846.3: Co-operatives in the New Economy: Institutions, Governance, and Policy
- JSGS 885.3: Co-operative Governance and Leadership in Action
- JSGS 849.3: Social Economy and Public Policy
- JSGS 801.3: Governance and Administration
- JSGS 808.3: Ethical Leadership and Democracy in Public Service

CONSULTATION FORMS

At the online portal, attach the following forms, as required

Required for all submissions:

Consultation with the Registrar form

MEMORANDUM

TO:

Dr. Dionne Pohler, Johnson-Shoyama Graduate School of Public Policy (JSGS) Ms. Audra Krueger, Research, Education, and Liaison Officer, Centre for the

Study of Co-operatives

FROM:

Kathleen McNutt, Chair of Joint Curriculum Committee, Associate Director

Johnson-Shoyama Graduate School of Public Policy

DATE:

July 18, 2014

RE:

Graduate-level certificate in Social Economy and Co-operatives

Thank you once again for attending the joint curriculum committee (JCC) meeting on March 28, 2014 to present the proposal for a new graduate-level certificate in Social Economy and Cooperatives. As was outlined at our meeting, the committee supports the proposed certificate. It will be a very useful addition to the successful certificate program offerings available at the University of Regina campus of the Johnson-Shoyama Graduate School of Public Policy and thus will provide another avenue for students to explore public policy and governance topics. The program will also facilitate students who wish to gain specialized knowledge regarding the social economy and co-operative.

As was discussed at the meeting, the committee suggested the following changes be included in the full program proposal:

- The name of the experiential course be changed from "Co-operative Governance and Policy in Action" to "Co-operative Governance and Leadership in Action." The replacement of the word "policy" with "leadership" will better reflect the learning objectives of the course as well as help to distinguish the course from the theory course, "Co-operatives in the New Economy: Institutions, Governance and Policy."
- JSGS 846.3 Co-operatives in the New Economy: Institutions, Governance and Policy should be a prerequisite for JSGS 885.3 Co-operative Governance and Leadership in Action. Requiring the theory course as a prerequisite would ensure that students have the background in co-operatives necessary to undertake the experiential course and that they are able to view their experiences in a larger conceptual framework. Moreover, requiring JSGS 846.3 as a prerequisite would ensure that the experiential course is not over subscribed.

Please let me know if you have any questions regarding any of the items listed above. I wish you every success as you move your proposal through the approval process.

Sincerely,

Kathy M/Juth



May 27, 2014

College of Graduate Studies and Research Academic Programs Committee University of Saskatchewan

Dear Academic Programs Committee:

On behalf of the Edwards School of Business, I am pleased to express support for the *Graduate Certificate in Social Economy and Co-operatives* being proposed by the Johnson-Shoyama Graduate School of Public Policy (JSGS) in collaboration with the Centre for the Study of Co-operatives (CSC).

We have been consulted about the purpose and structure of this certificate program, and we do not have any objections to its introduction.

At this time, we do not see any potential for cross-listing of courses being offered between this program and the graduate programs offered at Edwards, and we are not providing any direct support for the introduction of this program. However, discussions about cross-collaborations across a variety of programs at Edwards and JSGS are ongoing.

I am available to provide any elaborations or clarifications you may require.

Sincerely,

Daphne G. Taras, Ph.D.

Dean, Edwards School of Business

DGT:see

Certificate in the Social Economy and Co-operatives

Estimated Incremental Revenues and Expenses

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition Revenue	\$ 10,719	\$ 14,435	\$ 18,224	\$ 18,406	\$ 18,590
Faculty Teaching Resources	\$ -	\$ -	\$ -	\$ -	\$ -
Net Incremental Surplus (Deficit)	\$10,719	\$14,435	\$18,224	\$18,406	\$18,590
Cumulative Net Surplus (Deficit)	\$10,719	\$25,154	\$43,378	\$61,784	\$80,375
Assumptions					
Number of new students per year	3	4	5	5	5
Tuition rate per course	\$1,191	\$1,203	\$1,215	\$1,227	\$1,239
Number of courses per student	3	3	3	3	3
Rate of tuition/cost increase per year	1%	1%	1%	1%	1%

The Johnson-Shoyama Graduate School of Public Policy, with campuses at the University of Saskatchewan and the University of Regina, is an interdisciplinary centre for public policy research, teaching, outreach and training.



September 8, 2014

College of Graduate Studies and Research, and Academic Programs Committee University of Saskatchewan

Dear Committee Members:

I am pleased to support the program proposal for the Graduate Certificate in the Social Economy and Cooperatives. Following the recommendation of the Johnson-Shoyama Graduate School of Public Policy (JSGS) Curriculum Committee, the proposal received a unanimous vote of approval from the school's Faculty Council on April 9, 2014.

The Graduate Certificate in the Social Economy and Co-operatives builds on the successful certificate program offered by the JSGS's Regina campus. The Regina campus program has been very valuable as a way of attracting new graduate students (both to the program alone and to the Masters of Public Administration via laddering). We expect a similar outcome at the Saskatoon campus.

The certificate can be offered using existing resources within the JSGS and the Centre for the Study of Cooperatives, which is now affiliated with the JSGS. The JSGS has three faculty with an expertise in this area and who are prepared to teach in the program. Moreover, the subject area of the certificate, with its focus on governance and policy, nicely fits JSGS's teaching and research interests. There is no need to approach the Provost's Committee on Integrated Planning (PCIP) for additional resources.

Please do not hesitate to contact me if there are any questions or concerns. This letter conveys my strong support and that of the JSGS.

Sincerely,

Michael Atkinson, Executive Director

Durch

Johnson-Shoyama Graduate School of Public Policy

/tlhp



MEMORANDUM

TO: Dr. Dionne Pohler, Johnson-Shoyama Graduate School of Public Policy (JSGS)

Ms. Audra Krueger, research officer, education, outreach and engagement, Centre for the

Study of Co-operatives

FROM: Fran Walley, chair, planning and priorities committee of Council

DATE: May 9, 2014

RE: Notice of Intent for a graduate-level certificate of proficiency in Social Economy and

Co-operatives

Thank you once again for attending the planning and priorities committee meeting on May 1st to present the notice of intent for a new graduate-level certificate of proficiency in Social Economy and Cooperatives. The committee supports the opportunities the certificate provides to offer flexible programming in a unique area to a variety of students, from those already enrolled in graduate studies to those students who wish to gain specialized knowledge regarding public policy and co-operatives without undertaking a master's degree. The new certificate builds upon the successful certificate program offerings available at the University of Regina campus of the Johnson-Shoyama Graduate School of Public Policy.

As proponents advance the proposal, the committee suggests the following information be included in the full program proposal:

- That the proposal articulate the courses associated with the certificate, and whether the courses
 required are new courses or existing courses to provide a clearer semblance of the teaching
 resources required to offer the program; and that the proposal affirm that the teaching resources
 required are in place.
- That consideration be given to having the two new courses being developed for the certificate program as required core courses in the program, to provide further cohesion within the program;
- That the proposal provide a clearer idea of the expected enrolment in the certificate program, informed by enrolment data from the certificate programs offered by the JSGS at the University of Regina;

- That the proposal and letters of support identify that the certificate program aligns with the
 university's planning with respect to promoting experiential learning and interdisciplinary
 programs; that the program focuses on community engaged scholarship and learning as a major
 area of strength; and that the program draws upon and features major institutes on campus;
- That the proposal clarify on whether current graduate students who have completed the five courses comprising the certificate program will be eligible to be awarded the certificate, regardless of their degree program;
- That consideration be given to promoting the certificate program to students already in programs in the school relative to the unique experience the program offers to interact in the classroom with professionals in co-operative and social economy organizations;
- That the proposal highlight that the program and its research synergies will result in new knowledge creation in the area of governance and policies surrounding co-operatives;
- That the accessibility of the program to students registered at either campus be noted in the proposal.

Please let me know if you have any questions regarding any of the items listed above. I wish you every success as you move your proposal through the approval process.

Sincerely,

har Walley.

c Roy Dobson, chair, academic programs committee

Brett Fairbairn, provost and vice-president academic Russ Isinger, registrar and director of student services

Russ isinger, registrar and director of student service

Michael Atkinson, Executive Director, JSGS

Murray Fulton, director, Centre for the Study of Co-operatives

Notice of Intent Johnson-Shoyama Graduate School of Public Policy and Centre for the Study of Co-operatives Social Economy and Co-operatives Certificate

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

The Johnson-Shoyama Graduate School of Public Policy (JSGS) is exploring ways of attracting new graduate students and of offering programs that speak to key policy issues in society. The *Social Economy and Co-operatives Certificate* is a way of addressing both of these goals. In terms of attracting new students, the Certificate builds on a similar and very successful certificate program offered at the University of Regina by the JSGS's Regina campus. The Regina campus certificates are designed to meet the needs of practicing public administrators, policy analysts and non-profit managers who have an interest in a particular area (the Regina certificates are in public management, health systems, public policy analysis and economic analysis) but who either do not want to enroll in a full degree program or are "testing" the waters to see if graduate studies is for them. Students can either complete the certificates as stand-alone activities or can ladder the courses they take into the regular Masters of Public Administration (MPA) program.

In terms of key policy issues, the global economic downturn, concerns about income inequality, and limitations in the goods and services being provided by the market and government have lead to a renewed interest in co-operatives and organizations operating in the social economy. The interests range from understanding how co-operatives and social economy organizations form and operate, to understanding the role of the state in encouraging and supporting co-operative and social economy development, to understanding the larger social and economic context in which co-operatives and social economy organizations operate. The proposed certificate would appeal to all of these interests. As well, the proposed certificate would appeal to managers in co-operatives, credit unions and social economy organizations that wish to increase their conceptual and technical skills along with their knowledge of the organizations in which they work.

The JSGS has been in discussions with the Centre for the Study of Co-operatives (Co-op Studies) regarding the collaborative offering of the *Social Economy and Co-operatives Certificate*. The certificate would involve students taking a package of three graduate courses (nine credit units) selected from a group of five courses. The JSGS's University of Regina campus has developed a number of certificate programs and the certificate proposed here would be similar to those offered at the U of R campus (please see http://www.schoolofpublicpolicy.sk.ca/Academic_Programs/MCert.php).

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

Following discussions with the JSGS and Co-op Studies management advisory board, Co-op Studies developed an inventory of existing educational programs that focus on co-operatives and the social economy. It then undertook an extensive consultation with local and national leaders (board members and executives) in the co-operative sector, academics, potential students and other stakeholders. This process helped to clarify the educational goals and to shape the content of the certificate. Specifically, the consultations made it clear that there was a demonstrated need for a program that was relatively short in length, that had a focus on policy and governance, and that could be used to ladder up to the completion of a full degree (e.g., the MPA).

The certificate will be specifically directed at students living and working in Western Canada. Although there are programs in co-operative management in Ontario, Quebec and Nova Scotia, none of them focus on policy and governance. As well, no graduate-level program focusing on co-operatives exists in Western Canada. Since proximity to the university is important in drawing in students, it is believed that housing the *Social Economy and Co-operatives Certificate* at the University of Saskatchewan will enable students from across Saskatchewan and the other western provinces with an interest in this area to access graduate training. The uniqueness of the content and the delivery of the proposed certificate could also be an opportunity to pull in students looking to advance their careers in co-operatives from across Canada. In time, there is also an opportunity to market the certificate to an international audience.

3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

On 1 July 2013, Co-op Studies became formally affiliated with the JSGS, which provides administrative oversight of the Centre. The certificate will leverage this new relationship by utilizing existing courses in JSGS and by augmenting the available courses through the development of two new ones. Overall JSGS students will have more course options, access to a new area of study/research and new experiential learning opportunities.

The proposed certificate supports a number of the goals set out by the *University of Saskatchewan's Third Integrated Plan 2012-2016* and the organizational goals of JSGS as described in *Strategic Directions 2011-2015* (Adopted February 2nd, 2011). There are three key areas of overlap in the JSGS and University planning documents: (1) the active shaping of the student body; (2) an increase in experiential learning opportunities; and (3) a focus on learner-centered programming

The certificate is an innovative academic program that will actively shape the student body at the University of Saskatchewan. The certificate will increase the number of

graduate students enrolled at the University of Saskatchewan. It will also affect the type of students enrolled, since the study of co-operatives and the social economy offers a nuanced means to problem solve in complex situations, thus appealing to individuals looking for creative solutions to some of the world's most challenging problems. Further, the shorter format of the certificate makes it possible for working professionals to acquire meaningful credentials in a feasible amount of time. Managers and others who are looking to advance their careers in their co-operatives would now have an opportunity to undertake relevant post-secondary study that does not take them away from work or family for long periods of time. Working professionals elevate class discussion and help students apply the theories and concepts presented in class to examples related to their work experience.

The proposed certificate is designed to increase experiential learning opportunities for students. An important component of experiential learning is to have students develop their research skills while investigating real-world problems. To accomplish this goal, the Centre will build on its long-standing relationships with the co-op sector to bring students into co-operative and social economy organizations to examine research questions that have been identified as relevant and pressing. One of the proposed new courses, Cooperative Governance and Policy in Action, will require students to work with with a cooperative or social economy organization to address an identified governance or policy issue and to critically reflect on this issue. Students will visit the co-operatives/social economy organizations and conduct interviews with senior level executives and/or board members. Through linkages with the decision makers, students will gain first hand knowledge of the real world problems with which these organizations are grappling. For some students their work may take the form of a project and report directed at a specific issue that a co-operative, credit union or social economy organization is facing. For other students their work may take the form of a written case study of a co-operative, credit union or social economy organization. In all cases, the result will be an experiential learning opportunity for students and new knowledge and expertise for co-operative and social economy organizations.

The certificate has been designed from a learner-centered perspective. The consultation process (with prospective certificate students, and students enrolled in other post-secondary co-operative programs) indicated strong demand for a learner-centered methodology in the design and delivery of the program. Students spoke about the importance of a program that had a focus on the background, work experience, talents, interests and needs of individual learners. Students also spoke about the need for attention to be paid to teaching practices that would encourage the highest levels of motivation, learning and achievement. To achieve this goal the Curriculum Innovation team at the Gwenna Moss Centre for Teaching Effectiveness was consulted. The certificate allows for an individualized methodology in that it encourages learners to build on their experience in co-operatives and social economy organizations. Likewise it will also allow students who are new to the field of co-ops to identify the most important areas of knowledge acquisition and to pursue them though the experiential learning activities and/or research/case study writing assignments.

It should also be noted that the proposed certificate addresses priorities that are unique to the University of Saskatchewan's integrated plan. The proposed certificate is a reflection of our local and global sense of place, as Saskatchewan is known as the heart of the cooperative movement in English Canada. Co-operatives and co-operatives values are a product of our culture and community as local populations undertake innovative and creative solutions to challenging environmental, social and economic problems.

The proposed certificate also reflects JSGS goals and principles that are prioritized in its planning document. The certificate provides a venue for expression of a core JSGS value – interdisciplinarity. The required courses and electives associated with the certificate will require students to engage with course content through an interdisciplinary lens as the proposed courses and existing courses draw extensively on literature from economics, political science, management theory, history, sociology and human resource management. Moreover the students in the certificate will come from a variety of educational backgrounds further strengthening the interdisciplinarity nature.

The proposed certificate will focus on one of the defining characteristics of co-operatives – governance. Unlike standard investor shareholder firms, co-operatives are organized by and for the people who use the goods/services, utilizing the critical one-member, one-vote principle. The focus on governance will allow students to explore JSGS core learning outcomes of multi-level governance, decision-making, ethical leadership and good governance.

As governments around the world redefine the areas in which they are active by reducing their role in such things as social housing, eldercare, healthcare, recycling, green energy production and business incubation, the opportunities for co-operatives increase. In many jurisdictions governments are encouraging democratic, citizen-lead initiatives because they are a means to deliver services in a cost effective, transparent and responsive way. This trend will be investigated through the certificate's course work and experiential opportunities, and will illuminate the JSGS content areas of social policy, innovation policy, resource and environmental policy.

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

Currently there are no other programs at the University of Saskatchewan that focus on cooperatives, policy and governance. As a result there is no duplication and no need for program deletion. Since the courses being developed for this certificate are regular JSGS graduate-level courses, they will be available to students in other programs on campus.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for

example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

The development costs of the proposed certificate have been supported by external funding, and therefore have not represented a drain of resources. The leadership and faculty of JSGS have reviewed the proposed certificate and have integrated the new course offerings into the regular teaching assignments. Although there will be incremental demands on classroom space, this impact is small. The demand on IT support and library resources will be minimal.

Because the proposed certificate does not represent a significant demand on new resources the Provost's Committee on Integrated Planning (PCIP) has not been involved.

Please submit through the Academic and Curricular Change Portal. For more information, contact:

Sandra Calver, Secretary, Planning & Priorities Committee of Council

c/o Office of the University Secretary phone 2192;

email sandra.calver@usask.ca

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: January 22, 2015

SUBJECT: Graduate Certificate in One Health

DECISION REQUESTED: *It is recommended:*

That Council approve the Graduate Certificate in One Health, effective May 1, 2015, and that Council's Bylaws be amended

to reflect the name of the new program.

PURPOSE:

The Graduate Certificate in One Health offers students an opportunity to develop capacity in in interdisciplinary problem-solving.in the emerging area of One Health, broadly defined as multiple disciplines working together to obtain optimal health for people, animals, and the environment.

DISCUSSION SUMMARY:

The certificate will be offered as a supplementary credential to students registered in discipline-specific master's and doctoral thesis programs at the university, with the goal of providing graduate students with interdisciplinary knowledge and a skill set relevant to One Health while permitting students to attain the requisite disciplinary depth in their core graduate program. The certificate program consists of two 3-cu courses, which can only be credited against the One Health Certificate program. The administrative home of the certificate program will be the Western College of Veterinary Medicine.

COMMITTEE REVIEW:

The academic programs committee discussed the proposal with proponents, Dr. Bruce Reeder, Department of Community Health and Epidemiology and Dr. Hugh Townsend, Large Animal Clinical Science and program chair, VIDO at its meeting on January 7, 2015, and recommended approval of the certificate program. The committee supports the program as innovative and practical, building on research and scholarship in the university's One Health signature area and the proximity of the health sciences on one campus.

ATTACHMENTS:

1. Proposal: Graduate Certificate in One Health [Certificate of Proficiency]



Memorandum

To:

Sandra Calver, Associate Secretary, Academic Programs Committee (APC) of University Council

CC:

Dr. Hugh Townsend, Department of Large Animal Clinical Sciences

Dr. Bruce Reeder, Department of Community Health and Epidemiology

From:

Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

Date:

January 6, 2015

Re:

New Program Proposal – Graduate Certificate of Proficiency in One Health

Consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the consideration of the Academic Programs Committee of University Council, please find appended to this memo:

- Motions for approval of the Graduate Certificate of Proficiency in One Health from the Graduate Programs
 Committee and the Executive Committee of CGSR
- The proposal for the creation of a new Graduate Certificate of Proficiency in One Health
- Consultation with the Registrar form
- Response from Planning and Priorities Committee of University of Council to Notice of Intent
- Notice of Intent for program proposal

The College of Graduate Studies and Research supported the creation of the new Graduate Certificate of Proficiency in One Health with a final motion to recommend the proposal to APC, carried by the College Executive Committee on January 6, 2015.

The Graduate Certificate of Proficiency in One Health is designed to strengthen research and training across the health science disciplines, interdisciplinary graduate schools and research facilities on campus. The program will provide important linkages to holistic health which supports aboriginal engagement and initiatives.

The Graduate Certificate of Proficiency in One Health will be available to graduate research students pursuing a PhD or thesis-based Master's degree. The Graduate Certificate of Proficiency in One Health would be completed concurrently with a degree program. It will require 6 credit units of coursework that cannot be credited toward another program.

Please do not hesitate to contact me to address any questions or concerns that may arise.

Trever Crowe, Associate Dean, CGSR



Memorandum

To: Sandra Calver, Associate Secretary, Academic Programs Committee (APC) of University Council

CC: Dr. Hugh Townsend, Department of Large Animal Clinical Sciences

Dr. Bruce Reeder, Department of Community Health and Epidemiology

From: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

Date: January 6, 2015

Re: Decisions by the CGSR Executive Committee and the Graduate Programs Committee regarding a new

Graduate Certificate of Proficiency in One Health

The Graduate Programs Committee considered the proposal for the creation of a new Graduate Certificate of Proficiency in One Health at meetings held on November 10, 2014, and December 8, 2014. Following the November meeting, the proponents were asked to respond to 8 issues identified in the proposal including: program attributes, the relationship and expected outcomes for the certificate outside the iTraP/CREATE grant, under-representation of faculty from some health fields, faculty continuity in program management, budget, course proposal information, grading, and outcomes of completion. The proponents were diligent in responding to issues identified and provided clarifications and revisions to resolve any concerns.

Motion: "To approve the new Graduate Certificate of Proficiency in One Health." Whiting/Racine CARRIED

The Executive Committee of CGSR considered the proposal for creation of a new Graduate Certificate of Proficiency in One Health at its meeting on January 6, 2015. Committee members discussed the purpose of the certificate noting that the number of certificates being offered at the institution appears to be on the rise. It was clarified that the certificate could not be a required component of a degree program.

MOTION: "To approve the proposed Graduate Certificate of Proficiency in One Health." Pohler/Eramian Carried



Memorandum

To: Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

Cc: Dr. Trever Crowe, Associate Dean CGSR

From: Dr. Hugh Townsend, Department of Large Animal Clinical Sciences

Dr. Bruce Reeder, Department of Community Health and Epidemiology

Date: December 1, 2014

Re: Proposal for a Graduate Certificate of Proficiency in One Health

We wish to thank the Graduate Programs Committee for their thoughtful review of the proposal for a Graduate Certificate of Proficiency in One Health. We have considered the committee's advice and offer the following response:

- 1. The Graduate Attributes listed in Appendix F of the proposal are indeed ambitious. Nevertheless, they have been achieved during the past two years by a motivated cadre of graduate students through a combination of coursework and research in their home program, and engagement in the Certificate Program. Several of the attributes, such as having a substantive area of knowledge and research expertise, derive primarily from the student's home program. Others, such as systems thinking, knowledge integration, and an appreciation of multiple perspectives, derive primarily from the Certificate Program. Leadership and professional skills, on the other hand, are developed in both programs.
- 2. The CREATE ITraP program has provided faculty at the University of Saskatchewan with two years of experience in innovative approaches to graduate training in One Health. Thorough evaluations conducted at the end of each year have guided the evolution of the program. There is a desire by both faculty and students engaged in the program to see it institutionalized as a Certificate Program. For the students, this will provide a recognized credential; for faculty and the institution, it will enhance the visibility and sustainability of graduate training in the university's One Health Signature Area. In addition to the training described in the present proposal for the One Health Certificate, the NSERC-funded CREATE ITraP program is able to offer students enrolled in that program a research stipend and funding for participation in a summer school and externship. These features are not available to Certificate students outside the CREATE ITraP program.
- 3. In each of the past two years, the breadth of faculty members engaged in the program has increased and the composition changed according to the cases and issues studied. Joining the

- program this year will be faculty from the Colleges of Medicine, Veterinary Medicine, Nursing, Pharmacy and Nutrition, Arts and Science, and all three interdisciplinary graduate schools (see ONEH 800 and 801 course proposals and Section 5.2 Faculty Resources in the Certificate Proposal).
- 4. Faculty and departmental commitments to the Certificate Program are recognized in the assignment of duties of participating faculty members. The proponents of the Program agree that this is essential to its strength and sustainability.
- 5. As outlined in Section 7 of the proposal and in the Letters of Support (Appendix J), until 2019/20, the administrative costs of the program will be covered by the CREATE ITraP program, after which time the Western College of Veterinary Medicine will do so, in part with generated tuition revenue.
- 6. GSR 400.1 New Graduate Course Proposal forms, as well as SESD Course Creation Information forms have been completed for both courses, and statements on academic honesty and the grading rubric have been included (Appendices H and I).
- 7. Following a thorough discussion, faculty members teaching in the program have decided to move grading of the two courses from Pass/Fail to Percentage Grades. On balance, the latter approach is felt to be most suitable in the long term.
- 8. The Learning Outcomes related to attitudes are ambitious. However, as evidenced by the student evaluations in the past two years, the innovative approach taken in these two courses has challenged and changed student attitudes to teams, science, and team science.

Thank you for your consideration of this proposal. We would be pleased to respond to any further questions the committee might have.

Best regards,



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

1. TITLE OF PROPOSAL: Graduate Certificate in One Health

Degree(s): Graduate Certificate of Proficiency

Field(s) of Specialization: One Health

Level(s) of Concentration: Option(s):

Degree College: Graduate Studies and Research

Home College: Western College of Veterinary Medicine

Contact person(s) (name, telephone, fax, e-mail):

Dr. Hugh Townsend Dr. Bruce Reeder

Professor Professor

Large Animal Clinical Science Community Health and Epidemiology

WCVM College of Medicine

Tel: 306-966-1514 Tel: 306-966-7934

Email: Email:

hugh.townsend@usask.ca bruce.reeder@usask.ca

Date: 1 December, 2014

Proposed date of implementation: May, 2015

2. TYPE OF CHANGE

Requiring approval by Council

- X A new Degree-Level program or template for program.
 - □ A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program.
 - Conversion of an existing program from regular to special tuition program.
 - □ A change in the requirements for admission to a program.
 - □ A change in quota for a college.
 - □ Program revisions that will use new resources.
 - □ A replacement program, including program deletion.
 - □ A program deletion (consult Program Termination Procedures, approved by Council in May 2001).

Requiring approval by Academic Programs Committee

- X Addition of a higher Level of Concentration to an existing Field of Specialization.
 - □ Addition of a new Field of Specialization at the Minor Level of Concentration.
 - □ A change in program options.
 - □ A change in the name of a Degree-level Program or Field of Specialization.
 - A change in the total number of credit units required for an approved degree program.

3. RATIONALE

3.1 Introduction

One Health is an interdisciplinary, multi-sectorial approach used to address the complex issues of the 21st century, as much in research and teaching as in the development of policies, programs and services.

One Health has been defined as "the collaborative efforts of multiple disciplines working together locally, nationally and globally to attain optimal health for people, animals and the environment" (American Veterinary Medical Association 2008). Although first articulated by Dr. Calvin Schwabe, Professor, University of California, Davis, in 1984 under the rubric One Medicine, One Health, these holistic principles have guided Indigenous peoples for millennia. The One Health approach has been endorsed by a number of professional organizations (Kahn, Kaplan, & Monath, 2013), the World Health Organization and the Public Health Agency of Canada.

Leading academic institutions are moving to strengthen their research and training programs in One Health. With a number of outstanding faculty, research centres and students, the University of Saskatchewan has an opportunity to position itself among Canada's most distinguished academic institutions for research and training in this emerging area. One component of such a strategy is the development of a graduate certificate in One Health.

Benefits to the Institution

Offering a Graduate Certificate in One Heath benefits the University of Saskatchewan in several ways: 1) it strengthens the institution's One Health Signature Area for research and scholarship; 2) it links established research and training programs of the health science faculties and research

institutions on campus (e.g., the Vaccine and Infectious Disease Organization and International Vaccine Center (VIDO/InterVac), Toxicology Centre, Global Institute for Water Security, Global Institute for Food Security, the Canadian Centre for Health and Safety in Agriculture (CCHSA) and Canadian Wildlife Health Cooperative); 3) it integrates the expertise of the three interdisciplinary graduate Schools (School of Public Health, School of the Environment and Sustainability, Johnson Shoyama Graduate School of Public Policy); 4) it develops capacity in interdisciplinary problem –solving essential for addressing today's complex problems; and 5) it provides important linkages to the holistic thinking that is central to Indigenous studies in the Department of Native Studies, the Indigenous Peoples Health Research Centre and Aboriginal Education Research Centre.

Benefits to Faculty

One Health facilitates collaboration and communication between faculty, across disciplines, and epistemologies. The Certificate in One Health will benefit faculty in a number of ways: 1) it will provide essential faculty professional development opportunities in interdisciplinary problem-based learning and interdisciplinary knowledge brokering (Anhold et al., 2012); 2) interdisciplinary team-teaching will support deeper understanding of the multiple approaches and ways of knowing used to solve complex problems (Gardner, 2013) and improve teaching ability (Barrett et al., 2011; Carpenter et al., 2007; Game & Metcalfe, 2009; Letterman & Dugan, 2004; Preves & Stephenson, 2009); 3) teaching in the program will promote interdisciplinary campuswide research collaborations and provide opportunities to deepen faculty experience in addressing One Health problems from a wide range of perspectives. All are foundational for development of an effective One Health program at University of Saskatchewan.

Benefits to Students

The Certificate in One Health helps future professionals to: 1) understand the connectedness of, and enhance the well-being of, animal and human health and the health of the environment; 2) obtain the interdisciplinary knowledge and skill sets needed to assess and respond to issues from these complex interactions; and 3) think across the continuum from scientific discovery to policy development. These abilities are increasingly important as more and more professionals from across disciplines are required to assess and respond to issues arising from the complex interactions of animals, humans, and the environment. The Certificate in One Health program will prepare graduate students to address complex problems in a creative, integrated, and systematic manner at an advanced level. They will learn how to navigate complex systems and develop strong skill sets in interdisciplinary knowledge analysis and integration. The Certificate program will also honor multiple ways of knowing, including the holistic nature of Indigenous thought (Battiste & Henderson, 2000).

3.2 Background

Many faculty members have been working in relative isolation on One Health issues without capitalizing on potential interdisciplinary collaborations in research and training. The University of Saskatchewan One Health Initiative has arisen to address this gap, and in doing so has engaged more than 40 faculty members and partners from government and industry. Following a two-day workshop in December, 2011 a One Health Leadership Committee was formed from a broad range of disciplines such as agriculture and bioresources, law, medicine, nursing and veterinary medicine. The Committee has developed a strategic plan identifying four areas of

strategic research focus and priorities for graduate and undergraduate training. The strategic plan was revisited and updated at a recent One Health Retreat, March 24-25, 2014. The present proposal for a new graduate training program in One Health is a component of that plan.

Three other initiatives have significantly impacted the design of the proposed program. First, in 2012, under the leadership of Dr. Baljit Singh, the University of Saskatchewan was awarded a \$1.65 million Natural Sciences and Engineering Research Council (NSERC) CREATE Training Program grant in Infectious Disease, Food Safety and Public Policy (http://www.usask.ca/wcvm/graduate_programs/ITraP_program/index.php) matched by an additional \$2.4 million of university monies. The program will provide 79 undergraduate, graduate, and post-doctoral fellowship stipends over a period of eight years (2012- 2020). Key components of this training program are an interdisciplinary One Health core course, seminar series, an annual week-long summer school with outstanding faculty, and internships in government and industry. These components have been offered during the 2012-13 and 2014-14 academic years as 898 courses. They have been carefully evaluated by participating students and faculty, and that input used to provide the foundation of this proposed certificate program. When the proposed Graduate Certificate in One Health is in place, it is expected that students within the CREATE program as well as students from outside of the program who are working in areas of One Health will register in the certificate program. Second, generous support from the staff and Curriculum Innovation Fund of the Gwenna Moss Centre for Teaching Excellence has helped: 1) to conduct an evaluation of the CREATE program's One Health problem-based learning course; 2) to survey best practices in interdisciplinary graduate education relevant to the program; and 3) to design the curriculum for the proposed Certificate in One Health. Third, through collaboration with the School of Environment and Sustainability, the proposed program has drawn upon expertise and experience of that unit in teaching interdisciplinary problem-based learning for sustainability. This has been of considerable value in the development of the present proposal.

3.3 Environmental Scan

A review of published literature identifies several promising practices for the effective teaching of One Health. It is advisable: 1) to focus on collaborative, interdisciplinary communication and problem solving skills (Cobbald, 2009; Hall & Weaver, 2001); 2) to ensure that content is diverse and flexible; and 3) to employ a systems thinking model that emphasizes holistic understanding of problems and approaches (Cobbold, 2009).

Structurally, the concept of One Health has been incorporated into curriculum in academic institutions in four ways (see Appendix A):

- 1. Integration of One Health into existing courses
- 2. One Health course(s)
- 3. One Health Certificate, Diploma, or Graduate Degree
- 4. Combined Degrees (e.g., MD or DVM with MPH)

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

4.1 Graduate Certificate

A new graduate program leading to a certificate of proficiency in One Health is proposed. Students enrolled in existing masters and doctoral programs at the University of Saskatchewan will be eligible to also enroll in the certificate as a supplementary qualification. The certificate would be recognized on the student's transcripts and a parchment awarded at convocation. For the purpose of the University of Saskatchewan, the integration of One Health into curriculum is effective if, and only if, it is integrated into curriculum across disciplines. To offer one course in One Health is an option, but a single course would not enable students to move to effective and competent application of the skills needed to solve One Health problems (Howard, 2004; Howard & Rapport, 2004). The certificate option maximizes development of an interdisciplinary knowledge and skill set while maintaining disciplinary depth in the student's core graduate program.

In North America, two academic institutions (Université de Montréal, University of Florida) offer certificate programs related to One Health. The Université de Montréal offers a Certificate in Veterinary Public Health: the animal-human-environmental interface. Students who complete an additional Certificate in Veterinary Public Health Interventions and a practicum/project are eligible to receive a Master's degree in Veterinary Public Health. This program is currently offered in French, but is to be offered in English in the coming years. The University of Florida offers a Certificate program in One Health, a Masters of Health Science (MHS) program with a concentration in One Health and a PhD program in Public Health with a concentration in One Health. In the United Kingdom one academic institution (University of Edinburgh) offers a One Health curriculum that permits progression from a Certificate to Diploma to a Master of Science degree. In the Edinburgh program it is possible to complete only a Certificate or Diploma. A detailed description of these programs is provided in Appendix B.

4.2 Guiding Principles of the Pedagogy

A collaborative, interdisciplinary, experiential approach to problem—based learning will guide all aspects of course development and implementation. The University of Saskatchewan's Certificate in One Health will be distinguished by the development of student skills in creative and critical problem-solving across disciplines, as well as interdisciplinary knowledge integration across cultures and sectors in local, national and global contexts. A key feature of the program is its online participation from international students, as well as students in various other locations across Canada.

Examination of issues in the program will take a holistic approach, based on a wide body of evidence that recognizes the importance of diverse ways of knowing for interdisciplinary problem-solving (Miller et al., 2011; Murphy, 2011). It is expected that students already come to the Certificate in One Health with significant content knowledge in the area of specialization of their graduate studies.

Using the Research Skill Development Framework (RDF) (Willison & O'Regan 2006) (Appendix C) teaching and learning activities will be carefully scaffolded so students will be guided from a level of closed inquiry with a high degree of structure and guidance to a level of

open inquiry with self-determined guidelines. The 4Mat Cycle (McCarthy & McCarthy 1987) (Appendix D) will be applied throughout the program to:

- 1. Motivate students (the Hook);
- 2. Build comprehension and knowledge (the Stuff);
- 3. Apply and analyze (the Practice); and,
- 4. Synthesize and evaluate (the Solo Flight).

Team teaching (rather than tag-team teaching) where "two or more teachers regularly and purposefully share responsibility for planning, presentation, and evaluation of lessons prepared for the same group of students" (Carpenter et al, 2007), will be routinely employed to stimulate and model effective interdisciplinary problem-solving. A recent review of team teaching by the School of the Environment and Sustainability informs this approach (Appendix E).

4.3 One Health Competencies

In recent years, attention has focused on the competencies required of health professionals to work effectively in interdisciplinary teams. The Canadian Interprofessional Health Collaborative has developed the National Interprofessional Competency Framework (2010), and a comparable effort in the U.S. identified the Core Competencies for Interprofessional Collaborative Practice (2011). This work has subsequently been applied to the field of One Health by the U.S. Agency for International Development (USAID 2012), and by an international consortium including WHO and the Food and Agricultural Organization (FAO) (Rome, 2012). Considering this background and the focus at the University of Saskatchewan, we propose that graduates of the program will exhibit the competencies in collaborative problem-solving and interdisciplinary knowledge integration outlined in Appendix F.

4.4 Learning Outcomes

Upon completion of the Certificate in One Health, graduates will demonstrate the specific knowledge, skills and attitudes outlined in Appendix G.

4.5 Proposed Program Structure and Content

The NSERC CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy provides the framework for the proposed Certificate Program in One Health. That Training Program enrolled 10 students in the academic year 2012-13, 20 in 2013-14, and conducted an independent evaluation of the two courses each year. The structure and content of the Certificate Program proposed below is based upon that experience and evaluation.

Program Requirements:

Registration:

Students must be registered in the College of Graduate Studies and Research in a thesis-based Masters or PhD program.

Admission Average:

A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study...

Admission Requirements:

Applicants will submit the following documents in the admission package:

- Transcripts
- Letter of intent
- Curriculum vitae
- Approval of the graduate student supervisory committee

The selected candidates will undergo an interview by the admission panel of the Program Committee.

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 Studies and Research Academic Information and Policies for more information

Degree Requirements:

This program consists of the following courses, totaling 6 credits units, to be completed during full-time enrolment during a one-year period, including:

- ONEH 800
- ONEH 801

Double-Counting:

There will be no double-counting permitted. Indeed, the six (6) credit units cannot be credited in a program other than the One Health Graduate Certificate.

The six (6) credit units (C.U.) will comprise the following components:

1. ONEH 800 Principles and Practice of One Health – 3 C.U. (Appendix H)

Students will learn skills in collaborative problem-solving and interdisciplinary knowledge integration in the field of One Health. Working in collaborative teams, students learn and apply analytical tools to identify and clarify goals, define the problem, assess alternatives and collaboratively devise policy-oriented approaches to resolve real-world problems at the human-animal-environment interface.

Permission of the department is required

2. ONEH 801 Seminar in Advanced Applications of One Health Problem-solving – 3 C.U. (Appendix I)

Working in collaborative teams, students choose and apply appropriate interdisciplinary problem-solving and decision-making tools to self-selected, current One Health problems. Students enrich the depth and breadth of their knowledge about One Health issues, learn about dilemmas and breakthroughs in the field, and hone their skills working

in intercultural, interdisciplinary teams. During the program, students will document their intellectual and emotional growth, and in a final assignment, reflect upon their learning, and its application in their thesis research and broader academic experience.

Permission of the department is required

Draft Catalogue Entry:

Admission Requirements:

- Students must be registered in the College of Graduate Studies and Research in a thesis-based Master's or PhD program. A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study.
- 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 Studies and Research Academic Information and Policies for more information
- Applicants will submit the following documents in the admission package:
 - Transcripts
 - Letter of intent
 - Curriculum vitae
 - Approval of the graduate student supervisory committee

The selected candidates will undergo an interview by the admission panel of the Program Committee.

Certificate Requirements:

This program consists of the following courses, totaling 6 credits units, to be completed during full-time enrolment during a one-year period, including:

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- ONEH 800.3
- ONEH 801.3

Please note: No double-counting permitted. The six (6) credit units cannot be credited in a program other than the One Health Graduate Certificate.

4.6 Administrative Structure

The administrative structure of Certificate Program in One Health will follow the model of another interdisciplinary program at the U of S, the graduate program in Environmental Engineering. The academic home of the Certificate Program in One Health will be the Western

College of Veterinary Medicine (WCVM). The Certificate Program Committee will be comprised of 6-8 faculty members from various colleges who are actively engaged in the teaching and supervision of students in the program. The Chair of the Committee and members will be appointed by the Dean of WCVM for a renewable two-year term. The Chair and Certificate Program Committee will function in a manner typical of the Chair and Committee of a Graduate Program as delineated by the College of Graduate Studies and Research (CGSR). The graduate program requirements will be defined by Certificate Program Committee, consistent with requirements of the College of Graduate Studies and Research, and will be met by all graduate students in the program. The Chair will report on matters related to the Program to the Dean, WCVM.

4.7 Student Advisory Committees

A student's Advisory Committee will be constituted as required by the Graduate Program Committee of the student's 'home' department. It will be strongly encouraged that the composition of the Advisory Committee of students participating in the One Health Certificate Program be interdisciplinary, and that the approach to the thesis matter reflect One Health principles. The student will meet all the standard requirements for the degree in the 'home' department.

5. RESOURCES

5.1 Administrative support

The academic home the program will be the Western College of Veterinary Medicine (WCVM). Administrative support, estimated to be 0.25 FTE, will be provided by the current full-time Program Coordinator of the NSERC CREATE Integrated Program in Infectious Diseases, Food Safety and Public Policy (ITrap), and, following the completion of that program in 2020, by the Office of the Dean, WCVM (Appendix J, Letters of Support).

5.2 Faculty resources

The faculty members currently engaged in the NSERC-funded CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy will continue their engagement: Leadership:

- Dr. Vikram Misra will serve as the inaugural Chair of the Certificate Program Committee.
- Dr. Cheryl Waldner will serve as Course Coordinator, Principles and Practice of One Health;
- Dr. Baljit Singh will serve as Course Coordinator, Seminar in Advanced Applications of One Health Problem-solving;

Teaching:

Faculty members who will contribute to instruction in the Certificate Program, within their assignment of duties, include:

- M.J. Barrett, School of the Environment and Sustainability
- D. Clark, School of the Environment and Sustainability
- T. Epp, Large Animal Clinical Sciences, WCVM
- V. Gerdts, Large Animal Clinical Sciences, WCVM and VIDO
- J. Gordon, Dept. of Medicine, Medicine
- E. Jenkins, Veterinary Microbiology, WCVM
- S. Kirychuk, Dept. of Medicine, Medicine
- V. Misra, Veterinary Microbiology, WCVM
- N. Muhajarine, Community Health and Epidemiology, Medicine
- C. Neudorf, Community Health and Epidemiology, Medicine
- N. Osgood, Computer Science, Arts and Science
- P. Phillips, Johnson Shoyama Graduate School of Public Policy
- B. Reeder, Community Health and Epidemiology, Medicine
- M. Schwandt, Community Health and Epidemiology, Medicine
- B. Singh, Veterinary Biomedical Sciences, WCVM
- H. Townsend, Large Animal Clinical Sciences, WCVM and VIDO
- C. Waldner, Large Animal Clinical Sciences, WCVM
- K. Wasan, Pharmacy and Nutrition
- P. Woods, Nursing
- G. Zello, Pharmacy and Nutrition

5.3 Space, ICT, Library needs

The Certificate Program will be administered out of the current office of the NSERC CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy in WCVM, hence new space is not required. As a number of participating students may be located outside of Saskatoon, a room with video conference capability and appropriate technical support will be necessary for both courses. The present facilities in WCVM are adequate. No new library needs are anticipated. See Appendix K, Consultation Forms

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Certificate in One Health will be a program available to highly qualified graduate students enrolled in an existing graduate program at the University of Saskatchewan. The program will complement their in-depth disciplinary training by enabling the students to develop the interdisciplinary knowledge and skills required to address complex health and environmental

(One Health) problems in an integrated manner. As it imposes academic and tuition requirements on students in addition to those of their home program, participation will be limited to motivated, outstanding students.

A majority of students participating in the NSERC CREATE ITraP are likely to enroll in the Certificate Program in One Health (estimate from survey of current students: 75%). As well, the Certificate Program will attract students from outside of the ITraP program, in particular from graduate programs in: Veterinary Microbiology, Veterinary Biomedical Sciences, Large Animal Clinical Sciences, Community Health and Epidemiology, Health Science, Schools of Public Health, Public Policy, Environment and Sustainability, Computer Science. The estimated future enrollment in the program is given in Table 1 below:

Table 1. Projected student enrollment in the Certificate Program in One Health

Students	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
ITraP students - enrolled in Certificate (total ITrap MSc/PhD students)	19 (26)	19 (25)	16 (21)	12 (16)	11 (14)	11 (14)
Non-ITraP students	5	6	9	13	15	15
Total	24	25	25	25	26	26

All academic units from which the Certificate Program will draw students are supportive and, indeed, currently direct their most capable students to it. As it is a supplementary academic qualification that students may acquire while completing the core requirements in their 'home' program, the Certificate Program will not compete with existing graduate programs for students. It is expected, rather, that the existence of such a unique program at the University of Saskatchewan will attract new graduate students to the institution.

7. BUDGET AND TUITION

Budget

The proposed courses have already been developed, pilot-tested and evaluated during the past two years as part of the NSERC-funded CREATE ITraP program with support from the Curriculum Innovation Fund of the Gwenna Moss Centre for Teaching Excellence. It is not anticipated that new faculty resources, space allocation, library or IT resources will be required to offer this program (Appendix K). For the years 2015-2020, the CREATE ITraP program has agreed to fund the administrative costs of the One Health Certificate Program. Beyond 2020, with generated tuition revenue from the program, the Western College of Veterinary Medicine has agreed to fund its administrative costs (Appendix J, Letters of Support).

Table 2. Budget for the Certificate Program in One Health

	2014 – 2020		
Annual Operating Costs	Total Costs	CREATE ITraP/WCVM Support	New Request
Administrative support (0.25 FTE ASPA Phase 1 target point + 17% fringe benefits)	16,735	16,735	-
General office operating expenses	5,000	5,000	-
Books	500	500	-
Computer software	1,500	1,500	-
Total Costs	\$23,735	\$23,735	-

Tuition

Students registered in the certificate will complete six (6) credit units and will pay for those six (6) credit units in addition to what is paid for their initial graduate degree. If a student is not able to complete the six (6) credit units, tuition per course will be charged.

Tuition Revenue (projected)

In the NSERC CREATE ITraP program on which the Certificate is modelled, 10 students were registered in 2012/13, and 20 students registered in 2013/14. By the academic year 2019/20, the graduate program is projected to enroll 26 students per year. At the estimated tuition rate of \$201.00 per credit unit for a graduate program (Institutional Planning and Assessment quote), the tuition per student will be \$1206.00 for the program. By 2019/20, total tuition revenue of \$31,356.00 will derive from the program (Table 3).

Table 3. Projected tuition revenue from the Certificate Program in One Health

Academic Year	Enrolment	Tuition Revenue
2014/15	24	\$28,944
2015/16	25	\$30,150
2016/17	25	\$30,150
2017/18	25	\$30,150
2018/19	26	\$31,356
2019/20	26	\$31,356

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APPENDIX A

ENVIRONMENTAL SCAN OF ONE HEALTH PROGRAMS

There are four ways that the concept of One Health has been incorporated into curriculum in academic institutions:

1. Integration of the One Health concept into content of existing programs

- a. Tufts University Cummings School of Veterinary Medicine
- b. University of Calgary Faculty Veterinary Medicine

2. One Health course(s)

- a. Duke University, North Carolina State University, and the University of North Carolina – Chapel Hill - North Carolina One Health Collaborative – One Health Course
- b. University of California One Health Centre for Expertise One Health course
- c. University of Illinois Center for One Health Illinois One Health course

3. One Health certificate, diploma, or degree

- a. University of Edinburg The Royal (Dick) School of Veterinary Studies Cert., Dip., or MSc
- b. University of Florida Department of Environmental & Global Health and College of Public Health and Health Professions Cert., MHS, PHD
- c. University of Montreal Faculty of Veterinary Medicine "Microprogrammes" in Veterinary Public Health Animal, Human, Environmental Health Interface

4. Combined degree (e.g., DM, DVM, MSc, PhD, etc.) programs with a Masters in Public Health (MPH) or a degree with specialization

- a. Ohio State University College of Veterinary Medicine and College of Public Health MPH with Veterinary Public Health specialization
- b. Tufts University DM & DVM with MPH
- c. University of Calgary Faculty Veterinary Medicine Department of Ecosystem and Public Health
- d. University of Illinois College of Veterinary Medicine and the School of Public Health, University of Illinois at Chicago DVM with MPH
- e. Virginia–Maryland Regional College of Veterinary Medicine Center for Public and Corporate Veterinary Medicine

APPENDIX B

ONE HEALTH PROGRAM DESCRIPTIONS

Across all institutions students are required to complete a set of core courses. Core courses are often face-to-face and often in an intensive format, except for one program that is web-based. For those programs that require the completion of additional courses these courses are often web-based.

There is not standard subject matter across programs or expectations for course completion. This being said, in general, across all programs in place, subject matter includes One Health concepts, applied applications, and the way in which these can be used to address public health issues. Two of the three programs use lectures and tutorials with the expectation of participation and examinations with one of the two also using field and laboratory exercises. One program uses a combination of presentations by the instructor, presentations by a guest expert, analysis activities, exploration activities, activities mapping, simulation activities, and reflective practice with a specific course that uses an experiential and solution-oriented approach to instruct students in interdisciplinary skills.

University of Edinburgh - Certificate in One Health

http://www.ed.ac.uk/schools-departments/vet/studying/postgraduate/taught-programmes/one-health

The program is structured to permit progression via Certificate, Diploma and MSc; however, it is also possible to finish at the Certificate or Diploma. The Certificate is designed to be completed over a period of 1 to 2 years. The Certificate is composed of three core courses (20 Credits - 200 Hours - each) each course taken over a period of 10 weeks. Training is web-based and uses a blend of online learning methods (e.g., video podcasts, web based discussion forums and expert tuition). The three courses in the Certificate are:

- Introduction to One Health (20 Credits);
- Applied Epidemiology, Surveillance and Observational Studies (20 Credits); and,
- One Health Policy and Practice (20 Credits).

The first course, *Introduction to One Health*, is designed to introduce students to the core concepts of One Health and related concepts (e.g., ecosystem health), the drivers of disease in a globalised world and the complex relationship between animals, humans and the ecosystem (or environment) as well as an overview of important issues in the field. In particular it will explore the inter-disciplinary nature of One Health and the role of the key actors within this framework. The second course, *Applied Epidemiology, Surveillance and Observational Studies*, is designed to increase students understanding of epidemiological principles, surveillance of disease and risk

management. The third course, *One Health Policy and Practice*, is designed to introduce students to the principles of global health governance and policy development (i.e., how policy is made and how policy can be changed).

University of Florida - Certificate in One Health

http://egh.phhp.ufl.edu/

The certificate is designed to be completed in a twelve month period and is earned through 18 to 20 days of intensive training at the University of Florida coupled with one term of web-based, asynchronous, distance learning training. Training includes lectures, tutorials, field experiences, laboratory exercises, public health demonstrations, and written examinations, with the goal of introducing students to the many facets of studying emerging infectious diseases. Disciplines reviewed include: epidemiology, environmental health, veterinary health, zoonotic diseases, epidemiology, entomology, microbiology, food production, food safety, water quality assessments, and outbreak investigations. The Certificate is awarded after a student successfully completes the 9 credits of prescribed course work with a grade point average (GPA) of at least a 3.0 on a 4.0 scale. After demonstrating excellence in performance, successful certificate trainees may compete for further scholarship support (Fogarty, USAID, etc.) and apply 9 credits of the training towards a Masters in Public Health at the University of Florida:

On-site courses:

An Introduction to One Health Problem Solving (PHC 6006 2 credits)

Public Health Laboratory Techniques (PHC 6561 1 credit)

An Introduction to Entomology Zoonotic Diseases and Food Safety (PHC 6515 3 credits) On Line course:

PHC 6313: Environmental Health Concepts in Public Health (3 credits): This 16 week, asynchronous web-based.

Master of Health Sciences (MHS) – One Health Concentration

This program emphasizes working across public health, veterinary health, and environmental health disciplines to tackle difficult health problems.

The MHS One Health curriculum addresses a diverse range of health issues but has a strong focus upon infectious diseases. Courses and other educational experiences are structured to enable students to develop competence in very specific health skills. Recommended undergraduate prerequisite training for One Health degrees include basic biology, chemistry, physiology, and college algebra.

The program offers particular depth in how infectious diseases are transmitted at the human-animal interface; how the environment impacts such disease transmission; and how we can predict and mitigate new and current disease threats. An emphasis is placed upon agricultural industries, biosecurity, entomology, zoonotic diseases, animal health, food production, pathogen detection and identification, and environmental controls. Through elective courses, students may draw on the extensive expertise of University of Florida faculty from diverse disciplines to gain special training in a specific field of interest. Where possible, students will emerge well versed in One Health problem solving via partnerships with industry.

PHD in Public Health – One Health Concentration

This program requires a minimum of 90 post-baccalaureate credit hours. These credits will include core public health coursework (15 credits); quantitative methods and statistics (12 credits); professional issues (7 credits); concentration area (35 credits); supervised research (3 credits); supervised teaching (3 credits); and dissertation research (15 credits). Recommended undergraduate prerequisite training for One Health degrees include basic biology, chemistry, physiology, and college algebra.

The One Health concentration is a research-oriented health degree that emphasizes working across public health, veterinary health, and environmental health disciplines to tackle difficult health problems. This program is designed to bridge the gap between various areas of animal, plant, and human health to improve the wellbeing of all species.

Université de Montréal - "Microprogrammes" in Veterinary Public Health - Animal, Human, Environmental Heath Interface

http://www.medvet.umontreal.ca/etudes/2_3cycles/microprogramme/sante_publ.html

The Certificate is designed to be completed over a period of 1 year. The Certificate is composed of six core courses (1-2 Credits each) and four electives. Three of the courses are completed on-site during a 4 to 5 day face-to-face, intensive training per course in Saint-Hyacinthe and three of the courses completed off-site during terms of web-based, training. On-site training includes lectures and tutorials that use a combination of presentations by the instructor, presentations by a guest expert, analysis activities, exploration activities, activities mapping, simulation activities, and reflective practice while off-site training includes "any time" and "real-time" exchanges and interactive, conference sessions The six course courses in the Certificate are:

- Ecosystems and global issues in Veterinary Public Health (2 Credits On-site);
- Food Security: Issues and Challenges (2 Credits On-site);
- Communication, Leadership and Transdisciplinarity (1 Credit On-site);
- Applied Veterinary Epidemiology (2 Credits Off-site);
- Quantitative Methods: Case Studies in Veterinary Public Health (2 Credits Off-site); and.
- Zoonoses and Veterinary Public Health Problems (2 Credits Off-site).

The first course, *Ecosystems and Global Issues in Veterinary Public Health*, is designed to introduce students to the ecosystem approaches to health in particular the "One World, One Health" approach. The second course, *Food Security: Issues and Challenges*, is designed to introduce students to the concept of food security, the issues, their relationship to public health and the challenges. The third course, *Communication, Leadership and Transdisciplinarity*, is designed to introduce students to the challenges of communication in the context of transdisciplinary work, the types of leadership practices and to understand their importance to the team. The fourth course, *Applied Veterinary Epidemiology*, is designed to introduce students to epidemiologic principles. The fifth course, *Quantitative Methods: Case Studies in Veterinary Public Health*, is designed to introduce students to the application of quantitative methods of

data analysis. The sixth course, *Zoonoses and Veterinary Public Health Problems*, is designed to introduce students to the public health issue of zoonotic diseases and the environmental and socio-economic context in which these diseases operate.

APPENDIX C

RESEARCH SKILL DEVELOPMENT FRAMEWORK (Willison & O'Regan 2007)

Research Skill Development Framework

A conceptual model to make explicit the incremental and cyclic development of student research skills

LEVEL OF STUDENT AUTONOMY

	Level 1	Level 2	Level 3	Level 4	Level 5
	Students research at the level of a closed Inquiry* and require a high degree of structure/guidance	Students research at the level of a closed inquiry* and require some structura/guidance	Students research independently at the level of a closed inquiry*	Students research at the level of an open Inquiry* within structured guidelines	Students research at the level of an open inquiry* within self-determined guidelines in accordance with the discipline
A. Students embark on Inquiry and so determine a need for knowledge/ understanding	Respond to questions/tasks arising explicitly from a closed inquiry.	Respond to questions/tasks required by and implicit in a closed inquiry.	Respond to questions/tasks generated from a closed inquiry.	Generate questions/aims/ hypotheses framed within structured guidelines.	Generate questions/aims/hypotheses based on experience, expertise and literature.
B. Students find/generate needed information/data using appropriate methodology	Collect and record required information/data using a prescribed methodology from a prescribed source in which the information/data is clearly evident.	Collect and record required information/data using a prescribed methodology from prescribed source/s in which the information/data is not clearly evident.	Collect and record required information/data from self-selected sources using one of several prescribed methodologies.	Collect and record self-determined information/data from self-selected sources, choosing an appropriate methodology based on structured guidelines.	Collect and record self-determined information/data from self-selected sources, choosing or devising an appropriate methodology with self-structured guidelines.
C. Students critically evaluate information/ data and the process to find/generate this of information/data	Evaluate information/data and the inquiry process using simple prescribed criteria.	Evaluate information/data and the inquiry process using prescribed criteria.	Evaluate information/data and the inquiry process using criteria related to the aims of the inquiry.	Evaluate information/data and the inquiry process comprehensively using self-determined criteria developed within structured guidelines.	Evaluate information/data and the inquiry process rigorously using self-generated criteria based on experience, expertise and literature.
D. Students organise information collected/ generated and manage the research process	Organise information/data and manage the research process according to a simple prescribed structure.	Organise information/data and manage the research process according to prescribed structures.	Organise information/data and manage the research process by adapting provided structures.	Organise information/data and manage the research process using self-determined structures that fit prowided guidelines.	Organise information/data and manage the research process using self-determined protocols in accordance with the discipline.
E. Students synthesise and analyse and apply new knowledge	Synthesise and analyse information/data to reproduce existing knowledge in prescribed formats. Ask questions of clarification/curiosity.	Synthesise and analyse information/data to reorganise existing knowledge in standard formats. Ask relevant, researchable questions.	Synthesise and analyse information/data to construct emergent knowledge. Ask rigorous, researchable questions based on new understandings.	Synthesise, analyse and apply information/data to fill recognised knowledge gaps.	Synthesise, analyse and apply information/data to fil self-identified gaps or extend knowledge.
F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues	Use mainly lay language and prescribed genre to demonstrate required knowledge and understanding for lecturer/teacher as the audience.	Use some discipline-specific language and prescribed genre to demonstrate self-selected knowledge and understanding from a stated perspective and for a specified audience.	Use mostly discipline-specific language and appropriate genre to demonstrate knowledge and understanding within a field from a scholarly perspective and for a specified audience.	Use the language of the discipline and appropriate genre to address knowledge and understanding gaps from several perspectives for a self-selected audience.	Use the language of the discipline, choosing appropriate genre to extend knowledge and understanding, from diverse perspectives for a range of audiences.

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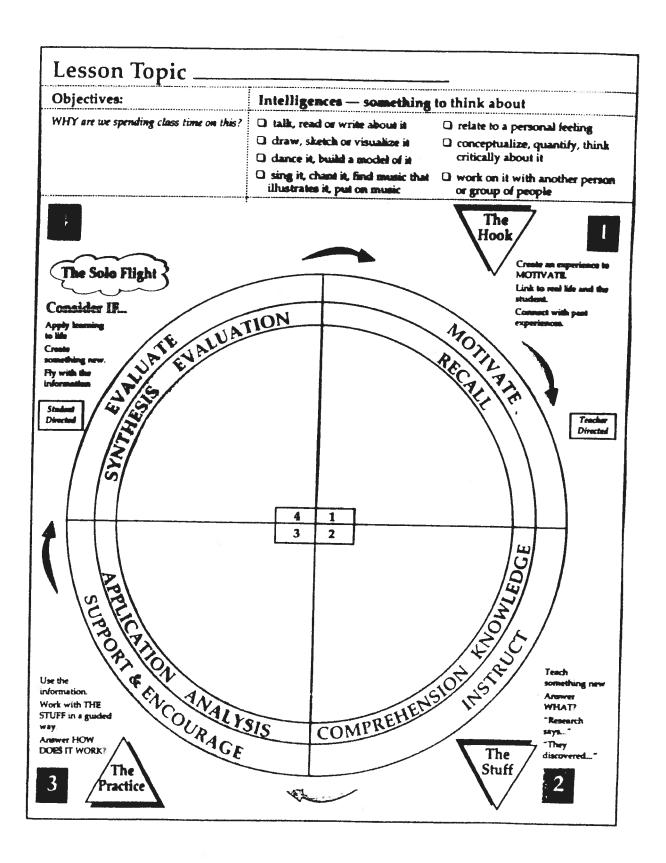
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^{*} closed = lecturer specified, open = student initiated. Lecturers and teachers determine scope of inquiry and standard required; student achievement determines the Level their research actually attains. For example, the provision of an open inquiry within structured guidelines (Level 4) in the First Year University context will see some students providing evidence of Level 1 attainment for a specific facet, with others demonstrating Level 3 or Level 4, depending on their degree of rigour.

APPENDIX D

THE 4 MAT CYCLE (McCarthy & McCarthy 1987)



SPDU

SIDRU

APPENDIX E

LITERATURE REVIEW – TEAM TEACHING IN HIGHER EDUCATION

Literature Review: Team Teaching in Higher Education

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Aimee Schmidt, M.J. Barrett & Maureen Reed

Appendix 1

Team Teaching in Higher Education Literature Review Summary

Advantages for	 Exposure to multiple perspectives
Students	 Greater learning opportunities
	 Increased student participation
	 Increased levels of student satisfaction and enthusiasm
	 Improved quality and quantity of feedback
Disadvantages for	Difficulties adjusting to the unconventional classroom
Students	structures
	 Anxieties over assessment practices
	 Need to adjust to various teaching styles within one
11	classroom
	 Difficulty figuring out the main points of the lesson
	Feeling overwhelmed and confused about meeting the
	expectations of more than one teacher
	Being presented with too much information over too short a
	time period
Advantages for	Improved teaching abilities
Teachers	Classroom management is easier
	Enhanced conflict management and collaborative skills
	Renewed motivation to teach and increased pleasure in
	teaching
*	Greater insights into course content
	Opportunities for new research
Disadvantages for	Team teaching is time consuming
Teachers	 Faculty with already busy workloads are discouraged by the
reactions	belief that team teaching is too demanding
	Budget limitations
	 There are few incentives for teachers to participate in team
	teaching since institutional polices push faculty towards
	research excellence rather than pedagogical excellence
	PP 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	· · · · · · · · · · · · · · · · · · ·
	The depondent nature of team teaching raises the potential
	for interpersonal conflict
	 Loss of individual autonomy is persistent frustration for team teachers
	Loss of flexibility that occurs within the team taught classrooms that makes it barder to eath up on lost time.
What is	classrooms that makes it harder to catch up on lost time
vviiat is	 Good relationship between collaborating teachers

necessary for	 Teachers should have compatible personalities that allow
effective team	them to work together.
teaching?	 Teachers need to have a shared vision and shared objectives
	 A clear definition of roles for each team member is necessary
	so that each teacher knows exactly how they can contribute
	to a course
	 Team members must be able to reach a consensus regarding
	instructional strategies, materials, grading, etc.
	Time should be taken to co-develop the syllabus and co-plan
	the course content
	The structure of the course should be constantly
	renegotiated throughout the semester
	 Teachers need to provide students with some form of
	resolution at the end of the class.
	 Consistent grading strategies are vital for maintaining
	student satisfaction
	 Students should be informed upon enrollment that the
	course will be team taught
	 Team teachers need to put on a unified front in the classroom
	One instructor may take the lead in topics over which they
	have greater expertise, however, the other should interrupt
	to share relevant perspectives and experiences
i*	 It is important that students view teachers as having equal
	authority
Toom tooghing	
Team teaching and	Team teaching is commonly seen as a tool for blurring
·	disciplinary boundaries
Interdisciplinarity	True interdisciplinary teaching demands not only presenting
	information but also comparing and contrasting
	philosophical and methodological assumptions.
	 For content to become truly integrated by interdisciplinary
	teams colleagues need to learn from each other
	 Structuring interdisciplinary courses around problems is a
:	successful team teaching approach
	 Teaching the course multiple times allows for a more
	successful presentation of connections across disciplines
Team Teaching	Team teaching reinforces the importance of alternative
and Sustainability	viewpoints and perspectives to a much greater degree than
	non-team-taught courses
	 Team teaching increases students' sensitivity to the
	complexity of environmental issues
	Students learn that academic disciplines are not always
	mutually exclusive and that more is accomplished working
	interdisciplinarily
	 Team teaching provides a level of disciplinary integration
	that is necessary for environmental education
	 Team teaching is increasingly being employed as a method
	for teaching about sustainability

APPENDIX F

GRADUATE ATTRIBUTES

Upon completion of the One Health Certificate graduate students will be able to:

- Think holistically with a systems approach
 - o Apply critical and creative thinking to one health problems
 - o Transcend disciplinary boundaries to achieve harmonious integration of human, animal and natural systems
 - o Identify and assess how human, animal and natural systems work and interact
- Integrate a range of perspectives and ways of knowing
 - Demonstrate and encourage respect for a range of perspectives and ways of knowing including those of Indigenous Peoples
 - o Articulate the benefits and limitations of a range of perspectives and ways of knowing
 - o Be profoundly aware of their own position, its strengths, limitations, and assumptions
- Have a substantive area of expertise in keeping with their program of study.
 - o Have substantive expertise within their chosen field of study
 - o Create, analyze, synthesize and communicate within their field(s) of study
 - o Communicate their expertise effectively to those outside that field
- Have research expertise
 - o Recognize the processes of research
 - o Design and execute effective interdisciplinary research
 - o Synthesize, integrate, analyze and evaluate data for the purpose of creating new knowledge
- Demonstrate collaborative, leadership and professional skills in knowledge sharing
 - o Work effectively in interdisciplinary and multisectoral teams
 - o Effectively manage self in the context of sustainability projects (e.g. setting realistic deadlines, being reliable, working effectively under uncertainty, solving problems, maintaining a positive attitude, modelling professional conduct
 - o Facilitate, mediate, translate, and communicate knowledge to appropriate audiences in many different forms
- Demonstrate ethical behaviour and understanding in practice and research
 - o Articulate the principles of ethics applied to their field of research and practice
 - o Understand the ethical dimensions of working with communities, including indigenous communities
 - o Conduct research in an ethical manner

- Integrate knowledge and principles from the domains of basic science, clinical practice and policy development and implementation
 - o Comprehend the lexicon of these One Health domains
 - o Describe the process of policy development and means to influence it
 - O Understand the roles of academia, government and industry in these domains, and the means to integrate across these domains

APPENDIX G

LEARNING OUTCOMES

Course 1 Learning Outcomes:

Upon completion of the course students will:

Knowledge:

- Understand the difference between problem-oriented and solution-oriented approaches to one-health problems (intermediate level)
- Describe several problem-solving and decision-making frameworks, the strengths, limitations, and appropriate applications of each (intermediate level)
- Demonstrate knowledge of a range of specific analytical tools (e.g. multi-variant analysis) valuable in assessing one health problems (intermediate level)
- Describe a range of knowledge systems/multiple 'ways of knowing' (introductory level)
- Demonstrate knowledge within one's primary area of study, and its place within a one health paradigm
- Articulate the impact of personal standpoint on one's assessment of a problem (intermediate level)

Skills:

- Apply critical and creative thinking in problem-solving (intermediate level)
 - Select and apply frameworks and other relevant tools appropriate to analyzing one health cases
 - Efficiently access and evaluate information within one's own discipline (intermediate level); know how to effectively assess information beyond one's own discipline
 - o Apply a problem-oriented approach to one-health problem-solving (intermediate level)
- Work effectively in interdisciplinary, intercultural and/or cross-sectoral teams
 - o Communicate effectively in inter-personal/-sectoral/-cultural/-disciplinary settings
 - o Demonstrate skill in contributing one's expertise (in appropriate ways) to onehealth problems (advanced)
 - o Participate effectively in collaborative problem-solving and decision-making in inter-personal/-sectoral/-cultural/-disciplinary settings (intermediate level)
 - o Apply effective leadership skills (including the ability to give and receive effective feedback) (introductory level)
 - o Work effectively on-line with collaborators in distant locations (advanced level)
- Apply principles of risk assessment and management (introductory level)
- Effectively conduct policy analysis and policy development (intermediate level)

- Apply principles of ethics in problem-solving (introductory level)
- Demonstrate skills of a reflective practitioner (advanced level)

Attitudes - students will demonstrate the attitudes of:

- Critical inquiry
- Openness
- Respect
- Flexibility
- Humility
- Integrity and ethics
- Social and environmental responsibility

Course 2 Learning Outcomes

On completion of the course students will:

Knowledge:

- Demonstrate understanding of current one health dilemmas and breakthroughs
- Articulate the impact of personal standpoint on one's assessment of a problem
- Demonstrate knowledge within one's primary area of study, and place it within a one health paradigm
- Demonstrate effective application of integrated science
- Know a select number of international, national and local decision-making organizations and structures relevant to One Health

Skills:

- Effectively apply appropriate problem-solving and decision-making frameworks and tools (introduced in Course 1, or learned elsewhere) to:
 - o Investigate, analyze and present various aspects of one-health problem
 - o Identify gaps in current knowledge
 - o Demonstrate understanding of the roles, strengths and limitations of selected framework and tools
 - Recommend and present policy alternatives
- Demonstrate ability to communicate one's own disciplinary knowledge to a multidisciplinary audience
- Demonstrate skills of a reflective practitioner

• Apply principles of ethics in problem-solving

Attitudes - students demonstrate the attitudes of:

- Critical inquiry
- Openness
- Respect
- Flexibility
- Humility
- Integrity and ethics
- Social and environmental responsibility

APPENDIX H

Course Outline

Principles and Practice of One Health – 3 C.U.

Catalogue Description: Students will learn skills in collaborative problem-solving and interdisciplinary knowledge integration in the field of One Health. Working in collaborative teams, students learn and apply analytical tools to identify and clarify goals, define the problem, assess alternatives and collaboratively devise policy-oriented approaches to resolve real-world problems at the human-animal-environment interface.

Pre-requisites:

Students are expected to come to the program with, and further develop in their home graduate program, an area of substantive expertise, research expertise and the ability to access and evaluate information within their respective discipline.

Program Context:

This is the first of two official requirements for a Graduate Certificate in One Health. The other requirement is a seminar in *Advanced Applications of One Health Problem-Solving* (3 CU). In addition, students are expected to engage in complementary experiences outside of the formal course structure and demonstrate the characteristics and qualities of a reflective practitioner.

Marking Approach:

Evaluation in this course is by a percentage grade, with a pass being a grade of 70%. The University of Saskatchewan College of Graduate Studies assessment criteria apply. Students will be required to submit a group contract with each group assignment.

Teaching and learning approaches:

A collaborative, interdisciplinary, experiential approach to problem—based learning will guide all aspects of course development and implementation. The course is distinguished by the development of student skills in creative and critical problem-solving across disciplines and the inclusion of multiple ways of knowing. Teaching and learning approaches will include (but are not limited to): problem-based learning groups, case studies; readings and discussion; lectures; cooperative learning modules such as literature jigsaws; and instructor and student-led seminars. Because of the frequently changing nature of One Health problems and the fact that instructors will be bringing their own expertise to each of the cases, materials for individual cases and case selection will evolve over time.

Course schedule and structure:

Classes will meet for 3 hours, once a week, unless otherwise agreed to by all class participants and instructors. Ongoing reflection and feedback from cooperative learning groups, as well as questionnaires, facilitated discussion, and a formal student survey and focus group discussions will contribute to the evaluation and emergent aspects of the course design.

Learning Goals: On completion of the course students will demonstrate an intermediate level of knowledge, skills and attitudes to enable them to participate effectively in:

- 1. Collaborative problem-solving
- 2. Interdisciplinary knowledge integration (biomedical-clinical-social-cultural-policy)

Learning Outcomes: Upon completion of the course students will:

Knowledge:

- Understand the difference between problem-oriented and solution-oriented approaches to One Health problems (intermediate level)
- Describe several problem-solving and decision-making frameworks, the strengths, limitations, and appropriate applications of each (intermediate level)
- Demonstrate knowledge of a range of specific analytical tools (e.g. multi-variant analysis)
 valuable in assessing One Health problems (intermediate level)
- Describe a range of knowledge systems/multiple 'ways of knowing' (introductory level)
- Demonstrate knowledge within one's primary area of study, and its place within a One Health paradigm
- Articulate the impact of personal standpoint on one's assessment of a problem (intermediate level)

Skills:

- Apply critical and creative thinking in problem-solving (intermediate level)
 - Select and apply frameworks and other relevant tools appropriate to analyzing One Health cases
 - o Efficiently access and evaluate information within one's own discipline (intermediate level); know how to effectively assess information beyond one's own discipline
 - o Apply a problem-oriented approach to One Health problem-solving (intermediate level)
- Work effectively in interdisciplinary, intercultural and/or cross-sectoral teams
 - Communicate effectively in inter-personal/-sectoral/-cultural/-disciplinary settings
 - Demonstrate skill in contributing one's expertise (in appropriate ways) to One Health problems (advanced)
 - Participate effectively in collaborative problem-solving and decision-making in interpersonal/-sectoral/-cultural/-disciplinary settings (intermediate level)
 - Apply effective leadership skills (including the ability to give and receive effective feedback) (introductory level)
 - Work effectively on-line with collaborators in distant locations (advanced level)
- Apply principles of risk assessment and management (introductory level)
- Effectively conduct policy analysis and policy development (intermediate level)
- Apply principles of ethics in problem-solving (introductory level)
- Demonstrate skills of a reflective practitioner (advanced level)

Attitudes - students will demonstrate the attitudes of:

- Critical inquiry
- Openness
- Respect
- Flexibility

- Humility
- Integrity and ethics
- Social and environmental responsibility

Required Texts:

- Bennett, L.M., Gadlin, H., Levnine-Finley, S. (2010). *Collaboration & Team Science: a Field Guide*. Bethesda, MD: National Institutes of Health.
- Clark, S.G. 2011. *The Policy Process: A Guide for Natural Resource Professionals*. Yale University Press, New Haven, CT.

Case materials and additional analysis frameworks will be provided by individual case instructors.

Recommended:

- Clark, T.W., Stephenson, M.J., Ziegelmayer, K., and Rutherford, M. (editors). 2001. Species and Ecosystem Conservation: an interdisciplinary approach. Yale School of Forestry & Environmental Studies Bulletin Series, no. 105 (selected chapters). URL:

 http://environment.yale.edu/publication-series/biodiversity and ecosystems/792 Selected chapters.
- Clark et. al. Solving problems in Endangered species Conservation: An Introduction to Problem
 Orientation from An Interdisciplinary Approach to Endangered Species Recovery: Concepts,
 Applications, Cases. Selected chapters.
- Patton, B., Fisher, R., Ury, W.L. (2011). *Getting to Yes: Negotiating Agreement without Giving In.*Penguin Books.

Assignments	Proportion of final grade
Teaching Case (topic to be determined by instructor):	ungraded
In pairs, using the policy sciences framework, students will name elements of their epistemological, disciplinary and cultural standpoint, then conduct and present either a social or decision process analysis of the faculty-selected selected issue. This assignment will apply the concepts of the Policy Sciences Framework. Due date: Classes 2, 3.	
Policy Sciences Framework Quiz: Students will complete, in class, a quiz defining key terms in the Policy Sciences Framework (Clark, p. 10). Date: Class 3	self-assessed

Case 2 (Nipah Virus Disease): Problem Analysis (groups): Students will be given a set of case materials on a specific One Health problem. Working with that material in groups of 3-5, students will define the problem; summarize and project historical, current, and future trends; identify underlying influences and gaps in knowledge; complete a social process and a decision process analysis, and identify, evaluate and recommend policy alternatives, using the Policy Sciences Framework. Student-generated tables and figures are highly encouraged as ways to economically	40%
summarize and present information. Oral presentation (20 minutes) and paper	5 ×
(approx. 6000 words).	
Due date: Class 7	
Case 3: Integrated Science (Food Borne Disease): Working in small groups, using an Integrated Science framework, students will prepare an individual synthesis of the current understanding of the science underlying the Food Borne Disease case study. Due date: Class 11	30%
Case 4: Student-developed Case Study. Group problem analysis: Working in two	30%
teams, students will design a case study, with specific learning outcomes and	
deliverables, for their peers. These teams will then present their deliverables to the	174
class in an oral presentation (30 minutes) and written analysis (approx. 6000 words).	
Due Date: Case study materials to peers – Class 9; Group Presentations - Class 12	
Program Survey and Focus Group Discussion: This reflective process will close the	
course. It includes an online survey reflecting on the course, as well as an in-class	
focus group discussion identifying strengths and areas of change for the course, and	
the One Health Certificate program.	
Due Date: Class 13	
Self-reflection/assessment of learning and participation: survey and focus group.	Ungraded
Plus free-form self-reflection. Formal reflections will be assigned twice throughout	(used for
the term (after the first case, and at the end of term). They may take both visual and	certificate
written forms. The final reflection must identify key areas of growth and learning;	portfolio at
understandings of one health; and key elements of standpoint, and interdisciplinary	the end of
problem-solving. In addition to many self-selected portfolio items, these reflections	course 2)
will contribute to students' portfolios which will be presented at the end of the	
program.	

Provisional Class Schedule (based on 3 hours of class time per week):

Two-thirds to three-quarters of class time will be spent directly working on cases as shown in the provisional course schedule below. The remaining class time will be spent on instructor-led learning modules, carefully scaffolded to support skill and knowledge development in collaborative problem-solving and knowledge integration across disciplines and cultures, including Indigenous content and perspectives. The exact timing of these modules will be identified by a combination of student-identified needs and instructor judgement to ensure smooth integration into students' case-based learning experiences.

Modules:

First Third of Class	Middle Third of Course	Final Third of Course
Problem-orientation vs solution-orientation (Policy	Communication, conflict resolution and negotiation	Organizational roles and responsibilities in One Health
Sciences Framework)	Frameworks: e.g. Integrative	Cultural competence in One
Standpoint (e.g. identifying	Science, Biomedical Analysis	Health
one's disciplinary paradigm)	Leadership in an	Presentation and media skills
Team Science: Team-building	interdisciplinary team	
principles and techniques; interdisciplinary and	Writing a policy memo	
intercultural communication	Knowledge systems, including	
Creating a portfolio in One Health	indigenous knowledge systems	

Schedule:j	<u>Learning Activity</u>	Student Preparation
Class 1	Introductions to one another via Lasswell's values orientation	Clark 2011; Flores, 2000
1	Problem-oriented vs. solution-orientated approaches to interdisciplinary problem-solving	×
	Introduction of Policy Sciences Framework (minilecture) and application to PBL Teaching Case 1	
	Clarify the role of standpoint and introduce social process analysis	
Class 2	Student presentations of social process analysis of Teaching Case 1	Working in pairs or threes, half the class prepares social process analysis Clark (2011)

	Introduction to Decision Process Analysis of Teaching Case	
Class 3	Student presentations of decision process analysis of Teaching Case 1	Working in pairs or threes, half the class prepares decision process analysis
	Framework Quiz	Prepare for group quiz Clark
	Demonstration of problem orientation	(2011)
Class 4	Introduce Nipah Case (Case 2)	Clark (2011)
		Nipah Case Materials
Class 5	Nipah Case Continued	Nipah Case Materials
Class 6	Nipah Case Continued	Nipah Case Materials
Class 7	Nipah Case Student Presentations	Oral Presentations of Student Nipah Case Analysis
Class 8	Case 3 Food Borne Diseases	Food Borne Disease Case
	Integrated Science framework introduced	Materials
Class 9	Food Borne Diseases	Food Borne Disease Case Materials
Class 10	Food Borne Diseases	Food Borne Disease Case Materials
Class 11	Food Borne Disease Presentations	Teams use new framework(s) to analyze their case
Class 12	Student-Developed Case Presentations	Oral presentations of student- led Cases
Class 13	Program and Individual Evaluation	Completed Survey

School and University policy statements

(adapted from University of Saskatchewan College of Graduate Studies)

1. Grading System Description

90-100 Exceptional (Master's and PhD)

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;

APPENDIX I

Course Outline

Seminar in Advanced Applications of One Health Problem-Solving - 3 C.U.

Calendar Description: Working in collaborative teams, students choose and apply appropriate interdisciplinary problem-solving and decision-making tools to self-selected, current One Health problems. Students enrich their depth and breadth of knowledge about One Health issues, learn about dilemmas and breakthroughs in the field, and hone their skills working in intercultural, interdisciplinary teams.

Prerequisite: Successful completion of Principles and Practice of One Health or permission of the program coordinator. Students are expected to come to the program with, and further develop in their home graduate program, an area of substantive expertise, research expertise and the ability to access and evaluate information within their respective discipline.

Program Context:

This is the second requirement for a Graduate Certificate in One Health. The other requirement is the *Principles and practice of One Health* (3 CU). In addition, students are expected to engage in complementary experiences outside of the formal course structure that demonstrate the characteristics and qualities of a reflective practitioner.

Marking Approach:

This second course in the certificate program Advanced Applications of One Health Problem-Solving builds on and extends the learning from Principles and Practice of One Health. Evaluation in this course is by a percentage grade, with a pass being a grade of 70%. The University of Saskatchewan College of Graduate Studies assessment criteria apply. Students will be required to submit a group contract with each group assignment.

Teaching and learning approach: A collaborative, interdisciplinary, experiential approach to learning will guide all aspects of course development and implementation. Instructional formats will include integrated seminars prepared and presented collaboratively by two to three students from different disciplines, small group learning through the jigsaw method, peer feedback, guest lectures, and the 'flipped classroom' formats. The course is distinguished by the high degree of respect and responsibility placed on students for their own learning, intensifying student skills in creative and critical problem-solving across disciplines, and inclusion of multiple ways of knowing. With the exception of the portfolio presentations which is a half-day meeting, classes will meet for 3 hours, once a week, unless otherwise agreed to by all class participants and instructors.

Learning Goals - on completion of the course students will demonstrate an advanced level of knowledge, skills and attitudes to enable them to participate effectively in:

- 3. Collaborative problem-solving
- 4. Interdisciplinary knowledge integration (biomedical-clinical-social-cultural-policy)

Learning Outcomes - on completion of the course students will:

Knowledge:

- Demonstrate understanding of current one health dilemmas and breakthroughs
- Articulate the impact of personal standpoint on one's assessment of a problem
- Demonstrate knowledge within one's primary area of study, and place it within a one health paradigm
- Demonstrate effective application of integrated science
- Know a select number of international, national and local decision-making organizations and structures relevant to One Health

Skills:

- Effectively apply appropriate problem-solving and decision-making frameworks and tools (introduced in Course 1, or learned elsewhere) to:
 - Investigate, analyze and present various aspects of one-health problem
 - o Identify gaps in current knowledge
 - Demonstrate understanding of the roles, strengths and limitations of selected framework and tools
 - Recommend and present policy alternatives
- Demonstrate ability to communicate one's own disciplinary knowledge to a multi-disciplinary audience
- Demonstrate skills of a reflective practitioner
- Apply principles of ethics in problem-solving

Attitudes - students demonstrate the attitudes of:

- Critical inquiry
- Openness
- Respect
- Flexibility
- Humility
- Integrity and ethics
- Social and environmental responsibility

Required Texts:

There will be no required textbook for the course. Materials will be identified by students and faculty that are relevant to the individual cases being investigated.

Course schedule and structure: Classes will meet for 3 hours, once a week, unless otherwise agreed to by all class participants and instructors. Ongoing reflection and feedback from cooperative learning groups, as well as questionnaires, facilitated discussion, and a formal student survey will contribute to the course design.

At the beginning of the term, students and faculty will identify a range of One Health issues to be investigated during the term and criteria for selection of topics. Students will then choose topics to address and establish their approaches and timelines for analysis and presentations

Assignments	Proportion of final grade
Standpoint presentation: Students will present in 10 minutes, key aspects of their standpoint in relation to One Health. Disciplinary, cultural, and worldview components must be included. Class 1	ungraded
Seminar presentation: Interdisciplinary student groups (2-3 students) will present their selected topic (dilemma or breakthrough), facilitate discussion and provide follow-up on identified issues. Presentations must: clearly identify the problem; identify both their analytical framework used and standpoint in relation to the problem, and the strengths and limitations each of these provides; identify any gaps in knowledge which require further exploration; propose policy alternatives and a rationale for each. A 5000 word summary essay must be submitted to accompany the seminar. Throughout the term in rotation.	35% Presentation 15% Essay 20%
Seminar Responses: Students will individually prepare a written analysis of 2 peer seminar presentations. Not more than 750 words in length, this analysis will address the following questions: To what degree did the presentation take a One Health perspective? Was the problem clearly identified? Did the student identify their own standpoint in relation to the problem? Was the framework(s) chosen to complete the analysis made explicit? Were they effective? What gaps remain in the analysis? Do you agree with the proposed policy alternatives? Why or why not? These responses will be submitted both to the faculty and to the presenting peers. Throughout the term in rotation.	20% (2 X 10%)
Ethics Analysis of identified One Health issue using an appropriate framework for ethical analysis: individual assignment (1200-1800 words). Class 7.	20%
One Health Reflective Paper: The certificate program aims to have students develop and demonstrate the skills of a reflective practitioner. The Reflective Paper will enable students to document, reflect upon, and deepen learning during and after experiences in the program. At the end of their program, students will prepare a paper and assemble a portfolio to demonstrate how they have recorded and reflected upon their learning, and applied the learning in their thesis research, and any practical work in the university, community, public and private sectors	25%

Provisional Class Schedule:

Two-thirds to three-quarters of class time will be spent directly working on seminar topics as shown in the provisional course schedule below. The remaining class time will be spent on instructor-led learning modules, carefully scaffolded to support skill and knowledge development in collaborative problem-solving and knowledge integration across disciplines and cultures, including Indigenous content and perspectives. A proposed schedule is given below, however the exact timing of these modules will be identified by a combination of student-identified needs and instructor judgement to ensure smooth integration into students' case-based learning experiences.

CLASS #	Class Focus	Student Seminars
Class 1	Workshop: Implications of standpoint on one health problem-solving (integration of learning from Course 1); Student presentations of standpoint; Compiling a Portfolio of One Health learning	10 minute presentation on standpoint
Class 2	Decision-making organizations relevant to One Health (Jigsaw format); selection of seminar topics	
Class 3	Indigenous Perspectives on Health and Healing - guest	Student Seminar 1
Class 4	Knowledge translation and commercialization – lecture	n 1
Class 5	Ethics in One Health – Flipped Classroom format	Student Seminar 2
Class 6	Risk assessment and public perception – Flipped Classroom format	Student Seminar 3
Class 7	Student Seminars	Student Seminars 4 & 5
Class 8	Student Seminars	Student Seminars 6 & 7
Class 9	Leadership in One Health – case studies seminar format; Reflective paper/Portfolio Preparation	
Class 10	Student Seminars	Student Seminars 8 & 9
Class 11	Student Seminars	Student Seminar 10
Class 12 & 13	Half-Day Special Seminar & Program Evaluation	Student One Health Reflective paper/Portfolio presentations; Post-Program Survey & Focus Group

APPENDIX J

Letters of Support

Office of the Dean Western College of Veterinary Medicine

52 Campus Drive Saskatoon SK S7N 5B4 Canada Telephone: (306) 966-7448 Facsimile: (306) 966-7314

10 September 2014

Dr. Lisa Kalychuk Chair, Planning and Priorities Committee University Council University of Saskatchewan

RE: Graduate and Undergraduate Certificate Programs in One Health

Dear Dr. Kalynchuk:

The proposed graduate and undergraduate Certificate Programs in One Health will provide outstanding training opportunities for students at the University of Saskatchewan. They will meaningfully advance the priority that the university, the Council of Health Science Deans and the Western College of Veterinary Medicine have given to interprofessional education and practice. These proposals were developed with broad, multi-college faculty input and support.

The Western College of Veterinary Medicine will be pleased to serve as the academic home for the proposed graduate and undergraduate Certificate Programs, and will provide the necessary administrative support to manage the programs effectively.

Please feel free to contact me with any comments or additional questions.

Sincerely,

Douglas A. Freeman DVM, PhD

Dean



52 Campus Drive Saskatoon, SK S7N 5B4, Canada Telephone: (306) 966-7068

September 11, 2014

Dr. Lisa Kalynchuk Chair, Planning and Priorities Committee University Council University of Saskatchewan

RE: Graduate Certificate Program in One Health

Dear Dr. Kalynchuk,

I have been pleased to lead the NSERC-funded Collaborative Research and Training Experience (CRE-ATE) program called Integrated Training Program (ITraP) in Infectious Disease, Food Safety and Public Policy since it was launched at the University of Saskatchewan in 2012. We have been highly successful in attracting and training outstanding graduate students in this interdisciplinary team science program in One Health. Each year, we have carefully evaluated our experience and incorporated student and faculty feedback into our approach to teaching and learning in the program.

The ITraP program faculty are now in a position to propose the establishment of a graduate Certificate Program in One Health built on this foundation. As part of its commitment, the ITraP program will be pleased to provide the necessary administrative support for the new program for the duration of the ITraP program funding period (2012-2018), following which I understand the Western College of Veterinary Medicine has offered to provide this support.

We look forward to the success of this new endeavor!

Thank you.

Yours sincerely,

Balin Suly

Baljit Singh, BVSc&AH, MVSc, PhD, FAAA 3M National Teaching Fellow Professor and Associate Dean (Research) Email: baljit.singh@usask.ca



Memorandum

To: Dr. Hugh Townsend, Department of Large Animal Clinical Sciences, and

Dr. Bruce Reeder, Department of Community Health and Epidemiology

CC: Dr. Trever Crowe, Associate Dean, CGSR

From: Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

Date: November 19, 2014

Re: Proposal for Graduate Certificate of Proficiency in One Health

The Graduate Programs Committee of CGSR met on November 10, 2014, to consider the proposal for a Graduate Certificate of Proficiency in One Health. The committee discussed the proposal at length. Here is a summary of the questions and concerns noted:

- The graduate attributes listed in Appendix F of the proposal seemed inflated. Were those attributes were meant to be inclusive of the certificate and the thesis-based degree program?
- Information in the proposal seemed specific to ITraP rather than the certificate proposal.
- Committee members were concerned that there was only one faculty member from the College of Medicine.
 The College of Medicine seemed to be under-represented and other academic units were not represented at all, such as Nursing, Pharmacy, etc.
- Committee members suggested there should be some consideration for faculty commitments to ensure that there was some faculty continuity over time.
- The budget was not clear. The proposal did not clearly indicated if the CREATE/ITraP grant was going to cover costs, and if so how those costs would be managed after the grant ended.
- GSR 400: New Course Proposal forms needed to be completed for each of the two courses. Additional details
 on course proposals was needed including the addition of statements on academic integrity and more
 information on the grading rubric.
- Committee members expressed some concern regarding the criteria for pass/fail courses. They wondered how a student would be graded if s/he earned 69%. Committee members would recommend numerical grades.
- Regarding Appendix G, it was questioned how the two courses would change attitudes compared to other courses.
- Associate Dean Crowe would be prepared to meet with you to try to help facilitate program approval.

Please respond to these concerns as quickly as possible to help facilitate the approval process. If you have any questions or concerns, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229

DP:kc



MEMORANDUM

TO: Bruce Reeder, Dept. of Community Health and Epidemiology, College of Medicine

Hugh Townsend, Large Animal Clinical Sciences, WCVM and VIDO-InterVac

FROM: Lisa Kalynchuk, chair, planning and priorities committee of Council

DATE: September 25, 2014

RE: Planning and priorities committee response to a Notice of Intent for Graduate

Undergraduate Certificates of Proficiency in One Health

Thank you once again for attending the planning and priorities committee meeting on September 17, 2014 to present the notice of intent for the proposed undergraduate and graduate certificates in One Health. The notice was received with interest, with many comments on the uniqueness of the programs in terms of their concept and delivery and potential to enhance interdisciplinary research and training opportunities for students.

The following observations and suggestions are provided for your consideration as you prepare to develop the full program proposal. The majority of these relate to the admissions process and other similar operational aspects.

- That the admissions process include consideration of students' disciplinary background to
 ensure there is a diversity so that students can benefit from the cross-fertilization of
 disciplines intended to be a strong feature of the program;
- That the entry level of students in terms of number of credit units completed at the undergraduate program be determined as part of the admissions process;
- That consideration be given to those prerequisites students from a non-science background may require to succeed in the program;
- That the benefits students could expect to receive from the program, such as, enhanced career and leadership opportunities, be emphasized in the program proposal;
- That program demand and whether the capstone courses offered will be made available to students not registered in the certificate programs be determined;
- That the proposal consider how tuition will be charged at the graduate level and whether the cost of the graduate-level certificate courses is included in the standard graduate student tuition charged per term, or whether the certificate program will be considered as ancillary to the student's program, with tuition assessed separately as an additional cost;

.../2

Dr. Bruce Reeder Dr. Hugh Townsend September 25, 2014 Page 2

• That the acceptability of "double-counting" of the certificate courses toward degree requirements at the graduate level be considered. At the undergraduate level, students commonly "double-count" courses to obtain areas of specialization or a field of study as a "minor" in addition to their "major" field of study. At the graduate level, however, including the certificate courses as part of the core requirements of a student's approved program of studies presents difficulty in that it double-counts courses on an individual program basis.

I wish you the very best as you proceed to develop the full program proposal. Please do not hesitate to contact me if you have any questions.

Kind regards,

Lisa Kalynchuk

c Ernie Barber, interim provost and vice-president academic
Trever Crowe, associate dean, College of Graduate Studies and Research
Roy Dobson, chair, academic programs committee of Council
Russell Isinger, registrar and director of student services

Planning and Priorities Committee of Council Notice of Intent:

One Health Certificates of Proficiency - Undergraduate & Graduate

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

This notice proposes the development of two new programs at the University of Saskatchewan: an undergraduate Certificate of Proficiency in One Health and a graduate Certificate of Proficiency in One Health.

One Health is a term used to identify "the collaborative efforts of multiple disciplines working together locally, nationally and globally to attain optimal health for people, animals and the environment together" (American Veterinary Medical Association 2008). One Health is not a discipline, but rather an integrated, interdisciplinary approach used to study and address complex problems (http://libguides.usask.ca/onehealth). It represents an application of the broad principles of Team Science (Bennett, Gadlin, Levine-Finley 2010) to problems at the interface of human-animal-environmental health.

Employers in the public and private sectors increasingly seek university graduates who have both disciplinary depth and the ability to work in integrated, interdisciplinary teams. With this in mind, the university's health science colleges, Council of Health Science Deans, and graduate schools of Environment and Sustainability, Public Health and Public Policy actively promote interdisciplinary education. The proposed One Health training programs represent practical opportunities for such education: elective programs to complement the core disciplinary training of enrolled students.

The proposals have been developed during the past year through broad consultation with faculty and senior leaders of university colleges and schools. The proposal for the undergraduate Certificate in One Health has been developed with input from 13 faculty members from the Colleges of Veterinary Medicine (4), Medicine (4), Pharmacy and Nutrition (2), Nursing (1), Law (1) and the Gwenna Moss Centre for Teaching Effectiveness (1). The graduate Certificate in One Health has had input from 15 faculty members from the Colleges of Veterinary Medicine (3), Medicine (2), Pharmacy and Nutrition (2), the Schools of Public Health (2), Environment and Sustainability (2), Public Policy (1), VIDO (2), and the Gwenna Moss Centre for Teaching Effectiveness (1).

The undergraduate Certificate is proposed as a 12 credit unit (CU) program open to undergraduate students enrolled in a degree program at the university, with a focus on the health science programs. A core One Health course (3 CU) would be

accompanied by an experiential practicum (2 CU), capstone workshop (1 CU), and two electives (3 CU each) drawn from a list of approved courses.

The graduate Certificate is proposed as a 6 CU program open to graduate students enrolled in a disciplinary program at the university. It will comprise a core problem-based learning course on the Principles and Practice of One Health (3 CU), and a seminar course on Advanced Applications in One Health (3 CU) which includes a capstone workshop. Students will be encouraged to integrate One Health principles into their thesis research and benefit from an interdisciplinary advisory committee.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

In North America to our knowledge, no institution offers an undergraduate training program in One Health, and only the University of Montreal and the University of Florida offer specific graduate training in the field. The former offers a Master's degree in Veterinary Public Health with emphasis on One Health, while the latter offers graduate Certificate, Master's and PhD degree programs in One Health. The University of Saskatchewan will therefore be one of a few North American institutions offering students such innovative, interdisciplinary training.

Student interest in One Health is illustrated by the success of several recent University of Saskatchewan initiatives. For the past three years, first and second year health science students have participated in an annual weekend One Health Leadership Experience workshop featuring case studies, leadership discussions and presentations by international leaders. Participation has risen from 75, to 100, to 200 students in 2014. Stimulated by the field, students have created a university One Health Student Club with over 30 members and core funding from the USSU, and through it, sponsored activities throughout the academic year. At the graduate level, the NSERC-funded CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy was established in 2012. This training program has served as the foundational model for the proposed graduate One Health Certificate program. Applications for this program have increased from 11 to 25 in the past two years; 10 and 20 students, respectively, have been accepted into the program from graduate programs in the Colleges of Veterinary Medicine (Departments of Veterinary Microbiology, Veterinary Biomedical Sciences, Large Animal Clinical Sciences), Medicine (Community Health and Epidemiology), the School of Public Health (Epidemiology, and Vaccinology and Immunotherapeutics programs), School of Public Policy, and Arts and Science (Computer Science).

Offering elective certificate programs in One Health for health science and graduate students will distinguish the University of Saskatchewan and potentially attract students to our institution who might otherwise not have come.

3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

The proposed certificate programs in One Health are founded upon interdisciplinary, experiential, problem-based learning (PBL) modules incorporating a range of pedagogical innovations. The programs are an excellent fit with the strategic direction of the university. The University of Saskatchewan Third Integrated Plan (2012-2016) highlights the need for the institution to build excellence in areas of focus. Under the theme of Knowledge Creation, six Signature Areas of research were selected, one of which is One Health. Under the theme of Innovation in Academic Programs and Services, bold new approaches to academic programming are encouraged that emphasize collaborative, experiential learning. The Third Integrated Plan of the Western College of Veterinary Medicine and the College of Medicine's Strategic Research Plan *Toward 2020* both identify One Health as a key element. The university's One Health Initiative (2013-2015), which has been funded jointly by PCIP and the Council of Health Science Deans, places a priority on the development of certificate training programs. Supplemental funding and support from the Curriculum Innovation Fund of the Gwenna Moss Centre for Teaching and Learning Effectiveness has accelerated this development during the past year.

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

The One Health Certificates are designed to be pursued concurrently with the degree programs in which students are enrolled. It is anticipated that the majority of undergraduate students will be enrolled in a professional program in one of the health science colleges, whereas the majority of graduate students will be enrolled in a graduate program in one of the health science colleges, or the Schools of Public Health, Public Policy, Environment and Sustainability. A minority of students will be from the Colleges of Arts and Science, and Agriculture and Bioresources.

The undergraduate and graduate certificate programs will be elective, supplemental tuition-bearing programs in which excellent students can choose to enroll.

Admission to the programs will be based upon application to, and interview by, the Program committee. In some cases, one or more of the courses of the certificate program may be considered electives by the student's home program.

The administrative structure of certificate programs in will follow the model of another interdisciplinary program at the U of S, the graduate program in Environmental Engineering. The academic home of the undergraduate and graduate certificate programs in will be the Western College of Veterinary Medicine (WCVM). The Certificate Programs Committee will be comprised of 6-8 faculty members from various colleges who are actively engaged in the teaching and supervision of students in the program. The Chair of the Committee and members will be appointed by the Dean of WCVM for a renewable two-year term. The Chair and Certificate Programs Committee will function in a manner typical of the Chair and Committee of a Graduate Program as delineated by the College of Graduate Studies and Research (CGSR). The program requirements in the graduate certificate program will be defined by Certificate Programs Committee, consistent with requirements of the College of Graduate Studies and Research, and will be met by all graduate students in the program. The program requirements of the undergraduate certificate will be defined by Certificate Programs Committee, consistent with requirements of the WCVM. The Chair will report on matters related to the Program to the Dean, WCVM.

It is not anticipated that any current programs will be deleted or diminished as a result of the development of these certificate programs. Rather, it is likely that the availability of such programs will attract new students to the University of Saskatchewan.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

In July 2013, the Provost's Committee on Integrated Planning (PCIP) approved the strategic plan for the university's One Health Initiative which foresees the development and implementation of new graduate and undergraduate certificate programs in One Health.

The academic home of both programs will be the Western College of Veterinary Medicine (WCVM). Until 2019, the graduate certificate program will be supported administratively by the CREATE ITraP program and thereafter by the office of the Dean. From its launch, the undergraduate certificate program will be supported administratively by the office of the Dean, WCVM (see attached Letters of Support). As at present, participating faculty will contribute to teaching as part of their departmental/college assignment of duties. Assessments conducted by the

university Library, ICT services, and Facilities Management Division, conclude that no new university resources will be required to offer these programs.

By the academic year 2019/20, the undergraduate Certificate Program is projected to enroll 20 students per year, while the graduate program is projected to enroll 25 per year. At the estimated tuition rate of \$195.50 per credit unit and \$201.00 per credit unit for the undergraduate and graduate programs (Institutional Planning and Assessment), the tuition per student will be \$2412.00 and \$1155.00 for the two programs, respectively. By 2019/20, total tuition revenue of \$48,240.00 and \$28,875.00 will derive from the undergraduate and graduate programs, respectively.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: January 22, 2015

SUBJECT: Certificate in Practical and Applied Arts

DECISION REQUESTED: *It is recommended:*

That Council approve the Certificate in Practical and Applied Arts, effective September 1, 2015, and that Council's Bylaws

be amended to reflect the name of the new program.

PURPOSE:

The certificate in practical and applied arts has been developed to replace the teaching area in the practical and applied arts (industrial arts and home economics) in the Bachelor of Education (B.Ed.) degree. The program comprises 30 credit units and may either be taken as a fifth year upon completion of the B.Ed. program, taken concurrently with the B.Ed. program, or completed post-graduation (intended as a two-year program).

DISCUSSION SUMMARY:

The certificate program has been designed to offer greater flexibility and appeal to a broader audience, particularly to those teachers having been pressed into service to teach in the area of practical and applied arts without the relevant credentials. Safety considerations are core to the program, and the program will address safety issues for in-service teachers. The province will recognize those teachers who take the program post-graduation as having additional qualifications resulting in additional salary.

This teaching area has historically operated with a deficit budget due to the cost of materials and supplies, which has been absorbed by the college. Under the TABBS model, an increase in the program tuition fee will be sought in the future.

The academic programs committee will consider the request to terminate the existing concentration in the practical and applied arts within the B.Ed. degree upon approval of the certificate program by Council.

COMMITTEE REVIEW:

The committee discussed the proposal with Dr. Jay Wilson, head, Department of Curriculum Studies on November 5, 2014, and revisited the program budget at subsequent meetings. The budget submitted with the proposal utilizes the existing tuition rate, which will apply to the program this year. The committee is satisfied of the merit of the program and the rationale for a proposed tuition rate increase in the future.

The committee also explored with proponents the possibility of delivering the program in northern and rural communities to extend the distribution of the program to those communities that lack qualified teachers in this area. The initial goal of the college is to establish and deliver the program on campus, with a longer-term goal of delivering the program in remote and rural areas, thereby addressing teacher shortages in these areas.

ATTACHMENTS:

1. Proposal: Certificate in Practical and Applied Arts [Certificate of Proficiency]



Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Practical and Applied Arts

Degree(s): Certificate in Practical and Applied Arts

Field(s) of Specialization: Curriculum Studies: Industrial Arts; Home Economics

Level(s) of Concentration: Undergraduate Level

Option(s): Industrial Arts; Home Economics

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Jay Wilson, 306 966 7617; jay.wilson@usask.ca

Proposed date of implementation: September, 2015

Proposal Document

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

The following challenges with the current PAA program have been identified:

- > Challenges in recruitment, with low enrollment in current Industrial Arts program
- Challenges in alignment with the current Sequential Program in the College for current directentry PAA students
- ➤ Challenges for ITEP/SUNTEP/NORTEP students because of direct entry incompatibilities with the College's current Sequential Program
- Outdated coursework/options in current PAA offerings

- ➤ Challenges for people who are current teachers in the field wishing retraining in Industrial Arts or Home Economics
- ➤ Challenges in resourcing the Industrial Arts program as currently the location is outsourced to school shops

The proposed certificate model would offer the following benefits:

- ➤ Alignment with current B.Ed. programs (ITEP/SUNTEP/NORTEP/SEQUENTIAL)
- > Flexibility, with increased course options including new and advanced technical subject matter content, as well as flexible intake opportunities (i.e. certificate could be started during B.Ed. program or after B.Ed. program)
- > Opportunities to offer PAA areas of specialization that match community needs
- Opportunities for practicing teachers to apply to the Ministry for advanced salary class standing through certificate opportunity
- ➤ Potential to explore relationships with SIAST and other skills and trades' centers and schools for course facilitation and ongoing partnerships
- > Continue to offer the only PAA teacher training program in Western Canada

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate Program in Education: Practical and Applied Arts

This College of Education initiative in partnership with skills and trades centres in the province of Saskatchewan is proposing to offer a Certificate in Education: Practical and Applied Arts (PAA). The course content was developed based the Ministry of Education definition of PAA/provincial curriculum. Designing a curriculum that addresses these standards requires an array of courses to fully prepare the teacher of Practical and Applied Arts to meet general as well as locally derived goals and outcomes. This certificate is comprised of 30+ credit units of PAA classes, completion of which along with a B.Ed. prepares candidates to teach PAA in Saskatchewan settings. To be approved by Saskatchewan Learning as an Additional Qualification Certificate, this program would enable in-service teachers to upgrade their classification.

Applicants to the program must either be:

- 1. Current Education students, or
- 2. Post-degree Education students with a Bachelor of Education Degree and valid Professional 'A' Teaching Certificate.
- 3. Admission based on special case admission review.

Certificate in Practical and Applied Arts

- -30 credit unit certificate with content specialization in Industrial Arts or Home Economics
- Admission Requirements: This certificate is open to students with a B.Ed. and students who are currently enrolled in the B.Ed. program. This certificate is not available to those with a B. Ed who have previously completed a Home Economics or Industrial Arts teaching area.

Program Requirements:

Certificate in Practical and Applied Arts Home Economics stream (30 credit units)

Required Courses (24 credit units):

- HED 111.3 Family Ecosystem
- HED 142.3 Consumer
- HED 222.3 Family Living
- HED 223.3 Contemporary Clothing & Textile Consumption
- HED 232.3 Personal and Family Financial Management
- HED 313.3 Family & Technology
- HED 431.3 Management of Family Time & Food Resources
- HSC 120.3 or HLTH 100.3

Home Economics Area of Focus (6 credit units)

- ECUR 340.3 Introduction to Teaching in Practical and Applied Arts (Combination of ECUR 332.3 Safe & Effective Learning Environments in PAA & ECUR 334.3 Methods of Teaching Practical and Applied Arts) *** This course will include an in-school practical experience component.
- ECUR 341.3 Curriculum and Evaluation in Practical and Applied Arts Combination of ECUR 234.3 Curriculum in Practical & Applied Arts & ECUR 335.3 Evaluation in Practical & Applied Arts

Certificate in Practical and Applied Arts Industrial Arts stream (30 credit units)

Required Courses (24 credit units):

- TECH 183.3 Drafting
- TECH 187.3 Wood Fabrication
- TECH 283.3 Computer Assisted Drafting
- TECH 284.3 Electronics & Electricity
- TECH 285.3 Mechanics
- TECH 286.3 Welding
- TECH 287.3 Building Construction Tech
- ETAD 402. Multimedia Design and Production

Industrial Arts Area of Focus (6 credit units)

- ECUR 340.3 Combination of ECUR 332.3 Safe & Effective Learning Environments in PAA & ECUR 334.3 Methods of Teaching Practical and Applied Arts
- ECUR 341.3 Combination of ECUR 234.3 Curriculum in Practical & Applied Arts & ECUR 335.3 Evaluation in Practical & Applied Arts. *** This course will include an in-school practical experience component

5. RESOURCES

Similar on campus resources as current PAA offerings; additional resources with off-campus PAA offerings as part of certificate program

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The PAA certificate program supports student programming in alignment with the current Education sequential program as well as increases numbers of students returning to the College for additional training post B.Ed. Meetings with SIAST have occurred, exploring potential off-campus sites for Industrial Arts classes; communication with Association of Saskatchewan Home Economists (ASHE) have occurred to invite the participation of Home Economics teachers in the province in forward planning. We have been in constant contact with the Ministry of Education and they are very supportive of the program and see a need for more qualified PAA teachers in Saskatchewan. The Teacher Education Certification Committee has reviewed the proposal and passed a motion supporting it unanimously, recognizing the PAAC as advanced standing for teacher qualifications.

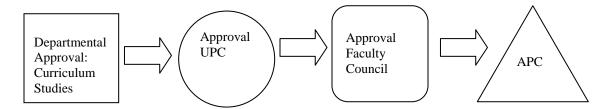
7. BUDGET

We are requesting a tuition increase to cover costs under the TABBS funding model. The certificate will charge per course at a Tuition level 4. The increase will reduce the anticipated deficit of offering the program.

College Statement

The College of Education has been soliciting and collecting responses to the Practical and Applied Arts (PAA) Programming offered by the Department of Curriculum Studies over a number of years. The College seeks to keep current in the fields of Industrial Arts and Home Economics while at the same time demonstrate responsibility to partner school divisions and First Nation communities. In addition to requiring qualified graduates to offer PAA programing these partners have also identified the need for community-based topics, supports for practicing teachers who do not have training in PAA fields, and flexible programming delivery models. The development of a certificate program in PAA was initiated to respond to these needs, to increase College of Education enrollment which will also support the further development of the PAA program, and to expand the educational scaffold preparing PAA teachers. This last point is especially important when these teachers are often expected to teach multiple subject areas in addition to PAA content. Our initiative in terms of the PAA certificate proposal is also supported by a desire for alignment with PAA coursework and the College's evolving sequential program.

The College process for approval of the new Certificate involved approval at the departmental level through Curriculum Studies. Once approved by ECUR the proposal moved on to the Undergraduate Programs Committee and then to Faculty Council for final in-College approval. College of Education faculty voted to approve the new certificate at its November 7, 2014 meeting.



Summary of issues that the College discussed and how they were resolved from minutes.

Minutes from the September meeting of the Department of Curriculum Studies: Minutes from the September meeting of the Undergraduate Programs Committee: Minutes from the October 3, 2014 meeting of Faculty Council: (See minutes from above meetings. Include relevant portions.)

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

☐ Excerpts from the College Plan and Planning Parameters:

The new Certificate in Practical and Applied Art is responding directly to the third planning cycle's *Innovation in Academic Programs and Service* to create more post degree certificates. This is part of the College of Education; College plan address' the idea of 'Changes in the Environment' by allowing currently trained teacher's access to our specialized program in Practical and Applied Arts. We hope to build on continuing activities and better serve our partners by having the certificate accessible to both those with a new and existing Bachelor of Education degree. This new program will assist us with facilitating our goal of promoting 'lifelong learning' for our alumni, a need expressed by our partner school divisions to allow us to capitalize on increased provincial government interest and funding. The certificate program will allow the College alternative delivery of existing courses, which will ensure accessibility to all programs including Sequential, ITEP & SUNTEP. The plan is that this template may allow the College to take these programs into the communities we serve, similarly to our community-based undergraduate and graduate programs.

The College does not currently have any full time faculty in either Home Economics or Industrial Arts streams and an alternative delivery would allow those currently in the field to deliver their expertise in an accommodating manner. Along with the creation of teachers with additional credentials, the College hopes that the Certificate begins to cultivate a database of expertise for graduate programming in this area.

□ SPR recommendations

•	PR recommendations being so dated, I see no need to
include any reference to it.	
☐ Accreditation review recommendations BTEC - Bev ☐ Letters of support Letters from SIAST, IA & HED groups, STF, page 1.	artner school divisions – Combination Bev & Rob
□ Memos of consultation	
It is particularly important for Council committee response to College Plans and Planning Parameter recommendations.	es to know if a curriculum changes are being made in ers, review recommendations or accreditation
Consultation Forms At the online portal, attach	the following forms, as required
Required for all submissions:	□ Consultation with the Registrar form
Required for all new courses:	□ Course proposal forms
-	□ OR Calendar-draft list of new and revised courses
Required if resources needed:	 □ Information Technology Requirements form □ Library Requirements form □ Physical Resource Requirements form □ Budget Consultation form

SPR was completed in 2002 and I cannot see one recommendation in that document that we have not

Summary of TABBS SAT Projections College of Education - PAA Certificate Program Proposal

9						
	Current TABBS Model Figures	Year 1	Year 2	Year 3	Year 4	Year 5
Operating Grant						
Instruction	11,625,212	58,965	53,070			
Research	2,657,793	0	0			
Targeted Funding	0	0	0			
Directed Funding	(1,023,079)	0	0			
Tuition						
Undergraduate - Enrolment	1,222,804	19,538	19,476			
Undergraduate - Instruction	2,863,039	58,614	52,753			
Graduate - Enrolment	491,687	0	0			
Graduate - Instruction	249,123	0	o o			
Graduate - Supervision	498,733	0	o o			
		407.447	405.000			
Total Revenues *	18,585,312	137,117	125,299			
Allocated Expenses						
Research Support	218,590	0	0			
General Student Support	4,768,403	20,176	20,373			
Graduate Support	742,403	0	0			
Faculty/Staff Support	633,981	44,708	18,749			
General Occupancy	477,409	0	0			
Utilities	169,508	0	0			
Caretaking	166,196	0	0			
Leases	0	0	0			
Health Sciences	0	0	0			
General Support	1,272,888	9,061	6,576			
Total Indirect Expenses	8,449,378	73,945	45,698			
TABBS Model Surplus/(Deficit)	10,135,934	63,172	79,601			
		,				
<u>Direct Operating Expenses</u> ASPA	-	47.400	44.045			
		17,436	11,915			
Casual		0	0			
CUPE Local 1975		0	0			
Exempt		0	0			
Faculty Association		0	0			
Sessional		82,560	59,759			
Operational Supplies		5,380	4,845			
Travel		0	0			
Rent / Renovations		6,120	4,162			
Total Direct Expenses		111,496	80,681			
Net Projected Surplus/(Deficit)	10,135,934	(48,324)	(1,080)			
Met i Tojecteu Surpius/(Delicit)	10,133,334	(40,324)	(1,000)			

Notes:

1 One cohort over 2 years, loss of \$70,640 when factoring in occupancy costs per note 2 and tuition at the current rate of tuition category 2 based on this analysis and assumptions. Analysis based on 30 students, 15 each in the Home Economics and the Industrial Arts stream, assumption of 10 new students and 20 current students completing this program alongside a BEd. Loss per student of \$2,355, spread this amongst the program specific classes in each stream (HED and TECH classes, 7 each). Additional \$336 per class required. Current category 2 tuition rate of \$564, new rate to be requested of approximately \$900. Request to be similar to tuition category 5, \$825 per class for HED and TECH classes. The program will cost an additional \$2,245 approximately to each student (\$2,302 for the IA students and \$2,187 to the HED students). This increased cost is deemed reasonable based on the marketability and salary of the graduates of this program per the college rationale. The college would eliminate the additional supplemental fees that are applicable to some of the classes in the HED and TECH categories and the program would be funded from college operating/envelope sources. The need to include additional supplemental fees would be assessed during the first offering of this certificate program. This analysis has increased direct expenses at the rates of 3.4% for salary and benefits and 2% for non-salary expenses. No increases have been factored in on the revenue side, however, it expected that increases in revenue may be realized from annual operating grant increases and tuition rate increases.

^{2.} The Occupancy Costs indirect expenses per the College of Education indirect cost allocation are for the Home Economics lab space (rooms 13 & 15 in the Education building). We elected to include it here since the space is allocated only to this program and therefore the cost must be factored into the cost of the program and recovered from such sources. This amounts to \$10,618 per year in addition to the figures above which brings to total program deficit to \$70,640.

8.2 Undergraduate Program Committee – B. Kalyn

UPC brought eight motions to faculty council.

MOTION: Brenna/Cottrell CARRIED

To approve teaching area changes as outlined and to enhance the requirements of Native Studies as a teaching area such that it must include a minimum of 6 cu of NS from among the 100 – 499 courses.

Discussion took place around the motion. Amendments were made to the original motion.

MOTION Brenna/Campbell CARRIED

To recommend these proposed number changes be made and recognize the sets of classes (old and new numbers) as equivalencies: EDUC 311.3 to EDUC 320.3; EDUC 312.3 to EDUC 310.3; EDUCA 314.3 to EDUC 324.3.

MOTION Cottrell/Campbell CARRIED

To approve the new calendar description for EFDT 486.

MOTION Brenna/Campbell CARRIED

To approve the New Course Approval Process Summary.

MOTION Claypool/Brenna CARRIED

To approve the College of Education PAA certificate program (Methods courses will be labeled ECUR 340.3 and ECUR 341.3).

Discussion took place around the motion. Amendments were made to the original motion.

MOTION Brenna/Cottrell CARRIED

To approve ECUR 326 .3 Methods in Secondary Science (students be allowed credit for one of 326.3, 327.3, or 328.3).

Discussion took place around the motion. Amendments were made to the original motion.

MOTION Claypool/Cottrell CARRIED

To approve ECUR 415.3 Current Issues in EAL.

MOTION Brenna/Claypool CARRIED

To approve EDUC 422.15 as a replacement for the combination of EDUC 421.12 and EDUC 471.3 (and as result EDUC 421.12 and EDUC 471.3 are equivalent to EDUC 422.15)

Discussion took place around the motion. Amendments were made to the original motion.



MEMORANDUM

TO: Jay Wilson, head, Department of Curriculum Studies

FROM: Lisa Kalynchuk, chair, planning and priorities committee of Council

DATE: October 22, 2014

RE: Planning and priorities committee response to a Notice of Intent for a

Certificate of Proficiency in the Practical and Applied Arts

Thank you for attending the planning and priorities committee meeting on October 1, 2014 to present the notice of intent for a certificate of proficiency in the practical and applied Arts. Members noted the demand for the new certificate program and the college's willingness to reframe programming in this area to meet program demand as positive developments. The committee ventured that program demand could exceed expectations, given that the certificate program seeks to boost enrolment by offering the program both to current students registered in the B.Ed. program and to post-graduate students. The certificate program also raises interesting possibilities of partnering with Saskatchewan Polytechnic regarding the possibility of those students enrolled in Saskatchewan Polytechnic's cooking and culinary arts laddering into the B.Ed. program.

The proposed program is flexible, being available to B.Ed. students post-graduation, to students planning to apply to the B.Ed. program, and to those teachers seconded to teach in the area of industrial arts or home economics without a complete understanding of the subject area content and safety precautions. The program therefore also meets an educational gap in otherwise qualified teachers. For these reasons, the committee supports the intent to offer a certificate of proficiency in this area; however, the intended termination of the existing area of teaching specialization in the practical and applied arts is of concern as it will mean that students in the B.Ed. program will either need to complete the certificate program concurrently or post-graduation. As the certificate requirements will be in addition to the two areas of teaching specialization required by the college, this will translate into an additional 30 credit hours for students registered in the certificate program beyond the credit hours required for the B.Ed. degree.

Committee members recognized the clear benefits this certificate will have for postgraduate students who are already in the workforce. However, some concerns were expressed about the impact of this certificate on current B.Ed. students. For example, one concern was the amount of additional tuition the college's B.Ed. students will be required to pay to achieve this new credential. A second concern was that, attending classes in the evenings and weekends could be a conflict for those students who work on a part-time basis while attending school to support themselves. Although increased enrolment is projected, the possibility exists that if the college's B.Ed. students

opt not to enrol in the program due to the additional cost and class offerings on evenings and weekends, the college may graduate fewer students qualified to teach home economics and industrial arts, despite the evident program demand. As the certificate program is intended to meet a community need for Aboriginal teachers, these concerns may have a detrimental impact on the college's goal of increased Aboriginal engagement in the practical and applied arts.

Members noted that the benefit of offering the program as a certificate program, rather than a second teaching area, is that it enables the college to offer the certificate as a standalone credential available to students from any college. Notwithstanding the committee's support for the certificate program, the committee asks that the college and the academic programs committee give more detailed consideration to the impact the elimination of the practical and applied arts teaching specialization will have upon students registered in the B.Ed. program when the academic programs committee meets to review the full proposal.

I wish you the very best as you proceed to develop the full program proposal. Please do not hesitate to contact me if you have any questions.

Kind regards,

Lisa Kalynchuk

c Ernie Barber, interim provost and vice-president academic Roy Dobson, chair, academic programs committee of Council Russell Isinger, registrar and director of student services



Planning and Priorities Committee of Council

NOTICE OF INTENT for new programs

Title of proposal: Certificate in Practical and Applied Arts

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

The following challenges with the current Practical and Applied Arts (PAA) program have been identified:

- ➤ Challenges for ITEP/SUNTEP/NORTEP students because of direct entry incompatibilities with the College's current Sequential Program
- ➤ Challenges in alignment with the current Sequential Program in the College for current direct-entry PAA students
- Outdated coursework/options in current PAA offerings
- ➤ Challenges for people who are current teachers in the field wishing retraining in Industrial Arts or Home Economics
- ➤ Challenges in resourcing the Industrial Arts program as currently the location is outsourced to school shops
- ➤ Challenges in recruitment, with low enrollment in current Industrial Arts program

The proposed certificate model would offer the following benefits:

- ➤ Alignment with current B.Ed. programs (ITEP/SUNTEP/NORTEP/SEQUENTIAL)
- Flexibility, with increased course options including new and advanced technical subject matter content, as well as flexible intake opportunities (i.e. certificate could be started during B.Ed. program or after B.Ed. program)
- > A Teaching Area 1 that will offer career versatility alongside PAA certificate skills
- Opportunities to offer PAA areas of specialization that match community needs

- > Opportunities for practicing teachers to apply to the Ministry for advanced salary class standing through certificate opportunity
- ➤ Potential to explore relationships with SIAST and other skills and trades' centers and schools for course facilitation and ongoing partnerships
- 2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?
- ➤ A minimum of 30 new students are expected to enroll in each of the two certificate topic areas (Industrial Arts and Home Economics) on campus each year; opportunities to offer the certificate off campus will increase enrollment in <u>fall</u> 2015.
- 3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?
- The PAA certificate, as proposed, elevates the College of Education to one of the only universities in Canada offering this kind of certificate program.
- ➤ In terms of off-campus community-based programming, we <u>have heard</u> from our partners that there is a high need for the practical skills-based outcomes provided via the certificate to support community education goals.
- 4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?
- The proposed program will replace the current Area of Specialization in PAA currently available to students in direct entry and sequential routes. Instead of graduating with a B.Ed., where one area of specialization is PAA (Industrial Arts of Home Economics), students will graduate with a B.Ed. as well as a certificate in PAA OR return to the college to complete a certificate following graduation with a B.Ed.
- 5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?
- Courses for the certificate program currently exist (see full proposal for names and numbers)
- ➤ The PAA certificate proposal addresses the U of S integrated plan (IP3) in terms of innovation in academic programs and services; not only will the certificate program reach out to communities where it hasn't been previously possible to focus on the PAA areas of specialization in teacher training, there

- is rich potential for the certificate program to respond to community funds of knowledge, creating new and special topics' courses that parallel community needs and skills
- The above opportunity for the certificate to evolve and respond to community needs will expand Aboriginal engagement outcomes for the College, potentially increasing retention rates (as the program will meet individual interests and needs), graduation rates (as it may thread through the B.Ed. program as a practical backbone of valuable experiential learning), and reinforce the voice of culture and community in our offerings

The procedure for submitting a new program for approval is described in the procedures page of the Academic Programs Committee of Council.

Please submit through the Academic and Curricular Change Portal. For more information, contact: Sandra Calver, Secretary, Planning & Priorities Committee of Council c/o Office of the University Secretary phone 2192; email sandra.calver@usask.ca

Approved by Council January 2000; as revised November 2010

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR INPUT

PRESENTED BY: Roy Dobson, chair

Academic programs committee

DATE OF MEETING: January 22, 2015

SUBJECT: Transfer Credit and Articulation Policy

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The purpose of the policy is to establish key transfer credit and transfer articulation principles, define common terminology, outline roles and responsibilities, clarify authorities, and determine common procedures and guidelines for students, administration and faculty to accompany the policy and facilitate its implementation. With the new policy and procedures in place, the work of evaluating and assigning transfer credit centrally and within departments will become more consistent and streamlined. Similarly, articulating the university's policy on transfer credit and articulation will aid potential transfer students in understanding their options and requirements with respect to receiving academic credit for coursework completed elsewhere.

The policy recognizes the global increase in cross-jurisdictional and inter-institutional student mobility and greater competition for postsecondary students and meets the expectations of governments, students, postsecondary partners, and other stakeholders to recognize prior learning, minimize repetitive learning, decrease time to complete credentials, and eliminate unnecessary costs. Efficiencies can be gained through effective, consistent and transparent transfer credit and credit transfer systems, allowing increased access to postsecondary education and the ability for learners at all stages of their lives and careers to move easily into, between, and out of postsecondary education.

Scope of Proposed Policy

This policy applies to all for-credit undergraduate and graduate courses completed at recognized postsecondary institutions considered for transfer credit toward U of S degree credit courses. Also within the scope of the policy is university-level coursework completed through standardized enhanced secondary systems, such as the International Baccaleaurate, Advanced Placement, and A-levels in British-based education systems.

This policy excludes non-formal and informal learning, which is assessed through the Prior Learning Assessment and Recognition process. The Prior Learning and Assessment Recognition (PLAR): Challenge for Credit Policy, approved by Academic Programs Committee of Council (April 2002), presents principles and a draft administrative process for the consideration of credit of knowledge and skills obtained through non-formal and informal learning. This document is flagged for review and revision or deletion immediately following approval of the Transfer Credit and Articulation policy.

The policy also covers the development and approval of transfer credit and articulation agreements with other postsecondary institutions, which will make it much easier for colleges and schools to undertake new academic partnerships. The procedures will be aligned with the Standard Operating Procedures for Signing International Agreements (under development by the International Office), and will align with the university's Signing Authority Policy.

The policy includes an appendix of student mobility terminology (Appendix A) that brings the university's nomenclature in alignment with national terminology. Approval of the policy signifies approval of the terminology in Appendix A, which will then be incorporated within the university's Nomenclature Report.

Consultation to date

The policy has been developed with extensive consultation as follows:

- Academic programs committee (Dec 2013, Exec April 2014, Nov 2014, Dec 2014)
- Associate deans academic (Dec 2011, Dec 2013, April 2014)
- The Advising Council group of academic advisors (May 2013)
- College of Graduate Studies and Research (April, Aug 2014, Nov 2014, Dec 2014)
- Direct and non-direct entry college coordinators and advisors (April & Aug 2014)
- International activities committee of Council (Dec 2014)
- Ministry of Advanced Education, Government of Saskatchewan (2013-14 ongoing)
- Policy oversight committee (Oct 2010, Sept 2014, Nov 2014)
- Postsecondary partners (U of R, Saskatchewan Polytechnic) (2013-14 ongoing)
- SESD Admissions and Transfer Credit Office (domestic and international) (April & Aug 2014)

Policy-related Procedures

Related procedures are under development in consultation with colleges and departments and will be completed by June, 2015. The procedures largely clarify existing practices and activity already underway. The procedures will be collated in a single procedures document appended to the policy and updated as required.

Awareness of the Policy

Stakeholders have been involved in the creation of the policy, and will continue to be consulted throughout the approval stages of the policy and development of related procedures. Policy implementation meetings, led by the project team, will be held with colleges and administrative offices once the policy is approved.

Provincial stakeholders such as Advanced Education, the University of Regina, and Saskatchewan Polytechnic are aware of the development of this policy, which is aligned with provincial/national principles and terminology.

FEEDBACK:

Comments and feedback on the draft policy and appendix may be directed to Alison Pickrell, director of enrolment and student affairs at Alison.pickrell@usask.ca.

ATTACHMENTS:

- 1. Draft Transfer Credit and Articulation Policy
- 2. Appendix A: Student Mobility Terminology
- 3. Outline of Transfer Credit and Articulation Procedures

University of Saskatchewan Policy Template

DRAFT Articulation and Transfer Credit Policy

Category: TBD Number: TBD

Responsibility: Director of Enrolment and Student Affairs

Approval: University Council

Date: TBD

Purpose:

The University of Saskatchewan (U of S) recognizes that globally there has been an increase in cross-jurisdictional and inter-institutional student mobility and greater competition for postsecondary students. There is an expectation from governments, institutions, students, employers, and other stakeholders to recognize prior learning and establish pathways that build upon past learning experiences, in order to minimize repetitive learning, decrease time to completion, and eliminate unnecessary costs.

The university supports *The Pan-Canadian Protocol on the Transferability of University Credits* (CMEC, 1995), the *Ministerial Statement on Credit Transfer in Canada* (CMEC, 2002), and the *Recognizing Prior Learning Provincial Policy Framework* (2009). As such, the University is committed to creating policy and procedures that support the mobility of students in their learning. The university recognizes the efficiencies that can be gained through effective and transparent transfer credit and credit transfer systems, facilitating increased access to postsecondary education and the ability for learners at all stages of their lives and careers to move easily into, between, and out of postsecondary education.

The purpose of this policy is to establish key articulation and transfer credit principles for the U of S, define terminology, outline roles and responsibilities, clarify authority, and determine common procedures and guidelines for students, administrators and faculty.

Principles:

When considering a course for transfer credit, institutions are faced with a number of decision points. The University of Saskatchewan has adopted the following best-practice principles to ensure that courses are assessed fairly and consistently.

Equivalence: A course submitted for transfer credit will not likely be identical to the corresponding course at the U of S. When an assessment for specific credit is being considered, the degree to which the course or courses match in relevance, level, content and/or learning outcomes will be considered with the goal of reasonably ensuring that students will have the necessary knowledge to be successful in more advanced courses.

Lifelong Learning: The U of S supports, recognizes, and promotes the value of educational experiences students have had at other post-secondary institutions, and will seek to grant credit for these experiences wherever possible through approved formal articulation agreements and/or course-by-course transfer credit. The U of S will develop meaningful learning pathways for transfer students that facilitate lifelong learning.

Parity of Esteem: Faculty should consider courses from other recognized institutions as they would like to have their own courses considered. Provisos and restrictions, such as specific grade requirements, should not be placed on transfer courses from recognized postsecondary institutions unless those same restrictions apply at the U of S, or there are clear and defensible reasons to do so.

Pedagogy: How a course is delivered is normally immaterial to its articulation. There is recognition that learning can happen in a wide variety of arrangements and conditions. However, there may be some occasions where it is appropriate to consider how a course is taught as it may be integral to content mastery and/or learning outcomes.

Quality: Transfer credit is granted only for formal coursework completed at recognized postsecondary institutions. A recognized postsecondary institution is a public or private institution that has been given authority to grant degrees, diplomas, and other credentials by a public or private Act of the provincial/territorial legislature or through a government quality assurance mechanism of accrediting agency.

Timeliness – Students, faculty and staff all play a role in the timely evaluation of transfer credit. Transfer credit will be assessed and communicated in a timely, consistent and clear manner to facilitate effective academic program planning and course registration.

Transparency: The U of S is committed to providing students, faculty, staff and departments with current and reliable information about transfer credit equivalencies, agreements, policies and procedures. Any individual who assigns or denies transfer credit on the assessment of a course should be prepared to explain the factors that led to the decision.

Definitions:

Transfer credit terminology is outlined in Appendix A. Definitions align, whenever possible, with national terminology and are part of the University Nomenclature Report.

Scope of this Policy:

This policy applies to all for-credit undergraduate and graduate courses completed at recognized postsecondary institutions that are being considered for transfer credit toward U of S degree credit courses. Also within the scope of the policy is university-level coursework completed through standardized enhanced secondary systems. This policy excludes non-formal and informal learning, which is assessed through the Prior Learning Assessment and Recognition process. See PLAR: Challenge for Credit Policy (APC, 2002).

Policy:

1.0 Transfer Credit

- **1.1** The U of S will grant transfer credit for successfully completed postsecondary-level courses from recognized institutions in accordance with the principles outlined in this policy document.
- **1.2** Undergraduate credit may be granted for standardized enhanced secondary level programming that is deemed to be postsecondary coursework.
- **1.3** Official proof of successful completion of the coursework is required.
- 1.4 Transfer Credit will not be unreasonably denied. Transfer credit assessment will involve determining the degree to which the course(s) matches in relevance, content and/or learning outcomes, and will reasonably ensure that students have the necessary knowledge to be successful in more advanced courses.

- 1.5 The U of S recognizes the fundamental principles of the Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials (CMEC, 2012), and will apply these principles in the assessment of educational documents from outside of Canada.
- **1.6** The content of multiple courses from another institution may be combined to meet the learning outcomes of a U of S course or course(s).
- 1.7 The authority for determining transfer credit lies with the academic department responsible for the course content area. The academic department may delegate authority to assess transfer credit to the College Deans' Office, College Admissions Office, and Central Admissions and Transfer Credit Office.
- **1.8** Whenever possible, transfer credit will be awarded for a specific U of S course. Where specific U of S credit is not possible, unspecified college, subject-area or elective credit may be granted.
- **1.9** Transfer credit may be granted for subject areas not offered at the U of S.
- **1.10** The College Dean's Office (or designate) has authority to grant unspecified college, subject-area or general elective credit.
- **1.11** Colleges have authority to determine how transfer credit is applied to program/degree requirements, and they may establish limits on the amount of transfer credit allowed within a degree program. Transfer credit shall not exceed 50% of total credits required for completion of a U of S credential.
- **1.12** Provisos and restrictions will not be placed on courses being considered for transfer, unless those same restrictions apply to U of S courses, or there are clear and defensible reasons to do so.
- 1.13 Transfer credit decisions will be made and communicated to students in a timely manner.
- **1.14** Transfer credit awarded will appear on the student's official U of S transcript.
- **1.15** Students who chose to repeat courses for which they have been granted transfer credit, are subject to the course repeat regulations within their college of enrolment.
- **1.16** Transfer credit decisions may be appealed.

2.0 <u>Transfer Credit Agreements</u>

- 2.1 Transfer Articulation Agreements are formal agreements which ultimately result in the awarding of transfer credit. They are considered legal contracts that outline the nature of the credit transfer and the roles and responsibilities of each organization for maintaining the terms agreed upon within the agreement.
- 2.2 Colleges have the authority to negotiate and develop transfer credit articulation agreements with recognized postsecondary institutions. Agreements may be initiated by the College or by the sending institution
- 2.3 The U of S will only sign transfer articulation agreements with recognized/accredited institutions. If the College is seeking an exception to this policy, permission must be obtained from the Vice Provost, Teaching and Learning.
- 2.4 Transfer Articulation Agreements must follow due diligence procedures, including being vetted by the Admissions & Transfer Credit Office (for undergraduate), the College of Graduate Studies & Research (for graduate), and the College Dean's Office(s) prior to final signature, to ensure alignment with policy principles and practices. A due diligence form must be completed and adherence to the University's signing policy is required.
- 2.5 Signed Transfer Articulation Agreements must be sent to the Admissions & Transfer Credit Office for central filing and inclusion in transfer credit database.

Responsibilities (Undergraduate Transfer Credit):

Academic Departments or Units

- 1. It is the responsibility of the academic department or unit to review course(s) from sending institutions to determine equivalency to U of S course(s) within the department.
- Academic departments or units are responsible for responding to requests for evaluation in a timely manner.

College Office:

- 1. It is the responsibility of the College to assist with facilitating the timely transfer credit reviews.
- 2. The College will foster a culture of transfer with its academic departments and ensure consistency of transfer practice within the College.
- 3. The College will determine how transfer credit that is awarded fits into a student's degree program.
- **4.** The College will negotiate transfer credit agreements, and ensure appropriate due diligence and signing of new and revised agreements

SESD Admissions & Transfer Credit Office:

- 1. The Office will facilitate the review of courses from sending institutions by academic departments.
- 2. The Office will assess undergraduate transfer credit based on precedent and agreements, and ensure
- 3. The Office will maintain a list of transfer credit precedents.
- 4. The Office will maintain copies of all Transfer Articulation Agreements
- 5. The Office will be responsible for providing and maintaining information for students about transfer credit procedures, course equivalencies and transfer articulation agreements
- **6.** The Office will participate in the vetting process for Transfer Articulation Agreements

Responsibilities (Graduate Transfer Credit):

Academic Units

- 1. The academic unit will review course(s) from sending institutions to determine recommended equivalency to U of S course(s) within the unit.
- Academic units are responsible for responding to requests for transfer credit evaluation in a timely manner.

College of Graduate Studies and Research Office:

- 1. The College will facilitate the review of courses from sending institutions by academic units.
- 2. The College will negotiate transfer credit agreements, and ensure appropriate due diligence and signing of new and revised agreements.
- **3.** The College will review and approve recommendations for graduate transfer credit based on precedent and agreements (e.g. SUGA, WDA, CUGTA).
- 4. The College will maintain a list of transfer credit precedents.
- 5. The College will maintain copies of all Transfer Articulation Agreements

SESD Admissions & Transfer Credit Office:

1. The Office will apply transfer credit to graduate student record when approved by both the Academic Unit and College of Graduate Studies.

Procedures and Appendices:

- 1. Appendix A: Student Mobility Terminology
- 2. Transfer Credit & Articulation Procedures Document

Contact:

Contact Person: Director of Enrolment and Student Affairs,

Phone: 306-966-6820

Appendix A: University of Saskatchewan Student Mobility Terminology

As a principle, the University of Saskatchewan will align, where possible, with national student mobility terminology to ensure a common language for discussion and activity related to transfer credit and transfer credit agreements. The primary source for definitions will be the Canadian Information Centre for International Credential (CICIC) English Terminology Guide for Academic Credential Assessment in Canada, and the Pan-Canadian Consortium on Admissions & Transfer (PCCAT)/Association of Registrar's of the Universities & Colleges of Canada (ARUCC) Transfer Credit Nomenclature project. This document incorporates and replaces the Student Mobility Terminology document approved by the academic programs committee of Council on May 23, 2012.

Transfer Credit Terminology

Articulation

Articulation is a process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

Block Transfer

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessments. The most common example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that diploma graduates possess the knowledge, skills and abilities necessary to succeed in upper year courses at the receiving institution.

Course-by-Course Transfer

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

Laddering

Seamless movement of a student between certificate, diploma and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Learning Outcomes

Represent the knowledge, skills, competencies, and abilities that a student has attained and is able to demonstrate as a result of successfully completing a particular set of educational experiences.

Learning Pathways

Different routes that individuals choose to progress into, within, and out of the postsecondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

Mobility

The ability for students to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession without undue obstacles or hindrances.

Recognized Post-Secondary Institution

A public or private institution that has been given authority to grant degrees, diplomas, and other formal credentials by a public or private Act of the provincial/territorial legislature or through a government-mandated quality assurance mechanism or accrediting agency.

Transfer Credit (Credit Transfer)

Courses taken by a student at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from recognized institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work, which has been undertaken at another institution, and to reduce the likelihood of a student repeating academic work for which the student has already demonstrated competence.

Transfer Credit Agreement (Articulation Agreement)

An agreement between two institutions that authorizes studies undertaken at one institution to be credited toward studies undertaken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other's courses) or one-way. Transfer credit can be established on a course-by-course or block transfer credit basis.

2+2, 1+3, and 3+1 Agreements

A type of block transfer credit agreement between the U of S an another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S.

Program Terminology

Joint Degree Program

A student pursues a degree at both the University of Saskatchewan and another post-secondary institution, with the student receiving only one degree at the end of the program either from the University of Saskatchewan or from the partner institution. The University of Saskatchewan parchment, if awarded, and transcript reflect the joint nature of the program. The degree can be at the undergraduate or graduate level.

Joint Student Program

A student pursues a graduate degree from another university, with a portion of their research and/or course work being completed at the U of S. The student receives only one degree and it is from the partner university. This is also sometimes referred to as a Sandwich Program.

Dual Degree Program

A student pursues a degree both at the University of Saskatchewan and another post-secondary institution, with the student receiving two degrees at the end of the program, one from the University of Saskatchewan and one from the partner institution. The University of Saskatchewan parchment and transcript reflect the dual nature of the program. The degree can be at the undergraduate or graduate level. The student must complete the degree requirements of both institutions.

Cotutelle Program

A French legal term for a PhD program offered jointly by two higher education institutions: one in France and one elsewhere. The degree is jointly awarded and recognized by both institutions. It can be for dual degree programs or joint degree programs. Students are jointly supervised by faculty at each institution and they attend the universities alternately.

References

Canadian Information Centre for International Credentials (CICIC). English Terminology Guide for Academic Credential Assessment in Canada. http://terminologies.cicic.ca/app/

Council of Ministers of Education (CMEC) Working Group on Credit Transfer. In 2002, the CMEC Working Group on Credit Transfer was established to develop pan-Canadian strategies on credit transfer between colleges and universities among provinces and territories. Every year, each jurisdiction reports on progress in its credit transfer systems and articulation agreements within its post-secondary sectors. These reports are available on the CMEC website: www.cmec.ca/163/Programs-and-Initiatives/Postsecondary-Education/Credit-Transfer

Joint and Double Degree Programs in the Global Context

 $\frac{http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011}{Degree-Survey-Report-2011}$

Ministerial Statement on Credit Transfer in Canada. In 2002, the Council of Ministers of Education, Canada (CMEC) approved a strategy to improve credit transfer systems and promote mobility for students across Canada. As part of the strategy, CMEC endorsed and released a Ministerial Statement on Credit Transfer in Canada that sets out expectations for credit transfers to guide institutions, students, and governments.

Pan-Canadian Consortium on Admissions and Transfer (PCCAT). The Pan-Canadian Consortium on Admissions and Transfer (PCCAT) is a membership-based organization intended

to bring together stakeholder post-secondary institutions across Canada. PCCAT meets annually to bring together experts in the field of student mobility. Further information can be found on the PCCAT website: http://www.uwindsor.ca/pccat/

Pan-Canadian Protocol on the Transferability of University Credits. At their meeting from August 30 to September 1, 1994, provincial premiers endorsed the CMEC proposal to work with partners on an action plan to increase accessibility, equity, and mobility for postsecondary students, and agreed that CMEC should consider the feasibility of setting a target date for the recognition of postsecondary credits across Canada. In July 2009, the statement was updated and approved by ministers of post-secondary education in each Canadian jurisdiction. The statement lists six principles recognizing that credit transfer can occur between different types of post-secondary institutions, and that there is variation in credit transfer agreements between provinces and territories. Each Canadian jurisdiction has made progress in its credit transfer system. Those with the most well-developed transfer systems are the British Columbia Council on Admissions and Transfer (BCCAT), and the Alberta Consortium on Admissions and Transfer (ACAT).

Western Canadian Consortium on Admissions and Transfer (WestCAT). WestCAT is a voluntary consortium whose purpose is to encourage and facilitate inter-provincial access, mobility, and transfer of credits for students moving among the provinces of British Columbia, Alberta, Saskatchewan, and Manitoba. Its work is guided by the principles stated in the Council of Ministers of Education (CMEC) (2009) *Ministerial Statement on Credit Transfer in Canada* and is compatible with the mandate and role of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). Membership includes government, council, and/or institutional representatives as determined by each province.

Australian Qualifications Framework - AQFC Project to develop a Common Terminology for Credit Transfer and Articulation

 $\underline{\text{http://www.csu.edu.au/acad_sec/academicsenate/docs/CSU_Submission_to_MCEETYA_Project}.pdf$

Transfer Credit & Articulation Procedures

The following is an outline of the information that will be included in the transfer credit and articulation procedures document. This document will be utilized by faculty and staff in the administration and awarding of transfer credit for graduate and undergraduate students. The majority of these procedures are already in place, but have not been captured in a comprehensive way. These procedures are being developed and vetted in consultation with Student & Enrolment Services (SESD), the College of Graduate Studies and Research Office (CGSR), college offices, academic units and other interested stakeholders.

1. Undergraduate Transfer Credit

a. Undergraduate Transfer Credit Process

This section will provide an overview of the undergraduate transfer credit process.

b. SESD Admissions & Transfer Credit Office Procedures for Assessing Undergraduate Transfer Credit

This section will outline administrative procedures for SESD Admissions & Transfer Credit staff. The document will include guidelines for assessing transfer credit when delegated authority has been granted, preparing information for academic departments to assess transfer credit equivalence, data entry of transfer credit awarded, and maintaining/reviewing transfer credit precedent.

c. Guidelines for Academic Departments Assessing Undergraduate Transfer Credit Equivalence

This section will provide academic departments with guidelines for making informed undergraduate transfer credit equivalence decisions. The document will outline what information they will receive from the SESD Admissions & Transfer Credit office (such as an official transcript, information about the institution, grading system, credit system, course syllabus or description). These guidelines are being developed in consultation with College offices and academic departments to ensure they meet the needs of faculty.

d. Transfer Credit Appeal Process

This section will outline the undergraduate transfer credit appeal process, and provide a copy of the form.

2. Graduate Transfer Credit

a. Graduate Transfer Credit Process

This section will provide an overview of the graduate transfer credit process.

b. Procedures for College of Graduate Studies & Research Office for Assessing Transfer Credit

This section will outline administrative procedures for the College of Graduate Studies and Research staff. It will include guidelines for approval of academic unit transfer credit

Revised: January 8, 2015

recommendations, data entry of transfer credit awarded and maintaining/reviewing transfer credit precedent.

c. Guidelines for Academic Units Assessing Graduate Transfer Credit

This section will provide academic departments with guidelines for making informed undergraduate transfer credit equivalence decisions. These guidelines are being developed by the College of Graduate Studies & Research in consultation with academic units to ensure they meet the needs of faculty and staff.

d. Graduate Transfer Credit Appeal Process

This section will outline graduate transfer credit appeal process.

3. Guidelines for Determining Recognized/Accredited Institutions

The policy states that transfer credit will only be awarded for course work successfully completed at recognized/accredited institutions. This document will provide guidelines for administrative staff and faculty to assist with determining whether an institution is recognized or accredited. These guidelines will be utilized at both the graduate and undergraduate level.

4. Best Practice for Establishing Transfer Articulation Agreements

This document will provide best practice guidelines for establishing transfer articulation agreements at the graduate and undergraduate level, describe the due diligence process, and provide sample templates for use by colleges.

Revised: January 8, 2015

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REPORT FOR INFORMATION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: January 22, 2015

SUBJECT: Items for information

Native Studies Program Name Change Certificate in Jazz [Certificate of Proficiency] Geological Engineering Mining Option Mechanical Engineering Mining Option Chemical Engineering Mining Option

Terminations:

Postgraduate Diploma (PGD) in French

Master of Agriculture (M.Agr.) non-thesis option

Minor in Jazz Studies

Four-year B.Sc. in Computing

Post-degree Specialization Certificate in Computer Science

COUNCIL ACTION: For Information Only

SUMMARY:

The following items were approved by the academic programs committee at its meetings on December 17, 2014 and January 7, 2015.

- 1. Program Name Change from Native Studies to Indigenous Studies. The Department of Natives Studies has moved to change the name of its programs from Native Studies to Indigenous Studies as a more inclusive and internationally recognized name.
- 2. Creation of Certificate in Jazz and accompanying deletion of the Minor in Jazz Studies. In November, 2012, Council approved the template for certificate programs in the College of Arts and Science and delegated authority to the academic programs committee to approve those certificate programs for which an approved program template existed. The Certificate in Jazz will offer greater flexibility to students and boost enrolment, as the certificate is open to students from any program and may be taken as a standalone program by students with no prior university experience. Those students currently registered in the minor may elect to complete the program or transfer to the certificate program.

3. Engineering Options: Geological, Chemical, and Mechanical. Due to industry demand for further training in mining engineering, these program streams have been developed to allow students to graduate with a mining option in geological, chemical, or mechanical engineering.

The following program terminations were considered moribund programs by the committee, and their termination largely a housekeeping issue:

- **4. Termination of Postgraduate Diploma in French.** There have been no students registered in the program in the last decade.
- 5. Termination of Master of Agriculture (M.Agr.) non-thesis option. With the lowering of the credit unit requirement in the thesis option, students now prefer the thesis option. At present, there are no students in the program, and the last student exited the program in 2009.
- **6. Termination of Four-year B.Sc. in Computing.** Students prefer the four-year B.Sc. in Computer Science. The program has had no graduates, and there has only ever been one student registered in the program.
- 7. Termination of Post-degree Specialization in Computer Science. There are no students registered in the program at present and there has been only one graduate from the program in the past five years.



Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Alexis Dahl for Dr. Winona Wheeler, Head, Department of Native Studies,
Dr. Lawrence Martz, Acting Vice-Dean, Social Sciences, College of Arts & Science,
and Trever Crowe, Associate Dean, College of Graduate Studies & Research

Date: 3 Dec 2014 Colleges: Arts & Science and Graduate Studies & Research

College approval date: November 18, 2014 (CGSR) and November 24, 2014 (A&S)

Proposed effective date of the change: 1 May 2015

1. Proposed change of name

	From:	То:	
College			
Department			
Program name			
Degree name			
Name of Field of Specialization (major, minor, concentration, etc)	Native Studies	Indigenous Studies	
Course label (alphabetic)	NS	INDG	
Building			
Street			
Other			

2. Documentation

Note: The Department is also proposing to change the name of the Department to the Department of Indigenous Studies. Department name changes follow a different approval route, so that change is referenced in this document but is not included in the changes to be approved, listed above.

Rationale

"Native Studies" emerged as the intellectual arm of the larger socio-political Indigenous rights movements in Canada and the USA in the late 1960s. The first Native Studies program in Canada was created in 1969 at Trent University shortly following the establishment of Native American Studies programs at UCBerkeley and the University of Minnesota. Three years later the program at Trent achieved departmental status. The term "Native Studies" arose out of the nomenclature of that era when the terms "Native Canadian" and "Native American" or "Canadian Indian" and "American Indian" were most commonly used. At the time "Native" was intended to be inclusive of all Indigenous peoples—Indian, Inuit, Metis and non-status Indians in Canada as well as Indigenous peoples around the world. As a moniker for our new discipline it was also perceived as less aggressive and more conciliatory than the more popular terms of that era, "Indigenous" or "4th World" (a significant consideration given the political climate of the times).

It has long been recognized that the term "Native" is too broad and imprecise. Dictionary definitions of "Native" include—in addition to Indigenous humans, plants and animals—those who were born in a certain place or inhabited a certain place, for example, a native Torontonian or "a native of Montreal". ²

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¹ Winona Wheeler, "Thoughts on the Responsibilities of Indigenous/Native Studies," *Canadian Journal of Native Studies* 21, 1 (2001): 97. For more information on the discipline see also Robert Alexander Innes, "Introduction: Native Studies and Native Cultural Preservation, Revitalization, and Persistence," *American Indian Culture and Research Journal* 34(2) 2010: 1-9, and; Chris Anderson, "Critical Indigenous Studies: From Difference to Density," *Cultural Studies Review* 15 (2) 2009: 80- 100.

[&]quot;Native", noun: (1) "a person born in a specified place or associated with a place by birth, whether subsequently resident there or not: a native of Montreal" (2) "a local inhabitant: New York in the summer was too hot even for the natives" (3) "dated, often offensive a non-white original inhabitant of a country, as regarded by European colonists or travellers." (4) "an animal or plant indigenous to a place: the marigold is a native of southern Europe" (5) "British an oyster reared in British waters." Native, adjective: (1) "associated with the place of circumstances of a person's birth: he's a native New Yorker her native country" "of the indigenous inhabitants of a place: a ceremonial dance from Fiji" (2) "(of plant or animal) of indigenous origin or growth: eagle owls aren't native to Britiain Scotland's few remaining native pinewoods" "Australia/NZ used in names of animals or plants resembling others familiar elsewhere, e.g. native bee" (3) "(of a quality) belonging to a person's character from birth; innate: some last vestige of native wit prompted Guy to say nothing" (4) (of a metal or other mineral) found in a pure or uncombined state." (5) Computing designed for or built into a given system, especially denoting the language associated with a given processor, computer, or compiler, and programs written in it." http://oxforddictionaries.com/view/entry/m_en_gb0549380#m_en_gb0549380

Currently there are 21 undergraduate programs and departments across the country in our discipline variously named Native Studies (5), Aboriginal Studies (2), First Nations Studies (5) and, Indigenous Studies (7) (see list below). The lack of an agreed upon nomenclature reflects both the relative newness of the discipline and the eras in which various departments and programs were developed. The "Native Studies" departments were among the earliest, developed between 1968 and 1983. The "Aboriginal Studies" and "First Nations Studies" departments were established immediately following the repatriation of Canada's constitution and the name change of the National Indian Brotherhood to the Assembly of First Nations in 1982.3 "Aboriginal" is more specific than "Native," referring as it does to "...inhabiting or existing in a land from the earliest times or from before the arrival of colonists; indigenous..."4 However, in the Canadian context the term has a more narrow application because it is the language used in Section 35(2) of the Canadian Constitution that has been adopted in lay, legal and academic circles. Section 35(2) defines "Aboriginal Peoples of Canada" as Indians, Inuit and Metis. These three are the only Indigenous groups in this country which are legally and politically acknowledged by Canada. The term excludes or denies the existence of Indigenous peoples who fall outside this definition, for example, non-status Indians and Indigenous peoples from different countries.

Many universities that adopted "First Nation Studies" publicly stress that they interpret the term inclusively. However, it is not an inclusive term. "First Nations" was adopted by the National Indian Brotherhood in 1982 to replace the derogatory term "Indian" which, in addition to being a colonialist misnomer, exclusively refers to status Indians as defined by the Indian Act. The adoption of this recent term, and the transformation of the Native Indian Brotherhood to the Assembly of First Nations, were political moves to create a space during the repatriation process for First Nations peoples to participate alongside the "Founding Nations." The political origins and intent of the term "First Nations" must be respected but in so doing it excludes Metis, Inuit, non-status or Indigenous peoples from other parts of the world.

A number of earlier departments like those at First Nations University of Canada (formerly the Saskatchewan Indian Federated College) and Trent underwent name changes in 2003 and 2006 respectively to more accurately reflect their intellectual subject areas as well as the developments and internationalization of the discipline. Since then, most of the newer departments adopted "Indigenous Studies," the most recent of which is the program developed in 2011 at the University of Winnipeg.

The term "Indigenous" is far less ambiguous than "Native" and is preferred over "Aboriginal Studies" and "First Nations Studies" because of its inclusivity. The growing usage of the term "Indigenous" arises out of international movements to protect Indigenous rights as reflected by the World Council of Indigenous Peoples that was established in the 1970s and grew in strength

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³ At a general assembly of the National Indian Brotherhood (NIB), in Penticton, BC, the name was official changed to the Assembly of First Nations (AFN) and the "Declaration of First Nations" was passed. For the declaration see: http://www.afn.ca/index.php/en/about-afn/a-declaration-of-first-nations
⁴http://oxforddictionaries.com/search?searchType=dictionary&isWritersAndEditors=true&searchUri=All&q=Aboriginal&contentVersion=WORLD

and voice during the 1980s. It is also the language used in the UN Permanent Forum on Indigenous Issues and various UN declarations like the Declaration on the Rights of Indigenous Peoples that Canada recently adopted.⁵

While many definitions of "Indigenous" exist, rather than adhering to a finite definition, many scholars follow the lead of the UN to identify rather than define Indigenous peoples, an approach which is in keeping with the "fundamental criterion of self-definition as underlined in a number of human rights documents." The description of Indigenous peoples presented by the UN Forum on Indigenous issues serves our purposes well:

Understanding the term "Indigenous"

Considering the diversity of indigenous peoples, an official definition of "indigenous" has not been adopted by any UN-system body. Instead the system has developed a modern understanding of this term based on the following:

- Self- identification as indigenous peoples at the individual level and accepted by the community as their member.
- Historical continuity with pre-colonial and/or pre-settler societies
- Strong link to territories and surrounding natural resources
- Distinct social, economic or political systems
- Distinct language, culture and beliefs
- Form non-dominant groups of society
- Resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities.⁷

It is also significant to note that our international academic association is the "Native American/Indigenous Studies Association."8 Of additional significance, our Department hosted the 2013 annual NAISA conference here in Saskatoon which brought over 900 scholars from around the world to our campus, and in May of 2014 our Department Head was voted in as President elect.9

The Native Studies Department at the University of Saskatchewan is in the process of renewal and our adoption of this new signature reflects our rejuvenation process. The Department of Native Studies faculty in committee unanimously agreed to change our name to the Department of Indigenous Studies to more accurately identify our areas of intellectual inquiry and to reflect the ongoing developments and internationalization of our discipline.

⁵ United Nations, "United Nations Declaration on the Rights of Indigenous Peoples," adopted by General Assembly Resolution 61/295 on 13 September 2007. http://www.un.org/esa/socdev/unpfii/en/drip.html

⁶ United Nations Permanent Forum on Indigenous Issues, "Indigenous Peoples, Indigenous Voices—Fact Sheet." http://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf ⁷ Ibid..

⁸ http://naisa.org/

⁹ NAISA 2013 conference, see http://www.naisa.usask.ca/. For recent NAISA elections, see: http://www.naisa.org/2014-naisa-election-results.html

Impact of the change

We believe the impact of the name change will be positive for our Department, College and University as it is more inclusive and international in its scope than our current name and will be recognized as such internationally. We do not foresee any negative impact on students, faculty, staff and alumni, and the logistical impacts on them will be minimal as we intend to do a point of time change rather than retroactive. The name change will give us another opportunity to reconnect with alumni. Other programs, departments, colleges, centres and other institutions that utilize NS courses in their programs will be minimally impacted as they will only need to revise their documentation to reflect the name change.

There will be minimal impact on costs in the University-wide systems (SiRUS, UniFi, PAWS, U-Friend, Library, About US etc.). We are changing the name of the program and the courses, which will take some time. We have consulted with SESD and have determined that the subject code "INDG" for our courses is most appropriate. We have almost used up all our letterhead and envelopes so will need to purchase new ones soon in any event. There will be some added costs, however, as we include our department logo.

Costs

The Department of Native/Indigenous Studies will absorb the costs associated with SiRIUS and other impacted University systems.

Consultation

The proposed name changes were circulated in the College of Arts & Science Course and Program Challenge in October 2014, and approved by the Academic Programs Committee (Social Sciences) on October 20, 2014. The proposal was then approved by the Divisional Faculty Council (Social Sciences) on November 24, 2014, for submission to the Academic Programs Committee of Council.

The proposed name change for graduate programs was approved by the Executive Committee of the College of Graduate Studies and Research on November 18, 2014.

Informal consultations were conducted with a range of academic programs within the university and other educational institutions that include NS classes in their curricula. A few of them submitted letters of support which we attach here. We also consulted with the Library and a few other Colleges and a few USask scholars who engage in Indigenous content research and teaching and received letters or notes of support. Significantly we received a strong letter of support from Dr. Robert Warrior, founding member and past President of the Native American and Indigenous Studies Association. Consultations were also conducted with SESD, former University Secretary Lea Pennock, and Pauline Melis, Assistant Provost, Institutional Planning and Assessment.

All of the initial consultations took place in 2011 and we have recently re-consulted with SESD, ISA, IPA, FSD, FMD, OUS and ITS.

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- Changes of names for colleges and departments are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

College of Graduate Studies and Research MEMORANDUM

To: Sandra Calver, Associate Secretary

Academic Programs Committee of University Council

From: Trever Crowe, Associate Dean

College of Graduate Studies and Research

Copies: Dr. W. Wheeler, Head, Department of Native Studies,

Dr. L. Martz, Vice-Dean, Division of Social Sciences, College of Arts and Science

Date: November 24, 2014

Re: Proposal to change the name of the field of specialization for the Master of Arts and special-case

Doctor of Philosophy programs as well as the course labels for the 800-999 courses from Native

Studies to Indigenous Studies.

Members of the Executive Committee of the College of Graduate Studies and Research met on Tuesday, November 18, 2014 to consider the recommendation from the Graduate Programs Committee that the Native Studies name be changed to Indigenous Studies for graduate programs and course labels.

Members of the Committee found the information to be clear and logical and noted that it was in line with current trends across the country.

The following motion was carried unanimously:

"To approve the change from "Native Studies" to "Indigenous Studies" for the field of specialization for the Master of Arts and special-case Doctor of Philosophy programs as well as the course labels for the 800-999 level courses."

Crowe/Fulton

If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.

TC:kc

Attachments:

Recommendation from Graduate Programs Committee

Request for Name Change form

Correspondence regarding costs



Memorandum

To: Executive Committee, College of Graduate Studies and Research (CGSR)

CC: Dr. Trever Crowe, Associate Dean, CGSR

Dr. Winona Wheeler, Head, Department of Native Studies

Dr. Lawrence Martz, Vice-Dean, Social Sciences and Humanities, College of Arts & Science

From: Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

Date: November 13, 2014

Re: Proposal for Name Change for field of specialization and course labels – Native Studies change

to Indigenous Studies

The Graduate Programs Committee of CGSR met on November 10, 2014, to consider the proposal for the name change from Native Studies to Indigenous Studies. The committee discussed the proposal at length and noted the following:

- The CGSR was only considering the impact of the name change on the field of specialization for the Master of Arts and Special-Case Doctor of Philosophy degree programs along with the label changes on the 800-900 level courses. All other implications of the name change were the concern of the College of Arts & Science.
- The costs of the name changes were discussed, and supplemental information was provided for the scope of costs within CGSR's concern.
- Departmental support for the name change was questioned, and it was clarified that the Department faculty supported the name change.
- The rationale for the name change was discussed at length and committee members were ultimately satisfied that the name change would be more inclusive and relevant to disciplinary trends.

The Graduate Programs Committee of CGSR is recommending approval of the change from Native Studies to Indigenous Studies for the field of specialization for the Master of Arts and special-case Doctor of Philosophy programs as well as the course labels for the 800-900 level courses.

DP:kc

Attachment (1): Request for Name Change form Correspondence regarding costs



Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Jazz and Related Creative Studies

Field(s) of Specialization: Jazz and Related Creative Studies

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Dean McNeill Professor, Department of Music College of Arts & Science 306-966-6169

email: dean.mcneill@usask.ca

Proposed date of implementation: May 2015

Proposal Document

3. RATIONALE

The Department of Music currently offers an 18 credit unit Minor in Jazz Studies. All courses within this minor are popular and highly subscribed (very high demand). However, due to the limitations of minors (Arts & Science minors are only open to Arts & Science students and must be completed concurrently with a degree) and, due to limited departmental teaching resources in the department's jazz area, few students complete this minor as courses are not offered often enough.

The proposed Certificate program relies less on departmental teaching resources (compared to the existing minor, all of the credit units for which are from within the department) which makes it easier for students to complete in a shorter period of time. By building in courses from other disciplines, the proposed Certificate also allows for more interdisciplinary possibilities between cognate disciplines, within the 3 credit units of restricted electives and via the INCC 220.1 course.

Both the proposed certificate and the current jazz minor are unique to western Canada. Both speak to the issue of nurturing students' creative and expressive ambitions in artistic and practical ways.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate of Proficiency in Jazz and Related Creative Studies

This 15 credit unit certificate (two year course of study) is open to all students in all degree programs at the UofS. Primary focus is on jazz music studies with a 3 credit unit elective option to include creative work at UofS from cognate disciplines and departments/colleges which includes but is not limited to, the departments of Music, English, Art & Art History, and Drama. The entire 15 credit units could be within jazz music area as jazz rotational course offerings allow, but students may choose 3 credit units from a complementary area of study.

Although the primary focus is on jazz music, this certificate enables students to make creative connections between jazz and cognate disciplines/art forms, within the final capstone course (INCC 220.1) in particular.

REQUIREMENTS

Major Average

The major average in the Certificate of Proficiency program in Jazz and Related Creative Studies includes the grades earned in:

• All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate of Proficiency in Related Creative Studies, students must complete at least twothirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

Minimum credit units required in the program.

Requirements (15 credit units):

- MUS 175.3 Jazz History
- MUS 184.3 Jazz Materials
- MUS 283.3 Jazz Improvisation
- MUAP 208.1 Jazz Ensemble: Two credits (i.e. 2 years of) large jazz ensemble.
- INCC 220.1 Jazz Certificate Capstone Course (new course)

Choose 3 credit units from the following:

- EMUS 337.3 Jazz Pedagogy
- o ENG 206.3 An Introduction to Cultural Studies
- o ENG 368.3 Approaches to 20th and 21st Century Poetry
- o MUAP 206.1 Music Theatre
- o MUAP 207.1 Chamber Ensemble
- o MUAP 209.1 Collegium Musicum
- o MUAP 210.1 Contemporary Music Ensemble
- o MUS 111.3 History of Popular Music
- MUS 325.3 Introduction to Conducting
- o MUS 386.3 Jazz Arranging

Additional cognate courses are intended to be added to the program once the correct courses are identified.

5. RESOURCES

No new resources are required. The Certificate program will replace the existing Minor in Jazz Studies. (If the Certificate is not approved, the Minor will be retained.)

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Department of Music currently supplies, on a rotational basis, 100% of the courses that constitute the college's current 18 credit unit minor in Jazz Studies. It is often difficult to offer all these courses in a timely manner due to faculty teaching load limitations. The proposed 15 credit unit Certificate will require only 12 credit units of jazz music-specific courses (i.e. a reduction of 6 credit units of required jazz-specific courses) with the remaining 3 credit unit course being taken in a related area of creative study at the university, internal or external to the discipline of music (jazz music or otherwise). Replacement of the existing Minor with the proposed Certificate will reduce the strain on faculty and resources while creating a new, attractive, and sustainable Certificate program which incorporates many more interdisciplinary possibilities within it.

7. BUDGET

No change to current allocations.



Report Form for Program Termination

Program(s) to be deleted: Jazz Studies - Minor

Effective date of termination: May 2015

1. List reasons for termination and describe the background leading to this decision.

The Department of Music is proposing to replace the Minor in Jazz Studies with a Certificate of Proficiency in Jazz and Related Creative Studies.

The Minor in Jazz Studies is a highly prescribed program, consisting of courses that are offered on a rotating basis, which can make it difficult for students to complete within the time-frame of their degree. The Department has proposed to replace the existing program with a Certificate program. Increased course choices, a reduction in minimum credit units, and the Certificate's ability to be taken as a separate credential (potentially completed after a degree) all allow the Certificate program to be more easily completed.

Should the Certificate of Proficiency in Jazz and Related Creative Studies not be approved, the Department will retain the Minor in Jazz Studies.

Per College policy, the enrolled student will have up to 10 years, from the time they started in the program, to complete the program requirements and apply for convocation (in conjunction with the completion of a degree program).

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

MUS 175.3, MUS 184.3, MUS 283.3, MUS 386.3, MUAP 201.1; EMUS 337.3

These courses are taught on a rotating basis by faculty members in the Department of Music.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Courses are taught by Department of Music faculty, using resources that are shared with other EMUS/MUS/MUAP courses.

2.3 Courses to be deleted, if any.

No courses will be deleted. All courses will be options within the proposed Certificate of Proficiency in Jazz and Related Creative Studies.

2.4 Number of students presently enrolled.

7 students are currently enrolled in the program (information taken from OARS)

2.5 Number of students enrolled and graduated over the last five years.

Enrollments: Graduates: 2010: 2 2009: 1 2011: 3 2010: 1 2012: 5 2011: 0 2012: 0 2014: 7 2014: 1 (Spring only)

3. Impact of the termination.

<u>Internal</u>

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

No impact on current students. The courses will all continue to be offered, and students can complete this program within a 10 year period from the time they started.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Courses will continue to be offered.

3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

n/a

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

The Department of Music is proposing a Certificate of Proficiency in Jazz and Related Studies to replace this program.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

n/a

3.7 Describe any impact on research projects.

No impact. Jazz will continue to be an area of study.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact; no change to course offerings.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Other

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing to pursue a Jazz program. This could raise awareness of this option at the University of Saskatchewan, which could favorably impact the Department of Music's reputation.

3.13 Please provide any statements or opinions received about this termination.

n/a

(Optional)

4. Additional information. Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

n/a



Report Form for Program Termination

Program(s) to be deleted:						
Effective date of termination:						
List reasons for termination and describe the background leading to this decision.						
2. Technical information.						
2.1 Courses offered in the program and faculty resources required for these courses.						
2.2 Other resources (staff, technology, physical resources, etc) used for this program.						
2.3 Courses to be deleted, if any.						
2.3 Courses to be deleted, if any.						
2.4 Number of students presently enrolled.						
2.5 Number of students enrolled and graduated over the last five years.						

3. Impact of the termination. Internal 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? 3.2 What impact will this termination have on faculty and teaching assignments? 3.3 Will this termination affect other programs, departments or colleges? 3.4 If courses are also to be deleted, will these deletions affect any other programs? 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? 3.7 Describe any impact on research projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

3.9 Describe the budgetary implications of this deletion.

External 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions high schools, community organizations, professional bodies).
Ingri concere, commanity organizatione, professional society.
3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?
Other 3.12 Are there any other relevant impacts or considerations?
3.13 Please provide any statements or opinions received about this termination.
Attachments
Á
(Optional)
4. Additional information. Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.
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MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SCIENCE

TO: Roy Dobson, Chair, Academic Programs Committee

FROM: Peta Bonham-Smith, Vice-Dean (Science)

DATE: October 6, 2014

RE: Deletion of the B.A. 4-year program in Computing and the Post Degree

Specialization Certificate in Computer Science.

This memo confirms that the College of Arts & Science supports the deletion of the B.Sc. program in Computing and the Post Degree Specialization Certificate in Computer Science as set out in the Program Termination forms. The Computing program has failed to attract students, likely due to the greater appeal of the accredited Computer Science program, and therefore we see no need to continue to offer this option. The need for the Post Degree Specialization Certificate was been eliminated by the College's move, in 2009, to allow students to receive a second Bachelor of Science degree (requires a minimum of 30 additional credit units). The second-degree option provides students a better opportunity to add another undergraduate credential, which does not suffer the problem of not being appropriately recognized at other post-secondary institutions.

Students who have begun work on these programs prior to May 2015 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposals to terminate these programs were submitted to the College Course Challenge in August 2014, and were approved by the Academic Programs Committee (Science) on September 16, 2014. The proposals were approved by the Divisional Faculty Council (Science) on September 23, 2014.

Peta	Bon	ham-	Smitl	h	



▶ Department of Computer Science

176 Thorvaldson Building 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: (306) 966-4886 Facsimile: (306) 966-4884

DATE: August 12, 2014

TO: Academic Programs Committee, University Council

FROM: Eric Neufeld

RE: Deletion of the 4-year B.Sc. in Computing program and the Post Degree

Specialization Certificate in Computer Science

This memo confirms that the Department of Computer Science approves the deletion of the 4-year B.Sc. in Computing program, and the PDSC in Computer Science.

The department proposed the Computing program some years ago as an alternate, less math-intensive path for students, but it has not received enough interest to justify it.

The PCSC in Computer Science was a useful program option before students were allowed to earn more than one BSc degree, but since that has been changed this option is no longer needed.

Eric Neufeld, Department Head

Eine Neufeld

Cc: Derek Eager, Undergraduate Chair Michael Horsch, Professor and former Undergraduate Chair Jeff Long, Advisor, Dept. of Computer Science

UNIVERSITY COUNCIL INTERNATIONAL ACTIVITIES COMMITTEE REPORT FOR INFORMATION

PRESENTED BY: Gap Soo Chang, chair

International activities committee of Council

DATE OF MEETING: January 22, 2015

SUBJECT: University Partnerships with International Institutes

PURPOSE:

The report is submitted to provide the opinion of the international activities committee to Council on the question of whether the university should enter into partnerships with institutes in countries known to have oppressive regimes. The concern was raised specifically in relationship to the Confucius Institute at the university.

DISCUSSION SUMMARY:

At the request of the coordinating committee, the international activities committee reviewed the centres policy and documents submitted to Council to establish the Confucius Centre as a Type B centre at the university in 2012, including the proposal to establish the Confucius Centre, the agreement between the university and Confucius Institute Headquarters (Hanban) of China and the agreement between the university and the Beijing Institute of Technology. The committee saw no political or policy statements in either agreement that caused the committee concern.

The May 2012 Council minutes refer to the positive benefits of establishing the institute. The minutes record the discussion by Council of the merits of establishing the institute and the concerns of the political condition in China. At the conclusion of discussion, Council approved that the Confucius Institute be established in partnership with the Beijing Institute of Technology, with renewal subject to the renewal of the agreements governing the institute and partnership.

The international activities committee holds the view that Council's role is to consider academic issues and the academic merits of any partnership with an international institute. Prior to entering into a partnership with an international partner signified by the signing of an agreement, the committee recommends that the international activities committee and the planning and priorities

committee review the agreement prior to the university becoming a signatory, if the agreement commits the university to a course of action that will require Council approval.

ATTACHMENTS:

- 1. Memo to coordinating committee dated December 2, 2014
- 2. <u>Proposal to establish a Confucius Institute at the University of Saskatchewan</u> submitted to Council in May 2012
- 3. Excerpt from the May 2012 Council minutes
- 4. Centres policy



MEMORANDUM

TO: Jay Kalra, chair, coordinating committee of Council

FROM: Gap Soo Chang, chair international activities committee of Council

DATE: December 2, 2014

RE: International activities committee consideration of the Confucius Centre

At the request of the coordinating committee, the international activities committee reviewed the centres policy and documents submitted to Council to establish the Confucius Centre as a Type B centre at the university in 2012 (including the proposal to establish the Confucius Centre, Agreement between the university and Confucius Institute Headquarters of China and Agreement between the university and Beijing Institute of Technology). The request arose in response to concerns raised by a Council member at the June 19, 2014 meeting of Council in relation to university partnerships with countries known to have oppressive regimes.

The international activities committee recommends that when Council approval is required of formal international partnership, such as the establishment of a centre, that the international activities committee and the planning and priorities committee be apprised of the university's intent. If the partnership involves signing a memorandum of understanding, the committee wondered if it would be appropriate to require that the international activities committee and the planning and priorities committee review the draft MOU and conditions prior to the university becoming a signatory, and would welcome further discussion with members of the coordinating committee on this point.

In the case of the Confucius Institute, members of the international activities committee viewed the university's partnership with the Beijing Institute of Technology through the Confucius Institute as positive and very beneficial to the university. The Beijing Institute of Technology is known as a premier science and technology institute within China with pre-existing ties to the university. The Confucius Institute at the university is engaged in the instruction of Chinese and the dissemination of Chinese culture and its various expressions, and is not espousing political or other statements.

As a general principle, the committee believes that Council's role is to consider academic issues, not political issues. If the academic freedom of the faculty members involved with the centre is not compromised as a result of the partnership, members of the international activities committee believed that any political issues should have no direct bearing on Council.

Gap Soo Chang

20 to

Chair, international activities committee

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Louise Racine, chair

DATE OF MEETING: January 22, 2015

SUBJECT: Amendment to the Council Bylaws Part III section 1 to include

the Certificate in Classical and Medieval Latin

DECISION REQUESTED: *It is recommended:*

That Council approve that Council's Bylaws be amended to reflect the approval of the Certificate of Proficiency in Classical

and Medieval Latin.

PURPOSE:

Council's Bylaws Part III section 1 lists the names of those degrees, diplomas and certificates approved by Council.

DISCUSSION SUMMARY:

Recent practice has been to include in motions presented to Council to approve new programs, that Council also approve the amendment of Council's Bylaws to reflect the name of the new program, thereby avoiding having the governance committee subsequently request that Council approve various housekeeping amendments¹ to the bylaws. The motion to approve the Certificate of Proficiency in Classical and Medieval Latin presented to Council in December did not include a reference to amend the bylaws, and therefore a subsequent housekeeping motion to Council is required to reflect the new certificate program in Part III section 1 of the Council Bylaws.

In January 2011, Council approved that housekeeping amendments to Council's Bylaws do not require a 30-day notice of motion.

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE

NOTICE OF MOTION

PRESENTED BY: Louise Racine, chair

DATE OF MEETING: January 22, 2015

SUBJECT: Amendments to Council Bylaws, Part One, section IV. 1.

Creation and Composition of Council Committees

DECISION REQUESTED: *It is recommended:*

That Council approve the amendments to the Council Bylaws, Part One section 1V. 1. Creation and Composition of Council

committees as shown in the attachment.

PURPOSE: The current bylaws provide no comment on number of terms of consecutive service on Council committees by the chair or faculty members. The proposed amendments will ensure there is a break in service to provide for committee renewal.

DISCUSSION SUMMARY:

The governance committee considered the proposed revisions at its meeting on January 6, 2015, and agreed with the principle of renewal of membership on Council standing committees proposed by the nominations committee requiring:

- a one-year lapse in service after two consecutive three-year terms as a member on a Council committee;
- a one-year lapse in service after three consecutive years of service as a Council committee chair.

The governance committee further revised the submission of the nominations committee to clarify that the one-year lapse in service applied to service on the same committee, but was not required of members who sought service on a different committee.

ATTACHMENTS:

- 1. Memo from nominations committee dated November 23, 2014.
- 2. Council Bylaws Part One section 1V. 1. Creation and Composition of Council Committees: current bylaws and proposed amendments



MEMORANDUM

TO: Dr. Louise Racine, chair, governance committee of Council

FROM: Ed Krol, chair, nominations committee of Council

DATE: November 23, 2014

RE: Council committee member terms and Council committee chair terms

This past spring as the nominations committee conducted its work nominating GAA and Council members to serve on Council and collegial committees, and nominating chairs to these committees, it became apparent to the committee that the Council bylaws are silent on the number of terms a committee member or committee chair can serve. The nominations committee reviewed the relevant bylaw (Part One, IV.1. Creation and Composition of Council committees) over the course of three meetings, each time making adjustments to the bylaw to add clarity to the question of length of service.

The nominations committee supports that member terms on Council committees not exceed two full consecutive terms, after which time, a one-year leave from the committee is required; and that Council committee chairs' terms of service not exceed three consecutive years of service, after which time, a one-year lapse in service is required. In both instances, the one-year lapse in service provides the opportunity for renewal, prior to consideration of the member in question for reappointment as either a committee member or committee chair.

Members considered these changes would help to prevent potential stagnancy on Council committees and promote faculty engagement through turnover in membership.

Sincerely,

SIVO

Attached: Council Bylaws Part One, IV.1. (in mark-up)

Attachment 2: Proposed Revision to Council Bylaws:

CURRENT

Part One, section IV. 1. Creation and Composition of Council Committees

(k) The term of office of a faculty member of a standing committee is normally three years. The terms of student and sessional lecturer members will be one year. The term of office of Chairperson will be one year, and may be renewed annually for up to two additional years.

PROPOSED

Part One, section IV. 1. Creation and Composition of Council Committees

- (k) The term of office of a faculty member of a standing committee is three consecutive years, renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chairperson will be one year, renewable annually for up to two additional one-year terms. Once the Chairperson has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chairperson of that same committee. The renewal of the Chairperson is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to ex officio members of a committee.
- (I) The terms of student and sessional lecturer members will be one year.

UNIVERSITY COUNCIL NOMINATIONS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Ed Krol, Chair

Nominations committee of Council

DATE OF MEETING: January 22, 2015

SUBJECT: Nomination to the search committee for the dean of Kinesiology

DECISION REQUESTED: *It is recommended:*

That Council approve the appointment of Steve Milosavljevic, Director of the School of Physical Therapy, to the search

committee for the dean, College of Kinesiology.

PURPOSE:

The Search and Review Procedures for Senior Administrators call for the search committee for the dean, College of Kinesiology to have one member of the GAA selected by Council who is not a member of the faculty of the school and who holds a senior administrative position in the university.

The committee considered the scope of the College of Kinesiology and its relationships with other colleges and units and sought a member to serve from a related health field.

ATTACHMENTS:

- 1. Search committee composition for the dean, College of Kinesiology
- 2. List of recent Council appointments to search and review committees

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF KINESIOLOGY SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Ernie Barber or designate

One member of the Board selected by the Board: TBD

Vice-president research or designate: Karen Chad or designate

One member of the Senate selected by the senate nominations committee: TBD

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

One member of the GAA, selected by Council who is not a member of the faculty of the school and who holds a senior administrative position in the university: TBD

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

One member representing Huskie Athletics: TBD

One member representing Community Programming: TBD

One graduate student from a discipline taught in the school selected by the GSA: TBD

One undergraduate student selected by the college's student society: TBD

Attachment 2

RECENT COUNCIL NOMINATIONS & OTHER MEMBERS FOR SEARCH AND REVIEW COMMITTEES

As prescribed by the 2011 Report of the Joint Committee on the Review of Search and Review Procedures for Senior Administrators, members of Council and of the General Academic Assembly are selected by Council for membership on search and review committees for senior administrative positions. Recent nominations are as follows:

December 2014

Search Committee for Dean, College of Law

GAA representative: Michelle Prytula, Edwards School of Business

Search Committee for Dean, Edwards School of Business

GAA representative: Douglas Surtees, College of Law

October 2014

Search Committee for the President

GAA representatives elected by Council: Pamela Downe, Anthropology and Archaeology; Lisa Kalynchuk, Medicine; Claire Card, Large Animal Clinical Sciences; Len Findlay, English [Elected by the deans: Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy; Preston Smith, Dean, Medicne]

October 2014

Search Committee for Executive Director, School of Public Health

GAA representative: Toddi Steelman, School of Environment and Sustainability

January 2014

Review Committee for the Dean, Edwards School of Business

GAA representative: Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy

[Appointed by Provost: Sanjeev Anand, Dean, College of Law]

Review Committee for the Dean, Edwards School of Business

GAA representative: Lois Berry (acting dean), College of Nursing [Appointed by Provost: Carol Rodgers, Dean, College of Kinesiology]

October 2013

Review Committee for the VP Research

GAA representatives:

Marie Battiste, Educational Foundations, College of Education

Oleg Dmitriev. Biochemistry, College of Medicine

Robert Scott, Chemistry, College of Arts and Science

Charlene Sorensen, Library

Member of Council: David Parkinson, Vice-Dean, College of Arts and Science

(Appointed by Senate: Vera Pezer)

April, 2013

Search Committee for the Dean of Education

GAA representative: Trever Crowe, Associate Dean, College of Graduate Studies and Research [Appointed by Provost: Carol Rodgers, Kinesiology]

Search Committee for the Dean of Pharmacy and Nutrition

GAA representative: Louise Humbert, Associate Dean, College of Kinesiology [Appointed by Provost: Sanjeev Anand, Law]

Review Committee for the Dean of Agriculture and Bioresources

GAA representative: Don Bergstrom, Associate Dean, College of Engineering [Appointed by Provost: Doug Freeman, Veterinary medicine]

January, 2013

Search Committee for the Vice-President Finance and Resources:

GAA representatives: Dean McNeill, Music; Andrew Van Kessel, Animal and Poultry Science Appointed by the President: Daphne Taras, Dean, Edwards School of Business; Laura Kennedy, Associate Vice-President Financial Services

December 15, 2011

Review - Dean of Dentistry

GAA representative: Yvonne Shevchuk, Associate Dean, Pharmacy and Nutrition Appointed by Provost: Buck Buckingham, Director, School of Public Health

Review - Dean of Graduate Studies and Research

GAA representative: Baljit Singh, Associate Dean, Veterinary Medicine

Appointed by Provost: Peter Stoicheff, Dean, Arts & Science

October 20, 2011

Review Committee for Associate Vice-President Research (Health) and Vice-President Research and Innovation (Saskatoon Health Region)

GAA representatives: Caroline Tait, Native Studies; Indigenous Peoples' Health Research Centre

Nazeem Muhajarine, Community Health and Epidemiology; Valerie Verge, Anatomy and Cell Biology [Provost's representative: David Hill, Pharmacy and Nutrition]

September 22, 2011

Review Committee for Provost and Vice-President Academic

GAA representatives: Richard Schwier, Curriculum Studies

Susan Whiting, Pharmacy & Nutrition

Alex Moewes, Physics & Engineering Physics

Gerald Langner, Music

Council representative: Trever Crowe, Associate Dean CGSR

Review Committee for Dean of Nursing

GAA representative: Harley Dickinson, Vice-Dean, College of Arts & Science

[Provost's representative: Gerry Uswak, Dentistry]

May 19, 2011

Search Committee for President

GAA representatives: Keith Walker, Educational Administration

Winona Wheeler, Native Studies; Michel Desautels, Physiology & Pharmacology; Ingrid

Pickering, Geological Sciences

Deans representatives: Peter Stoicheff (Arts & Science), David Hill (Pharmacy & Nutrition)

Search Committee – Executive Director, School of Environment and Sustainability

One GAA senior administrator: Peta Bonham-Smith, Acting Vice-Dean, Sciences, Arts & Science

Provost's representative: Ernie Barber, Engineering

October 21, 2010

Search Committee for Dean of Medicine

GAA representative: Doug Freeman, Dean, Western College of Veterinary Medicine TBA

[Other members: Dean representative David Hill, Pharmacy & Nutrition]

Review Committee for Associate Vice-President Student & Enrolment Services Division

GAA representative: Louise Alexitch, Psychology

[Other members: Dean representative Daphne Taras, Edwards School of Business;

Associate or assistant dean with responsibility for student affairs TBA]

March, 2010

Search Committee for Dean of Law

GAA representative: Mary Buhr, Dean, College of Agriculture and Bioresources

[Other members: Dean representative David Hill, Dean, College of Pharmacy and Nutrition]

May 27, 2010

Search Committee for Dean of Engineering

GAA representative: Graham Scoles, Associate Dean, Agriculture and Bioresources,

Search Committee for Vice-Provost, Teaching and Learning

Council representative: Liz Harrison, Associate Dean, College of Medicine,

GAA representatives: Jim Bugg, Mechanical Engineering;

Alex Aitken, Geography & Planning;

Leslie Biggs, Women's and Gender Studies;

Ernie Walker, Archaeology & Anthropology,

[Other members: Dean representative Lorna Butler, Nursing]

April 17, 2010

Search Committee for Associate Vice-President Research

GAA member: Lee Barbour, Civil and Geological Engineering

[Other members: Representing Associate Deans Research Forum Gary Entwistle; Representing

Centres Forum Andy Potter, VIDO]

2010

Review Committee for Dean of Kinesiology

GAA member: Don Bergstrom, College of Engineering

[Other members: Dean representative Cecilia Reynolds, Education]