AGENDA 2:30 p.m. Thursday, June 18, 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 May 21, 2015 pp. 1-12
- 4. Business from the minutes
- 5. Report of the President pp. 13-16
- 6. Report of the Provost pp. 17-38
- 7. Student societies
 - 7.1 Report from the USSU pp. 39-40
 - 7.2 Report from the GSA (oral report)
- 8. Planning and priorities committee
 - 8.1 Item for information: Revised Notice of Intent Template for New Programs pp. 41-46
 - 8.2 Item for information: Report on Capital Planning pp. 47-50
 - 8.3 Item for information: Annual Report to Council pp. 51-56
- 9. Academic programs committee
 - 9.1 Request for decision: Academic Courses Policy pp. 57-92

That Council approve the revisions to the Academic Courses Policy effective September 1, 2015.

9.2 Request for decision: Master of Water Security (M.W.S.) pp. 93-142

That Council approve the Master of Water Security degree in the School of Environment and Sustainability effective September 1, 2016.

9.3 Request for decision: Joint Degree with the University of Tromso, Norway - Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.) pp. 143-240

That Council approve the Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.) a joint degree with the University of Tromso, Norway effective September 1, 2016.

9.4 Request for decision: Master of Arts in Teaching English to Speakers of Other Languages (M.A. in TESOL) pp. 241-284

That Council approve the Master of Arts in Teaching English to Speakers of Other Languages (M.A. in TESOL), effective September 1, 2016.

9.5 Item for information: Annual Report to Council pp. 285-290

10. Research, scholarly and artistic work committee

- 10.1 Item for information: Report to Council on Artistic Works pp. 291-306
- 10.2 Item for information: Annual Report to Council pp. 307-346
- 10.3 Item for information: Responsible Conduct of Research Policy: Report on policy breaches pp. 347-348

11. Teaching, learning and academic resource committee

11.1 Request for decision: Language for Acknowledgment of Indigenous Peoples and Lands pp. 349-350

That Council adopt the following language for use at the start of its meetings effective September 1, 2015: As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Metis. We pay our respect to the First Nation and Metis ancestors of this place and reaffirm our relationship with one another.

11.2 Item for information: Annual Report to Council pp. 351-356

12. Governance committee

12.1 Request for decision: Nominations to the Nominations Committee for 2015/16 pp. 357-358

That Council approve the nominations to the nominations committee for three-year terms effective July 1, 2015 to June 30, 2018, and that Ed Krol be re-appointed as chair for a one-year term effective July 1, 2015 to June 30, 2016.

- 12.2 Notice of motion: Bylaws Amendments Planning and priorities committee terms of reference, Council Bylaws, Part Two, s. VI pp. 359-366
- 12.3 Notice of motion: Bylaws Amendments Teaching, learning and academic resources committee terms of reference, Council Bylaws, Part Two, s. IX pp. 367-372
- 12.4 Notice of motion: Bylaws Amendments Scholarships and awards committee terms of reference, Council Bylaws, Part Two, s. VIII pp. 373-378
- 12.5 Item for information: Number of student appeals from 2013/14 and 2014/15 pp. 379-380

13. Nominations committee

13.1 Request for decision: Nomination to the Review committee for the Vice-Provost Faculty Relations pp. 381-386

That Council approve the following nominations to the review committee for the vice-provost faculty relations: Doug Chivers, Department of Biology; Bill Roesler, Department of Biochemistry; Vema St. Denis, Educational Foundations; Angela Kalinowski, History; Kishor Wasan, Dean of Pharmacy and Nutrition.

13.2 Request for decision: Nomination of Council vice-chair pp. 387-388

That Council approve the nomination of Roy Dobson, College of Pharmacy and Nutrition as vice-chair of Council for a two-year term ending June 30, 2017.

- 13.3 Request for decision: Planning and priorities committee nomination (to be distributed)
- 14. International activities committee
 - 14.1 Item for information: Annual Report to Council pp. 389-392
- 15. <u>Joint Chairs and professorships</u>
 - 15.1 Request for decision: Fedoruk Chair in Animal Imaging pp. 393-398

That Council authorize the Board of Governors to establish a Fedoruk Chair in Animal Imaging.

15.2 Request for decision: Industry Chair in Agri-Food Innovation pp. 399-402

That Council authorize the Board of Governors to establish an Industry Chair in Agri-Food Innovation.

- 16. Other business
- 17. Question period
- 18. Adjournment



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

The chair called the meeting to order at 2:30 p.m., observing that quorum had been attained.

1. Adoption of the agenda

WILSON/DICK: To adopt the agenda as circulated.

CARRIED

2. <u>Opening remarks</u>

Dr. Kalra provided opening remarks, noting the important business before Council and sharing the usual procedures for debate and discussion and the protocol for members of the media. Elizabeth Williamson, university secretary encouraged all members to attend the June Council meeting to ensure quorum would be attained.

3. Minutes of the meeting of April 16, 2015

BRENNA, B./KROL: That the Council minutes of April 16, 2015 be approved as circulated.

CARRIED

4. Business from the minutes

There was no business arising.

5. Report of the President

President Barnhart expressed that he was filled with nostalgia as he recalled that it was a year ago today that the media announced his appointment, and that it would be a year tomorrow since he first met with Council to applause as the university's interim president. He conveyed that he still perceives a great amount of support and thanked members for their support and for the wonderful year. He conveyed that a personal highlight for him each month in addition to attending Council was having breakfast once a month with the Council chair and Council committee chairs.

The president reported that he had received an additional question after the March Council meeting about how the university communications plan and planned advertising was assessed as to whether or not it was successful. He advised that in November a reputational survey of the university would be conducted both within and outside the province, and that the survey results would be used as one indicator of success of the advertising campaign.

The president recalled the act of vandalism that occurred in the Souris Hall parking lot two weeks prior resulting in the windows of 53 vehicles being smashed in what the police have termed as a "smash and grab" theft incident. He acknowledged the three separate teams of people that responded separately to news of the incident under the leadership of senior administrators Greg Fowler, Patti McDougall, and Brian Muchmore, and the teams involved leading to the development of a plan to have security present on site from sunset to sunrise until motion lights and cameras will

be installed in the lot by the fall. Also a compensation plan is being put in place to offset the financial hardship experienced by those students affected. The president conveyed that the students have responded positively to what the university has been able to do, and thus a very negative event was turned into a positive experience for the university.

President Barnhart commented on the resiliency of the university, and noted that although campus was calm, it was not complacent, and that positive change was occurring, such as the new Indigenous language options being offered and the building of a new childcare centre. The Gordon Oakes Red Bear Centre will open in the fall and the Graduation Powwow will take place May 27 in the Bowl. The President's Tour has successfully concluded and although the expectation was that donor contributions would drop this year, in fact, the opposite has occurred, and donor contributions have increased.

The president concluded his report by congratulating members of newly elected Graduate Students' Association (GSA) and University of Saskatchewan Students' Union (USSU) executives on their election, and wishing them well as they represent the interests of students.

Comments and questions were invited of the president. A member thanked the president for all of his efforts over the past year. He indicated that a negative factor potentially affecting the recruitment of faculty to the university and the university's reputation is that only 18% of the university's early-career faculty members were successful this year in being awarded a NSERC Discovery Grant. The success rate is the lowest among all universities across Canada, and possibly over the recent history of the university. He indicated that he had similarly heard that the number of individuals from the university serving on selection committees was also declining, and that these two developments speak to what is happening to the university's reputation.

The president asked Karen Chad, vice-president research to respond. Dr. Chad announced that Professor Ron Borowsky, as the university's new NSERC leader has already indicated that focusing on new investigators would be a top priority. The internal review process implemented for CIHR and SSHRC applicants has just begun for NSERC applicants. Other support systems include the university's mentorship program for new researchers. She acknowledged the recent statistics are of great concern and recalled that several years ago the university had the highest success rate of new faculty awards. Such performance high and lows are troubling when the desire is to consistently meet the national average. Dr. Chad indicated that any advice offered by her colleagues at Council on how to counter the most recent results would be welcomed, and that her office was responding to the results as a priority item.

6. Report of the Provost

Ernie Barber, provost and vice-president academic, called on Patti McDougall, vice-provost teaching and learning, to make an announcement on his behalf prior to the presentation of his report. Professor McDougall reported that Professor John Kleefeld of the College of Law was the university's most recent recipient of the Brightspace Innovation Award in Teaching and Learning, an international award that recognizes innovation in post-secondary teaching. She indicated that Dr. Kleefeld joins Professors Ken Van Rees, Sandra Bassendowski and Jay Wilson as a recipient of the award, and that the university has had a recipient every year since the award was first established four years ago.

Dr. Barber indicated that the report of the academic review of the School of Public Health was available on the Institutional Planning and Assessment website. The review was commissioned in

response to the Council decision that the school be reviewed a period of time after its establishment. Dr. Barber briefly outlined the review process and the opportunity for the provost and faculty in the school to respond to the reviewers' report. The review identifies that there continues to be a role for the university in public health, in teaching, research, and in practice but comes to the overall conclusion that the ambitions of the school are unable to be achieved with the resources presently available to the school. The reviewers suggest that the university review its public health programming, in particular, the two largely parallel public health streams and how these contribute to the vision for the School of Public Health.

Dr. Barber urged Council members to review the report and responses. A task force will be created which will work on achieving consensus by October 15th for a plan of action in response to the review. Dr. Barber reported that he had discussed the nature of the reviewers' report with the planning and priorities committee. He committed to keeping Council informed and engaged through the planning and priorities committee, as any restructuring of the academic units involved would proceed through the committee and to Council for approval.

A Council member indicated that what struck him about the report which was of concern was the extent to which the Department of Community Health and Epidemiology was singled out in a villainous manner. In particular, he noted the commentary that the department's intransigence at not wanting to join the School of Public Health created many issues for the school. He expressed his concern that the recommendations of the report are very significant, and although the department is very much implicated in these recommendations, the department itself was not singled out for review. He asked to what extent and under what process the Department of Community Health and Epidemiology was consulted as part of the review.

Dr. Barber indicated that he did not read either the report or the response from the faculty of the school as painting the Department of Community Health and Epidemiology in a villainous way. He noted the report expresses some disappointment that the school did not come together more wholly in a single vision. The report also makes clear that a number of important relationships externally and internally to the university related to public health and the scholarship of public health remain undeveloped. Dr. Barber contemplated that in retrospect perhaps the review should have focused on all of public health on campus as part of a single review. He concluded that nonetheless the College of Medicine and the Department of Community Health and Epidemiology would be very much involved in discussions going forward, and that the report contained enough information to warrant an approach involving a collective of units.

To further emphasize his point, the member read an excerpt from the report, and indicated that the reviewers' comments on the department were in violation of the best practices for a unit review, as this unit was not singled out for review. He suggested that perhaps a firm response from administration was needed to the reviewers or that the instructions given out to the reviewers were unclear. Dr. Barber indicated that he would take these comments under advisement.

A suggestion was made by a non-member of Council that the review of the school presents the opportunity to look at positioning Indigenous public health, as a strong stream within the school. The provost agreed with the imperative to engage in Aboriginal public health. Dr. Barber also asked that recognition be provided to all faculty and staff in the school who have been doing their very best and have made many individual, strong accomplishments.

A former Council member addressed a follow-up question from the previous Council meeting to Dr. Chad. He indicated his question concerns the Tri-agency open access policy on publications, which

requires that Tri-agency funded authors either publish their work in open access venues, or place these publications in institutional repositories within a defined timeline. He noted that the previous week, the Scholarly Publishing and Academic Resources Coalition published an open letter that was harshly critical of Elsevier's new open access and sharing policy. The group claims that Elsevier is creating barriers to authors complying with open access policies, and forces a "no derivative use" condition on authors who place works into repositories. The letter was co-signed by a number of groups, including the Confederation of Open Access Repositories, the American Library Association and the Association of Research Libraries. He asked Dr. Chad to describe the specifics of how her office was working with the local subject experts, including the University Library and copyright office, to help authors on campus adapt to the shifting sands of open access policies.

Dr. Chad thanked the speaker for his leadership in posing the question. She clarified that the policy referred to is the new Tri-agency open access policy. Although the policy has been spearheaded by NSERC, the expectation is that CIHR and SSHRC will follow suit. The policy has two components: it requires those who are grant recipients of NSERC funding to have any publications in peer-reviewed journals arising from this funding to be freely available within 12 months of the publication, either through on-line repositories or on-line journals. In addition, the specific data needs to be fully accessible and within the public domain. Dr. Chad noted this is not a U of S specific issue, but a national issue. The issue raised is on the vice-president research agenda across the country and will be addressed as a top priority item by this group as a collective. Specifically on campus the following steps have been taken to ensure compliance with the policy: online repository functionality will be built into the UnivRS research administration system; and a study will be initiated to proactively assist individuals to be in compliance with the policy. Dr. Chad concluded that ensuring policy compliance was a top priority and that members could look forward to a question and answer briefing document, which would share the steps taken to alleviate and mitigate compliance concerns.

Dr. Barber concluded his remarks by expressing his regret that he will be unable to attend the June Council meeting. He offered his thanks to Council for the respectful and deliberate decisions and debate over the course of the year and thanked the Council chair and vice-chair, Council committee chairs, and the university secretary and associate secretary for their contributions. Council joined the chair in applause to acknowledge the provost's contributions.

7. Student societies

7.1 Report from the USSU

Gabe Senecal, vice-president academic affairs, presented a verbal report to Council on behalf of Jack Saddleback, USSU president. Mr. Senecal expressed the excitement of the new executive to work with the university community and named the new executive members. Shared goals for the year include mental health, sexual assault, student engagement, and tuition forecasting, among other goals. During the first few weeks, the USSU executive has connected with students regarding concerns of safety, security, residence, tuition, and consultation. Mr. Senecal indicated he looked forward to working with the university to create a better experience for students. In turn, the Council chair expressed that on behalf of Council, he also looked forward to working with the USSU.

7.2 Report from the GSA

Rajat Chakravarty, president of the GSA provided a verbal report to Council. Mr. Chakravarty reported the two broad goals of the GSA are to address transparency and to model collaboration. To that end, the executive is considering a forensic audit of its finances and has given its full cooperation to the police investigation underway. New governing documents have been approved at a special general meeting and the GSA budget for the year has been approved. Mr. Chakravarty reported the GSA is trying to forge bonds with stakeholders, senior administration, the university secretary, and seeks to partner meaningfully with the USSU. The GSA has tried to channel the car vandalism incident into a meaningful discussion. A by-election has been held and a new VP Operations elected. With a full complement, the GSA executive will now set its specific goals for the coming year. Mr. Chakravarty thanked those in attendance for hearing his report and expressed that he looked forward to participating on Council.

8. Planning and priorities committee

Professor Dirk de Boer, vice-chair of the planning and priorities committee presented the report to Council.

8.1 Request for decision: Name change from Department of Native Studies to Department of Indigenous Studies

Professor de Boer made a correction to the motion: to change the effective date of the motion from June 1 to July 1, 2015, and to indicate when students' academic records would be amended. The key point in consideration of the motion is that consultation and consideration of the name change began three years prior. He noted that it has long been recognized that the term "native" is very broad and imprecise, and the term "Indigenous" is far less ambiguous. Many departments elsewhere currently use the terminology "Indigenous" as it is far more inclusive. Extensive consultation regarding the proposed name change has occurred and there is widespread support for the name change. The program name change to Indigenous Studies was approved in January 2015.

de BOER/KHANDELWAL: That the Department of Native Studies be renamed the Department of Indigenous Studies, effective July 1, 2015, with all academic records to be updated September, 2015.

CARRIED

9. Academic programs committee

Professor Alec Aitken, vice-chair of the academic programs committee presented the reports to Council.

9.1 Request for decision: Certificate of Leadership in post-secondary education

Professor Aitken made a correction to the start date of the motion to read May 1, 2016, rather than September 1, 2015. The new certificate program is intended to meet the needs of practicing educators and offer new options to undergraduate students in the college. Further on, the new courses offered may ladder in or transition to a master's program.

CARRIED

9.2 Request for input: Academic Courses Policy

Professor Aitken noted that previous versions of the Academic Courses policy have been submitted to Council for input as the academic programs committee works through policy revisions. Revisions to the policy include changes to the syllabus section, the weighting of course activities, the nature of content of online courses, exam invigilation, grade conflicts, and the scheduling of midterms outside of normal class time. He invited members to review the proposed changes and submit any comments by email to committee secretary Amanda Storey at amanda.storey@usask.ca.

9.3 <u>Item for information: Approval of the MA Project – option in Political Studies, Revisions to the Program Proposal Form</u>

Professor Aitken reported on two items for Council's information.

The academic programs committee has approved a project-based master of arts (MA) within the Department of Political Studies, which will complement the department's MA thesis-based program. The non-thesis option will increase the number of graduate students in the program and make the department more competitive within its U15 peer group. The program is structured to encourage students to complete the program in one year's time.

The revised template for submission of new degree programs and other curricular changes has been revised by the academic programs committee to be as clear as possible to proponents submitting curricular changes, particularly with respect to the budgetary information requested.

10. Scholarship and awards committee

Professor Ravi Chibbar, committee chair, presented the report.

10.1 Item for information: Year-end report

Professor Chibbar reported that over the 2014-15 fiscal year there were 71 new awards for undergraduate students and 28 new awards for graduate students established. He highlighted to members the section on Aboriginal awards in the report, noting that much work is projected for next year's committee in the area of Aboriginal awards. In closing, he thanked Wendy Klingenberg and her staff within Student and Enrolment Services and Heather Lukey and her staff within the College of Graduate Studies and Research for their support of the committee.

11. Nominations committee

Professor Ed Krol, chair of the nominations committee presented the committee report to Council.

11.1 Request for decision: Committee nominations for 2015-16

Professor Krol indicated that the nominees to committees for 2015-16 were in the attached list before Council. In addition to the names presented in the Council package, a handout to add an additional member to the academic programs committee was distributed at the door.

The nominations committee reviewed the vacancies on the Council committee membership list and the committees constituted under the collective agreement, and solicited volunteers to these committees. An ad was placed in *On Campus News*, and a call was submitted to deans and department heads. The nominations committee met several times in the spring and did its best to populate the varying committees striving for balance between the various disciplines, degree of experience and with consideration of equity among members.

KROL/BRENNA, D.: That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees.

CARRIED

12. Other business

The president announced that he had just received word that the province's new Minister of Advanced Education would be Scott Moe, a graduate of the College of Agriculture and Bioresources, and that the current Minister of Advanced Education, Kevin Doherty, would become Minister of Finance.

13. Question period

There were no questions.

14. Adjournment

The meeting adjourned by motion (MARCHE/ZELLO) at 4:05 pm.

Voting Participants

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

Khandelwal, Ramji P	1 June 18
Kipouros, Georges P R P P P P P R R P P P P R R R P	
Klaassen, Frank P P P P P P P P P P P P P P P P P P P	
Krol, Ed P<	
Kuhlmann, Franz-Viktor R P P R P P P P P P P P P P P P	
Labrecque, Jamie P	
Langhorst, Barbara R P R R P R P	
Larre, Tamara R P P R P <	
Li, Wendy R R A A P P P P A Lin, Yen-Han R P A P A R R P P P P P P P P P P D P	
Lin, Yen-Han R P A P A R R P P Lindemann, Rob A A A A A A A P P P A A A A A A P P A A A A A A A A A A P P A P <td></td>	
Lindemann, Rob A P	
Makarova, Veronika P	
Marche, Tammy P P R P R P <	
Martz, Lawrence P P P P R P P R P R P R P R P R P R P R P R P R P	
Meda, Venkatesh P P P P A A P A P P Muri, Allison P P P P P P P P P R R P A<	
Muri, Allison P P P P P P P P R Nickerson, Michael A A A P A A P A P A P A A P A P P P <td< td=""><td></td></td<>	
Nickerson, Michael A A P A A P A P A P A P A P A P A P A P A P A P A P A P P P P P P P P	
Noble, Bram P R A R R A A A A Ogilvie, Kevin A P P P P P P P P P P P P P P P P P P P <td></td>	
Ogilvie, Kevin A B P P P P P P	
Paige, MatthewPPPPPPPPRParkinson, DavidPRPPPPPRRPPrytula, MichelleAPPRPRRRRPPywell, RobPPPPPPPPPPRacine, LouisePRPPPPPPPP	
Parkinson, DavidPRPPPPPRRPPrytula, MichelleAPPRPRRRRRPPywell, RobPPPPPPPPPPPPRacine, LouisePRPPPPPPPPR	
Prytula, Michelle A P P R P R R R R P Pywell, Rob P R R R P P P P P P P P R R R R R P P P P P P P R R R R R P P P P P P P P P P R R R R R P P P P P P P R R R R R R R R R R R R R R R R R<	
Pywell, Rob P R	
Racine, Louise P R P P P P R	
, and the second	
Radomske, Dillan R R P P A P A A	
Rangacharyulu, Chary P R A P R R A A	
Robertson, Jordan P P P P P P A	
Rodgers, Carol P R P P P P R P	
Roesler, Bill PPPRRRPAP	
Sarjeant-Jenkins, Rachel R P R P P P P R	
Senecal, Gabe A P A P P P P P	
Singh, Jaswant P P P A R P P P	
Smith, Preston R P P P P P R R	
Solose, Kathleen P P P R P P R	
Soltan, Jafar NYA NYA NYA NYA NYA R P P	
Still, Carl R R P R P A R P P	
Stoicheff, Peter P R R P P P R P	
Taras, Daphne P P P P P R	
Tyler, Robert P P R P P P	
Uswak, Gerry R R R P P P R R	
Van Kessel, Andrew A A A A A A A	
Waldram, James P P P P P P	
Walker, Keith P R R P P	
Walley, Fran P R P R R P P R R	
Wang, Hui PPPPRAAAAAA	
Wasan, Kishor - R P P R P P R R	
Watson, Erin P P P P P P P	
Williamson, Vicki R P R P P P P R	
Wilson, Jay P R P P P P P P	
Wilson, Ken P P P P P P P	
Wotherspoon, Terry P P P P P P P	
Yates, Thomas P R P P P P P	
Zello, Gordon P P P P P P R P	

COUNCIL ATTENDANCE 2014-15

Non-voting 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	R	Α	Р	Р	R	
Chad, Karen	Р	Р	Р	R	Р	Р	R	Р	Р	
Downey, Terrence	Р	R	Р	R	R	Α	R	R	Α	
Fowler, Greg	Р	Р	Р	Р	Р	Р	Р	R	Р	
Isinger, Russ	Р	Р	Р	Р	Р	Р	Р	р	Р	
Pulfer, Jim	Р	Р	Р	Р	Р	Р	Р	р	Р	
Saddleback, Jack	NYA	NYA	NYA	NYA	NYA	NYA	NYA	NYA	Р	
Williamson, Elizabeth	Р	Р	Р	Р	Р	Р	Р	р	Р	

PRESIDENT'S REPORT TO COUNCIL — June 2015

Convocation -- Spring, 2015

Convocation is my favorite time of year. The excitement of our graduates, award winners, honoured guests and their families and friends creates an invigorating and infectious atmosphere. I was honoured to work with the deans to shake the hand of each and every student who crossed that stage. I also had fun walking through the crowd after each ceremony to meet with some of the graduates and 'photobomb' the occasional camera shot.

There were a number of milestones achieved at these ceremonies.

- At 3,375, we graduated the second largest class in our history;
- Of that number, almost 11%, or 363 students, self-declared as Aboriginal our largest graduating class of Aboriginal students ever.
- Of special note, 10 of the 84 students graduating with a Doctor of Medicine (MD) had self-declared as Aboriginal.

Our newest cohort of graduates join a distinguished and accomplished group of over 143,000 U of S alumni including a Canadian prime minister, a Nobel Prize winner, award-winning authors and artists, ground-breaking researchers, successful business executives, accomplished athletes and many, many more.

Convocation is also a time that affords us the opportunity to recognize the amazing accomplishments of individuals within our community. The following individuals received special recognition during the various ceremonies:

- JAY WILSON, Master Teacher Award
- ADAM BAXTER-JONES, Distinguished Researcher Award
- RAE BOURNER, President's Service Award
- BRETT WILSON, Honorary Doctor of Laws
- CARL ZYLAK, Honorary Doctor of Science
- DEBORAH CHATSIS, Honorary Doctor of Laws
- SARA WILLIAMS, Honorary Doctor of Laws
- KAILASH PRASAD, Earned Doctor of Science
- V. MOHAN MALHOTRA, Honorary Doctor of Science
- BRUCE SCHNELL, Honorary Doctor of Science
- SPIKE DONOVAN LINDSAY POSTNIKOFF, Governor General Gold Medal
- BRETT JEFFREY TROST, Governor General Gold Medal
- JORDAN ALISSA RYCROFT, Governor General Silver Medal
- WHITNEY-LYNN CORRI SPARROW, Governor General Silver Medal

A special thanks to Beth Williamson, University Secretary and Russell Isinger, Registrar and their teams for the excellent coordination of seven ceremonies spanning over four days.

Meewasin Valley Authority

One of the privileges of my position as interim president is the role I get to play as a director on the board of the Meewasin Valley Authority (MVA). Created in 1979 by an Act of the Province of Saskatchewan, *The Meewasin Valley Authority Act*, Meewasin is a conservation agency dedicated to conserving the cultural and natural resources of the South Saskatchewan River Valley. The University of Saskatchewan is one of three participating partners (the others being the City of Saskatoon and Government of Saskatchewan) who manage the Meewasin Valley in the South Saskatchewan River Basin.

Meewasin's jurisdiction centres in Saskatoon and runs approximately 60 km along the river valley through the City of Saskatoon and the Municipality of Corman Park from Pike Lake to Clarke's Crossing. It encompasses conservation areas, parks, museums, interpretive centres, canoe launches, community links and more than 60 km of Meewasin Trail. Including the South Saskatchewan River there are more than 25 square miles (60 square kilometers) in the conservation zone.

There have been a few changes with the board of directors of the MVA recently. Fran Walley, a professor, in the School of Environment and Sustainability (SENS) and in the Department of Soil Science, College of Agriculture and Bioresources, joined the board. Dr. Walley will replace Darwin Anderson, professor emeritus, effective July 1st 2015. Other changes include our own Toddi Steelman, executive director of SENS who became the 9th chair of the board of directors for the MVA. As well, university architect Colin Tennent became the board's vice-chair. Many University of Saskatchewan lands within Saskatoon fall in the jurisdiction of the MVA making the authority an important partner in planning the future of our campus.

New Members of the Board of Governors

We are welcoming two new members to the board this spring. Jack Saddleback joined the board effective May 1st, a position he holds as president of the University of Saskatchewan Students' Union (USSU). Jack was named to the land and facilities committee and the finance and investment committee until June 30, 2015, at which time all board committee appointments will be reviewed for the upcoming year. Jack will play a crucial role on the board—bringing the voice of students to the table.

Daphne Arnason will join the board effective July 1st, 2015 as the new senate-elected member to the board. Daphne recently retired from PotashCorp after 27 years with the company. Most recently she served as vice-president, Global Risk Management, heading a team directing the strategic risk management program. Prior to this she held various positions in the tax department, including senior director, Taxation and vice-president, Internal Audit, where she was responsible for developing, coordinating and delivering the company's worldwide internal audit program.

Daphne holds a Bachelor of Commerce degree from the University of Saskatchewan and is a Fellow Chartered Accountant (FCA) of the Institute of Chartered Accountants of Saskatchewan. She has served

on several CA Saskatchewan committees, was a university senator from 2001 to 2007, on the board of directors of the Saskatoon Airport Authority from 2005 to 2014 and is on the board of directors of the United Way of Saskatoon and Area.

New Provincial Minister of Advanced Education

On May 21st a new Minister of Advanced Education was announced, the third Minister in my short tenure as interim president. The Honorable Scott Moe was appointed Minister of Advanced Education after serving as Minister of Environment, Minister Responsible for SaskWater, and Minister Responsible for the Water Security Agency. Minister Moe was first elected to the Saskatchewan Legislature in the 2011 provincial election for the Rosthern-Shellbrook constituency.

Although only appointed recently, I've met with Minister Moe twice already and had the opportunity to bring him to campus and show him some key facilities. He is familiar with the campus though, having earned his bachelor's degree in agriculture here in Saskatoon. I look forward to working with him in the coming months.

PROVOST'S REPORT TO COUNCIL

June 2015

MESSAGE FROM KAREN CHAD, VP (RESEARCH) AND GREG FOWLER, VP (FINANCE AND RESOURCES)

Update to Vision 2057: Off Campus Research and Teaching Lands

The university recently completed a study of its off-campus research and teaching lands and will be recommending to the Board of Governors on June 23, 2015, that additional research land be acquired. The purpose of the *Update to Vision 2057: Off Campus Research and Teaching Lands* work is to assist the university in making important decisions about the size and location of its off campus land base to meet future research and teaching needs. It follows up from the original *Vision 2057: University Land Use Planning* work that was approved by the Board of Governors in 2009 which focused on designating the university's 1,865 acres of urban lands in Saskatoon as either *Core* (teaching and research use) or *Endowment* (available for future development).

Broad consultation with university users and other stakeholders was undertaken to gain an understanding of both current land uses as well as future needs. Currently the university uses (either through ownership or by leasing) nearly 18,000 acres of land distributed at many sites throughout the province. The majority of uses are related to the College of Agriculture and Bioresources (Kernen Farm, 1,881 acres; and Clavet Farm, 1,760 acres) and the Western College of Veterinary Medicine (Goodale Farm, 2,367 acres). However, other important users include Physics, Biology, Art and Art History and Geological Sciences.

Issues Identified in the study:

- Plant Sciences funded research requests currently exceed available research land capacity by 40%.
- The viability of some key research lands are under threat from urban encroachment (i.e. Kernen Farm).
- Being widely dispersed increases investment requirements, management costs, travel time and reduces opportunities for cross-collaboration.

The development of a major agricultural research cluster is identified as a significant opportunity that will enable the fullest growth of the university's reputation for innovative research, and enhance its contribution to the success of Saskatchewan's agri-resource industries, and global food security. The cluster, as well as providing flexibility and opportunities for efficiencies in operation, management and transportation also provides the opportunity for the university to be a leader in cross-collaboration with industry and government in its signature area of research. This strategy also addresses the issues of urban encroachment at Kernen Farm. The strategy of an agricultural research cluster requires an investment in a new land base and transition planning for uses that would need to relocate over time. It also may allow the university to take advantage of comparative price differentials between rural and urban lands. If approved by the Board of Governors, an implementation plan will be developed with transition being phased in over the next five to ten years.

For additional background see attached information.

ABORIGINAL ENGAGEMENT

One of the eight priorities in the 2014-15 year was to accelerate the delivery on our commitment to Aboriginal achievement. Much activity unfolded across the institution to advance work in areas of representative workforce, student success, indigenous knowledge in curricular offerings, and aligning institutional resources with our priorities. This segment of the Provost's report to University Council is not intended as an exhaustive inventory of the year's work. Rather, the intention is to highlight activities and make connections to the broader context.

It is noteworthy that the Truth and Reconciliation Commission of Canada (TRC) released its findings on June 2 with powerful calls to action. There are elements contained within these calls to action that speak directly to post-secondary educational institutions including, for example: (1) the elimination of educational and employment gaps between Aboriginal and non-Aboriginal people, (2) an end to the backlog of Aboriginal students seeking a post-secondary education, (3) the creation of university and college degree and diploma programs in Aboriginal languages, (4) an increase in the number of Aboriginal professions working in health-care fields with cultural competency training for all healthcare professionals, and (5) the provision of training to teachers so that they have the capacity to integrate indigenous knowledge and teaching methods into classrooms.

(See http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

The U of S saw the emergence of its own calls to action during university community gatherings held last fall on two different days (November 12th and 20th) by the Vice President Advancement and Community Engagement. These sessions represented a dialogue on our shared understanding of the challenges we face as well as potential keys for success. The themes produced from these gatherings will serve as a basis for renewing the Aboriginal Initiatives foundational document.

In April, the Vice Provost Teaching and Learning and the Chancellor co-lead a small delegation including four others that travelled to New Zealand (Dean of Education, Dean of Arts and Science, Director of Aboriginal Initiatives, Director Research Profile and Impact). This mission was driven by the desire to understand how and why post-secondary institutions in New Zealand have been so successful with Māori initiatives. The team sought to use what could be learned from New Zealand's approach as a basis for greater success in Aboriginal initiatives at the U of S. There were six areas of focus: governance and leadership, academic programming, discovery, student supports and services, human resources, and community engagement.

The team visited the University of Auckland with 42,000 students (~7% Māori and 8% Pacific) and the University of Waikato with approximately 12,000 students (22% Māori and 4% Pacific). Both institutions are characterized by their commitment and leadership in research and education that is relevant to the needs and aspirations of Māori people and communities. At the core of their institutional values is a commitment to promoting Māori presence and participation in all that the university is and does. Indeed, one of the common phrases for the University of Waikato is that the institution (which sits on land owned by the local tribe) is "in, of, and for the community".

Upon return, the team worked to identify the "big themes" that could be used to influence the work of the U of S. The first of these themes is about models of Indigenous leadership. What can be accomplished with the right people in the right positions? In New Zealand, this involved leadership at the senior levels of the institutions as well as within faculties/colleges/research institutes and at the intersection of university and community. A second significant theme was the extent to which New Zealand universities live out their responsibility to uphold the Treaty of Waitangi. Both the University of

Auckland and the University of Waikato have developed charter documents containing elements such as mission and vision. Inside these foundational documents you see these universities articulating a commitment to uphold treaty. These commitments are articulated as a set of responsibilities including such things as: (1) improving participation of Māori students in degree education, (2) increasing the number of Māori staff and faculty, (3) building and maintaining relationships with Māori communities, and (4) enhancing capacity to carry out research of relevance to Māori.

A third big theme focuses on structures and mechanisms involved in governance. One example is the use of a tribal advisory body (e.g., Te Rōpū Manukura) designed to ensure that university and Māori communities are working in partnership with common goals in the areas of educational needs and aspirations. A fourth striking observation had to do with the way in which our New Zealand counterparts work to create an inclusive cultural experience for students through the use of ceremonies and other events throughout the academic year. When it comes to Māori student success, there is a focus on the whole student and a commitment to providing authentic cultural opportunities. Finally, the theme of language and culture carried a powerful message. Māori distinctiveness could be seen in New Zealand as a whole and was evident throughout the universities. The language of Māori was present everywhere. Cultural leadership was not viewed as an "add-on" and it was made quite clear that culture cannot exist without language.

One of the benefits of studying another country and at least some of its universities is to develop comparative insights on how well the University of Saskatchewan is doing. We continue to accomplish good outcomes. For example, under the heading of "building student success to close the education gap" this year saw a restructuring of the student support program in the College of Nursing, now known as the University of Saskatchewan Community of Aboriginal Nursing (UCAN). The UCAN approach is characterized by a multi-pronged focus on how to ensure the success of Aboriginal nursing students. In addition to the tremendous work already being done with school-aged Aboriginal students in our science outreach programs (e.g., Science Ambassadors, Kamskénow in Arts and Science), this year the university developed new partnerships that brought Aboriginal high school students onto campus including the Verna J. Kirkness Science and Engineering Program (Grade 11 students) and the Arts and Science/Oskayak pilot project (Grade 12 students). As a final example in this area, significant work was led by the Director of Aboriginal Initiatives in 2014/15 to develop a set of principles for programming and operation of the Gordon Oakes Redbear Student Centre, which will open this fall. The vision for the Gordon Oakes Redbear Student Centre is for a vibrant, inclusive gathering place that welcomes everyone – Aboriginal and non-Aboriginal people alike – to come together and learn from each other in respectful ways. This will involve working collaboratively with Elders, Knowledge Keepers, communities, organizations, and all faculty and staff to strengthen partnerships, create synergies and strive for integration of all Aboriginal initiatives.

As an institution, we recognize the need to build a more representative workforce as well as the strength and value in having role models for our students, faculty and staff. With a view to growing the pool of Aboriginal people qualified as information/knowledge managers in the province, the University Library successfully launched an Aboriginal Internship. An interesting capacity building element in this internship is that the successful candidate is supported in completing a graduate credential as part of the position. This past year, Human Resources added the position of Diversity and Inclusion Consultant to provide support to leaders in the development and implementation of diversity plans that will involve the successful recruitment and retention of more Aboriginal employees.

The call on the university to help create a positive future is clear and the preservation of Indigenous languages and culture is at the core of this future. This past spring, University Council approved an Indigenous Language Certificate (nêhiyawêwin) developed by the College of Education. This is a degree-credit opportunity that involves significant instruction in an indigenous language as well as a strong understanding of indigenous teaching methodologies. As a staff and faculty example, the Indigenous Voices curriculum underwent significant revision this past year with a view to offering sessions that preserve the decolonizing and indigenizing goals of the program while at the same time provide more tailored programming to meet the needs and cultural competencies of individuals and units on campus. To date, evaluation results from the Indigenous Voices program have shown that a significant majority of those participating report substantial shifts in their knowledge of First Nation, Metis and Inuit history, culture and ways of knowing and consider the program to be relevant or highly relevant in their professional and personal lives. This evidence, combined with enhancements to the program implemented this academic year, demonstrates the program's contribution to preparing the campus community for a more inclusive and diverse citizenship.

MESSAGE FROM THE VICE-PROVOST, TEACHING AND LEARNING

Gwenna Moss Centre for Teaching Effectiveness Annual Summary

The Gwenna Moss Centre for Teaching Effectiveness (GMCTE) has been fortunate to work with instructors, departments, colleges and units across the institution this year on a variety of initiatives. The following list includes highlights of this work in our key areas of service.

Curriculum Development

At the level of program change and renewal, our team has worked closely in 2014-2015 with:

- Edwards School of Business on curriculum mapping,
- o Engineering on accreditation and general engineering program improvement,
- Nutrition on a review of the 4th year practicum,
- o Pharmacy on curriculum transformation to the PharmD designation,
- Kinesiology on renewal of experiential learning courses,
- o Arts and Science on cross-college curriculum renewal and innovation, and
- o Physical Therapy on curriculum review.

Special initiatives with which we have been involved include, in partnership with the Office of the Vice-President Research, the Undergraduate Research pilot programs in AgBio, Arts and Science, and Kinesiology. Further UGR initiatives are planned for Education, and Edwards School of Business in the coming year.

A workshop titled *Greening the curriculum* was offered in May 2015 in partnership with the Office of Sustainability. This workshop focused on the integration of sustainability into course and program development and was attended by U of S Faculty from a variety of colleges.

Digital Pedagogies and Learning Technology

Open USask - This year the Open USask site (<u>open.usask.ca</u>) was launched to serve as a hub for resources related to open courses, open access publishing, open textbooks, and open source software being used at and/or available to the U of S community.

Technology evaluations

- The GMCTE is currently working with the College of Education on an evaluation of the eportfolio tool that was piloted by students in education and two courses for graduate students offered through the GMCTE during the 2014 - 2015 academic year. This work is being done in partnership with ICT to inform decisions on the future of the eportfolio tool on campus.
- Student response systems review The GMCTE is working with ICT in a review of the current and potential use of student response systems (e.g., clickers) on campus. This review has involved interviewing and surveying faculty, and surveying students to inform decisions and planning on the use of, training, and licensing for clickers in the upcoming years.

Classroom renewal

As part of the Classroom Renewal Steering Committee, the GMCTE was involved in decision making related to renovations to eight teaching spaces in summer 2015. As part of this work the GMCTE sought faculty feedback on their priorities and preferences for these renovations. We connected with over 80 faculty via survey and face to face meetings and compiled the feedback into a report used to inform decision making for the upgrades. We'd like to thank all faculty who took the time to contribute to this process.

Indigenous Voices

A key achievement this year in our work to support Aboriginal engagement on campus is the development of a tailored professional development program library faculty and staff. The program has been designed in partnership with the University Library to ultimately make their services and programs more inclusive. The program will launch in August 2015. Our intent is to work with others on campus over the next year to develop and deliver similar programs that match the specific needs and aspirations of colleges, departments and units in this area.

Graduate Student and Post Doctoral Programming

In the last academic year 124 U of S graduate students completed one or more of our graduate student courses on teaching and learning and/or professional skills, including 20 students who received a Teacher Scholar Doctoral Fellowship and completed a mentored teaching process. In addition, we are very pleased to have piloted our new Graduate Professional Skills Certificate this winter with five students completing.

Celebration of Teaching

The annual Celebration of Teaching, at which all teaching award winners on campus are acknowledged and the provost's awards are presented, was held on May 1, 2015. We are also extremely pleased to have worked with John Kleefeld (Law) on his successful application for the prestigious international BrightSpace Innovation Award in Teaching and Learning as announced in mid-May. Congratulations John!

Curriculum Innovation and Experiential Learning funding

Part of the PCIP-funded Curriculum Innovation Initiative, the curriculum innovation fund is available for academic units to support curriculum innovation projects.

Part of the PCIP-funded Teaching Innovation Initiative, the experiential learning fund is available for academic units to support student access to experiential learning opportunities.

This academic year the GMCTE supported 17 projects through the Curriculum Innovation Fund and 11 projects through the Experiential Learning Fund. These projects covered a wide range of disciplines in

10 colleges, two centres and one school. Additional details of these projects and a full historical record of recipients can be found on the GMCTE website (http://www.usask.ca/gmcte/awards/curriculumfund and http://www.usask.ca/gmcte/awards/experiential.

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met on May 11 and 28. On May 11, PCIP discussed items for the Finance and Investment Committee and Land and Facilities Committee of the Board of Governors that were to be considered at their meeting in May. On May 28, PCIP discussed the 2015-16 operations forecast which included an indepth conversation about requests to the government for targeted funding. PCIP also discussed the 2015-16 annual capital plan and considered the transition fund committee's recommendations for the current requests for transition funding.

Resource allocation decisions for 2015-16

During March and April, the Provost's Committee on Integrated Planning (PCIP) considered resource allocation decisions for colleges, schools and administrative units. The 2015-16 operating grant from the Government of Saskatchewan includes an increase of one per cent above 2014-15 funding, as well as a one-time \$20 million holdback. Although the base grant increase does not meet the request we made of government, or the current level of inflation, by using money from investments, incremental tuition and allowing a relatively modest central deficit, we do not expect a short-term negative impact to university operations. PCIP recommended to the board an overall increase to operating budget of two per cent to colleges and units. The two percent increase is in alignment with the operations forecast. It must be noted that the university likely could not absorb the impact of similar provincial budgets in the future.

Resource allocation process for 2015/16

The resource allocation decision-making considered:

- Targeted funding from government or other sources
- Financial health of the unit
- Total revenue of the unit
- College profiles
- PCIP conversations with the deans and unit heads

PCIP had conversations with deans and unit leaders over the last few months to fully engage them in the decision process. The conversations focused on alignment with mission, aligning appropriate operating resources and/or strategic funding behind plans, and ensuring the university's ongoing financial sustainability.

In addition to what is outlined above, transparent, activity-based budget system (TABBS) information was also considered in 2015-16 allocations. As TABBS progresses, PCIP intends to more fully utilize it to inform future resource allocation decisions. In 2015-16 and 2016-17, the TABBS model will undergo further refinements, including a review of the indirect cost allocation.

The implementation of a responsibility centre management, does not change the financial decision-making authority of deans, the Board of Governors and the Provost's Committee on Integrated Planning (PCIP). It does change the way we exercise that authority and manage our finances: annually, revenue centres will be allocated an envelope of funding based on activity within the unit and that unit will be

expected to manage this funding envelope directly. Specifics of the use of these funds will be determined by the unit, not centrally.

PCIP's resource allocation decisions are contingent upon the approval of the detailed operating budget 2015-16, which will be considered by the Board of Governors on June 23, 2015. Decisions for strategic funding will be considered by PCIP in June. The Planning and Priorities Committee of University Council and Council itself will receive the final budget for information in the fall.

INSTITUTIONAL EFFECTIVENESS

QS World University Rankings by Subject

The QS World University Rankings by Subject were released on April 29, 2015, and involved the evaluation of 3,551 universities. The University of Saskatchewan was ranked among the world's elite institutions in seven of the 36 subject areas featured: veterinary science (47), agriculture and forestry (51-100), environmental sciences (151-200), English language and literature (251-300), biological sciences (301-350), medicine (301-350) and chemistry (301-350).

School of Public Health

A task force is being formed to develop an action plan to respond to the recent review of the School of Public Health. The initial members of the task force are Lois Berry (Chair); Liz Harrison; Bob Tyler; and John Rigby. The group's first tasks include broadening the membership, paying particular attention to the need to include members with expertise in public health, and drafting full terms of reference. The action plan is to be completed by October 15, 2015.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

At Spring Convocation, the following students were presented with the college's top prizes and medals: MaryAnn Scott (Copland Prize in Social Science); Samuel Derksen (Copland Prize in Humanities); Jordan McCool-Morin (Three-Year Medal); Mary Cavanagh (Earl of Bessborough Prize in Science; and Haslam Medal); Shelby Lechman (University of Saskatchewan Film Society Prize); Lauren Arnold (University Medal in Bachelor of Arts and Science Degree).

Welcome to the 2015-16 ASSU Executive: President: **Graeme Jobe**; VP Internal (interim): Dale Fu (permanent position currently pending an upcoming fall by-election); VP External: **Jack Fotheringham**; VP Academic: **Olya Stepananko**; VP Communications: **Ariel Fitzgerald**.

The college congratulates the new executive team of the USSU: Jack Saddleback (Sociology major), Ata Merat, Gabe Senecal (Geography & Planning major), Kehan Fu (Political Studies major, and former ASSU President). We also look forward to working with the new A&S University Student Council students: Monica Iron, Kristen Daniels, and Hasith Andrahennadi.

The college celebrates the wonderful achievement of the recent investitures to the Saskatchewan Order of Merit. Connected to A&S are: Professor Emeritus **Henry Woolf**, LL.D.; alumni members Reverend **Lorne Calvert** and **Ellen Schmeiser**, and **Jack Brodsky**, friend of the college.

Cherie Westbrook (Geography and Planning) is project leader of the research team that received an NSERC CREATE investment of \$1.65M to build a new University of Saskatchewan program that will train leaders to help solve Canada's current and future water security problems.

Congratulations to Women of Distinction award winners, **Erica Lee** (undergraduate student in Political Studies and Philosophy) for the Under 29 Award; **Tasha Hubbard** (English) for the Arts, Culture & Heritage Award, **Julita Vassileva** (Computer Science) for the Research & Technology Award, and **Joan Borsa** (Art & Art History), for the Lifetime Achievement Award.

Dylan Lambi-Raine and **Shelley Clouthier** are the recipients of the Irene Poelzer Awards for 2015. These undergraduate students are active in promoting gender justice on campus and beyond.

Ronda Duke (Chemistry) and **Lana Elias** (Science Outreach) are the recipients of the 2015 College of Arts & Science Dean's Distinguished Staff Award.

The current issue of *Arts & Science Magazine* was published in May as an insert within the university's *Green & White*. This partnership massively expanded the reach of the print publication—from ~3,000 selected subscribers to ~30,000 college alumni. It can be viewed online at: http://artsandscience.usask.ca/magazine/

In April we held our third-ever college-level Curriculum Renewal Forum, where we discussed the topic "Not Your Grandpa's Distribution Requirements: Curriculum Renewal for the 21st Century."

We acknowledge this year's faculty retirees for their sustained educational, scholarly, and service contributions not only to our university but to the broader community: **Morris Altman** (Economics); **Hilary Clark** (English); **Akira Hirose** (Physics and Engineering Physics); **Franz-Viktor Kuhlmann** (Mathematics & Statistics); **Peter Li** (Sociology).

College of Pharmacy and Nutrition

*Bill 151- I am pleased to report that from the "Votes and Proceedings of the Legislative Assembly' (e.g. minutes), Bill 151 "An Act to amend *The Pharmacy Act, 1996*" received Royal Assent today, May 14th 2015.

That means that the legislative process is completed. As it states that this Act comes into force "upon proclamation", it will become law upon Order in Council (e.g. decided upon a resolution of the provincial Cabinet) which we expect will occur sometime between now and October 1 of this year. This law will allow expanded Scope of Practice for Pharmacists in Saskatchewan giving pharmacists the authority to give vaccinations, authority to prescribe for and treat minor ailments and order laboratory tests.

*Increased Research Funding for the College of Pharmacy and Nutrition in 2014-2015 by nearly 400% over the past year!

Here are a few impressive numbers for you: the college's research funding has increased nearly 400% from \$1.4M (2013-14) to \$5.3M (2014-15). Congratulations to all our researchers for their hard work

*Congratulations Jaris! "Canada's first self-identified Aboriginal Doctor of Pharmacy received a high honour from the Saskatoon Tribal Council March 26."



Star Blanket presented to Saskatoon Health Region employee Dr. Jaris Swidrovich

Canada's first self-identified Aboriginal Doctor of Pharmacy received a high honour from the Saskatoon Tribal Council March 26. Jaris P. Swidrovich, BSP, PharmD.

*Congratulations to Dr. Ed Krol New AFPC Councillor for the College of Pharmacy and Nutrition

Dr. Ed Krol is the new AFPC Councillor for the College of Pharmacy and Nutrition. He will assume his role as of July 1, 2015 for a three-year period. Congratulations, Ed – We know you will do an excellent job and provide good representation for the College at AFPC meetings.

College of Education

Interdisciplinary student Yolanda Palmer (Educational Foundations) received the University of Saskatchewan Social Science B Award for her dissertation "Triple Learning: The Journey from Student to Scholar." Her supervisors were Dr. Linda Wason-Ellam (ECUR) and Dr. Karla Jessen Williamson (EFDT).

Karen McIver (Educational Foundations) received the University of Saskatchewan Thesis Social Science B Award for her thesis "Places of Activism: Engaging Youth to Explore the Places That Maintain Communities of Activism." Supervisor, Dr. Marcia McKenzie.

Dr. Marie Battiste (Educational Foundations) will receive an honorary doctorate from University of Ottawa in June.

The new 12 credit unit Certificate of Leadership in Post-secondary Education (Educational Administration) will be offered beginning in May 2016. Watch for more information to be posted to the Educational Administration website Fall 2015.

Dr. Jay Wilson (Curriculum Studies) was awarded the 2015 Master Teacher Award. It is awarded twice annually at convocation to members who strive for excellence in teaching and learning. Congratulations Dr. Wilson!

Emeritus Professor, Don Cochrane received The Peter Corren Award for Outstanding Achievement. Don Cochrane developed the undergraduate course Gay and Lesbian Issues in Education in 1995 - the first course in the history of the university to be devoted exclusively to sexual orientation issues.

The Indian Teacher Education Program (ITEP) and Department of Curriculum Studies have partnered to offer the Indigenous Language Certificate (ILC). The ILC will be a two-year program consisting of ten courses leading to immersion in an indigenous language, and an understanding of indigenous teaching methodologies.

The Counselling, Assessment, Intervention and Research Services unit (CAIRS), a new psycho-educational assessment clinic, will open in June with practicum placements for Masters in School and Counselling Psychology students (Fall and Winter terms). This fee-for-service initiative will assist children, youth or adults who may have learning disabilities, challenges with attention or behavior, intellectual challenges, or giftedness. Diagnostic reports may support needed interventions to help ensure individuals' continued success. Visit cairs.usask.ca or contact Dept. Head Dr. Tim Claypool (president-elect of the SK College of Psychologists' Executive Council).

OFFICE OF THE VICE-PRESIDENT RESEARCH

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



Steering Committee

- Co-Sponsors: VP(Finance and Resources), VP (Research)
- Deans: Edwards, Kinesiology, Arts & Science, AgBio, WCVM
- Council Committee Chairs: RSAW, P&P
- Students: USSU, GSA
- Meewasin Valley Authority
- City of Saskatoon
- Ministries: Advanced Education, Agriculture
- AVPs: Facilities, Research
- Corporate Administration

Objectives

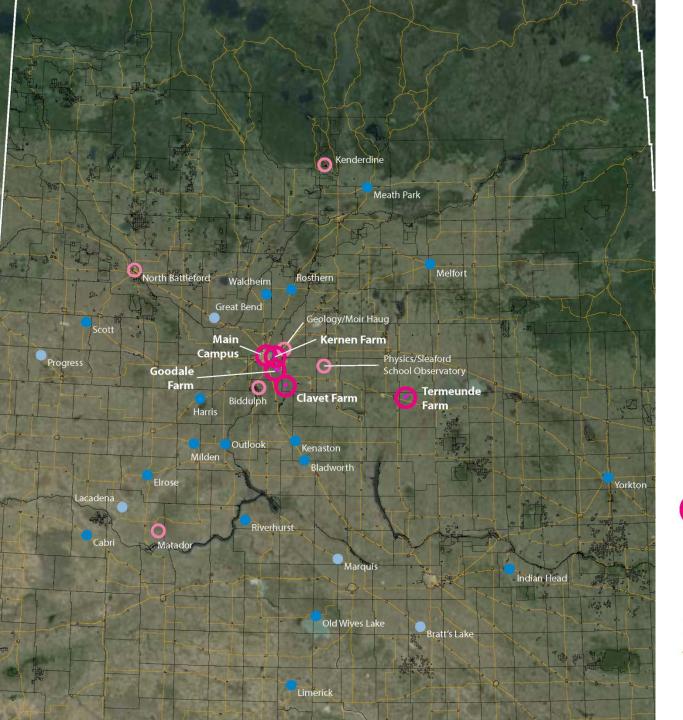
- Extend the scope of Vision 2057 to include Off-Campus Research and Teaching Lands
- Compile detailed updated Inventory of all lands and characteristics/current uses and users
- Identify long-term land needs for research and teaching
- Develop recommendation to meet future needs

Stakeholder Meetings/Workshops

- Steering Committee (three meetings)
- Colleges (AgBio, WCVM, Arts & Science, Kinesiology)
- Departments (Plant Sciences, Animal and Poultry Science, Biology, Geological Sciences, Physics)
- Council Committee Chairs (RSAW, Planning and Prioriteis)
- Associate VP (Research)
- City of Saskatoon, Meewasin Valley Authority
- Ministries (Advanced Education, Agriculture)

Total University Land Inventory

Location	Ownership	Use	Size	
Main Campus	University-Owned	Research/ Teaching and Support	1,865 acres	
Off-Campus	University-Owned and Used	Research/ Teaching and Support	6,071 acres	
	Owned by the	Research/ Teaching	1,899 acres	
	University and Leased Externally	Support Uses	4,615 acres	
	Owned Externally	Research/ Teaching	3,071 acres	
	and Leased to the University	Support Uses	308 acres	
TOTAL	17,829 acres			



Location of Research and Teaching Lands

Major Research/Teaching Sites

Additional Research/Teaching Sites

Small Leased Research Plots

Land owned by University & Leased to Tenants

Municipal Boundaries

Roads

V

Key Issues to Address

- Need to accommodate increasing demand for Plant Science research lands – 140% of available land
- Long-term concern over the viability of Kernen Farm (the most productive research and teaching lands for Plant Sciences) and future of Kernen Prairie
- Opportunity for Livestock and Forage Centre of Excellence and impact on Goodale/Clavet and Termuende Farms
- Greater opportunities for collaboration between Colleges,
 Departments and Researchers
- Encroachment of the City of Saskatoon and urban-rural conflicts

Recommendation

- Create cluster for agricultural research and teaching on a new land base:
 - Plant Sciences (5 sections owned, 1 section leased)
 - Animal/Poultry Science (6.5 sections)
- Opportunity to consolidate crop research and teaching on one site over time - Results in a long-term guarantee of land availability, protected from urban encroachment
- Facilitates creation of Livestock and Forage Centre of Excellence
- Clustered agronomically-representative land base can result in more collaboration, easier access for students/ researchers, more efficient management/ operations, etc
- More flexibility for use and operations over time with larger land base

Recommendation (cont.)

- Reduces number and dispersed nature of off-site locations
- Co-location can produce research synergies and collaboration
- Provides the University with a competitive and attractive resource - enhancing the University's reputation and role as a research leader, particularly in crop sciences
- Can accommodate long-term land transition periods
- Comparative land values are advantageous for purchase of land outside urban boundary
- Provides the most benefits with regard to sustainable and efficient resource management/operations - rationalizes management/equipment needs and reduces operating costs

INITIATIVES

Mine Reclamation Research Facility Funded

The **Global Institute for Water Security** (GIWS) has been awarded \$1.8 million by Western Economic **Diversification Canada** to establish a research and testing facility to develop and commercialize innovative mine waste cover systems. Funding for the Mine Overlay Site Testing (MOST) facility was announced on May 21st by Saskatoon-Humboldt Member of Parliament Brad Trost. For more information, visit: http://goo.gl/aEpMju.

\$350,000 for Pharmacist Training

In response to recent changes enabling pharmacists to provide drugs by injection, the Pharmacist Association of Saskatchewan (PAS), with the College of Pharmacy and Nutrition, will cover the costs of injection training for all practicing pharmacists. Support comes from a training grant of \$350,000 provided by the PAS to remove any financial barriers in preparation for the 2015 flu vaccination season. For more information, visit: http://goo.gl/16ny3y.

Improving Health Service

The Joint Health Research Office recently completed:

- A report comparing hospital length of stay and residence for Non-First Nations and First Nations patients admitted to Royal University Hospital and St. Paul's Hospital. Information obtained from the report can be found at: http://goo.gl/xXdCfR.
- A review to inform the health care system's strategic priority of improving the appropriate use of MRI in patients experiencing low back pain.

Ethics Committee Renamed

The university's animal care and use program is overseen by the University Committee on Animal Care and Supply (UCACS). Effective May 19th, the name of this committee changed to **University** Animal Care Committee (UACC) which is more consistent with the function of the committee.

Research Events Held Across Campus

The colleges of Law and Medicine, as well as the Joint Health Office recently hosted the following research events:

- On May 21-22, the College of Law hosted the 2014-15 **Sallows Fry Conference**, "A Canadian Crisis: The Criminalization & Imprisonment of Indigenous Women & Those with Disabling Mental Health Issues." The event was hosted by the Ariel F. Sallows Chair in Human Rights, Kim Pate, and attended by more than 150 academics, students, lawyers, and representatives from the court system, government, and tribal councils.
- The Department of Pediatrics held its **Child Health Research Trainee Day** on April 16th 2015. Residents, students and post-doctoral fellows presented their child health-related research to an audience of researchers and faculty. A list of abstracts will be included in the upcoming Pediatrics Research Report, available at: http:// medicine.usask.ca/pediatrics/Research/newsletter.php
- The 3rd annual **PSFaM (Protein Structure Function** and Malfunction) Symposium was held on campus and attended by 140 research scientists from across western Canada on May 6-8, 2015. The program was tightly packed with speakers from Canadian and American universities as well as graduate students and post-doctoral fellows.
- The 2nd Patient-Oriented Research (POR) **Workshop**, jointly hosted by the U of S and the Regina Qu'Appelle Health Region, took place Monday, May 25th. The workshop focused on PORrelated initiatives in Saskatchewan and included presentations and panel discussions on patient engagement and the Saskatchewan Center for Patient Oriented Research (SCPOR) SUPPORT Unit. Video-recordings from the workshop are available at: http://research.usask.ca/oavpr-health/SCPOR.php.

Tech Venture Challenge Winners Announced

The Industry Liaison Office announced the winners of its 4th annual **Tech Venture Challenge** on May 20th. The competition is open to all entrepreneurial members of the U of S community who want to turn their technology idea into a business. This year's champion was TrueVation, a team whose first product is a mobile application designed to organize the information of medical patients. TrueVation will receive a \$50,000 prize from the ILO, in addition to office space and professional services provided by partners. For more information, visit: http://goo.gl/38XIGd.

Baxter-Jones Named Distinguished Researcher

Adam Baxter-Jones (Kinesiology) was selected as this year's recipient of the University of Saskatchewan Distinguished Researcher **Award**. Currently serving as Interim Dean of the College of Graduate Studies and Research, Baxter-Jones is a world renowned pediatric exercise medicine specialist who has extensively studied the role of physical activity on children's growth and maturation. Since 2000, he has led two of the longest-running studies examining the role of physical activity and exercise in children growing up in the 60's and the 90's.

PARTNERSHIPS

International Delegations Supported

The following delegations both to and from the U of S recently took place:

- A delegation from U of S flagship partner, the Beijing Institute of Technology (BIT), China, visited the U of S on May 10th and 11th. The delegates met with U of S senior administrators and representatives to discuss faculty and student exchange opportunities, joint degree programs, and research collaborations.
- From May 10-15th, Professor Reza Dabirian from Escuela Politécnica del Ejército, Ecuador visited the U of S and met with faculty in the College of Engineering and the Department of Chemistry to explore research collaboration opportunities.
- A U of S delegation visited **Ecuador and Colombia** from April 18th to April 26th. The group met with students and faculty from Ecuadorian institutions Escuela Politécnica del Ejército and Escuela Politecnica Nacional, and faculty and staff from the **Universidad Nacional de Colombia**. In both countries, meetings were held with government officials, individuals from private schools, as well as staff from COLFUTURO, a Colombian nonprofit foundation and COLCIENCIAS, a Colombian scholarship granting council.

International Agreements Signed

Student exchange agreements were recently signed with the following institutions, all of which were motivated by the federal Emerging Leaders in the Americas Program (ELAP):

- Universidad del Atlántico, Colombia The U of S has had an active MOU with this institution since 2013.
- Institución Universitaria, Colombia This institution participated in the ELAP delegation that visited the U of S in the fall of 2014. An umbrella memorandum of understanding agreement was also signed to provide a framework for collaborative activities.
- Instituto Technológico de Santo Domingo, Dominican Republic – The U of S has had an active MOU with this institution since 2011.
- Student exchange agreements were also renewed with the following institutions: University of Tromsø – The Arctic University of Norway, Norway; Aalborg University, Denmark; and Stockholm University, Sweden

Funding Successes

\$2.2 M for Medical Imaging Research

Western Economic Diversification has awarded \$2.2 million to a team led by U of S researcher Ron **Geyer** (Medicine) who are working to develop and commercialize the next-generation of imaging agents for early disease identification. Federal Minister of State Michelle Rempel announced the three-year support at the U of S on May 15th. For more information, visit: http://goo.gl/xhZolp.

Contract Funding Secured

Four U of S researchers have secured a total of more than \$2 million through contracts with partners:

- Yan Zhou (VIDO) has received \$997,475 from the Public Health Agency of Canada for the project "Pandemic Influenza Viruses: Applied Research on Vaccine Development to Improve Canadian Preparedness and Response Capacity."
- **Terry Fonstad** (Civil & Geological Engineering) has received \$149,500 for the project "Technology and Methodology Development for Improved Biosecurity in Livestock Transport Vehicles." The project is an initiative of Swine Innovation Porc under the Growing Forward 2 program. Funding was made possible by Agriculture and Agri-Food Canada and provincial producer organizations.
- **Bruce Coulman** (Plant Sciences) has received an additional \$402,556 from the Canadian Cattlemen's Association for the project "Development of Native Plant Material (Grasses, Legumes) and Mixtures for Forage Production in the Prairie Region." This funding will be added to previous amount committed under the Growing Forward 2 program and will bring the total project funding to \$848,776.
- **Bunyamin Tar'an** (Crop Development Centre) has received \$590,488 from the Saskatchewan Pulse Crop Development Board for the project "Toward Next Generation Chickpea Breeding: Resequencing Diverse Chickpea Accessions."

\$1.65 M for Training Program in Water Security

Cherie Westbrook (Geography and Planning) has been awarded \$1.65 million from NSERC to lead a program focused on training students for addressing current and future water security issues. The six-year NSERC CREATE for Water Security program is supported by an additional \$2.8 million from participating universities: U of S, Calgary, Manitoba, McMaster, Waterloo as well as various industry collaborators. U of S co-investigators on the project include: Helen Baulch, Jeffrey McDonnell, and Howard Wheater (SENS); Bram Noble and John Pomeroy (Geography and Planning); and Patricia Gober (Public Policy). For more information, visit: http://goo.gl/ThR5Kg.

RUH Supports U of S Research

Thirteen U of S applications were submitted for a Royal University Hospital Research Grant, five of which were approved. The U of S was awarded a total of \$122,972 in total in this competition. The successful applicants were:

- **Rudy Bowen** (Psychiatry) received \$25,000 for the project "Smartphone-enabled assessment of mood instability, depression, and suicidal thoughts among psychiatric inpatients at Royal University Hospital."
- **Sharyle Fowler** (Medicine) received \$23,076 for the project "Is fecal calprotectin enhanced triage efficacious and cost-effective in patients at risk of inflammatory bowel disease?"
- **Geoffrey Johnston** (Medicine) received \$24,896 for the project "A novel surgical means to stabilize distal radius fractures during bone healing."
- Jose Tellez-Zenteno (Medicine) received \$25,000 for the project "Diagnostic yield of ambulatory EEG in adult patients with single unprovoked seizures."
- **Heather Ward** (Medicine) received \$25,000 for the project "Interprofessional care and patient/family engagement: a qualitative analysis of team function."

Report to Council June 2015

Good afternoon members of University Council,

My name is Jack Saddleback and I am the current USSU President.

I'd like to start off by thanking Gabe Senecal, our VP of Academic Affairs, for giving a report last month on our behalf.

I am happy to report though that the USSU exec has doubled its experience from last month!

In all seriousness though, I'd like to introduce the team here today. First off, we have Ata Merat, VP of Operations & Finance, Gabe Senecal, VP of Academic Affairs, and Kehan Fu, Vp of Student Affairs.

We are all very honoured to be elected by our peers to work towards being a leader in enhancing the student experience.

We are also fortunate in that many of our goals in our portfolios overlap with one another. Such as safety and security, tuition and consultation, mental health and sexual assault.

Our first month in has been filled with many meetings to start to plan out this upcoming year and I am glad to say that we well on track with many of our goals.

I'd like to personally invite each and every one of you to connect up with us; as Ata is working on safety and security through a safewalk app, Gabe is working on tuition forecasting and a student bill of rights, Kehan on sustainability and student relations and myself on a mental health strategy and a sexual assault policy.

On that note, thank you for having us here today and we look forward to working with you.

Thank you

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE REPORT FOR INFORMATION

PRESENTED BY: Lisa Kalynchuk, chair, planning and priorities committee

DATE OF MEETING: June 18, 2015

SUBJECT: Revised Notice of Intent Template for New Programs

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The planning and priorities committee (PPC) is responsible for "advising the academic programs committee (APC) on the fit with university priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions" as per the committee terms of reference. PPC uses the Notice of Intent Template for New Programs for this purpose and provides feedback to APC based on the information provided by proponents of new programs following the template.

This year the planning and priorities committee reviewed a large number of notices of intent. Through the course of its review, members noted opportunities to improve the NOI template to obtain clearer information, particularly about the resource requirements of new programs. At the end of the year the committee conducted a review of the template. In reviewing the template, the committee referred to the Proposal for Academic or Curricular Change template used by APC and submitted the revised template to APC, which supported the changes.

DISCUSSION SUMMARY

The revisions are intended to provide greater clarity to PPC regarding projected student enrolment, the measurable benefits of the new program, the resources committed in terms of one-time costs and ongoing operating costs, whether standard or non-standard tuition rates apply, the anticipated start date of the program, and the risks, assumptions or constraints associated with initiating the program.

The revised Notice of Intent Template as attached will be posted on the Council website. Proponents of new programs are requested to use the revised template for any new program submissions this fall.

ATTACHMENTS:

1. Notice of Intent Template for New Programs

Planning and Priorities Committee NOTICE OF INTENT for new programs

June 2015

Purpose of the Notice of Intent

The Notice of Intent provides an early indication of the nature and aspirations of a proposed program, which will assist the Planning and Priorities Committee of Council (the Committee) in understanding and evaluating the fit of the proposed program with the priorities and strategic directions of the University. The Notice of Intent also provides the Committee with an opportunity to comment on the merit of the proposed program, and to provide input and guidance to the proponent regarding the development of the full proposal. The Notice of Intent must be submitted, and the Committee's review completed, prior to the development of the full proposal. Subsequent to its review of the Notice of Intent, the Committee will share its perspective on the proposed program with the proponent, the College of Graduate Studies & Research (when the NOI is for a new graduate program), the Academic Programs Committee of Council, the Provost's Committee on Integrated Planning (PCIP) and the Office of the Registrar. Any issues that the Committee thinks should be addressed by the proponent during the development of the full proposal will be highlighted.

University Council has adopted a staged process for the submission and approval of program proposals (see Figure 1.) The first step in the process is the submission of a Notice of Intent to the Planning and Priorities Committee. Once the Committee has reviewed and commented on the Notice of Intent, the proponent, *i.e.* the department, college or school committee, develops and receives college or school approval for the full proposal, which is then submitted to the Academic Programs Committee of Council for its consideration. If the proposal is a graduate level program, the proposal requires approval by the College of Graduate Studies and Research prior to submission to the Academic Programs Committee. The final stage in the process is presentation of the proposed program by the Academic Programs Committee to University Council for discussion and a decision.

The Notice of Intent is to be submitted to the secretary of the Planning and Priorities Committee of Council, along with a covering letter, which is to include the signature of the appropriate dean, associate dean or executive-director. If the program is a graduate program, the covering letter should indicate that the dean or associate dean of the College of Graduate Studies and Research is aware of, and supports in principle, the development of the program. The Notice of Intent is to be submitted a minimum of three months prior to the anticipated submission of the full proposal to the Academic Programs Committee. This enables the college or school to respond effectively to feedback provided by the Planning and Priorities Committee. Normally, the Notice of Intent should be submitted to the Planning and

Priorities Committee no later than the beginning of October if it is envisioned that the proposed program will be available to students in September of the following year.

Substance of the Notice of Intent

The Notice of Intent should address the following questions. If a question cannot be fully addressed at the time of submission, an explanation should be provided.

- 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?
- 2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?
- 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? Are there measurable benefits to offering the program at this time?
- 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)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?
- 5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. Will standard or non-standard tuition be assessed for the program? 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? Please attach a letter of support outlining the resource commitments that have been made to the new program. Please also ensure the required covering letter, as outlined in the preamble, is attached.
- 6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?
- 7. What is the anticipated start date of the program? What considerations apply to the start date?

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

Please send Notices of Intent to:

Sandra Calver, Secretary,

Planning & Priorities Committee of Council

c/o Office of the University Secretary,

College Building;

phone 2192;

email sandra.calver@usask.ca

Approved by Council January 2000; revised November 2010 and June 2015

Attached: Figure 1. Flowchart for program approvals

Planning and Priorities Committee provides comments on Notice of Intent to the proponent and to CGSR (if a graduate program); Academic Programs Committee, PCIP and Office of the Registrar receive copies of Notice of Intent and comments

Department, college or school develops program proposal with input from PCIP and other units as required

Approval of program proposal by college or school

Submission of program proposal to Academic Programs Committee for approval (graduate program proposals require approval by College of Graduate Studies and Research prior to submission to Academic Programs Committee)

Discussion and final approval of program proposal by University Council

Marketing and launch of new program

Figure 1. Flowchart for program approvals

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE REPORT FOR INFORMATION

PRESENTED BY: Lisa Kalynchuk, chair, planning and priorities committee

DATE OF MEETING: June 18, 2015

SUBJECT: Report on Capital Planning

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The planning and priorities committee (PPC) is responsible to "consider the main elements of the operating budget and capital budget and report to Council," and to "advise the president and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues…"

This report, is in keeping with the committee decision to regularize its reporting and consideration of capital items to encompass lands, infrastructure, preventative maintenance and renewal, new builds, space allocation, and capital strategies.

The committee's capital and finance subcommittee met on three occasions over the year to review emerging and ongoing major capital projects and receive capital updates. On December 3, 2014, the full committee received a report on the university's RenewUS Strategy. On May 6, PPC discussed the update to the Vision 2057 report.

DISCUSSION SUMMARY:

CAPITAL RENEWAL

The university continues to employ the strategy designed last year to renew and maintain existing buildings and to build new buildings based on the following five strategies:

- 1. **Run to failure** (maintain structure and safety to end of predetermined life cycle with a master demolition plan in place);
- 2. **Deferred maintenance focus** (maintain pre-determined facility condition index objective);

- 3. **Renewal and Adaptive Re-use Focus** (RenewUS) (focus on core academic facility renewal); (e.g. renewal of the campus core)
- 4. **New Building and Comprehensive Restoration Focus** (new buildings and restoration of select buildings);
- 5. **Blended Strategy** (develop a blended master plan based on the funding assumptions of the four above strategies).

Triaging RenewUS projects into three tiers based on required funds: **tier 1** (projects > \$10 million); **tier 2** (projects > \$1 million - <\$10 million); and **tier 3** (projects < \$1 million). with accompanying potential fund sources has advanced the university's capital renewal strategy.

Over the next year, the university will focus on five key areas, which form the critical components of a plan to address the university's capital renewal needs: (1) Capital Financing; (2) Capital Profiles (at the college and unit level); (3) Capital Prioritization; (4) Capital Project Delivery Model Review; and (5) Ten Year Capital Plan.

CAPITAL PROJECTS

The planning and priorities committee is consulted as part of the Major Projects Planning Process. The MPP process applies to any capital projects of \$500,000 or over, which require Board of Governors approval under *The University Act*. The committee's finance and capital subcommittee reviewed the following capital projects, including ICT capital items, in the 2014-15 year:

- SCI-CS (Cyclotron) Research Facility
- Parking Lot Improvement Program
- Childcare Expansion Project
- Thorvaldson 1966 Wing Rejuvenation
- Prince Albert Facility (Distributed Health Sciences Education)
- Seed Enhancement, Expression & Development Infrastructure (SEED)
- Parkade at University Hospital
- ICT Data Centre Health Sciences E Wing
- Gordon-Oakes Red Bear Student Centre
- University Research System (UnivRS)
- Enterprise Asset Management Project
- One I.S. (Information System)
- Parkade at Royal University Hospital
- RJF Smith Centre for Aquatic Ecology Building Renewal
- Edwards School of Business Reading Room, Study Room, and Classroom Renovations
- Indian Teacher Education Program Space Renovations

- Advancement and Community Engagement Office relocation to Thorvaldson Building
- Mathematics and Statistics Relocation to Thorvaldson Building
- WCVM Paddock Drainage
- Mining Overlay Site Facility (MOST)
- Physical Therapy Fit to E Wing of the Academic Health Sciences Complex
- High Throughput Molecular Imaging Platform (CFI Proposal)
- Classroom Renewal Program

Details of the university's Major Project Planning Process can be found on the IPA website at:

http://www.usask.ca/ipa/resource-allocation-and-planning/capital-planning.php

Details of specific capital projects are available on the FMD website at: http://facilities.usask.ca/construction_and_renovation/major-capital-projects.php

The classroom renewal project was of significant interest to the subcommittee. The project is intended to systematically and comprehensively coordinate the renewal and equipping of classrooms. The project will review classroom configurations and renew the technology, infrastructure, furniture and finishes of outdated classrooms (60-65 classrooms), and will eliminate the need for multimedia carts.

The Strategic Preventative Maintenance and Renewal Fund is a provincial fund, which invites priority applications. This year, the university received funding for two priority projects: the Biology Lecture Theatre 106 upgrade and the Devil's Dip Sanitary Lift Station Replacement

PPC was informed of the three scenarios contemplated in response to the Update to Vision 2057: Rural Research and Teaching Lands report. The committee also received updates on the following capital projects on university lands:

- Preston Crossing Development
- College Quarter Hotel Development
- College Quarter Rink Development

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE REPORT FOR INFORMATION

PRESENTED BY: Lisa Kalynchuk, chair

DATE OF MEETING: June 18, 2015

SUBJECT: Planning and Priorities Committee Annual Report to

Council

COUNCIL ACTION: For information only

COMMITTEE TERMS OF REFERENCE

- 1. Conducting and reporting to Council on university—wide planning and review activities in consultation with the Provost and Vice-President Academic.
- 2. Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.
- 3. Recommending to Council on academic priorities for the University.
- 4. Recommending to Council on outreach and engagement priorities for the University.
- 5. Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6. Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.
- 7. Balancing academic and fiscal concerns in forming its recommendations.
- 8. Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
- 9. Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.

- Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
- 11. Integrating and recommending to Council on matters referred to it from other Council committees.
- 12. Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.

COMMITTEE MEMBERSHIP FOR 2014/2015

Council Members

Lisa Kalynchuk, chair Medicine

Dirk de Boer, vice-chair Geography and Planning

Bill Bartley English

Peta Bonham-Smith Biology [Vice-Dean, Science]

Ramji Khandelwal Biochemistry

Chary Rangacharyulu Physics & Engineering Physics

Fran Walley Soil Science

General Academic Assembly Members

Joel Bruneau Economics Valerie Korinek History

Susan Whiting Pharmacy and Nutrition

Marwin Britto Library

Dean

Beth Bilson Law

<u>Sessional Lecturer</u>

Leslie Walter Mathematics and Statistics

Student Members

Desiree Steele/Gabe Senecal Vice-president academic Affairs, USSU

Izabela Vlahu/Rajat Chakravarty President, GSA

Ex officio voting

Ernie Barber Interim provost & vice-president academic

James Basinger Associate vice-president research [VP research designate]

Greg Fowler Vice-president finance and resources

Resource members

Jacquie Thomarat Acting director, resource allocation and strategy

Mark Roman Chief information officer and associate VP information and

communications technology

John Rigby Interim Associate vice-provost, Institutional Planning and

Assessment

Bryan Bilokreli Director, capital Planning

Colin Tennent Associate vice-president, Facilities Management Division

Troy Harkot Director, institutional effectiveness (standing guest)

Administrative Support

Sandra Calver Associate secretary, academic governance

ATTACHMENTS:

1. Planning and Priorities Committee Annual Report for 2014-15

PLANNING AND PRIORITIES COMMITTEE ANNUAL REPORT FOR 2014-15

The planning and priorities committee (PPC) met a total of 23 times in 2014-15. The chair and/or members of the committee also served on subcommittees of PPC (capital and finance subcommittee, enrolment subcommittee), and on the coordinating committee, the governance committee, the information systems steering committee, the institutional taskforce on university rankings, the Vision 2057: Off Campus Research Lands steering committee, the CFI advisory committee, and the childcare steering committee.

COUNCIL ITEMS

The committee presented the following items to Council for its consideration:

- 2014-15 Annual Capital Plan (for information)
- 2015-16 Operations Forecast (for information)
- Motions from Council Members: Brooke/Bartley & Solose/D'Eon (for information)
- *Templates for the Disestablishment or Merger of Departments* (for information)
- Name Change from Department of Religion and Culture to Department of Linguistics and Religious Studies (for decision)
- *Institutional Priorities* (December 2014 & April 2015) (for information)
- Name Change from Department of Native Studies to Department of Indigenous Studies (for decision)
- *Capital Planning* (for information)
- Revised Template for Notice of Intent for New Programs (for information)

STRATEGIC AND INTEGRATED PLANNING

The committee reviewed and provided its perspective to administration on the following plans, reports and presentations:

- College of Arts and Science Restructuring
- Planning for the Fourth Integrated Plan
- Review of the School of Public Health
- Planning for the ICT Strategic Plan
- Vision 2057: Rural Research and Teaching Lands
- College and Unit Profiles (data-based)
- 2016-2017 Operations Forecast

As part of its consideration of the eight institutional priorities, the committee met with the president and the priority leaders of each priority:

- Commitment to Aboriginal Achievement
- Restructuring of the College of Medicine
- Inter-professional Health Education and Inter-disciplinary Health Research
- Reorganization of Graduate Studies and Support for Graduate Students
- Library Transformation

- Reorganization of Centrally Organized Teaching and Learning Supports
- Interdisciplinary and Cross-College Academic Programming
- Design and Delivery of Administrative Services

In conjunction with APC, the committee formed a subcommittee to review the current enrolment policy document on viable enrolments approved by Council in 2007. The enrolment subcommittee will develop principles for the consideration of low-enrolment programs and provide guidance to colleges and schools in their consideration of programs and courses with low enrolment. This work will continue in the fall, with the goal of the enrolment subcommittee reporting to Council in December.

The committee met with a number of deans to hear directly about their strategic plans for their colleges: the dean, College of Arts and Sciences to discuss divisional restructuring with the college; the dean, College of Pharmacy and Nutrition to discuss the strategic vision for the college; the dean, College of Medicine to discuss progress against accreditation issues and college re-structuring; the dean, University Library to discuss the vision for the Library; and the acting dean, College of Graduate Studies and Research to discuss the reorganization of the college.

The newly-elected GSA and USSU executive members attended a committee meeting to share their strategic plans and goals for the year ahead on behalf of their respective student bodies.

UNIVERSITY FINANCES and CAPITAL

The committee and/or its capital and finance subcommittee considered the following:

- Annual Financial Report
- Operating Budget
- University Pensions
- Strategic Directions Fund
- Academic Priorities Fund
- Responsibility Centre Management (RCM)
- Transparency Activity-Based Budget System (TABBS)
- Tuition Rates for 2015-16
- Provincial Budget 2015-16 Briefing
- Endowed Lands
- Capital Renewal including the RenewUS Strategy
- Major Capital Projects
- Annual Capital Plan 2015-16
- Operations Forecast 2016-17

ACADEMIC MATTERS

Notices of Intent

The committee discussed and provided feedback to proponents on the following notices of intent.

- Cross-Departmental Ph.D. in Education
- Applied Ph.D. in Economics
- *Master of Water Security (non-thesis)*
- Direct Entry Admission to Bachelor of Education
- Ph.D. in Indigenous Studies

<u>Certificates of Proficiency</u>

- Undergraduate and Graduate Certificates in One Health
- Certificate in the Practical and Applied Arts
- Jazz and Related Creative Studies (approved as Certificate in Jazz)
- Ethics, Justice and Law
- Applied and Professional Ethics
- Indigenous Languages
- Career and Guidance Studies
- Professional Communication (Engineering)
- Engineering Entrepreneurship
- Leadership and Post-secondary Education
- Kanawaytaytan Aski "Let Us Take Care of the Land"

The committee discussed and provided feedback to the academic programs committee on the following program terminations.

- BSE in Biological Engineering
- Minor in Jazz Studies
- Four-year B.Sc. Computing
- Post Degree Specialization Certificate in Computer Science

ACKNOWLEGEMENTS

In submitting this report, I want to highlight the valuable contributions of members of the committee executive: Dirk de Boer (vice-chair), John Rigby and Sandra Calver, who attended many additional meetings to plan and coordinate the committee's agendas. I also appreciate the work of all committee members who took on extra duties as members of subcommittees or as committee representatives on other university committees, and the work of our resource personnel in supporting the committee's activities. Finally, I am extremely grateful to our committee secretary, Sandra Calver, for her hard work and dedication to the committee.

Respectfully submitted,

Lisa Kalynchuk, chair

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, chair

Academic programs committee

DATE OF MEETING: June 18, 2015

SUBJECT: Academic Courses Policy

DECISION REQUESTED:

It is recommended:

That Council approve the revisions to the Academic

Courses Policy, effective September 1, 2015.

PURPOSE:

The purpose of the Academic Courses Policy is to prescribe university-level requirements for delivery of academic courses, and the assessment of student learning including conduct of examinations. The Policy is periodically revised based on input from instructors, students, and staff, and to reflect changing best practices.

The proposed revisions include language on online courses, alternative accommodation, the class syllabus, scheduling mid-term examinations outside of regular class time, invigilation of final examinations, alternative accommodation of students, and procedures for grade disputes between instructors and department heads/deans in non-departmentalized colleges.

CONTEXT AND BACKGROUND:

The proposed revisions to the Academic Courses Policy were developed by a Subcommittee of APC, comprising of members from the Registrar's office, the Academic Deans (Associate Deans, Students) group, the Teaching Learning, and Academic Resources Committee, and the Academic Programs Committee. The Subcommittee has met many times over more than a year to discuss the proposed revisions. Members of the Subcommittee included Jim Greer (Chair), Louise Humbert, Jay Wilson, Kevin Flynn, Sandra Bassendowski, Jordan Sherbino (followed by Desirée Steele), Jason Doell, and Russell Isinger.

The proposed revisions largely originated in concerns raised by the Associate Deans around invigilation, scheduling of midterm examinations, alternative accommodation, and class syllabi, as well as from input from students, staff, instructors, and faculty that the Registrar has received since the last revision of the policy. The Registrar prepared a first draft for the Associate Deans, which in particular reflected a survey of the best

practice invigilation regulations of other U15 universities as a starting point for discussion. The Associate Deans group met several times to discuss the proposed revisions. After further review at APC, a Subcommittee then continued the work begun at the Associate Deans group. Consultation through the Registrar also occurred with students through the University Student Council, and through meetings with several faculty councils

CONSULTATION:

The policy has been developed with extensive consultation as follows:

- Academic programs committee (May 7, May 21, June 9, September 24, 2014, March 11, April 1, and June 3, 2015)
- Academic programs committee subcommittee (numerous meetings throughout 2014)
- Academic Deans Group (Associate Deans, Students, of all colleges, May 23, September 12, November 7, 2013, March 20, April 24, 2014)
- University Student Council (May 22, 2014, and February 5, 2015)
- Meetings with the faculty of St. Thomas More College, Engineering, and Western College of Veterinary Medicine.
- University Council (June 2014, September 2014, May 2015, June 2015)

FURTHER ACTION REQUIRED:

SESD is responsible for informing all instructors, students, and the campus community of changes to the Academic Courses Policy through email, PAWS announcement, and memo. An initial communication would be sent upon approval, with a follow-up communication at the start of the academic year.

SESD also communicates annually through the Instructor and Staff Info webpage (http://www.usask.ca/sesd/info-for-instructors/index.php) the importance of the Academic Courses Policy.

ATTACHMENTS:

1. Academic Courses Policy

University of Saskatchewan Policy

Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning

For a pdf version of this policy, click here

Responsibility: University Registrar

Approval: University Council

Date: June 18, 2015

Revisions:

Permit the first day of final examinations to be one day after the last day of lectures (approved January, 2012)

Delete the Withdraw Fail grade effective May 1, 2012 (March, 2012)

Revise Course Syllabus section; additional section on Class Recordings (March 2013)

Updates:

Incorporate terminology used in the University Council policy on <u>Student Appeals of</u> <u>Evaluation, Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in</u> <u>Academic Matters</u> (December 2012)

Incorporate *Nomenclature Report* terminology on courses and classes (March 2012).

Purpose:

The purpose of the Academic Courses Policy is to prescribe university-level requirements for delivery of academic courses, and the assessment of student learning including conduct of examinations.

Principles:

One of the primary purposes of a University is to optimize learning opportunities for students. The University encourages and celebrates innovation in class delivery and student assessment.

Assessment of student learning should be an effective, fair and transparent process which follows University, College and Department regulations so that students across the institution are treated respectfully and impartially. This includes accommodation for students with disabilities, in accordance with University policies and provincial legislation.

As articulated in the University <u>Learning Charter</u>, students will be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied

consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress regularly throughout the class.

Scope of this Policy:

This document incorporates all of the policies, regulations and procedures relating to class delivery and student assessment which have been previously approved by University Council in various policy documents and reports.

It supersedes the following documents previously approved by University Council: April, 2009 Academic Programs Committee <u>Examination Regulations</u>
April, 2001 Academic Programs Committee <u>Policies for final grades reporting</u>
January, 2001 Academic Programs Committee <u>Retroactive Withdrawal Policy</u>
September, 1986 – University of Saskatchewan Grading policy

It complements and maintains the principles expressed in the following documents:

June, 1999 Guidelines for Academic Conduct

June, 2007 Teaching and Learning Committee Student Evaluation of Instructors/Courses

December, 2009 Use of Materials Protected by Copyright

June, 2010 University Learning Charter

June 2011 Nomenclature Report

January, 2012 Academic Accommodation and Access for Students with Disabilities

Student and Enrolment Services Division Instructors and Staff Handbook

Information and Communications Technology Lecture Capture

All regulations covering class delivery, student assessment and examinations have been developed into a framework with three levels of authority and responsibility: University, College and Department. Within the framework of this policy, Departments and Colleges may develop additional regulations and procedures for class delivery and student assessment. For example, Colleges and Departments may develop their own template for the syllabus to be used by their instructors.

In Colleges where there is an alternate approved academic calendar, regulations covering student assessment and examinations shall be developed by the College in a manner consistent with these University regulations.

All references to "Department Heads" and "Deans in non-departmentalized Colleges" in this document would also equally apply to their delegates. All references to "Departments" and "Colleges" would also equally apply to Schools.

Policy

The University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning covers policies, regulations and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations.

Section I. Class Delivery

1 Class Syllabus

- 1.1 Content of the syllabus
- 1.2 Changes to the syllabus after distribution
- 1.3 Change of final examination date
- 1.4 Due dates in the week of classes before the final examination period

2 Contact Hours and Availability of Instructors

2.1 Availability of instructor

3 Student Attendance

- 3.1 Permission to attend and participate in classes
- 3.2 No credit unless registered

4 Class Evaluation by Students

5 Class Recordings

- 5.1 Privacy, permission and consent
- 5.2 Intellectual property and copyright
- 5.3 Accommodation for students with disabilities
- 5.4 Definitions
- 5.5 Responsibilities of instructors and presenters
- 5.6 Responsibilities of students
- 5.7 Restrictions on use of classroom recordings
- 5.8 Storage and Archiving
- 5.9 Special circumstances: clinics, training, art classes

Section II. Assessment of Students

6 Grading System

- 6.1 Fairness in evaluation
- 6.2 Weighting in class grades
- 6.3 Grade descriptors
- 6.4 Academic grading standards
- 6.5 Average calculations
- 6.6 Grading deadlines

7 Examinations

- 7.1 Methods and types of examinations
- 7.2 Mid-term examinations
- 7.3 Final examinations
 - a. Modification of requirement to hold a final examination
 - b. Final examination period and scheduling
- 7.4 Conduct and invigilation of examinations
 - a. Invigilation
 - b. 30 Minute Rule
 - c. Identification

- 7.5 Access to materials in the examination room
- 7.6 Permission to Leave the Examination Room
- 7.7 Food and Beverages
- 7.8 Protocols for an Academic Misconduct Breach
- 7.9 Retention and Accessibility of Examination Papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards

8 Student Assessment Issues and Special Circumstances

- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive Withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 Deferred final examinations
- 8.6 Supplemental final examinations
- 8.7 Aegrotat standing
- 8.8 Special accommodations for disability, pregnancy, religious, and other reasons.

9 Procedures for Grade Disputes

- 9.1Grade dispute between instructor and department head or dean
- 9.2 Grade dispute between instructor and student

Authority and Responsibility

Under the Bylaws of University Council (Section 3, VIII, 2), all matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by University Council regulations.

Academic regulations at all levels shall be publicly accessible to all members of the University community. If a College or Department has additional regulations, these must be made available to students through publicly accessible websites. Additionally, it must be communicated to students that additional regulations exist. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

University:

University regulations will prevail in the absence of other College or Departmental regulations. In the case of a discrepancy between University regulations and College or Departmental regulations, University regulations will take precedence. Any College requesting an exception, change or addition to these Regulations is to submit a proposal to the Academic Programs Committee of University Council for approval.

Colleges and Departments:

University Council, while retaining the final authority over assessment of student learning, delegates to Colleges the responsibility of establishing general policies concerning the methods

and types of assessment which may be employed by the Departments of that College, and each Department should establish any further instructions and policies for its members as necessary.

Instructors and Departments:

It is the responsibility of the instructor and Department Head, or Dean in non-departmentalized college, or those delegated such responsibility by them, to report final grades to the Registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be submitted to and approved by the Department Head, or Dean in non-departmentalized Colleges.

University of Saskatchewan Academic Courses Policy on class delivery, examinations & assessment of student learning

Section I. Class Delivery

The <u>Teaching and Learning Foundational Document</u> encourages alternative approaches to class delivery such as improved information communication technologies, experiential learning opportunities, and self-learning strategies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the University.

1. Class Syllabus

Department heads, and Deans in non-departmentalized Colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college.

The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about University classes with the broader community (for example, for the purposes of transfer credit evaluation). Instructor syllabi must be submitted to Department Heads, or Deans in non-departmentalized Colleges, prior to the start of a class.

It is recommended that students also have online access to syllabi prior to the beginning of the class. After submission to the Department Head, or Dean in non-departmentalized colleges, syllabi should be posted on the Blackboard Open Courseware site and/or publically accessible departmental or other websites. Instructors who post their syllabus on publically accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

1.1 Content of the syllabus:

Instructors shall review the contents of the class syllabus with their students at the beginning of the class. The syllabus shall include the following:

- type and schedule of class activities;
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements;
- expected learning outcomes or objectives for the class;
- the type and schedule of term assignments;
- the type and schedule of mid-term or like examinations;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times, with College permission;
- the length of the final examination in hours as well as its mode of delivery;
- relative marking weight of all assignments and examinations;
- consequences related to missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other College-level regulations that specify requirements for passing the class
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- experiential learning expectations if applicable, the means by which experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- course or class website URL, if used;
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of Copyright where it relates to class materials prepared and distributed by the instructor
- location of the <u>Academic Courses</u> policy as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure;
- information regarding support services that are available to students through the Student and Enrolment Services Division, the University Learning Centre, and the Colleges.

Instructors are encouraged to use the <u>University of Saskatchewan Syllabus Template and Guide</u> to assist with satisfying the above requirements.

1.2 Changes to the syllabus after distribution:

After distribution, a syllabus may only be changed if no student in the class objects to such changes and the Department Head, or Dean in non-departmentalized Colleges, or those delegated such responsibility by them, is notified. Otherwise, methods and modes of assessment for all assignments and examinations must remain as stated in the syllabus: no major graded assignment

or examination is to be newly assigned in a class and no changes to already set dates or the stated grade weighting of graded assignments or examinations is permitted.

1.3 Change of final examination date:

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

2. Contact Hours and Availability of Instructors

As per <u>Nomenclature</u>, a "traditional" three credit unit lecture course involves approximately 39 direct lecture hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

2.1 Availability of instructor:

Instructors should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design, community-service learning, and Internet-based courses. For equivalent credit units, it is expected that both the instructors and students of these classes will regard the interaction, instructor availability and class workload to be equivalent to that of a traditional lecture class.

3. Student Attendance

Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).

Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of attendance may be defined differently in each instance.

Any attendance requirement that may result in grade penalties or other consequences must be explicitly stated in the syllabus.

3.1 Permission to attend and participate in classes:

No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth).

Instructors of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by licence for use by students. Instructors shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

3.2 No credit unless registered:

Only students who are registered in a class can receive credit for a class.

4. Class evaluation by students

Improvement of class delivery is an on-going responsibility of all instructors. Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.

At the University, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All instructors have the responsibility to ensure that students have access to such an evaluation tool.

Department Heads, or Deans in non-departmentalized Colleges, shall ensure that a process exists for instructors to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

5. Class Recordings

The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.

Classes at the University may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of instructors, presenters, and students, and following the procedures listed below, the University supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.

5.1 Privacy, permission and consent:

The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

5.2 Intellectual property and copyright:

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

5.3 Accommodation for students with disabilities:

When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor must permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording.

5.4 Definitions:

Definition of "presenter":

For the purposes of this section, a presenter is defined as any individual who by arrangement of the class instructor will provide instruction to students in the class. In addition to the class instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

Definition of "classroom":

For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class, but does not include study groups and other voluntary student activities.

Definition of "learning activities":

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the class requirements, such as a laboratory, seminar, tutorial and so forth.

5.5 Responsibilities of instructors and presenters:

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from

students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

If such permission is refused by a student, the instructor will arrange for that student's image or voice not to be included in the recording.

5.6 Responsibilities of students:

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor

A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.

5.7 Restrictions on use of classroom recordings:

The use of recordings of classroom activities is restricted to use for teaching, learning and research.

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation and other activities related to teaching, learning and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

5.8 Storage, Archiving, and Permission to Use:

Permission for any use of a recording of class and other learning activities remains with the instructor after the class term is ended. In a case where the instructor is no longer available to give permission for use of a recording, the Department Head, or Dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

5.9 Special circumstances: clinics, training, art classes:

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards

and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

Section II. Assessment of Students

6. Grading System

6.1 Fairness:

Students need to be assured of fairness and transparency in grading.

University:

The University shall periodically review methods of student assessment, and shall include student consultation when doing so.

College:

Each College will set out regulations and guidelines governing methods of assessment permitted, final or any other examination requirements, including whether a student may obtain credit for a class even if the final examination is not written, and any limits on the relative weighting of final examinations or any other term work.

Each College should establish adequate procedures for setting these guidelines and assessing applications for exceptions.

Department:

Departments and non-departmentalized Colleges shall periodically discuss grading patterns and trends and reach a common understanding about what appropriate grades at all levels of their discipline should be. It is the responsibility of the Department Head, or Dean in non-departmentalized Colleges, to ensure that grading is fair and transparent.

Appeal:

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a mid-term or final examination, shall follow the procedures set out in the University Council policy on <u>Student Appeals of Evaluation, Grading and Academic</u>

Standing and the <u>Procedures for Student Appeals in Academic Matters</u>.

6.2 Weighting in class grades:

Timely feedback is an important part of the educational experience. Assignments will be assessed and returned to students in a timely manner.

Each assignment and examination will be scheduled according to information provided in the class syllabus unless otherwise agreed by the instructor and students.

The relevant weight of assignments and examinations in determining the final grades will be specified on the class syllabus. The weighting of individual questions on any examination also needs to be specified as part of the examination.

The class syllabus will specify whether any or all of the assignments and examinations are mandatory for obtaining a passing final grade in the class.

6.3 Grade descriptors:

The University's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and percentage system apply unless separate approved College regulations exist.

Definitions:

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among Colleges.

The University-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89 Excellent

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material:
- a moderate ability to examine the material in a critical and analytical manner.

50-59 Minimal Pass

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

<50 Failure

An unacceptable performance.

University:

The Registrar will record and report final grades in all classes on a percentage system unless an exception has been approved by University Council.

All student grades in all classes must be reported according to procedures established by the Registrar.

College:

Each College has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors.

Department:

Unless approved by the College, all sections of a given course must adhere to the same system of assessment, either a percentage grading system or a pass-fail assessment system.

Exceptions:

University Council will receive and evaluate requests from Colleges desiring exceptions, such as pass/fail, to the percentage system of assessment. Required non-credit seminar courses need not be referred for exemption. Examples are orientation courses, honours or graduate seminar courses, fourth year and graduate thesis courses, etc. Normally, formal examinations are not held in such courses and they may be reported on a P/F (pass/fail) or CR (completed requirements) basis.

College of Graduate Studies & Research

In May 1996, separate literal descriptors were approved for the grading of classes in the <u>College</u> of Graduate Studies & Research.

6.4 Academic grading standards:

College:

College regulations govern grading, promotion and graduation standards. Students should refer to the appropriate College sections of the <u>Course and Program Catalogue</u> for specific requirements or contact their College

6.5 Average calculations:

Each College is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the Registrar to ensure that consistency is maintained across the *Course and Program Catalogue*.

Calculation:

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms Sessional Weighted Average, Annual Weighted Average, and Cumulative Weighted Average are frequently used.

Sessional Weighted Averages are calculated from classes taken in Fall and Winter Terms, Annual Weighted Averages are calculated from all classes taken in a year, and Cumulative Weighted Averages are calculated from all classes taken at the University.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

Example of calculation of a student average:

Class	Grade	Credit Units	Weighted Marks
ENG 110.6	83	6	498.00
PSY 120.3	78	3	234.00
PSY 121.3	79	3	237.00
POLS 111.3	89	3	267.00
POLS 112.3	92	3	276.00
BIOL 120.3	71	3	213.00
BIOL 121.3	73	3	219.00
CREE 101.6	80	6	480.00
TOTAL	30		2424.00

Weighted Average (2424/30) = 80.80%

6.6 Grading deadlines:

Final grades should be released to students in a timely way, both for the benefit of the students and to assist University business processes such as Convocation.

Reports of final grades for all one- and two-term classes will be submitted and approved according to procedures established by the Registrar. For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall and Winter terms are also reported to the Registrar and released to students.

Final grades in all classes are to be submitted and approved:

• no later than the end of the final examination period in a given term, for those classes with no final examination in this period, and for mid-year examinations in 100-level, two-term classes offered over the Fall and Winter terms; or

• within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations in the final examination period in a given term, as well as final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their Department Head, or Dean in non-departmentalized Colleges. The instructor will also notify both Registrar and the students in the class as to the anticipated date of submission.

Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the Registrar.

The Registrar shall notify Colleges of any final grades not submitted by the grading deadlines.

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a Department Head, or Dean in non-departmentalized College.

University:

Only the Registrar may release official final grades. The Registrar will post final grades electronically as they are received.

The Registrar will communicate with instructors who have not met the above deadlines but who have not notified the Registrar.

Department:

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the Department Head, or Dean in non-departmentalized Colleges, who approves the final grades.

If instructors wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the Department Head, or Dean in non-departmentalized Colleges, they will be submitted electronically according to procedures established by the Registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the Department Head, or Dean in non-departmentalized Colleges.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the Registrar.

7. Examinations

Students will be examined and assessed, either during the term or during the final examination, on knowledge and skills taught either directly or indirectly (such as through class reading assignments) on class materials covered during class presentations.

There will be alignment between class learning objectives and outcomes, instruction and the assessment plan for the class, of which examinations may be a significant element.

7.1 Methods and types of examinations:

College:

University Council, while retaining the final authority over assessment of student achievement, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the College and the Departments of that College.

Department:

Each Department should establish any further instructions and policies for its members. Each Department will establish, within the regulations and guidelines set out by the College, examination methods and the relative weighting of final examinations. These Department limitations must be approved by the College.

Cross-college and interdisciplinary courses:

In courses provided by a Department of one College for students of another College, the examination regulations of the teaching Department will have precedence unless alternative arrangements have been negotiated between the teaching Department, its own College and the other College. In the case of an Interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

7.2 Mid-term examinations and assignments:

Scheduling:

Mid-term examinations and other required class activities shall not be scheduled outside of regularly scheduled class times, including during the final examination period, except with the approval of the College. For graduate classes, the College of Graduate Studies and Research is the approving authority.

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times needs to be noted in the class syllabus so that students have fair warning of such scheduling.

Any resultant conflicts with other mid-term examinations, other required class activities, or any other scheduled University business a student may be involved in will be accommodated at an alternative time through consultation between an instructor and a student. Denials of such accommodation may be appealed to the Dean's office of the College authorizing such scheduling, in consultation with the student's College (if in a different College from that of the class) if necessary.

Number of examinations:

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their College. College may establish additional regulations regarding the number of mid-term examinations a student can sit in any given period to time.

7.3 Final examinations:

a. Modification of requirement to hold a final examination

Colleges determine whether students will be permitted pass a class if they have not written the final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written the final examination. Any requirement that a student must write the final examination in order to pass the class must be stipulated in the class syllabus.

With the approval of the College and the Department, the final examination in a class may be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the literal descriptors. The Registrar must be notified of all examination exemptions for classes scheduled by the Registrar prior to the beginning of a term so that final examinations are not scheduled for such classes and examination rooms are not assigned.

b. Final examination period and scheduling of final examinations

Scheduling:

The Registrar schedules all final examinations, including deferred and supplemental examinations. The Registrar will post the schedules of final examinations as early in a term as possible.

The Registrar may delegate authority to schedule final examinations to Colleges where classes do not conform to the University's <u>Academic Calendar</u>, or in such cases where Colleges want to schedule and invigilate their own deferred and supplemental examinations.

Change of final examination date:

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

Examination period:

For the Fall and Winter terms, the final examination period shall commence on the day following the last day of lectures for that term.

Final examinations in evening classes will normally occur one or two weeks from the last day of lectures in that class except in the event of common examinations between two or more evening classes.

For Spring and Summer terms, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

Final examinations must be scheduled during the final examination period for a term for classes for classes scheduled by the Registrar. In very unusual circumstances, the Registrar may schedule a final examination outside an examination period on the recommendation of the instructor and Department Head, or Dean in a non-departmentalized College.

Duration:

Writing periods for final examinations usually start at 9 am, 2 pm and 7 pm. Six credit-unit classes will normally have final examinations of three hours duration. Classes of fewer than six credit units will normally have final examinations of two to three hours.

However, it is recognized that Colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons. Such departures from the approved time duration should be done in consultation with the Registrar.

Weekends and evenings:

Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. Where Good Friday falls in the Winter term final examination period, there shall be no final examinations scheduled on the Saturday following it.

Final examinations for day classes can be scheduled in the evening. In the case of common examinations between day classes and evening classes, if possible the final examination will be scheduled in the evening.

24-hour rule:

The Registrar will arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has final examinations scheduled in three consecutive examination periods - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 9 am - the Registrar will move one of the examinations.

If a student has examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 2 pm and 7 pm – the Registrar will not move any of the examinations.

Conflicts for common examinations:

Any student conflicts created by scheduling common final examinations between two or more classes will be accommodated by the instructors of those classes.

Warning about other commitments:

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other professional or personal commitments for this period.

Warning about withdrawal:

Students cannot withdraw from a class after the withdrawal deadline for that class.

7.4 Conduct and invigilation of examinations:

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations.

It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the <u>Regulations on Student Academic</u> <u>Misconduct</u> and the <u>Standard of Student Conduct in Non-Academic Matters</u>. Invigilators shall familiarize themselves with all related regulations and policies.

Invigilation:

Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much as it is possible it is the responsibility of the instructor and the Department Head, or Dean in non-departmentalized Colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the Department Head, or Dean in non-departmentalized Colleges.

It is recommended that a Department, or non-departmentalized College, supply a sufficient number of invigilators as is appropriate for the size of the class, depending on the nature of the examination.

Invigilators may use a seating plan for their examinations which requires students to sit at a particular desk or table. In addition, invigilators may move any student to another desk or table in the examination room at any time before or during an examination.

Proctors provided by the Registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by Disability Services for Students, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce these regulations as the instructor of the class. However, in such invigilation circumstances, proctors cannot be expected to provide answers to questions specific to the examination in the same manner as the class instructor.

30-minute rule:

Students should not be allowed to leave the examination room until 30 minutes after the start of the examination. The invigilator may also deny entrance to a student if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their College for a deferred final examination; such application will be subject to consideration under the usual criteria for that College.

With the exception of use of the washroom, invigilators can, at their discretion, deny students leave of the examination room for a period of time prior to the end of the examination. Students who are finished during this time should remain seated at their desk or table until the invigilator informs the class that the examination is over and they can leave.

Identification:

Students sitting for examinations are required to confirm their identities by providing their student ID numbers and names on their examination papers, and by presenting their University-issued student ID cards during the examination and upon signing the <u>Tally Sheet</u> when leaving the examination, or both.

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a University *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic

identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the <u>Regulations on Student Academic Misconduct</u>.

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the University *Failure to Produce Proper Identification at an Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the *Regulations on Student Academic Misconduct* and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation

Invigilators need not require identification if the student's identity can be vouched for by the instructor.

To assist with identification, students wearing caps, hats or similar headgear of a non-religious or cultural nature can be asked to remove them.

Invigilators are permitted to take a photograph of any student if there is any question about the student's identity. Invigilators should take a photo in such a manner as to not cause a disruption in the examination room and respects the religious/cultural beliefs of the student. The Registrar will arrange for any photographs taken by invigilators to be compared to student ID photos of record. Photographs will only be used for the purposes of verifying the identity of the student and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.

Invigilators are also permitted to take the student ID card of any student whose identity is in question.

7.5 Access to materials in the examination room:

Students should bring only essential items into an examination room. Personal belongings such as bookbags or handbags, purses, laptop cases and the like may be left, closed, on the floor beneath a student's chair or table or in an area designated by the invigilator; coats, jackets and the like may be placed similarly or on the back of a student's chair.. Students should not access any such personal belongings except with the permission of and under the supervision of the invigilator. Students should not collect their personal belongings until after they have handed in their examination. The University assumes no responsibility for personal possessions lost in an examination room.

Students also shall not have in their possession during an examination any books, papers, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), or any other materials except as indicated on the examination paper or by permission of the

invigilator. Students also may not take anything with them if they are granted permission to leave the room by the invigilator.

For examinations requiring the use of a calculator, unless otherwise specified by the invigilator, only non-programmable, non-data storing calculators are permitted.

For examinations requiring the use of a computer and specific software, unless otherwise specified by the invigilator students may not access any other software or hardware.

No unauthorized assistance:

Students shall hold no communication of any kind with anyone other than the invigilator while the examination is in progress. This includes not leaving their examination paper exposed to view to any other student.

7.6 Permission to leave the examination room:

Students who need to leave the examination room for any reason require the permission of the invigilator. Invigilators may also use a sign-out/sign-in sheet for students who are given permission to leave the examination room and may record the amount of time a student spends outside of the examination room, frequency of requests to leave, etc. Students must leave their examination paper, examination booklets, and any other examination or personal materials either in the custody of the invigilator for retrieval upon their return, or at the desk or table they were writing at, as per the invigilator.

Normally, only one student should be permitted to leave the room at one time. This prevents a student from discussing the examination with other students and enables invigilators to be aware of the whereabouts of their students.

Invigilators may choose to escort students to and from washrooms at their discretion, and can check washrooms for indications of academic misconduct (e.g., hidden notes or materials, books or other papers, etc.). Invigilators may designate a nearby washroom for use by the students during the examination. However, invigilators may not deny students access to washrooms.

Students who have completed their examination are not permitted to leave the examination room until they have signed out and provided their student ID number on a University *Tally Sheet* confirming their attendance at the examination and their submission of the examination paper, examination booklets, and any other examination materials.

Emergency evacuation of an examination:

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation

requires cancellation of the examination, it will be rescheduled by the Registrar at the earliest practical date and time.

7.7 Food and beverages:

It is at the discretion of the invigilator whether or not food or beverages are permitted in an examination room, unless required for a medical purpose.

7.8 Protocols for an academic misconduct breach:

Where there are reasonable grounds for an invigilator believing that a violation of the *Regulations on Student Academic Misconduct* has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any bookbags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g. cell phones, text books and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may also take photographs or video recordings of any evidence.
 Photographs or video recordings will only be used in support of a charge under the <u>Regulations on Student Academic Misconduct</u> and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if thought reasonably necessary, take a photograph of the student.
- If the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room; if practical, any conversation with the student should take place outside of the

examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair and eye colour, eyeglasses, identifying features, etc.)
- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the <u>Regulations on Student Academic Misconduct</u> could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate Dean.

7.9 Retention and accessibility of examination materials and class syllabus:

All marked final examination papers, together with the University *Tally Sheets*, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under University policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

For details regarding accessibility of examination papers please refer to the policy on <u>Student</u> <u>Appeals of Evaluation, Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters.</u>

7.10 Retention of examination materials during the examination:

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

7.11 Additional invigilation standards:

It is recognized that Departments and Colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each College and Department the responsibility and authority for setting additional standards for invigilation appropriate to their College or Department and in compliance with University policy and federal and provincial legislation.

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments:

Definition:

Course Grade Modes

- Pass/Fail (P/F)
- Percentage/Numeric
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- audit (AU)
- no credit (N)
- not applicable (NA)
- withdrawal (W)
- withdrawal from audit (WAU)
- aegrotat standing (AEG)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- incomplete failure (INF)
- deferred final examination granted (DEFG)
- special deferred final examination granted (SPECDEFG)
- supplemental final examination granted (SUPPG)
- supplemental final examination written (SUPP)
- special supplemental final examination granted (SPECSPG)
- special supplemental final examination written (SPECSUP)

8.2 Withdrawal:

If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

8.3 Retroactive withdrawal:

A retroactive withdrawal from a class can be granted when a student has received a failing grade in a class due to serious personal circumstances. It does not matter whether or not the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the University, has made a verifiable error in registration.

A retroactive withdrawal from a class can be placed on an academic record by the Registrar, provided the student has applied for this change to the College in which they are registered, and the College approves this appeal. Changing a failing mark to a Withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on serious personal circumstances (such as a mental or physical illness or condition, death of someone close, or similar reasons beyond the student's control which prevented successful completion of the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on <u>Student Appeals of Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures</u> for Student Appeals in Academic Matters.

8.4 Incomplete class work (assignments and/or examinations) and incomplete failure (INF):

When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the Department Head, or Dean in non-departmentalized Colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per College policy.

In the interim, the instructor will submit a computed percentile grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade.

In the case where the student has a passing percentile grade but the instructor has indicated in the class syllabus that failure to complete the required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class on the basis of work completed in the class provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus as per College regulations for achieving a passing grade.

College of Graduate Studies and Research

The College of Graduate Studies and Research, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

8.5 Deferred final examinations:

A deferred or special deferred final examination may be granted to a student.

Examination Period:

The deferred and supplemental examination periods are as follows:

- Fall term classes, the four business days of the February midterm break;
- Fall and Winter two-term classes and Winter term classes, the five business days following the second Thursday in June;
- Spring and Summer term classes, the first or second Saturday following the start of classes in September.

The Registrar may delegate authority to schedule final examinations to Colleges where classes do not conform to the University's <u>Academic Calendar</u>, or in such cases where Colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

College:

The College must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the Registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The College, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their College for a deferred examination.
- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their College within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the Registrar at least five business days prior to the start of the deferred examination period.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

Exceptions:

With the approval of the Department Head, or Dean in non-departmentalized Colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The Registrar must be notified of any departures from the regular form of examination.

The Registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

Appeal:

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on <u>Student Appeals of Evaluation, Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

8.6 Supplemental final examinations:

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to be granted a supplemental examination in that class.

Examination period:

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

College:

Supplemental final examinations may be granted only according to the following conditions:

- in consultation with the Department concerned, a College may grant a supplemental or special supplemental examination to a student registered in the College. Within the limits defined in this section, the College shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.
- factors to be taken into consideration for granting a supplemental or special supplemental
 examination include but are not limited to: the subsequent availability of the course or an
 appropriate substitute; the grades obtained by the student in term work; the weighting of
 the final examination in determining the final grade; the class schedule of the student in
 the subsequent session.
- supplemental final examinations may be granted under regulations established at the College level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's College.
- the student must make formal application for a supplemental examination to their College by the stated deadline of the College.
- a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, College regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the Registrar at least five business days prior to the start of the supplemental examination period.

Exceptions:

The Registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

Appeal:

A student is entitled to a Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on <u>Student Appeals of Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

8.7 Aegrotat standing:

In exceptional circumstances, in consultation with the Registrar, a student may be offered aegrotat standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the Department Head, or Dean in a non-departmentalized College, recommends offering Aegrotat standing, and the student's College approves the award.

8.8 Special accommodation for disability, pregnancy, religious, and other reasons:

a. Students registered with Disability Services for Students may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the <u>Academic Accommodation</u> <u>and Access for Students with Disabilities policy</u>.

Students must arrange such special accommodations according to stated procedures and deadlines established by Disability Services for Students. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Disability Services for Students.

b. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Disability Services for Students. Students can also arrange such special accommodations in consultation with their instructor, and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the Dean's office of the college of instruction.

c. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the Registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the Registrar. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements. Student must arrange such special accommodations in consultation with their instructor. A signed *Student Authority to Travel* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the Dean's office of the instructor's College.

e. Students shall be granted special accommodation due to participation in activities deemed to be official University business. Such activities are considered an important part of student development and include participation in Huskie Athletics, University fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official University business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements.

Student must arrange such special accommodations in consultation with their instructor. A signed *Student Authority to Travel* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the Dean's office of the instructor's College.

9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head, or dean in non-departmentalized colleges:

In the absence of any other approved mechanism to resolve grade disputes between an instructor and Department Head, or Dean in a non-departmentalized College, the following steps, to be completed in a maximum of twelve business days, shall be followed. :

- a. Members of each Department or non-departmentalized College shall agree ahead of time on a conciliation mechanism that the Department or non-departmentalized College will follow in the event of a grade dispute.
- b. If five business days following the last day of examinations pass and the Department Head, or Dean in a non-departmentalized College, has not approved the grade report for a class due to a dispute with the instructor, the Department or non-departmentalized College shall immediately commence the conciliation procedure. The Department or non-departmentalized College has five business days to complete this conciliation process.

At this stage, students affected shall be notified of a delay in recording their grades.

- c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the Department Head, or Dean in non-departmentalized Colleges, and a chairperson. In the event that one of the parties does not nominate a member, the Dean or Provost and Vice-President (Academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the Department Head or, if the two nominees cannot agree, by the Dean. In non-departmentalized Colleges, the chair will be appointed by the Provost and Vice-President (Academic) if the Dean and the instructor cannot agree.
- d. Also within two business days of the failure of the conciliation process, the Department Head, or Dean in a non-departmentalized College, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the Dean, or Provost and Vice President (Academic) for non-departmentalized Colleges, as to the accuracy of the list. Within the same two business days, the Department Head, or Dean in non-departmentalized Colleges, and the instructor shall forward written submissions

with supporting documents to the Dean, or Provost and Vice President (Academic) in non-departmentalized Colleges.

- e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the Department Head, or Dean in non-departmentalized Colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.
- f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the Registrar, with copies to the Dean, Department Head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the Department Head, or Dean in a non-departmentalized college.
- g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the Dean or Provost and Vice-President (Academic) will be notified as to the reasons for the impasse and the arbitration committee will be have two business days to resolve their differences and come to a final decision.
- h. If, after two additional business days, an arbitration committee cannot come to a final decision, the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The Dean, or the Provost and Vice President (Academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the Registrar, with copies to the Dean, Department Head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the Department Head, or Dean in a non-departmentalized college
- i. Once this process is completed, affected students who previously ordered a transcript can contact the Registrar whereupon corrected transcripts will be issued free of charge.

9.2 Grade dispute between instructor and student:

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled <u>Student Appeals or Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson; Chair, Academic Programs Committee

DATE OF MEETING: June 18, 2015

SUBJECT: Master of Water Security

DECISION REQUESTED:

That Council approve the Master of Water Security degree in the School of Environment and Sustainability, effective

September 1, 2016.

PURPOSE:

The School of Environment and Sustainability (SENS) sees the Master of Water Security (M.W.S.) as a new and truly innovative graduate program that builds both disciplinary expertise snd awareness of and capability for interdisciplinary work. The schools aims for a 12-month project-based program that will provide an unprecedented depth and breadth of training for industry, government, and research. The proposed program is wholly consistent with the interdisciplinary mandate of SENS, and builds primarily on core Global Institute for Water Security faculty located within SENS.

CONTEXT AND BACKGROUND:

Master of Water Security (M.W.S.) is a professional, project-based Master's program within the School of Environment and Sustainability (SENS). The motivation for this degree program is to further realize the strategic investment in water security made at the University of Saskatchewan (U of S) by the Federal and Provincial Governments and the University, and to capitalize on existing faculty expertise across the many facets of water-related research and research infrastructure present across campus. The U of S has a comparative advantage internationally in this area of research and potential graduate training. Creation of such a program would help advance SENS's strategic priorities and realize some of the early objectives associated with its creation. SENS is fully supportive of this proposed effort.

The M.W.S. would also realize some of the ambitions of the Global Institute of Water Security (GIWS) and map directly to the vision and objectives of the newly created Saskatchewan Water Security Agency. Consultations have already begun with that agency in terms of how such an academic program would be beneficial to the ongoing professional development of its staff.

Most importantly, there is current and future demand for professional graduate programs in water research, management and policy, regionally, nationally and internationally. It is

within the fields of engineering, hydrology, geology, geochemistry, biology, public health and many others that graduates from this proposed program would work in and network with to create, manage and adapt water plans for the future. The Government of Saskatchewan also predicted growth in job opportunities for Natural/Applied Sciences and related skill types, projecting 4,300 new job opportunities due to expansion and attrition.

The Master of Water Security (M.W.S.) is a cross-disciplinary, project-based, professional-style program that can be completed in 12 months of full-time study. Students enrolled in this program will be required to complete 30 cu as follows: 15 cu of core (required) courses, 9 cu of prescribed electives, and a 6 cu research project and ENVS 990. This program is intended to provide prospective and current environmental practitioners with a post-graduate learning opportunity in water security.

IMPLICATIONS:

The M.W.S. faculty will include core SENS faculty and existing faculty involved across the many facets of water-related research across campus. Students in professional, project-based programs are typically self-funded. However, in the budget and TABBS modeling for the program, five scholarships at \$1,500 each have been included.

Tuition fees for the M.W.S. will be set at the current MSEM tuition rate (\$7,263 for domestic and \$10,894.50 for international students as of Sept. 1, 2014, subject to change). The MSEM rates are very competitive with other professional master's degrees with an environmental focus, ranging from \$4,467 to \$12,655 for domestic students at Universities of Dalhousie and Western Ontario, to \$9,089 to \$31,400 for international students at the Universities of Toronto and Western Ontario respectively. The competitive mid-range tuition rate will make the program very attractive given the high quality of faculty instructors, excellent student experience, and program focus.

SENS will budget for a full-time Graduate Secretary who will begin in year one of the program so that M.W.S. students have access to a support person. Also in year one, a new half-time Program Manager, who will be supervised by the Program Coordinator, will be hired.

Student office space will be provided by SENS in Kirk Hall. Office space for the Graduate Secretary will be made available in the SENS general office space (Room 323, Kirk Hall). Renovation costs to accommodate this change have been included in the budget. The Program Manager will be housed in the GIWS space at NHRC and again rental and renovations cost have been accounted for in the budget.

No program-level funding is requested, nor is any budgeted for equipment or special needs. All specialized equipment required for project research will be met by faculty participating in the program. The direct costs associated with the new program will be covered by SENS's operating fund.

CONSULTATION:

- Planning and Priorities Committee of Council (February 2013 and March 4, 2015)
- Departments of Geography and Planning, Bioresource Policy, Geological Science, Soil Science, Civil and Geological Engineering, Community Health and Epidemiology, School of Public Policy, School of Public Health, and the College of Law (September/October 2014 regarding specific courses as core classes and electives for the M.W.S.)
- Graduate Programs Committee, College of Graduate Studies and Research) (March 9, 2015)
- Executive Committee of the College of Graduate Studies and Research (March 16, 2015)
- Consultation with the Registrar (March 16, 2015)
- Academic Programs Committee of Council (May 13, 2015)

SUMMARY:

The University currently has faculty from several colleges and schools (the College of Arts and Science, the College of Engineering, the College of Law, the College Agriculture and Bioresources, the School of Environment and Sustainability and the Johnson-Shoyama School of Public Policy) that conduct research and teach undergraduate and graduate courses on water-related topics. There are approximately 27 undergraduate and 15 graduate-level courses that have a water focus. These courses will be pulled together and resources will be networked to capitalize on existing strengths to produce well-rounded, highly-educated practitioners who will have the benefit of an interdisciplinary perspective, with little to no new course or faculty development needed.

Creating the project based master's program will use existing resources to develop graduates who have in-depth disciplinary knowledge and the capacity to link this knowledge using a systems approach to create a holistic understanding of water security. M.W.S. degree holders will thus be proficient in basic science, engineering, and policy analysis to investigate the nature of rapid social and environmental change in complex and uncertain water systems, positioning them to solve problems of regional, national and global scope. The program will thus fill the demand for a new generation of graduates to tackle complex hydrological systems modeling, water vulnerability assessment, integrated watershed planning and management, and decision support. The faculty and courses for this program currently exist, and can be consolidated in a new direction in order to attract world class students.

ATTACHMENTS:

1. Master of Water Security Program Proposal



Proposal for Academic or Curricular Change

Proposal for New Graduate Degree in Water Security School of Environment and Sustainability

and

Global Institute for Water Security at the

University of Saskatchewan

Master of Water Security (M.W.S.)

Prepared by Jeffrey McDonnell and Submitted by:

Toddi Steelman, Executive Director, School of Environment and Sustainability and

Howard Wheater, Canada Excellence Research Chair in Water Security and Director, Global Institute for Water Security

February 25, 2015, version

TABLE OF CONTENTS

1.0	Executive Summary	1
2.0	Common Program Information	3
3.0	Introduction	4
4.0	The Need for a Master of Water Security Degree Program	6
5.0	Rationale	7
6.0	Implementation	. 13
7.0	Description of the MASTER OF WATER SECURITY (M.W.S.)	. 20
8.0	Acknowledgements	. 27
9.0	References	. 28
Appen	dices	30

1.0 EXECUTIVE SUMMARY

Graduate training in hydrology at the University of Saskatchewan has been ongoing since the early 1960s, when it was led initially by the Division of Hydrology (then based in the Department of Agricultural Engineering). Now, such training is at the Centre for Hydrology based out of the Department of Geography & Planning. This rich training program produced the only Canadian textbook on Hydrology (Gray, 1973), and its graduate students went on to senior positions in federal, provincial, and territorial governments in hydrology/water management, flood forecasting groups, the consulting industry and the faculty of national and international universities. In 2011 the Global Institute for Water Security (GIWS) was developed with support from the Canada Excellence Research Chair (CERC) in Water Security to provide a new campus-wide focus for one of the University's Signature Areas, water security. A key element of the GIWS mission is to create a focus and a platform for interdisciplinary collaboration that recognizes the societal dimensions of water security (complementing the hydrology focus of the successful and ongoing Centre for Hydrology), human impacts on the environment, and the linkages and feedbacks between atmosphere, land, and water systems. These goals require a new integration of the relevant spectrums from the natural sciences, human health, social sciences, public policy, and engineering.

GIWS now has members from fourteen academic units across the University, including the School of Public Health, the Edwards School of Business, and the Johnson-Shoyama School of Public Policy. The institute has promoted both the development of new leading edge disciplinary science as well as exciting new interdisciplinary research, with funding to date for 157 personnel across multiple academic units. The CERC proposal foresaw the need to develop a new graduate program to develop the Highly Qualified Personnel (HQP) needed both to support the research agenda and to provide the expertise required by government and industry to meet the needs of water security within a framework of sustainable development. This need for HQP is illustrated in a recently published report from the Association of Public and Land-grant Universities, which studied the impacts of climate change over sixteen years in countries such as Australia, Canada, and the United States. This report recognized the need to increase the understanding of the impacts of climate change on ecosystems, water supplies, air quality, fire, disease transmission, and species survival. It went on to stress the need to develop technology that allows for real-time monitoring and management of water systems (Association of Public and Land-grant Universities, 2014). These needs require well-trained policy managers, field technicians, and academics to move us forward in this time of change and uncertainty. The Government of Canada also published a report called Impacts to Adaptation: Canada in a Changing Climate (2008) where it recognized that "as Canadians adapt to climate change, they require, as a minimum, access to the best scientific information and expert help and advice" and will depend upon "maintenance and strengthening of the knowledge base, as well as mechanisms for sharing information." With these needs in mind, we believe that the time is now right to move forward with this proposal.

Our proposal is for a new and truly innovative graduate program that builds both disciplinary expertise and awareness of and capability for interdisciplinary work. We aim for a 12-month project-based Master of Water Security (M.W.S.) program that will provide an unprecedented depth and breadth of training for industry, government, and research. It seeks to engage faculty across the University, with an appropriate financial model to recognize contributions to teaching and project supervision. We consider the School of Environment and Sustainability (SENS) as the most appropriate host academic unit, as the proposed program is wholly consistent with the interdisciplinary mandate of SENS, and builds primarily on core GIWS Faculty located within SENS.

The SENS vision is to create and integrate multiple understandings of natural and human environments and to be internationally known for innovative, provocative and wide-ranging approaches to environmental sustainability. Its mission is to enable sustainable communities and environments through col-

laborative research and teaching, and graduate student engagement and community involvement, as well as to broaden understanding and to develop champions of environmental sustainability by creating, exchanging, and translating knowledge using diverse perspectives. The Master of Water Security has been developed with the School's core mission and vision in mind.

Water is an essential resource for all living organisms. Its availability is a limiting factor in many of Earth's ecosystems. Water security is a public health, social, and economic concern where natural and anthropogenic changes challenge how we use, sustain, and manage our water resources. Western Canada is experiencing unprecedented population growth, natural resource development, and economic expansion. With these increases, we rely more heavily on water resources, for uses such as irrigation and resource extraction. All of these changes interact to create challenging scenarios for policy makers and governments to manage our water resources and to ensure quality and quantity for the future. It is the importance of water and the complexity surrounding its proper use and management that creates the need for well trained, motivated, professional water practitioners. The M.W.S. aims to produce graduates that will have an in-depth disciplinary knowledge within an interdisciplinary framework. This will enable them to link their knowledge, using a systems perspective approach, to develop a synthetic and complex understanding of water security.

Student interest in interdisciplinary, problem-oriented, experienced-based learning programs is on the rise (see section 4.1). These programs prepare graduates for real world problems and working environments. Through mentorship and core courses, students will gain the professional development they need to work and lead in team environments, as well as in-depth knowledge that leads to innovation, collaboration, and communication across a spectrum of disciplines and working sectors. Water security for the future depends on innovation, cooperation, and the understanding of how water is used, managed and valued in society. The Master of Water Security will be the only program of its kind in Western Canada, creating a unique opportunity for the University to be a leader in Canada's water future and to increase its national and international presence.

Saskatchewan's Water Security Agency has identified the need for good water management and states that "water is of economic, social and environmental importance and that the challenge is to ensure a sustainable water supply to support business and industry needs, a healthy environment and our quality of life" (Water Security Agency 25 Year Plan, 2012). This plan outlines Saskatchewan's need for professionals who have knowledge in the areas of flood prediction, estimating surface and groundwater water reserves, understanding the relationships between water and living ecosystems, water resource management and who can understand the value, social importance, and use of water in human contexts under anthropogenic control. Saskatchewan's occupational groups with the highest employment growth, due to expansion and demand, are in the natural and applied sciences. Also, over the last year, Saskatchewan has seen the largest and most evident job growth in areas related to the professional scientific and technical services industries with 1,800 jobs added (Hansen, 2012). The new M.W.S. will provide the trained professionals that the province needs to fill these employment gaps and in so doing will help ensure a sustainable water future.

This proposed master's program will utilize the University's already established water-related course resources to develop three specialized track options for students. Students in the program will choose to focus their study in one of the three tracks, each track focuses on one aspect of hydrological knowledge, but all students will come together and take the same core courses that will instill in each student the weight, perspective, and importance that each area (track) has on water security. These core courses will allow students to network and enable them to learn and adapt ideas from each other that will lead to comprehensive knowledge in the broad spectrum of water security issues.

Faculty from SENS will lead in the implementation of the mandatory required core courses (four out of the six core courses). Within the three tracks, the program will draw upon the existing faculty expertise across the many facets of water-related research, which will foster the cross-disciplinary nature of the program and introduce students to networks and resources they can use to increase their understanding of the many areas and complexities of water research and industry.

The Master of Water Security positions itself in complete alignment with the direction and vision of both SENS and the GIWS, where interdisciplinary, problem-oriented, experience-based learning, with focuses on climate change, land management and environmental stewardship are explored through physical, natural, social and health sciences, which come together to create holistic solutions to resource development, decision-making, and quality of life for the future.

The proposed degree program is directly in line with the University's Third Integrated Plan to increase the enrollment of graduate students, by creating a new graduate program that will draw in students who are looking for an alternative to traditional academically focused programs. The degree program will enhance the international presence of the University through water security research on the global scale by attracting and graduating international students. It will also enhance Aboriginal engagement through enrollment of Aboriginal students and research partnerships between Aboriginal communities and the program through the student projects. This graduate program also links to three of the University's signature areas of research (see section 3.4).

2.0 COMMON PROGRAM INFORMATION

2.1 Proposal Identification

Proposal for Curriculum Change to be approved by University Council or by Academic Programs Committee (APC)

Title of proposal: Proposal for New Graduate Degree in Water Security, School of Environment and Sustainability and Global Institute for Water Security at the University of Saskatchewan

Degree(s): M.W.S.

Field(s) of Specialization: Water Security

Level(s) of Concentration: N/A

Option(s): Three Tracks – i) Hydrology; ii) Hydrogeology; iii) Socio-hydrology.

Degree College: College of Graduate Studies and Research

Home College: School of Environment and Sustainability

Contact person

Jeffrey McDonnell Associate Director Global Institute for Water Security 306-966-8529 (phone) 306-966-1193 (fax) jeffrey.mcdonnell@usask.ca

Approved by the degree college and/or home college: School of Environment and Sustainability, January 2015

Proposed date of implementation: September 2016

2.2 Type of Change

Requiring approval by University Council

Χ	A new Degree-Level program or template for program.
	A new Field of Specialization at the Major or Honors 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 Mar
	2001).

Requiring approval by Academic Programs Committee

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.

3.0 INTRODUCTION

3.1 Context

We wish to submit a proposal for a new Master of Water Security (M.W.S.) degree as a professional, project-based Master's program within the School of Environment and Sustainability (SENS). The motivation for this M.W.S. degree program is to further realize the strategic investment in water security made at the University of Saskatchewan (U of S) by the Federal and Provincial Governments and the University, and to capitalize on existing faculty expertise across the many facets of water-related research and research infrastructure present across campus. The U of S has a comparative advantage internationally in this area of research and potential graduate training. Creation of such a program would help advance SENS' strategic priorities and realize some of the early objectives associated with its creation. SENS is fully supportive of this proposed effort.

The M.W.S. would also realize some of the ambitions of the GIWS and map directly to the vision and objectives of the newly created Saskatchewan Water Security Agency. Consultations have already begun with that agency in terms of how such an academic program would be beneficial to the ongoing professional development of its staff.

Most importantly, we wish to develop the M.W.S. because there is current and future demand for professional graduate programs in water research, management and policy, regionally, nationally and internationally. The United States Department of Labor, Bureau of Labor Statistics reports that the job outlook for hydrologists is "projected to grow 10 percent from 2012-2022, about as fast as the average for

all occupations," but that "population growth and environmental concerns are expected to increase demand for hydrologists" (United States Department of Labor, 2014). The Government of Alberta published a Short-Term Employment Forecast for 2014-2016 where the government used short-term employment forecasts to identify occupations that will be in high or low demand in the labour market in the near future. The Government of Alberta identified the following occupations in the High Demand category: Civil Engineers, Civil Engineering Technologists and Technicians, Engineering Managers, Geologists, Geochemists, Geophysicists, Biologists and Related Scientists, Database Analysts and Data Administrators, Geological and Mineral Technologists and Technicians, and Inspectors in Public and Environmental Heath and Occupational Health and Safety. Occupations forecasted as being of medium demand are Natural and Applied Science Policy Researchers and Consultants and Program Officers. It is within these professions that graduates from this proposed program would work and network with to create, manage and adapt water plans for the future (Government of Alberta, 2014). The Government of Saskatchewan also predicted growth in job opportunities for Natural/Applied Sciences and Related skill types, projecting 4,300 new job opportunities due to expansion and attrition between 2009 and 2014 (Saskatchewan Ministry of Advanced Education Employment and Immigration, 2010).

3.2 Background and Historical Information

- Notice of Intent (NOI) submitted to the Planning and Priorities Committee in February 2013
- The NOI precursor to this proposal has been vetted by Toddi Steelman and Howard Wheater and the SENS Academic Programs Committee. The proposal ideas have also been vetted by ~25 water faculty from across the U of S campus, as part of two all-campus water faculty meetings (November 1 and December 11, 2012). An all-campus water graduate student meeting with over 30 graduate students (November 30, 2012) was also used to seek input for this document from the student perspective. Enthusiasm for this proposed degree program by faculty and graduates is very high. In addition, consultation on these ideas has occurred with Trever Crowe, Associate Dean Graduate Studies and Research; Karsten Liber, Director, Toxicology Centre and former Executive Director, SENS; and Karen Chad, Vice-President Research. Each has expressed enthusiasm for the concept and made useful contributions to an implementation strategy that will be followed in the ultimate proposal document.
- Based on discussions in early 2014 with GIWS members from across campus, we have decided to
 modify the original NOI to focus initially on the development of a project-based Master of Water Security; a proposal regarding a PhD program may be forthcoming in one to three years.
- The NOI was resubmitted to the Planning and Priorities Committee on January 26, 2015 given the above noted changes in program structure.

Water security is a key challenge in Canada (Renzetti et al., 2011) and internationally (Beniston et al., 2011). Simply defined, water security is "availability of an acceptable quantity and quality of water for health, livelihoods, ecosystems and production, coupled with an acceptable level of water-related risks to people, environments and economies" (Grey and Sadoff, 2007). Globally and nationally, water security faces unprecedented pressure from population growth and urbanization, unsustainable water use, and rapid environmental change. More than 80% of the world's population lives in areas where either human water security or biodiversity is threatened (Vörösmarty et al., 2010), which has driven up food prices, threatened governments, and caused political change (Friel et al., 2011) and conflict (Hsiang et al., 2013).

Many of these global issues are exemplified in Western Canada, where the Saskatchewan and Peace-Athabasca River basins are experiencing periodic water shortages, rapid economic development, debilitating floods and droughts, and degraded water quality (Jeffries, 2009; Seitz et al., 2012). These deleterious conditions threaten aquatic ecosystem health and hinder economic development (Sommerfeld,

2012). For example, the two most expensive natural disasters in Canadian history both occurred in Western Canada. The 1999-2004 drought in the Prairies caused a \$5.8 billion drop in GDP over two years alone (Stewart et al., 2011). Premier Redford gauged that the June 2013 floods in Alberta will cost well over \$5 billion in terms of rebuilding infrastructure (Canadian Press, 2013).

Solutions to these complex and dynamic problems require innovative and well-trained professionals who can bring expertise in a particular area to a cross-disciplinary team. But, Canadian graduate students in the field of water security are rarely trained in this way. Most water graduate training programs operate on either a traditional disciplinary-focused model where independence is emphasized or on an interdisciplinary model where depth of knowledge is underdeveloped (Moslemi et al., 2009). At the M.Sc. level, students in Canada typically engage in thesis research with limited coursework focused on water. As a result, they leave their degree program with strong research skills but in a narrowly focused area with little technical proficiency in the basics of water security.

Canada, and Western Canada in particular, needs a training program where students are equipped with knowledge through professional coursework that gives them the foundation in the areas of water security (Hydrology, Hydrogeology and Socio-Hydrology) necessary for qualified work in the field.

4.0 THE NEED FOR A MASTER OF WATER SECURITY DEGREE PROGRAM

The University currently has faculty from several colleges and schools (the College of Arts and Science, the College of Engineering, the College of Law, the College Agriculture and Bioresources, the School of Environment and Sustainability and the Johnson-Shoyama School of Public Policy) that conduct research and teach undergraduate and graduate courses on water-related topics. There are approximately 27 undergraduate and 15 graduate-level courses that have a water focus. We propose to pull together and network these resources, capitalizing on them to produce well-rounded, highly-educated practitioners who will have the benefit of an interdisciplinary perspective, with little to no new course or faculty development needed.

Creating the project based master's program will use our existing resources to develop graduates who have in-depth disciplinary knowledge and the capacity to link this knowledge using a systems approach to create a holistic understanding of water security. M.W.S. degree holders will thus be proficient in basic science, engineering, and policy analysis to investigate the nature of rapid social and environmental change in complex and uncertain water systems, positioning them to solve problems of regional, national and global scope. We will thus fill the demand for a new generation of graduates to tackle complex hydrological systems modeling, water vulnerability assessment, integrated watershed planning and management, and decision support. The faculty and courses for this program currently exist, and can be consolidated in a new direction in order to attract world class students.

4.1 Relationship between the Proposed Program and the Strategic Directions of the University of Saskatchewan

The M.W.S. relates directly to the strategic directions of the University. This program will support the Third Integrated Plan (2012-2016) by enhancing knowledge creation via increasing the quantity and quality of graduate students on campus. The M.W.S. will result in "innovation in academic programs," a stated goal within the Third Integrated Plan, by leveraging the University's existing water expertise into a new graduate program that will address current water security issues. Finally, the M.W.S., through its ties with the GIWS, will help lead to further internationalization of the U of S campus through water security research world-wide. The M.W.S. will be administered through SENS and will feed back into its sustainability efforts to track, assess and rate the sustainability of water at the local, provincial and national level. Further, it will help SENS realize its stated goals by creating and integrating multiple understandings of natural and human environments. Like SENS, the mission of the M.W.S. will be to enable

sustainable water use in communities and environments through collaborative research (via the M.W.S. 6 cu project), teaching, graduate student engagement and community involvement. These also map directly to the CERC/GIWS vison to undertake world-class research that enables and enhances water security (http://www.usask.ca/water/).

The University has identified, through campus wide consultation, six signature areas of research that will lead the University of Saskatchewan into the future as "among the most distinguished universities in Canada and among the very best in the world" (U of S Vice-President Research, 2014). The M.W.S. connects directly with three of the signature areas.

- Agriculture: Food and Bioproducts for a Sustainable Future This signature area focuses on new "science, technology and policies to help feed a hungry world adequately, safely and sustainably" (U of S Vice-President Research, 2014). This statement mirrors the objectives and ambitions for the M.W.S., where the goal is to educate current and future generations of water professionals to make new advances and foster cooperation in water use and management, to ensure sustainability in industries like food production for generations to come. Sustainable water use and management are paramount to the success and future of our nation's, and more specifically to our province's, development of natural resources and therefore links to the next signature area.
- **Energy and Mineral Resources** Energy and mineral resource operations and development are invariable users of water. In both sectors, sustainable management plans are paramount to the satisfaction of all stakeholders. This is one of the key areas where M.W.S graduates would have the opportunity to bring new holistic ideas to an area of ongoing development.
- Water Security: Stewardship of the World's Freshwater Resources Water for the future, amongst climate change, pollution and overuse, is the focus of intensive, interdisciplinary research spanning the spheres of sociology, hydrology, geology, chemistry, land management, policy and engineering. This is the primary focus and goal of the M.W.S. program.

The University's commitment to interdisciplinary research in water security will be directly addressed in the three tracks offered in the M.W.S. The Hydrology track will focus on the basic understanding of hydrologic systems at the physical and chemical level, which is paramount to our ability to effectively manage and predict future water scenarios. The Hydrogeology track will train students who will contribute to developing and deploying a sustainable plan for future groundwater use and management during this time of economic growth and resource development. The Socio-Hydrology track will focus on the nexus of interdisciplinary research between human use, control, value, and culture related to water and its place in the global community. All students will take classes in each of these areas, via the core courses, but will choose to specialize in one of the three tracks where additional knowledge depth will be developed.

5.0 RATIONALE

5.1 Student Demand

A student demand survey was conducted for two weeks from September 16 to September 30, 2014. A total of 13,313 University of Saskatchewan undergraduate students were invited to participate in the survey, from the College of Arts and Science, the College of Agriculture and Bioresources, the Edwards School of Business, the College of Education, and the College of Engineering. The survey response rate was 6.83% (909 responses) with a 6.2% (825 complete responses) completion rate. Twenty-nine students responded that they would definitely register for the degree if it was offered, and 137 students responded that they would likely register (Table 1a.). The "definitely" and "likely" responses exceed our first year's registration expectations of 8 students and would also fill subsequent years; registration is projected to increase by eight students each year until the program is capped in Year 4 at 32 students.

Of 416 responses, 44.5% (185 students) felt that the M.W.S. would increase their employability, 63.2% (263 students) would register because they were interested in the program's topic, and another 22 students commented very positively to why they would register for the program (Table 1b and c). Responses regarding interest in the three tracks to be offered by the M.W.S showed considerable interest in each track: 28.2% of respondents were interested in the hydrology track, 26.9% in the hydrogeology track, and 44.9% were interested in the sociohydrology track (Table 1d). Surveyed students largely had no objections to the program and the two most common reasons they gave for not indicating interest in registering in the program were either that the program did not apply to their career goals or they were not interested in the topic (Table 1e).

Another SENS survey was conducted as part of the creation for the Undergraduate Certificate of Proficiency in Sustainability. Strong interest in the certificate was indicated in the survey, and enrollment in the certificate has been above expectations. We are confident that we would have similar results.

Based on experience of SENS faculty members who have worked with other water programs, we expect very strong demand for this degree. The M.W.S. will help produce employable graduates that are ready for successful careers in resource management and development sectors, private consultant industries, as well as public management and policy positions. The U of S's Third Integrated Plan notes that "in Canada, Saskatchewan has the lowest percentage of post-secondary education graduates in its workforce, a statistic that needs to change, and that we can help change, as the province develops" (Promise and Potential: The Third Integrated Plan 2012-2016). The M.W.S. will emphasize interdisciplinary research approaches and provide a strong educated workforce for Saskatchewan, Canada, and internationally.

Table 1a: Responses to demand survey

If this degree is offered, would you register for it?

Response	Chart	Percentage	Count
Definitely		3.3%	29
Likely		15.4%	137
Uncertain		28.7%	256
Unlikely		32.8%	292
Definitely not		19.9%	177
		Total Responses	891

Table 1b: Responses to demand survey

For which of the following reasons would you register?

Response	Chart	Percentage	Count
My employability would be increased.		44.5%	185
I am interested in the topic.		63.2%	263
I am interested in learning an additional subject beyond my major.		41.1%	171
Other, please specify		5.3%	22
		Total Responses	416

Table 1c: Responses to demand survey

For which of the following reasons would you register? (Other, please specify)

#	Response
1.	I definitely want a career in hydrology after completing my degree
2.	It would really help me to have better understanding of microbe in water and safety
3.	Irrigation has been a passion since the development of Lake Diefenbaker.
4.	Easy masters degree
5.	Very important issue that needs more attention
6.	It's a field that really matters to the world and that's appealing.
7.	Cross Curricular training is essential in promoting ecological sustainability
8.	Looking for a program that is relatively quick so I can go right to work
9.	All of these reasons and I think more and more students are interested in this matter, especially with our changing planet and climate change!
10.	Water plays a important role in earth.
11.	Water issues are an imminent issue, and the most impacted will likely be small communities and First Nations communities
12.	I would like to use my not-yet-done undergraduate degree of Geology, and linking it to the con-
	tamination and clean-up of water resources.
13.	This masters program addresses serious current issues and could create a solution that would
	better humanity
14.	I want to do something good for the world!
15.	I want to make a difference in people's lives by ensuring they have access to clean water
16.	to see the different things this type of career path has to offer
17.	Interested in sustaining the Earth
18.	The fact that it is only 1 year long.
19.	This knowledge is badly needed in the World
20.	the direness of the situation and moral obligation as a capable life on the plant
21.	Important to my world values
22.	It's a interesting area

Table 1d: Responses to demand survey

In which area of focus are you most likely to register?

Response	Chart	Percentage	Count
Surface Water Hydrology		28.2%	185
Groundwater Hydrology		26.9%	177
Socio-Hydrology		44.9%	295
		Total Responses	657

Table 1e: Responses to demand survey Why would you not register in this program?

The 172 responses to this question are summarized below.

Response	Chart	Percentag	es Count
Cost barriers		0%	1
Degree does not apply to my career goals		42%	73
Job uncertainty		2%	4
No interest in graduate school		1%	2
Not interested		53%	92

5.2 Comparable Programs across Canada and the USA

No university in Canada nor in the USA (that we are aware of) offers a project-based master's degree in water (Table 2) making this proposed program the first of its kind in North America. This distinction allows us a unique opportunity to anticipate capitalizing on a large market share of the students who are eligible for this type of a program in the North American and the international communities.

In general, no Canadian universities integrate graduate training in water science, water resources engineering and water policy. Instead, existing courses and degree programs in traditional departments and colleges with traditional research-based M.Sc. and Ph.D. degrees are offered in an ad hoc way across a fragmented list of Canadian campuses. Water resources science or management programs are offered in several geography, environmental, earth science and engineering departments nationwide. A number of engineering-based hydrology programs are also offered, aimed mostly at Master's level students. In the social and policy realm, only the University of British Columbia offers a program focused on water governance. One exception is The University of Waterloo which initiated, in June 2012, a "Collaborative Water Program." This is a new research-based interdisciplinary graduate program in water, linked to a Royal Bank of Canada (RBC) gift of \$1.75 million to the university. That program will be our greatest competition (http://water.uwaterloo.ca/CWP_program.aspx). However, we see clear differentiation between our proposed M.W.S. program and the Waterloo M.Sc. and Ph.D. degrees as their program has only two courses that students take in water, as a supplement to their department-focused program. These include WATER 601: Introduction to Integrated Water Management (panel presentations and discussions with faculty members and professionals from different disciplines to introduce students to current water-related issues and concerns) and WATER 602: Integrated Water Project (in-depth analysis of

current issues and challenges in water research and management from a variety of perspectives. The purpose of this course is to provide students with an opportunity to collaborate in a multi-disciplinary team to effectively identify issues, challenges, and opportunities to address current water-related problems). Therefore, while the Waterloo program has a water moniker for its degree program, the degree is, in effect, administered by the student's home department with these two course add-ons providing the supplemental title of Collaborative Water Program.

In the USA, research-based M.Sc. and Ph.D. programs exist at several universities, including Oregon State University, the University of California—Davis, Colorado State University, the University of Nevada Reno, the University of Delaware and 60 others (see https://www.cuahsi.org/Posts/Programs, for a complete list) but none, that we are aware of, are project-based master's degrees. We believe that this differentiation and focus on coursework which gives a larger breadth of knowledge, much like an MBA degree in business, will result in a sought-after program and sought-after graduates upon completion.

In terms of anticipated enrollment, similar programs in the USA (e.g., the thesis-based Water Resources Graduate Program at Oregon State University, see http://oregonstate.edu/gradwater/) have progressed from zero to ~40 full-time graduate students within the first five years of creation (2005-2010) and have sustained that to the present time (McDonnell has adjunct status in that program). We have factored into our TABBS forecasting the following growth trajectory: year one - 8 students; year two - 16 students; year three - 24 students; year four - 32 students; year five - 32 students. The program would then be capped at 32 students going forward. We anticipate that, as is the case with SENS itself, graduate students from around the world would be drawn to such a unique, innovative graduate degree program, where these areas are combined under the umbrella of water security. We will fill a niche in the international arena. This new program has the potential to become the destination point internationally for those looking for integrated, comprehensive training.

Table 2: Canadian programs with a water component

	University	Program/Institute Name	Degree Offerings
	University of	Civil and Environmental Engi-	MEng, MSc, PhD in Civil and Environmental Engineering with Area of
	Alberta	neering	Research in Water Resources Engineering
	University of	Civil Engineering	PhD, MSc, MEng degrees; specialization in Water Resource Engi-
	Calgary		neering
Alberta		Haskayne School of Business,	MSc in Sustainable Energy and Development
pe		Shulich School of Engineering,	
₹		Graduate Studies, Law and	
		Environmental Design	
	University of	Graduate Studies	PhD in Biosystems and Biodiversity with concentration in Water
	Lethbridge		resource policy and management; PhD in Earth, Space, and Physical
			Science with concentration in Water and environmental science
	Simon Fraser	Water Research Group	Master's in resource and environmental management; i.e., not a
	University		water focus"
	Thompson Rivers	School of Trades and Technolo-	Water Treatment Technology Certificate, Levels I, II, III, & IV; Diplo-
æ	University	gy	ma; Certificate in Water & Wastewater Utilities
نق	University of	Program on Water Governance	MA, MSc or PhD in Resource Management and Environmental Stud-
5	British Columbia	and Department of Geography	ies through the Institute for Resources, Environment and Sustaina-
3			bility or MA, MSC or PhD in Geography
British Columbia		Institute for Resources, Envi-	Watershed Management Certificate Program
I i≝		ronment and Sustainability	
Ā		Faculty of Land and Food Sys-	Master of Land and Water Systems - Land and water conservation
		tems	and management
	University of	Natural Resources and Envi-	MA NRES, MSc NRES, MNRES and PhD NRES; no water program
	Northern British	ronmental Studies (NRES)	
	Columbia		

	Hairranaite . af	Materiand Climate Impacts	Circilou to 11 of C/NIIDC. Craduata dornar offered through various
	University of Victoria	Water and Climate Impacts Research Centre	Similar to U of S/NHRC; Graduate degrees offered through various departments, but no clear water program
	Brandon		BSc in Geography - Water Science Technology with diploma in Water
þa	University	Geography	Quality Technology
	Offiversity	Environmental Science	BSc in Environmental Science - Land and Water Management
흕	University of	Watershed System Research	Research Programno specific grad programs
Manitoba	Manitoba	Program	Research Frogram no specific grau programs
≥	University of	Economics	Master of Arts in Environmental, Resource and Development Eco-
	Winnipeg	2551.6111.65	nomics
	University of New	NSERC CREATE WATER pro-	Undergraduate and graduate student scholarships and training with
New Brunswick	Brunswick	gram. Watershed and Aquatics	four main components: Field Techniques Certificate, Professional
New		Training in Environmental Re-	Science Certificate, Integrated Forum (applied solutions to environ-
~ \bar{2}		search (WATER);	mental crises), and Research and Skill Exchange
	Memorial	Marine Institute	Advanced (post-graduate) diploma in Water Quality
E F	University of		
Newfoundland and Labrador	Newfoundland		
ar a			
Fa fe			
e e			
Z G			
	Dalhousie	Centre For Water Resources	Undergraduate, masters and doctoral student degrees and stipends
	University	Studies (Faculty of Engineer-	
_		ing); STEWARD – Systems	
Nova Scotia		Training and Education in Wa-	
		ter Assets Research and Devel-	
á		opment; collaborative NSERC CREATE graduate training pro-	
þ		gram between Dalhousie Uni-	
		versity and Queen's University	
	Saint Francis	Environmental Science	BSc Advanced Major or Honours in Environmental Sciences - Climate
	Xavier University		& Water
	Lakehead	Water Resource Science	BSc and Honours BSc in Water Resource Science
	University		
	McMaster	Water Without Borders	Collaborative graduate program in water, environment and health
	University		between McMaster University and the United Nations University –
			International Network on Water, Environment and Health (UNU-
			INWEH) This program is designed to be undertaken alongside a
.0			graduate degree program at McMaster University
far	Trent University	Water Quality Centre; Institute	MSc or PhD in Environmental and Life Sciences (formerly known as
Ontario		for Watershed Science	Watershed Ecosystems)
	University of	The Water Institute	15 schools and departments offer M.Sc., M.A., and PhD degrees for
	Waterloo	Cuant lakas kastituta fan Faui	graduate research in water science, engineering, and policy
	University of Windsor	Great Lakes Institute for Envi- ronmental Research	MSc and PhD degrees in Environmental Science concentrate on studies of large lakes and their watersheds
	Wilfrid Laurier	Centre for Cold Regions and	Inter-faculty undergraduate program in water sciences, training BSc
	University	Water Science	students in Biology, Chemistry and Geography in water quantity and
	55.510,		quality in the Canadian landscape. No graduate program
	McGill University	Agricultural and Environmental	MSc and Graduate Certificate in Bioresource Engineering - integrat-
		Sciences; McGill School of Envi-	ed water resources management; BSc major in Environment - Water
ပ		ronment	Environments and Ecosystems
Quebec	Université du	Eau Terre Environnement Re-	MSc In Water Science - Thesis based program (French only)
n)	Quebéc - Institut	search Centre	
٥	national de la		
	researche		
	scientifique		

	University of	SENS and Geography and Plan-	Bachelor's degree with Water Science Minor
an	Saskatchewan	ning (Centre for Hydrology)	
ewa			
Saskatch			
ask			
Š			

5.3 Distinctiveness of the Proposed Program

The M.W.S. does not duplicate nor does it overlap directly with any current program at the U of S campus. As a result, no existing program would need to be deleted as a result of this offering. The M.W.S. proposal intends to create a new innovative program that does not yet exist on campus. The Centre for Hydrology, directed by John Pomeroy in the Department of Geography and Planning, helps facilitate research in the hydrological sciences on campus by offering academic M.Sc. and Ph.D. degrees with a water focus. However, these programs, due to their research focus, limit students to 12 and 6 cu of graduate coursework for a M.Sc. and Ph.D. respectively, while our proposed program requires 24 cu (plus a 6 cu project) of coursework, clearly setting the two programs apart and offering more programing selection to prospective students.

6.0 IMPLEMENTATION

6.1 Expertise of the School

Five out of the seven core courses required for the M.W.S. will be taught or lead by SENS faculty (the other 2 core courses are taught by GEOG and JSGS). The various courses that comprise the three tracks will draw on the expertise of faculty from across campus. This degree program will engage and link faculty and graduate students in an academically rigorous program where students will gain in-depth, disciplinary knowledge and the capacity to link this knowledge to real world problems.

6.2 Environment for Learning

The learning environment for the program will be interdisciplinary with a focus on collaboration and integration of ideas, solutions, and communication between physical, ecological, social and engineering scientists. The program will strive to provide a broad perspective on a large range of water security issues, yet also allow students to hone in on one area and gain an enhanced knowledge base in that field thereby allowing for the development of expertise. The short-term nature of the program (12 months) should allow students an atmosphere of immersion whereby they can focus on the program. Both SENS and the GIWS have stimulating and engaged research groups that are interdisciplinary, innovative, original and collaborative in nature; this will provide an excellent and exciting environment for students to learn and grow professionally.

6.3 Impact and Outcomes of Implementation

The impacts and outcomes from the implementation of this program will work to address the pressing issues for water security faced by Western Canada and other parts of the world where main river basins are experiencing periodic water shortage, rapid economic development, expensive floods/droughts, a rapidly changing climate, rapid population growth, and degraded water quality. To ensure continued aquatic ecosystem health and sustainable economic development of Western Canada, solutions to these complex problems are required. The next generation of leaders must be able to create a community for effective scholar-practitioner relationships across the spectrum of expertise levels that characterize the diverse audiences for water resources information. These leaders also need to be able to effectively work in teams to coproduce knowledge. Through the combination of core courses and the electives

available in the three track options, graduates from the M.W.S. program will possess integrated knowledge, and will be ready to fill the demand for a technically qualified workforce.

6.4 Program Governance and Departmental Co-operation

The program will be run as a stand-alone degree program through SENS and will be managed by a Program Coordinator. Initially, this post will be filled by Dr. Andrew Ireson. The Program Coordinator will be given an annual 3 cu course release to lead this program. One sixth of the Program Coordinator's salary will be covered by the incremental revenue generated by the program. Dr. Ireson is committed to the Program Coordinator position until 2017/18 when he will be eligible for sabbatical leave.

Given the proposed university-wide faculty involvement in course content and delivery, we will embed within the terms of reference of the program the ability for non-SENS faculty taking part in the M.W.S. to vote for changes and updates in the program. Consequently, the M.W.S. Management Team, consisting of the Program Coordinator, Program Manager and Graduate Secretary will be chaired by the Program Coordinator and be advised by a Program Committee, comprised of three SENS faculty members teaching in the program and three faculty members (one each from Geography and Planning and Civil and Geological Engineering, and one annually rotating position from other participating departments as part of their regular assignment of duties).

Program Governance Structure

The M.W.S. will have a core management team comprised of the Program Coordinator, Program Manager, Graduate Secretary, and be advised by the Program Committee.

The Program Coordinator position will be filled by a SENS faculty member. This position will be responsible for promoting, championing, and directing the academic aspects of the program, assuring balance and relevance between current academic and practical research. The Program Coordinator will be the team lead for the core management team, and will work closely with the Program Manager regarding the day to day operations of the program. The Program Coordinator will also serve as the Program Committee's Chair, organizing, scheduling and participating in the Program Committee meetings.

The Program Manager position will be an ASPA Managerial Phase 2 position. This position will be responsible for day to day administration of the program; coordinating and assisting with student/project matches; coordinating student space; leading domestic, international and Aboriginal student recruitment; liaising with participating faculty and units that will have courses included in the program. This position will assist the Program Coordinator with the vetting of student applications for appropriate background and fit. The Program Manager will also be the liaison between program operations and administration and the Program Committee, ensuring the Committee's academic directions are being implemented. The overall intent of this position is to run the program, with oversight from the Program Coordinator.

The Graduate Secretary position will be a CUPE 1975, Operational Services (Research Clerical Assistant) Phase 4 position. This person will report to both the Program Coordinator and the SENS Administrative Officer for day to day concerns and coaching that may be needed. Typical duties for this position will include general reception, responding to requests for information, processing mail, and preparing forms; arranging meetings for the Program Committee; taking minutes; assisting with the organization of special events and guest speakers; assisting prospective students with applications and enrollment questions and subsequently processing forms and maintaining student records; class builds and the submission of grades; preparing materials for different stages of student graduate programs, including registration, progress reports, leaves of absence, and final defence and convocation; and other related duties as assigned.

The Program Committee will be comprised of 6 faculty members, 3 SENS faculty members teaching in the program and three faculty members from other participating units. The Program Committee will be chaired by the Program Coordinator. The Program Committee will guide the academic direction of the program and ensure the overall success of the program and that all participating units have their voices heard. The M.W.S. Program Committee will recommend prospective students directly to the SENS Admissions and Awards Committee.

Program Coordinator/Program Manager

- Student selection vetting student applications to ensure appropriate prerequisites and requirements.
- Student advising helping students to select appropriate courses for their track of choice and assuring that students meet all course-related criteria for the degree.
- Faculty supervising assign faculty advisors to oversee each student for their 6 cu final projects.
- Evaluation of projects coordinating the evaluation process for all projects, including coordination between the faculty advisor, project constituent and the Program Coordinator.
- Student performance ensuring students are succeeding in the program, troubleshooting where necessary to keep students on track.
- Report to the Graduate Chair/SENS Equity Advisor –reporting annually on the number of Aboriginal students, visible minorities and women in the graduate program.
- Program reports reporting monthly to the SENS faculty council on the status of the program.
- Program Committee Chair Chairing, organizing and scheduling regular Program Committee meetings.
- Program evaluation providing reports and overall program evaluation to meet SENS reporting needs.

Program Committee

- Program assessment ensuring the overall success of the program by facilitating the realization of the vision and goals of the program.
- Student admissions approving student admissions annually.
- Program completion approving student program completion and graduation.
- Student grievance the Program Committee will be the first place to evaluate student grievances that are beyond the Program Coordinator's ability to resolve alone.
- Course selection –voting on core course replacement and having an equitable say in the selection of pre-prescribed electives for each track that will then go before the Academic Planning Committee for approval.
- Program growth –actively overseeing the growth and evolution of the M.W.S program (assessing the appropriateness of student numbers, additional tracks, administration needs, etc.).

6.5 Commitment to Equity

The M.W.S. will follow the SENS commitment to access and equity including:

To provide moral and social support to M.W.S. students and to enhance the feeling of belonging and participation in the activities in the M.W.S. program, various initiatives will be undertaken on an ongoing basis. These initiatives include, but are not limited to, an orientation process for new students

(this may be participation in the current SENS orientation); the nurturing of a graduate student association for the M.W.S.; annual meeting of all graduate students with the Graduate Chair on issues of interest; inclusion of a graduate representative on the Graduate Affairs Committee; and inclusion of graduate students in all departmental activities.

The M.W.S. Program Coordinator will report to the SENS Equity Advisor on annual basis the number of Aboriginal students, visible minorities and women in the graduate program. The SENS Equity Advisor will then pass that information on to the CGSR Employment and Education Equity Committee.

The M.W.S. program will endeavor to meet any special needs of persons in designated groups, including those regarding alternate scheduling of classes, part-time or full-time status, time limits for program completion and residency requirements; and, the M.W.S Program Coordinator will facilitate the accommodation of any special needs that students with disabilities who apply and are accepted into the M.W.S. program may need.

6.6 Program Resources: New Courses and Faculty Resource Requirements

We envision leveraging incremental revenues from the TABBS model that are generated by the increase in student numbers and credit hours to provide the necessary funding structure to cover required administrative support for program delivery as it evolves. We will require an up-front "investment" or "loan" to launch the program with the intention of paying this investment off over time as the program grows. We will use the current SENS faculty structure to launch the program. Additional administrative resources will be needed to handle the increase in student applications. Resources for marketing and communication will be needed, as will staff time to develop and implement materials for outreach (website, brochures, etc.). Costs will be incurred to accommodate the creation of new office space in Kirk Hall for new students. New students will be physically housed in Kirk Hall with SENS Master of Sustainable Environmental management students.

6.7 Faculty

The M.W.S. faculty will include core SENS faculty and existing faculty involved across the many facets of water-related research across campus.

6.8 Student Funding

Students in professional, project-based programs are typically self-funded. However, in the budget and TABBS modeling for the program, five scholarships at \$1,500 each have been included.

6.9 Administrative and Support Staff

We will budget for a full-time Graduate Secretary who will begin in year one and will be located in Kirk Hall so that M.W.S. students have access to this support person. Also in year one, a new half-time Program Manager will begin and this position will be located in the GIWS at the National Hydrology Research Centre (NHRC). The Program Manager will be directly supervised and managed by the Program Coordinator. The Graduate Secretary will be supervised by the Program Coordinator (NHRC) and the SENS Administrative Officer (Kirk Hall).

6.10 Space and Equipment

Student office space will be provided by SENS in Kirk Hall. Each student will be provided a desk and small space where they can keep personal items and work outside of class hours. Student space is an important aspect of building community and enables students to interact in a cooperative and interdisciplinary way. This sense of belonging and collaboration is an important goal of the M.W.S. program in terms of learning environment. We will need to have sufficient space available to accommodate the estimated increase in student numbers, based on the above noted growth trajectory up to year 5 when we expect to reach our carrying capacity. Office space for the Graduate Secretary (beginning in year 1) will

be made available in the SENS general office space (Room 323, Kirk Hall). Renovation costs to accommodate this change have been included in the budget. The Program Manager (beginning in year 1) will be housed in the GIWS space at NHRC and again rental and renovations cost have been accounted for in the budget.

No program-level funding is requested, nor is any budgeted for equipment or special needs. All specialized equipment required for project research will be met by faculty participating in the program.

6.11 Other Resources

There are no anticipated additional expenses for library resources, with the exception of individual requests made by participating faculty.

Funds for launching the program will be budgeted into the TABBS model. Funds will be needed for student recruitment, website development and execution of an advertising campaign. There may also be need for extra personnel resources with regards to program launch.

6.12 Budget for the M.W.S.

Salary and Benefits

It is anticipated that a full-time graduate secretary, at \$55,000 per year, and a half-time Program Manager (\$45,000), will be hired in Year 1. One sixth of the Faculty Coordinators' salary (~\$20,000) will be paid by program starting in Year 1. In addition, \$27,000 per year has been budgeted to cover general program support costs (printing, administrative support, etc.) to the Global Institute for Water Security.

Non-Salary Expenditures

Annual general operating costs in Year 1 are projected to be \$10,000, which will largely be used for promotional purposes. The anticipated increase to general operating costs is \$5,000 per year. New office space will be required for staff and students, which will cost \$8,180 (Yr. 1), \$8,314 (Yr. 2), \$4,752 (Yr. 3) and \$4,895 (Yr. 4). Five scholarships of \$1,500 per scholarship are included in the budget.

Incremental Projected Impact on TABBS Model:

Assumptions of the TABBS modeling include: Instruction by SENS – 54.5%; home of the supervisor is half SENS and enrollment of students is 100% SENS. The anticipated student count is outlined in the table below:

Table 3. Anticipated student count							
Year	# of Students	International	Domestic				
1	8	3	5				
2	16	5	11				
3	24	8	16				
4	32	11	21				
5	32	11	21				

Table 3: Anticipated student count

Based on the above budget and assumptions, the TABBS model incremental surpluses for Years 1- 5 are \$178,367, \$373,200, \$573,825, \$773,522 and \$772,665, respectively. Reducing these amounts by the direct budgeted costs, the projected net incremental surpluses in Years 1-5 are \$5,187, \$149,886, \$348,847, \$5535,902 and \$529,665, respectively.

It is important to note that the Instruction Operating Grant is a notional reallocation of grant revenue based on the assumption that all else remains equal. Therefore, any changes in activity from other units

and/or in the annual operating allocation received from the Province will cause variances in the projections presented.

In addition to the tuition revenue shown on the SENS' TABBS modeling, other units will also realize the benefits of this additional tuition. This will be in Years 1 to 5, approximately, \$18,560, \$36,140, \$54,700, \$73,260 and \$73,260, respectively.

Table 4: Incremental projected impact on TABBS model

School of Environment and Sustainability
Incremental Projected Impact on TABBS Model: New Graduate Water Security Degree

	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Operating Grant						
Instruction	189,283	378,188	566,716	754,869	754,869	2,643,925
Research						0
Targeted Funding			-			0
Directed Funding						0
Tuition						
Undergraduate - Enrolment						0
Undergraduate - Instruction						0
Graduate - Enrolment	25,517	49,691	75,208	100,724	100,724	351,864
Graduate - Instruction	6,959	13,552	20,511	27,470	27,470	95,962
Graduate - Supervision	12,758	24,845	37,604	50,362	50,362	175,931
						0
Total Incremental Revenues *	234,517	466,276	700,039	933,425	933,425	3,267,682
Research Support				0	0	0
General Student Support	18,003	35,994	53,975	71,943	71,943	251,858
Graduate Support	9,306	18,572	27,798	36,982	36,982	129,640
Faculty/Staff Support	9,567	9,567	9,567	9,566	9,566	47,833
General Occupancy	3,209	6,417	9,625	12,832	12,832	44,915
Utilities	1,127	2,253	3,380	4,507	4,507	15,774
Caretaking	1,160	2,320	3,481	4,641	4,641	16,243
Leases						0
Health Sciences						0
General Support	13,778	17,953	18,388	19,432	20,289	89,840
						0
Total Incremental Expenses	56,150	93,076	126,214	159,903	160,760	596,103
TABBS Model Incremental (Deficit)/Surplus	178,367	373,200	573,825	773,522	772,665	2,671,579
Projected Incremental Direct Operating Expenses						
Projected Additional Direct Expenses						0
1/6th faculty - co-ordinator - estimate only	20,000	20,000	20,000	20,000	20,000	100,000
Program manager	45,000	90,000	90,000	90,000	95,000	410,000
Graduate secretary	55,000	55,000	55,000	60,000	60,000	285,000
Annual operating costs	10,000	15,000	20,000	25,000	30,000	100,000
GIWS office support	27,500	27,500	27,500	30,000	30,000	142,500
Scholarship	7,500	7,500	7,725	7,725	8,000	38,450
Office renovations	8,180	8,314	4,753	4,895	0	26,143
Total Incremental Direct Operating Expenses	173,180	223,314	224,978	237,620	243,000	1,102,093
Net Incremental Projected Surplus/(Deficit)	5,187	149,886	348,847	535,902	529,665	1,569,486

If only realize 50% of operating grant allocation	(89,455)	(39.208)	65 489	158 467	152.231	247,524
in only reduce 30% of operating grant anocation	(05,455)	(33,200)	05,405	130,407	132,231	247,324

Table 5: TABBS modelled output

School of Environment and Sustantiplets New Graduate Water Security Degree Investment of Texas of SERVICE

Substance.	STREET TO MIS	•						operating			Office		CUPE	ABPA
	# students	<u>Princi</u>	Оомнийс	Annual costs	stipends	Scholervisty	GRAS office support	total	# of offices	144.55.	Ferentiana	Feculty	Grad. Secretary	Program manager
(Vr. 1	-		2 3 2	10,000	15,000	7900	27500	60,000	1 7	2 32		16,67% 20,000		
V+ 2	16	5.4	مند_اه	18,200	15,000	7500	27500	66,000	1	1 54		K 16.67% 20.000		
n.)	24		16,0	20,000		7725	27980	70,225	 	1 - 2		16.67% 29.60		
Ter. 4	- 42	1 114	21.0	25,000		7725	90090	77.225	1 :	128				5,000 1 HG000
Ver. 5	122	31.0	21.0	30,000		8000	36000	85,000	 			N 16.67% 20,002	+	10,000 1 65000
			1	34,400		1 04001	3000:	1 93,0001	<u> </u>	175		16.67% 20,000	<u>) 1 </u>	60,000 1 65000
											26,143			

Tuition 7,236 International 10,896

Yr J 68,858 Yr, 2 134,076 Yr, 3 302,946 Yr, 4 271,812 Yr 5 271,812 instruction SENS 54.5% Instruction Other 45.5%

Home of supervisors 1/2 SENS; 1/2 by other Units

Enrolment of Students - 180% SENS

Kirk Hail Renovations desk chairs

chairs 390 cabinet 30 (1 cabinet for 4 students \$120/4)

phone installa 50

GIWS renos 3,510 per student

Plus YR. 1 3,700 main office renos.

Oct. 27, 2014

Plus Yr 2 3700 Program manager's office

6.13 Calendar Entry

Degree Offered: M.W.S. (Master of Water Security)

The Master of Water Security (M.W.S) is a cross-disciplinary project-based program that focuses on a holistic approach to water security. The program requires 24 credit units of course work and a 6 credit unit project.

7.0 DESCRIPTION OF THE MASTER OF WATER SECURITY (M.W.S.)

7.1 Goal and Learning Objectives

The mission of the University of Saskatchewan's M.W.S. degree program will be to train the next generation of water scientists, engineers, managers and policy-makers to tackle the complex and multidisciplinary water problems of the future. Our vision is to be the best program of its kind in Canada, with strong course content and high expectations for scholarship. We expect that graduates from the M.W.S. program will be job-ready for positions in consulting and government sectors and will also be able to go on to PhD programs, at the U of S or elsewhere.

In line with Graduate Studies and Research Policies on degree-level Learning Outcomes, the M.W.S will be configured as follows:

- The degree will be at least one full year in length (12 months).
- Within the scope of a professional-oriented Master's degree, graduates will have a good understanding of current issues and methods in their chosen discipline, and will be capable of applying this understanding in practical or professional contexts.
- As a project-based Master's degree, the program will provide graduates with a broader background in the field of study, with a much greater dependence on coursework. Aside from research activities embedded within the coursework there will be less focus on preparing students to conduct independent study and research.
- A project-based Master's program includes at least 30 credit units of course work with at least 24 credit units completed at the graduate level.

7.2 Application and Admission Requirements

The program is designed to allow students to complete all requirements within 12 months of full-time intensive study.

Applications will be vetted by the Program Coordinator and selected by the Program Committee on the basis of academic potential, as demonstrated by academic credentials, letters of reference and past experience and scholarly contributions. Intake into the program will be in September and will align with the U of S academic calendar. The deadline for consideration of applicants for admission will be January 15 each year.

Applicants will be required to:

Complete the online application and send the following to the M.W.S. Program Coordinator in the School of Environment and Sustainability:

- Two official copies of academic transcript(s): photocopies are fine at the time of initial application.
- Three letters of recommendation, with at least one from a professor familiar with your scholarly work.
- A curriculum vitae or resume.
- A brief synopsis (approximately 1-3 pages in length) outlining the reason for undertaking advanced study, relevant research interests, academic preparations to date and career goals. This synopsis must include a statement about the broad area in which the project may be conducted

- and should also describe how the student's interests are congruent with the aims of the School and the program.
- Applicants from a university where English is not the primary language of instruction must provide proof of proficiency in oral and written English. They must comply with the regulations of the College of Graduate Studies and Research.

All forms for the application process are available from the College of Graduate Studies and Research Office, Room 180 College Building, or the College of Graduate Studies and Research website at: www.usask.ca/cgsr. All applications are subject to a \$90 non-refundable application fee and applications will not be considered complete until the fee is paid.

Application documents are to be directed to:

M.W.S. Program Coordinator School of Environment and Sustainability University of Saskatchewan Room 323, Kirk Hall 117 Science Place Saskatoon SK Canada S7N 5C8

To be admitted as a fully qualified M.W.S. student, a student must have the equivalent of a University of Saskatchewan four-year Bachelor's degree, with a grade point average of at least 70% over the last 60 credit units (or equivalent) completed. In some cases, students with less than these minimum requirements may be admitted on a conditional or probationary basis. Students from a wide variety of disciplines – e.g., ranging from the arts and social sciences to the life and physical sciences, pure and applied – will be eligible. Prospective students should be aware that their ability to succeed in the program is based upon a good match between their background education and their current track of interest. Students with a backgrounds in geology, physical geography, ecological biology, toxicology, physics or environmental/earth science, agricultural science or civil engineering would be eligible to apply for the Hydrology or Hydrogeology tracks, while students who possess a background in human geography, law, policy, sociology, psychology, native studies, economics, philosophy or political science would be best suited for the Socio-Hydrology track.

Students may be admitted on a conditional basis if they require additional courses to correct specific deficiencies in their background training, but otherwise meet the requirements for admission. These courses will not be credited toward the graduate degree requirements, but may be taken concurrently with graduate courses taken toward those requirements. Once the specified courses have been successfully completed, the student will be recommended for fully-qualified status.

Students may be admitted on a probationary basis if their academic qualifications are difficult to assess or do not meet standards for admission. Students in this category will be assigned courses as specified by the Program Coordinator, which will form the basis for assessment of ability to continue as fully-qualified.

7.3 Aboriginal Student Recruitment

The M.W.S program strives to work with Aboriginal students and their communities. After reaching out to the University's Aboriginal Initiatives group, we were put in contact with the International Centre for Northern Governance and Development. This group was able to recommend that the program be promoted amongst First Nations peoples in Saskatchewan by contacting the postsecondary directors or coordinators for each First Nation in the province. It is also our intention to promote the program with the Education Directors for the Federation of Saskatchewan Indian Nations and the Tribal Councils through the process of program launch and as a part of the program recruitment efforts.

In addition to promoting the program to Aboriginal students, the M.W.S. program would like to incorporate Aboriginal community research questions into the 6 cu final projects. This goal could be facilitated through collaboration with initiatives such as the Canadian Water Network project called "Nipiy Network: A Community Driven Process for Water and Wastewater Management," which is working with students at James Smith Cree Nation to examine community needs related to water and developing strategies for creating change through student-driven projects. SENS is also currently working on a Memorandum of Understanding with the Beardys-Okemaskis First Nation on water issues in their community and this would represent an excellent opportunity to address Aboriginal issues and collaboration with the community. Our project goals could also be realized through collaboration with other groups such as the forthcoming Indigenous Peoples Initiatives with the College of Engineering and the Indigenous Peoples Resource Management Program within the College of Agriculture and Bioresources; both groups have expressed interest in working together once the program is initiated.

7.4 Tuition Fee Structure

Tuition fees for the M.W.S. will be set at the current MSEM tuition rate (\$7,263 for domestic and \$10,894.50 for international students as of Sept. 1, 2014, subject to change). The MSEM rates are very competitive with other professional master's degrees with an environmental focus, ranging from \$4,467 to \$12,655 for domestic students at Universities of Dalhousie and Western Ontario, to \$9,089 to \$31,400 for international students at the Universities of Toronto and Western Ontario respectively. Our competitive mid-range tuition rate makes our program very attractive given the high quality of our faculty, excellent student experience, and program focus.

7.5 Curriculum and Modes of Delivery

As per the College of Graduate Studies and Research guidelines, graduate students will be required to take 24 credit units of coursework and complete a research project (6 credit units) for a total of 30 credit units to complete their degree program.

The program will have three degree tracks: Hydrology, Hydrogeology and Socio-Hydrology. Each student must choose one track within which to specialize.

7.6 Course Structure

The Master of Water Security (M.W.S.) is a cross-disciplinary, project-based, professional-style program that can be completed in 12 months of full-time study. Students enrolled in this program will be required to complete 30 cu as follows: 15 cu of core (required) courses, 9 cu of prescribed electives, and a 6 cu research project and ENVS 990. This program is intended to provide prospective and current environmental practitioners with a post-graduate learning opportunity in water security.

Core Courses and Restricted Electives

All students will be required to take six core courses (15 cu):

- 1. ENVS 806.3: Field Skills in Environment and Sustainability, to be offered annually
- 2. ENVS 827.3: Breakthroughs in Water Security Seminar, which will be offered each year
- 3. ENVS 821.3: Sustainable Water Resources
- 4. ENVS 990.0: Seminar in Environment and Sustainability offered annually
- 5. **JSGS 870.3:** Water Policy in an Age of Uncertainty.
- 6. **GEOG 427:** Advanced Hydrology that is offered every year. This course's content will be modified to accommodate accessibility to both science and non-science students.

The remaining credit units will be made up of the 6 cu project and 9 cu of course work from the restricted electives for each track (Table 3). The restricted electives are subject to change as courses are added,

removed or as students interests warrant. Also, not all elective courses may be offered every year. The Program Coordinator will advise students with respect to elective selection, to ensure that students possess the required pre-requisite knowledge to enable them to be successful. Students will be required to select elective courses from those offered in their track of choice (9 cu). Students will be allowed to choose up to one elective (3 cu out of the 9 cu) from another track with consultation and approval from the Program Coordinator. The Program Coordinator will also liaise with all academic units contributing courses to the M.W.S. to ensure that courses have adequate capacity to accommodate students in the M.W.S. program. Four of the six core courses are guaranteed to be offered annually. SENS will work to create redundancy in the needed teaching areas. In the event that core courses from an outside unit are not available due to leave/sabbatical, the replacement for those classes will be chosen by the Program Coordinator and approved by the Program Committee from either the restricted electives or from new courses that are considered suitable. All changes to the core course structure will be submitted CGSR for approval.

Table 6: The M.W.S. proposed degree course structure

Term	Term 1	Term 2	Spring & Sumer Term 1	Total credit units (CU)
Credit Units	12 CU	12 CU	6 CU	30 CU
	*ENVS 990.0: Seminar in Environment and Sustainability [not for credit]	*ENVS 990.0: Seminar in Environment and Sustainability [not for credit]	*ENVS 992.6: Research Project [May-Aug]	
	*ENVS 806.3: Field Skills in Environment and Sustainability [Morrissey, Jardine & Kricsfalusy]	*ENVS 821.3: Sustainable Water Resources [Baulch]		
	*ENVS 827.3: Break- throughs in Water Securi- ty Research/ Seminar [McDonnell]	*JSGS 870.3: Water Policy in an Age of Uncertainty [Gober]		
	*GEOG 427.3 Advanced Hydrology [Kinar]	2x Track specific courses		
	1x Track specific course			*Core courses required by all students

Table 7: Restricted track specific electives

Electives Term 1					
Hydrology Track	Hydrogeology Track	Socio-Hydrology Track			
ENVS 824.3: River Science and Man- agement [Lin- denschmidt & Jardine]	GEOE 412.3: Reservoir Mechanics [Hawkes]	JSGS 807.3: Statistics for Public Managers [Gober]			
ENVS 898: Climate Change [Li]	ENVS 898: Climate Change [Li]	JSGS 863.3: Aborig- inal Peoples and Public Policy [Coates]			
CE 464.3: Water Resources Engi- neering [Elshor- bagy]	CE 898.3: Water Resources Devel- opment [Elshor- bagy]	ENVS 807.3: Sustainability in Theory and Practice [Baulch & Loring]			
CE 898.3: Water Resources Devel- opment [Elshor- bagy]	SLSC 821.3: Soil Physics [TBA]	ENVS 811.3: Multiple Ways of Knowing in Environmental Decision-Making [Barrett-on Sabbatical]			
		CHEP 802.3: Com- munity and Popula- tion Health Re- search Methods [Engler-Stringer]			
		BPBE 430.3: Natural Resource Economics [Belcher]			

	Electives Term 2					
Hydrology Track	Hydrogeology Track	Socio-Hydrology Track				
ENVS 805.3: Data Analysis and Man- agement [Ireson & TBD]	ENVS 805.3: Data Analysis and Man- agement [Ireson & TBD]	ENVS 805.3: Data Analysis and Man- agement [Ireson & TBD]				
ENVS 823.3: Chemicals in the Environment [Jones]	GEOE 475.3: Advanced Hydrogeology [Ferguson]	ENVS 823.3: Chemicals in the Environment [Jones]				
ENVS 825.3: Water Resource Man- agement in Cold Regions [Lin- denschmidt]	GEOG 328.3: Groundwater Hydrology [Westbrook]	ENVS 825.3: Water Resource Manage- ment in Cold Re- gions [Lin- denschmidt]				
CE 840.3: Surface Hydrology Predic- tion and Simula- tion [Elshorbagy]	GEOL 413.3: Aqueous Geochemistry [Hendry]	PUBH 815.3: Water and Health [Bha- radwaj]				
CE 415.3: Structures for Water Management [TBA]	ENVS 813.3: Nu- merical Modeling [Ireson]	RRM 312.3: Natural Resource Manage- ment and Indige- nous Peoples [TBA]				
GEOG 827.3: Principles of Hydrology [TBA]	CE 850.3: Geoenvi- ronmental Engi- neering Funda- mentals [Barbour]	ENVS 832.3: Risk Assessment and Negotiation of Envi- ronmental Issues [Hecker] Com- pressed Course Nov. Start				
ENVS 813.3: Numerical Modeling [Ireson]						
TOX 843.3: Envi- ronmental Chemo- dynamics [Jones]						

7.7 Residency Requirements

Residency in the program is considered fulfilled when all requirements are met.

7.8 Supervisory Responsibilities

The Program Coordinator will serve as the advisor for the M.W.S. program. Each student will be assigned a Faculty Advisor at the beginning of the program who will mentor the student, ensure that the student completes the necessary program forms, and assists the student in establishing and completing a suitable research project.

7.9 Program of Studies

At the beginning of the program, the student's Faculty Advisor will be assigned by the Program Coordinator to work with the student to develop a program of studies. This program will indicate the type of study to be undertaken, courses, and other requirements. The program of studies must be approved by the Program Coordinator within the first four months of the program. Any changes made to the program of studies must be approved by the Faculty Advisor and the Program Coordinator and must be recorded in writing.

Students in the M.W.S. program must achieve a grade of at least 60% in all graduate courses required for the degree and maintain an overall weighted average of at least 70% in those courses. If the student fails to meet this standard, the Program Coordinator and Program Committee will assess the student's performance and determine an appropriate course of action. The student may be permitted to re-take a course or undertake other remedial work if, in the opinion of the Program Coordinator, the overall performance of the student was otherwise satisfactory. If this is not the assessment of the Program Coordinator, the Program Committee will recommend that the student discontinue.

7.10 Project

The project provides 6 credit units toward the required 30 credit units. Students must prepare a short, two-page statement about their research project which must be approved by the Faculty Advisor and Program Coordinator. This statement must be submitted at least one month prior to the beginning of project work. Students are also responsible to ensure that any ethics requirements for the project are met prior to beginning work on the project and must indicate the status of the ethics review in their project statement. Any changes to the project must be approved by the Program Coordinator prior to being undertaken.

Projects will be undertaken in the first Term of the Spring and Summer Session and may take a variety of forms including a modeling exercise, a case study or evaluation of a management practice or system. Students will present written and oral reports on their project to their peers and faculty members. The final written presentation includes an abstract and introduction with background and rationale for the project, a literature review, some original analysis or assessment and conclusions. Project reports are limited to 50 pages exclusive of references, appendices and front matter.

The Faculty Advisor will review the project report and give feedback to the student. Normally, the advisor will not review the project report more than once before it is submitted for grading. Once submitted, the project report is graded by the advisor and a second reader selected by the Program Coordinator or the Faculty Advisor. The grade for the final report is arrived at by consensus of the two markers. If the two cannot come to consensus, the grade of the two markers is the average of their assessments.

A bound copy of the final report is required to be submitted to SENS. M.W.S. students will participate in the SENS symposium day, held annually with posters as per the MSEM students.

7.11 Ethical Approval to Conduct Research

The University of Saskatchewan follows the national standards outlined by the *Tri-Council Policy Statement - Second Edition: Ethical Conduct for Research Involving Humans* and the *University Policy for Research Involving Human Participants* and the *University Research Integrity Policy*. Additional guidance is also provided by the Agreement on the Administration of Agency Grants and Awards by Research Institutions.

All research that involves living human subjects or the use of human tissue from subjects, living or not, requires review and approval by the REB according to the guidelines set out therein. This includes coursework in undergraduate or graduate studies.

The official website of the U of S Ethics Office (http://www.usask.ca/research/ethics_review/) has complete and current information.

Students may also require research permits before research or field work can commence. Obtaining and meeting the requirements of these permits is the responsibility of the graduate student. Students who work with animal research with potential environmental impacts, and/or in parks or protected areas are also responsible for obtaining the necessary permits or permissions before undertaking their research.

8.0 ACKNOWLEDGEMENTS

The School of Environment and Sustainability and the Global Institute for Water Security would like to acknowledge the expertise and support of many faculty members and administrative personnel who have helped develop the ideas contained in this proposal. We would also like to thank the many schools, departments and units who have allowed us to incorporate their courses in to this new and exciting program. Special thanks go to Cherie Westbrook for the use of the table of Canadian universities with programs in water, Kate Wilson for early drafts of the proposal and final editing and to Kim Janzen for the composition and management of the proposal, as well as the creation and deployment of the student demand survey.

School Statement

Please provide here or attach to the online portal, a statement from the School which contains the following:

- □ Recommendation from the School regarding the program
- □ Description of the School process used to arrive at that recommendation
- Summary of issues that the School discussed and how they were resolved

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
- □ SPR recommendations
- Relevant sections of the College plan
- □ Accreditation review recommendations
- □ Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online porta	l, 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

9.0 REFERENCES

Association of Public and Land-grant Universities. 2014. Board on Natural Resources and Board on Oceans, Atmosphere, and Climate. "Science, Education and Outreach Roadmap for Natural Resources," May 2014.

Beniston M, Stoffel M, Hill M. 2011. Impacts of climate change on water and natural hazards in the Alps: Can current water governance cope with future challenges? Examples from the European "AC-QWA" project. Environmental Science & Policy 14(7):734-743.

Biswas, AK. 2004. Integrated water resource management: a reassessment. From a water forum contribution, International Water Resources Association 29(2):248-256.

Burton, I. 2008. Moving Forward on Adaptation; in From Impacts to Adaptation: Canada in a Changing Climate 2007, edited by D.S. Lemmen, F.J.Warren, J.Lacroix and E. Bush; Government of Canada, Ottawa, ON, p 428-438

Canadian Press. 2013. Alberta Flood Costs Well Over \$5 Billion: Redford. HuffPost Alberta. http://www.huffingtonpost.ca/2013/08/19/alberta-flood-cost-over-5-billion_n_3781513.html

Friel S, Bowen K, Campbell-Lendrum D, Frumkin H, McMichael AJ, Rasanathan K. 2011. Climate change, non-communicable diseases and development: The relationships and common policy opportunities. Annual Review of Public Health 32:133-147.

Government of Alberta. 2014. Alberta's short-term employment forecast 2014-2016. work.alberta.ca/labour/short-term-employment-forecast.html

Gray DM, 1970. Handbook on the principles of hydrology: with special emphasis directed to Canadian conditions in the discussions, applications, and presentations of data. Canadian National Committee for the International Hydrological Decade, Ottawa.

Grey D, Sadoff CW. 2007. Sink or swim? Water security for growth and development. Water Policy 9:545-571.

Hansen D, 2012. Moving to Canada: The Saskatchewan labour market; on Canadian Immigrant website. http://canadianimmigrant.ca/guides/moving-to-canada/moving-to-canada-the-saskatchewan-labour-market

Hsiang SM, Burke M, Miguel E. 2013. Quantifying the influence of climate on human conflict. Science (advanced print) DOI:10.1126/science.1235367.

Jeffries B. 2010. Canada's Rivers at Risk: Environmental Flows and Canada's Freshwater Future, World Wildlife Fund 2009. Gland, Switzerland: p. 22-23

Moslemi JM, Capps KA, Johnson MS, Maul J, McIntyre PB, Melvin AM, Vadas TM, Vallano DM, Watkins JM, Weiss M. 2009. Training tomorrow's environmental problem solvers: an integrative approach to graduate education. BioScience 59(6):514-521.

Oregon State University. Water Resources Graduate Program. http://oregonstate.edu/gradwater/

Renzetti S, Dupont DP, Wood C. 2011. Running through our fingers: How Canada fails to capture the full value of its top asset. Canadian Water Network Report, Blue economy initiative, 32 pp.

Saskatchewan Ministry of Advanced Education, Employment and Immigration. 2010. 2010 Saskatchewan Employment Forecast. http://ae.gov.sk.ca/2010-saskatchewan-employment-forecast-occupational-employment-outlook

Saskatchewan Water Security Agency. 2012. 25 Year Saskatchewan Water Security Plan. https://www.wsask.ca/Global/About%20WSA/25%20Year%20Water%20Security%20Plan/WSA_25Year Reportweb.pdf

Seitz NE, Westbrook CJ, Dubé MG, and Squires A. 2012. Assessing large spatial scale landscape change effects on water quality and quantity response in the lower Athabasca River basin. Integrated Environmental Assessment and Management doi: [10.1002/ieam.1336].

Sommerfeld L. 2012. Stress point: An overview of water and economic growth in western Canada. Report to Canada West Foundation, available at: www.cwf.ca, 36 pp.

Stewart R, Pomeroy JW, Lawford R. 2011. The Drought Research Initiative: a comprehensive examination of drought over the Canadian Prairies. Atmosphere-Ocean 49(4):298-302.

United States Department of Labor. 2014. Bureau of Labor Statistics; Occupational Outlook Handbook (Hydrologists). http://www.bls.gov/ooh/life-physical-and-social-science/hydrologists.htm

University of Saskatchewan, College of Graduate Studies and Research. 2014. Graduate Studies & Research Policies: Degree Level Learning Outcomes. http://www.usask.ca/cgsr/policy-and-procedure/degree-level-learning-outcomes.php.

University of Saskatchewan. Promise and Potential: The Third Integrated Plan. http://www.usask.ca/plan/

University of Saskatchewan Office of the Vice-President Research. 2014. Areas of Pre-Eminence Commitment. http://www.usask.ca/vpresearch/workshop/index.php

Vörösmarty CJ, McIntyre PB, Gessner MO, Dudgeon D, Prusevich A, Green P, Glidden S, Bunn SE, Sullivan CA, Reidy Liermann C, Davies PM. 2010. Global human threats to water security and river biodiversity. Nature 467:555-561.

APPENDICES

A. Letters of Support

From: Brown, Bill

Sent: Thursday, September 18, 2014 1:52 PM

To: McDonnell, Jeffrey

Subject: RE: Graduate Program Proposal

Hi Dr. McDonnell:

I circulated your email and attachment to the Department faculty and got several responses. The answer to your first 2 questions: (1) to see if there are any implications for enrollments of which I am not aware; 2) to see if there are any tacit prerequisites of which I should be aware;) were negative. The support for the program from the faculty was not unanimous. Concern was raised that there is no economics in the program. Economics is the social science concerned with allocating scarce resources and water is and will be a very scarce resource. Secondly, there was concern about including a 300 level undergraduate course in the program and University rules state that only two 400 level courses are allowed without special permission.

However, in general, the faculty of the Bioresource Policy, Business and Economics Department supports the School of Environment and Sustainability's course based master's degree in water security.

Bill Brown Professor and Head

Bioresource Policy, Business and Economics

From: de Boer, Dirk

Sent: Monday, September 22, 2014 1:59 PM

To: McDonnell, Jeffrey

Subject: RE: Graduate Program Proposal

Dear Jeff,

This looks to be a wonderful program. As a one-year professional program, I think this will draw a new group of graduate students to the U of S that otherwise would not consider enrolling into a graduate program.

Regarding your questions:

- 1) We do not foresee any problems with enrollment in the courses indicated below. We will have to work out some of the details of teaching GEOG 427.3 and GEOG 827.3, but we will work with you to ensure that students who need these courses will be able to take them.
- 2) The prerequisites for the courses are as follows:
 - a. GEOG 328.3 GEOG 225; or 12 credit units of GEOL.
 - b. GEOG 427.3 One of MATH 110 or MATH 112 or MATH 125 or MATH 123; one of PHYS 115 or GE 124; GEOG 225
 - c. GEOG 827.3 Nothing indicated in the calendar

In all likelihood, anyone with a four year B.Sc. in the geosciences probably would have those prerequisites. We can also waive prerequisites if there is a good case to be made based on education and work experience, so that is always an option.

3) I have conferred with my colleagues in the Department in Geography and Planning who have research and teaching interests in hydrology, and we wholeheartedly support this program proposal. Our view is that it is complementary to our research-based M.Sc. and Ph.D. programs, and that having both a course-based Master's and research-based M.Sc. and Ph.D. programs will make the University of Saskatchewan the place to go to for graduate studies in hydrology. We look forward to helping this program thrive.

Best wishes.

Dirk de Boer

Professor and Head

Department of Geography and Planning

From: Merriam, James

Sent: Friday, September 19, 2014 4:43 PM

To: McDonnell, Jeffrey

Subject: RE: Graduate Program Proposal

Dear Jeff,

I have had a chance to talk to both Jim Hendry and Matt Lindsay regarding GEOL 413.3 Aqueous geochemistry as a component in the proposed Masters in Water Security. The reason for including Matt in the discussion is that he would be the likely successor to Jim Hendry when Jim retires.

Currently Jim offers the course every second year, Matt might think about doing it every year when he takes over. Adding your students to the mix would probably encourage an every year delivery. Enrollment in that class is currently variable and manageable, so I see no difficulty in adding a contingent from water security.

I hope your proposal is successful and I look forward to working with you.

Best wishes

Jim Merriam

From: Van Rees, Ken

Sent: Monday, September 15, 2014 7:58 AM

To: McDonnell, Jeffrey

Subject: Re: Graduate Program Proposal in Water Security

Hi Jeff

I have talked with Bing Si and he looks forward to having students from your program taking his class. There are no enrolment restrictions or prerequisites for the soil physics course in the Department of Soil Science. Thus our Department is very supportive of your proposal for the master's degree in water security and we look forward to hearing about its approval.

Cheers, Ken

Ken Van Rees, RPF

Acting Head, Department of Soil Science

Director, Centre for Northern Agroforestry and Afforestation 51 Campus Drive

University of Saskatchewan Saskatoon, Saskatchewan Canada S7N 5A8

phone 306 966 6853 ken.vanrees@usask.ca www.saskagroforestry.ca www.kenvanrees.com From: Wegner, Leon

Sent: Monday, September 15, 2014 4:54 PM

To: McDonnell, Jeffrey

Subject: RE: Graduate Program Proposal

Jeff:

I received input from all the instructors and our undergraduate chair. Our department is certainly supportive of the proposed program and we are willing to have our courses listed as electives for the program. I should note, though, that a number of our undergraduate courses are near capacity, and this could become an issue in some years. The graduate courses, however, are open to students from outside the department, and your students would only require the approval of the instructor to register. Our faculty also expressed the importance of having SENS courses open to graduate students in our programs.

With regard the undergraduate courses identified [CE 415, CE 464 (note correction from 463), GEOE 412 and GEOE 475 (note corrections from GEOGE)] and your first two questions [1) implications of enrollments and 2) prerequisites]:

- As I mentioned, enrollment capacity in some courses might be an issue in some years. This year, some of these courses are at or near their limit with our own students. In previous years we could have easily accommodated 5 additional students.
- There are no tacit prerequisites, but the prerequisites and corequisites listed for these courses must be met (or the prior learning they represent).

Some course specific comments:

CE 415: Structures for Water Management

Prereq CE 315 Fluid Mechanics and Hydraulics (taken) Enrollment limits have been met in some years

CE 464: Water Resources Engineering

Preq CE 315 (Taken) or BLE 431 (taken, no longer offered) and GE 348 (taken); CE 319 This course is at capacity this year, but had room in previous years.

A graduate version of this course (with shared lectures) is currently being offered as a CE 898. It will soon have a regular number.

GEOE 412: Reservoir Mechanics (note that this course focuses on <u>fluid flow in hydrocarbon reservoirs</u>)

Preg or coreg: (CE 328 or CHE 324 or ME 335) and GEOL 245

This course generally has some space. At present, we could likely handle an additional 5 students,

but the number of GEOE students admitted to the program was recently increased, so the course could be full in future years.

GEOE 475: Advanced Hydrogeology

Preq or coreq: (BLE 432 or CE 328 or CHE 324 or ME 335) or (CHEM 112 and MATH 110 and 30 cu

from GEOL 200-499)

This course generally has some space, and there is not a concern with some additional students. However, increasing student numbers are expected in future years as mentioned above.

I trust that this provides the information you were looking for. All the best as you take the proposal forward.

Leon

Leon D. Wegner, Ph.D., P.Eng. Professor and Head

Department of Civil and Geological Engineering University of Saskatchewan

57 Campus Drive Saskatoon, SK S7N 5A9 CANA-DA

Tel: (306) 966-5349

Fax: (306) 966-5205

From: <u>Muhajarine, Nazeem</u>
To: <u>McDonnell, Jeffrey</u>

Cc:Janzen, Kimberely; Bharadwaj, Lalita; Bonner, CatSubject:RE: Graduate Program Proposal in Water SecurityDate:Wednesday, September 10, 2014 3:08:58 PM

Hello professor McDonnell,

Thank you for getting in touch with us in the School of Public Health, where the PUBH 898.3 Water and Health course is taught by professor Lalita Bharadwaj.

I have consulted with professor Bharadwaj and I am pleased to offer our support for your proposal for graduate program in Water Security. You had asked us two specific questions in relation to this specific course and I will address each of them here. First, in terms of enrollment limits of students in the Water and Health course, we anticipate being able to accommodate 20-25 students per term and therefore we do not see any issues arising with student enrollment in the first instance. Second, the prerequisite we will have is registered in a graduate program.

Again, thank you for consulting with us, and all the best in getting your program proposal through. Nazeem Muhajarine

Interim Executive Director, School of Public Health

From: Anand, Sanjeev

Sent: Thursday, September 11, 2014 9:33 AM

To: McDonnell, Jeffrey

Cc: von Tigerstrom, Barbara; Surtees, Doug

Subject: Re: Graduate Program Proposal in Water Security

Dear Professor McDonnell,

Thank you for your recent email message. Although I am happy for you to include the Water Law course in your list of electives, I must tell you that the course is a new one developed by a term faculty member whose appointment ends on June 30, 2015. At this stage, there is considerable uncertainty as to whether this course would be offered by any of our other faculty members (however we are currently in the midst of a joint CRC search with SENS and the successful candidate for this position may end up being competent to teach this course). Having said this, the course has previously had SENS students enrolled in it. Consequently, there are no prerequisite concerns.

Finally, I happy to support this new degree program. It seems academically rigorous with important learning objectives and I would foresee significant demand for such a graduate degree.

I am ccing the College's Associate Dean Academic and Associate Dean Research and Graduate Studies, in case they have further comments they would like to share with you pertaining to these matters.

Should you have any further questions or concerns, please let me know. Sin-

cerely,

Sanj

Sanjeev Anand, JD, LLM, PhD, QC Dean of Law

University of Saskatchewan

From: <u>Leis, Anne</u>

To: McDonnell, Jeffrey; Engler-Stringer, Rachel
Cc: Janzen, Kimberely; Janzen, Bonnie

Subject: RE: feedback on a new MSc program where we would like to use one of your courses: Reminder

Date: Thursday, November 06, 2014 12:17:35 PM

Hi Jeff and Kim

Thank you for meeting with us this morning about your proposed project-based master's degree in water security. We give you permission to list Dr. Engler Stringer's course (CH&EP 802) as an elective. Both of us are supportive of this endeavour and can also see potential for future collaborations. Please keep us informed of the advancement of this file.

Sincerely

Anne

Anne LEIS, PhD

Professor and Head

Dept of Community Health & Epidemiology College of Medicine

University of Saskatchewan

Rm 3252 - E Wing - Health Sciences 104 Clinic Place Saskatoon SK S7N 5E5 Canada Tel (306) 966-7878 Fax (306) 966-7920 Country code: 01 From: Atkinson, Michael
To: McDonnell, Jeffrey
Cc: Janzen, Kimberely

Subject: Re: Graduate Program Proposal: Reminder Date: Friday, October 24, 2014 6:10:28 PM

Hi Jeff,

Sorry, I missed this email altogether. I have no objections to including these courses as electives, but I would note that we do have 25 person limits on most courses. As for a general endorsement, I'd have to see the rest of the program, but I am encouraged that you are developing a program that builds on our research expertise: I can say at least that much.

Again, sorry for the delay Mi-

chael

B. M.W.S. Demand Survey Results

Demand Analysis

If this degree is offered, would you register for it?

Response	Chart	Percentage	Count
Definitely		3.3%	29
Likely		15.4%	137
Uncertain		28.7%	256
Unlikely		32.8%	292
Definitely not		19.9%	177
		Total Responses	891

For which of the following reasons would you register?

Response	Chart	Percentage	Count
My employability would be increased.		44.5%	185
I am intereseted in the topic.		63.2%	263
I am interested in learning an additional subject beyond my major.		41.1%	171
Other, please specify		5.3%	22
		416	

For which of the following reasons would you register? (Other, please specify)

#	Response
1.	I definitely want a career in hydrology after completing my degree
2.	It would really help me to have better understanding of microbe in water and safety
3.	Irrigation has been a passion since the development of Lake Diefenbaker.
4.	Easy masters degree
5.	Very important issue that needs more attention
6.	It's a field that really matters to the world and that's appealing.
7.	Cross Curricular training is essential in promoting ecological sustainability
8.	Looking for a program that is relatively quick so I can go right to work
9.	All of these reasons and I think more and more students are interested in this matter, especially with our changing planet and climate change!
10.	Water plays a important role in earth.
11.	Water issues are an imminent issue, and the most impacted will likely be small communities and First Nations communities
12.	I would like to use my not-yet-done undergraduate degree of Geology, and linking it to the contamination and clean- up of water resources.
13.	This masters program addresses serious current issues and could create a solution that would better humanity
14.	I want to do something good for the world!
15.	I want to make a difference in people's lives by ensuring they have access to clean water
16.	to see the different things this type of career path has to offer

17. Interested in sustaining the Earth
18. The fact that it is only 1 year long.
19. This knowledge is badly needed in the World
20. the direness of the situation and moral obligation as a capable life on the plant
21. Important to my world values
22. It's a interessting area

What barriers might prevent you from registering for the degree, even if you are interested? The 620 response(s) to this question can be viewed by request, but are summarized below.

Response	Chart	Percentages	Count
Cost barriers		20%	130
Interest in a different program		31%	195
Job availability		15%	98
Need more information		2%	13
Not able to meet prerequisits		13%	85
Not interested in graduate training		5%	32
Time commitment		9%	57

What is your level of interest in the following areas of focus for the degree?

	No Inter-	Low	Neither in-	Moderate	High	Total Re-
	est		terested nor			sponses
			disinterested			
Surface Water Hydrol-	38 (5.8%)	90 (13.7%)	125 (19.0%)	295 (44.8%)	111 (16.8%)	659
ogy						
Groundwater Hydrolo-	38 (5.8%)	97 (14.7%)	132 (20.0%)	276 (41.8%)	117 (17.7%)	660
gy						
Socio-Hydrology	49 (7.4%)	110 (16.6%)	95 (14.4%)	237 (35.9%)	170 (25.7%)	661

In which area of focus are you most likely to register?

Response	Chart	Percentage	Count
Surface Water Hydrology		28.2%	185
Groundwater Hydrology		26.9%	177
Socio-Hydrology		44.9%	295
		Total Responses	657

Why would you not register in this program?

The 173 response(s) to this question can be viewed by request, but are summarized below.

Response	Chart	Percentages	Count
Cost barriers		0%	1
Degree does not apply to my career goals		42%	73
Job uncertainty		2%	4
No interest in graduate school		1%	2
Not interested		53%	92

What is your current year of study?

Response	Chart	Percentage	Count
First		23.8%	197
Second		23.2%	192
Third		22.8%	189
Fourth		19.6%	162
Fifth		6.6%	55
>Fifth		4.0%	33
		Total Responses	828

What is your current college?

Response	Chart	Percentage	Count
Arts and Science		57.5%	476
Agriculture and Bioresources		12.3%	102
Edwards School of Business		12.9%	107
Education		3.6%	30
Engineering		13.6%	113
		Total Responses	828

What is your current major? Please state "not declared" if you have not yet declared a major.

The 801 response(s) to this question can be viewed by request, but are summarized below.

Response	Chart	Percentages	Count
Aboriginal Justice and Criminology		0%	2
Accounting		2%	20
Aerospace Engineering		0%	1
Agricultural biology		0%	1
Agronomy and Agribusiness		3%	32
Anatomy and Cell Biology		0%	7
Animal Bioscience		2%	17
Anthropology		0%	2
Archaeology		0%	6

Art History	0%	1
Biochemical Engineering	0%	1
Biochemistry	0%	7
Biochemistry and Microbiology	0%	1
Biology	3%	29
Biotechnology	0%	3
Business Economics	0%	6
Chemical Engineering	2%	18
Chemistry	1%	13
Civil Engineering	3%	26
Computer Engineering	0%	2
Computer Science	2%	19
Crop Science	0%	5
Drama	0%	2
Economics	0%	2
Education	2%	20
Electrical Engineering	0%	7
Engineering Physics	0%	3
English	1%	15
Environment and Society	0%	7
Environmental Biology	1%	12
Environmental Earth Sciences	1%	15
Environmental Engineering	1%	11
Finance	1%	10
Food Science	0%	5
Geography	0%	1
Geological Engineering	0%	4
Geology	2%	23
Geophysics	0%	2
Health Studies	0%	1
History	0%	3
Horticulture	0%	1
Human Resources	1%	9
Interactive Systems Design	0%	1
International Cooperation and Conflict	0%	1
International Studies	1%	10
Kinesiology	0%	1
Linguistics	0%	3
Management	1%	10
Marketing	0%	6
Mathematical Physics	0%	2
Mathematics	0%	6
Mechanical Engineering	0%	8

Microbiology/Immunology	0%	7
Music	0%	4
Native Studies	0%	4
Not declared	27%	223
Nursing	0%	7
Operations Management	0%	3
Pharmacy	1%	15
Philosophy	0%	1
Physical Geograph	0%	5
Physics	0%	1
Physiology	1%	14
Plant Ecology	0%	3
Political Studies	1%	10
Psychology	4%	35
Public Administration	0%	2
Regional and Urban Planning	2%	19
Religion and Culture	0%	1
Renewable Resource Management	0%	8
Resource Economics and Policy	0%	3
Resource Science	0%	5
Social Work	0%	2
Sociology	1%	10
Statistics	0%	1
Studio Art	0%	3
Toxicology	0%	7

Do you have additional comments about the proposed master's degree in water security?

The 368 response(s) to this question can be viewed by request.

UNIVERSITY COUNCIL

Academic Courses Policy

REQUEST FOR DECISION

PRESENTED BY: Roy Dobson; Chair, Academic Programs Committee

DATE OF MEETING: June 18, 2015

SUBJECT: Joint degree with the University of Tromso, Norway - Master

of Governance and Entrepreneurship in Northern and

Indigenous Areas (M.G.E.N.I.A)

DECISION REQUESTED:

It is recommended:

That Council approve the Master of Governance and Entrepreneurship in Northern and Indigenous Areas

(M.G.E.N.I.A), a joint degree with the University of Tromso,

Norway, effective September 1, 2016.

PURPOSE:

The M.G.E.N.I.A. will provide students the opportunity to experience high levels of comparative and collaborative learning between two northern and indigenous regions (Northern Norway and Northern Saskatchewan) through applied research with government, indigenous organizations, and industry, international field schools. The program will also facilitate faculty-teaching exchanges. The primary program objective is to build capacity in the areas of governance and entrepreneurship for northern and indigenous communities.

CONTEXT AND BACKGROUND:

Arctic and sub-Arctic communities are experiencing profound transformations due to interacting forces of climate change and economic globalization. These influences, and others, are driving the current debate about northern governance and entrepreneurship, as is evident in both the Norwegian and Canadian High North strategies' emphasis on expanding knowledge, value creation and international cooperation in education and research. In the North, temperature changes are having a significant impact on the natural environment, Aboriginal and regional cultures and economic activity. One major consequence of the global changes is a heightened interest in the Arctic, motivated by economic opportunities including commercial shipping, oil and gas development, mining, fishing, and tourism. In order for the communities of the Circumpolar North to meet these challenges, a substantial investment in capacity building is necessary. This program is

designed to meet this demand by providing education and training in the fields of governance and entrepreneurship for northern and indigenous communities.

This proposed program will deal with different approaches to northern governance. The program responds to the prevailing interest on:

- 1. the Arctic and northern vulnerable environment (a wilderness approach),
- 2. the indigenous peoples and other permanent residents (a homeland approach), and
- 3. prospects of utilizing natural resources (a frontiers approach).

The program aims to contribute to the discussion of how to respond to the governance challenges resulting from large-scale changes to regional and local claims, how to promote effective participation in politics, management and industrial developments, and how to integrate local knowledge in support for decision-making. A central question is how the different governance systems support or impede local societal challenges in relation to these large-scale changes. The program will form a basis for discussions of different resource and governance systems, and will introduce students to the complexity of various governance concepts. The program also aims to contribute to the discussion of how regional entrepreneurship can have a beneficial impact on northern communities.

Joint Degree Rationale

Higher educational institutions in Europe have actively pursued joint degree programs since the start of the Bologna Process, initiated in 1999 to standardize educational systems in Europe. The tremendous growth of joint degrees in Europe reflected two key elements:

- (1) Students' desire to experience international mobility as a part of their study programs, and
- (2) higher educational institutions seeking to be competitive by providing innovative programs that integrated international experiences.

Most joint degrees involving European partners are offered at the Masters level, with the average size of the program being less than 25 students. Joint degrees are often specialized programs that offer unique, in-depth study and research options. Though joint degrees are common among institutions in Europe, such partnerships are still rare between European and North American institutions. A recent report to the Canadian Association for Graduate Studies (2012) indicated that there were five joint degrees offered in Eastern Canada, but none operational in Western Canada. This report also noted that the institutions offering these joint degrees or dual degrees also had large international graduate student bodies. Joint degrees have proven effective in encouraging student mobility and international student recruitment.

The proposed joint degree program would put the U of S in the forefront of innovative educational program collaboration between European and North American higher education institutions. This will improve the international profile of the U of S while also contributing to the growth in graduate enrolments at the university.

The Partnership with UiT

The International Centre for Northern Governance and Development (ICNGD) and the Centre for Sami Studies at University of Tromso (UiT) have been collaborating since 2008. UiT has provided support for the mobility of students in the Masters of Northern

Governance and Development (MNGD) by planning and hosting Field Schools in Northern Norway. UiT has also been a key partner in the University of the Arctic research network on Northern Governance. Through all these activities, the ICNGD has had very positive experiences with UiT's administration and faculty. This collaboration was formalized with an MOU, signed in March 2012, that initiated the process of having a joint master degree program established, and encouraged student and faculty mobility.

ICNGD and the Centre for Sami Studies have developed a specialized program and curriculum focusing on Northern regions and northern people, focusing on northern governance and innovation with an Indigenous perspective. Both Centres are committed to capacity building in the North and work very hard to attract students that have a strong personal interest in the North. It was decided that the new joint master degree program would focus on Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.) and would become a second Masters program offered by the ICNGD. ICNGD's desire to enter into this high-level partnership with the University of Tromsø is also based on the strong reputation of the university and its programs, which have been confirmed by the country's national education quality assessment standards.

IMPLICATIONS:

Financial Resources

The ICNGD and UiT collaboration has attracted financial support for partnership activities and the development of the joint degree. UiT successfully applied for and received multiyear funding from the Norwegian Centre for International Cooperation in Education (a state department) of about \$400,000 CAD. This funding is to support the development and implementation of the joint degree program with the U of S and made it possible to hold face-to-face meetings to work on the details of the joint degree program and partnership commitments. In addition to this funding, UiT provided the Centre for Sami Studies an additional grant to support the establishment of this specific joint degree program with the U of S.

The ICNGD receives \$1 million in core funding from the provincial government as part of the Centre's regular ongoing funding. In addition to this, the ICNGD has partnered with industry to fund student scholarships and field schools. The ICNGD is able to leverage these industry funds with federal government sponsored funds to provide additional financial support. The ICNGD will continue to seek external funding to support and improve the program and student engagement.

Faculty and Teaching Resources

ICNGD has operated, to this point, on the basis of commitments from partner departments. In 2015, ICNGD will be hiring a full-time Director, who will have primary responsibility for the operations of the graduate program and will be teaching two courses per year. ICNGD will, in addition have another half time faculty available to the program through a course buy-out arrangement (long-term) with the Department of Political Studies. Johnson-Shoyama Graduate School of Public Policy provides an additional course each year plus graduate supervision, through the Canada Research Chair in Regional Innovation. Four other USASK faculty members teach in the ICNGD program on a regular basis, with course buy-outs arranged on a continuing basis with their home units. As a result of these arrangements, ICNGD has access to four senior faculty members, on an ongoing basis, to teach the core courses in the MNGD/M.G.E.N.IA.

programs and three others who teach in the program on a regular basis.

For the M.G.E.N.I.A., ICNGD is suggesting 2 additional new courses to be developed and delivered.

- NORD 847.4: Circumpolar Innovation and Entrepreneurship (be instructed by Dr. Ken Coates)
- NORD 835.2: Communication I: Academic and Professional Writing, ICNGD (instructed by contracted instructor Heather McWhinney)

CONSULTATION:

- Graduate Program Committee (GPC), College of Graduate Studies and Research, December 9, 2014, and January, 2, 2015
- Approval by GPC April 20, 2015
- Consultation with Registrar April 28, 2015
- Review and Approval by APC May 14, 2015

SUMMARY:

This program will address the growing number of issues affecting Northern and Arctic areas and people by providing education and training in the fields of governance and entrepreneurship. By offering joint degree with UiT, ICNGD will encourage student mobility and provide a program that is unique in Canada and is innovative. This allows the U of S to remain competitive in recruiting students in this growing field.

FURTHER ACTION REQUIRED:

ICNGD will be responsible for working with the SESD to promote the program.

ATTACHMENTS:

- 1. Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.) Proposal.
- 2. Supplemental Information for M.G.E.N.I.A. Program Proposal

Proposal for Curriculum Change University of Saskatchewan

Proposal to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal:

New Program: Joint Masters Degree in Governance and Entrepreneurship in Northern and Indigenous Areas

Degree College: College of Graduate Studies and Research

Department: The International Centre for Northern Governance and Development,

The Johnson-Shoyama Graduate School of Public Policy

Home College: College of Graduate Studies and Research

Submission Date: April 1 2015

Start Date: September 2015

Approved by: College of Graduate Studies and Research

Contact persons:

Dr. Ken Coates Emmy S. Neuls

Director International Project Officer

ICNGD ICNGD

Phone 306-966-1607 Phone: 306 966-1380 (290-1172)

Fax 306-966-7780 Fax: 306-966-7780 Email: ken.coates@usask.ca emmy.neuls@usask.ca

2. APPROVAL REQUIRED

The International Centre for Northern Governance and Development (ICNGD) is proposing to establish a Joint Masters Degree with the UiT – The Arctic University of Norway (UiT) in Governance and Entrepreneurship in Northern and Indigenous areas (GENI). With the novel delivery structure of this new program, this proposal is requesting approval from the University Council for the following:

- a. The approval of a new Masters program in Governance and Entrepreneurship in Northern and Indigenous areas, including two new courses
 - i. NORD 835.2: Communication I: Academic and Professional Writing
 - ii. NORD 847.4: Circumpolar Innovation and Entrepreneurship
- The approval of the joint degree structure, which is a new arrangement for the University of Saskatchewan.

Please note: The proposed joint Master program is closely related to the proposed changes in the current Master of Northern Governance and Development (MNGD) program. On the advice of the Graduate Programs Committee, it was decided to develop separate proposals for the two programs.

Proposal Document

For a more thorough background on the program itself, please find attached the Program Outline developed with partner institution, UiT- the Arctic University of Norway. In addition, please find attached a Draft Cooperation Agreement that will be finalized if the program is approved.

3. RATIONALE

Overall Program Learning Objective

The GENI will provide students the opportunity to experience high levels of comparative and collaborative learning between two northern and indigenous regions (Northern Norway and Northern Saskatchewan) through applied research with government, indigenous organizations, and industry, international field schools. The program will also facilitate faculty-teaching exchanges. The primary program objective is to build capacity in the areas of governance and entrepreneurship for northern and indigenous communities.

Program Rationale

Arctic and sub-Arctic communities are experiencing profound transformations due to interacting forces of climate change and economic globalization. These influences, and others, are driving

the current debate about northern governance and entrepreneurship, as is evident in both the Norwegian and Canadian High North strategies' emphasis on expanding knowledge, value creation and international cooperation in education and research. In the North, temperature changes are having a significant impact on the natural environment, Aboriginal and regional cultures and economic activity. One major consequence of the global changes is a heightened interest in the Arctic, motivated by economic opportunities including commercial shipping, oil and gas development, mining, fishing, and tourism. In order for the communities of the Circumpolar North to meet these challenges, a substantial investment in capacity building is necessary. This Masters program is designed to meet this demand by providing education and training in the fields of governance and entrepreneurship for northern and indigenous communities.

Program Content

This proposed program will deal with different approaches to northern governance. The program responds to the prevailing interest on:

- (i) the Arctic and northern vulnerable environment (a wilderness approach),
- (ii) the indigenous peoples and other permanent residents (a homeland approach), and
- (iii) prospects of utilizing natural resources (a frontiers approach).

The Masters program aims to contribute to the discussion of how to respond to the governance challenges resulting from large-scale changes to regional and local claims, how to promote effective participation in politics, management and industrial developments, and how to integrate local knowledge in support for decision-making. A central question is how the different governance systems support or impede local societal challenges in relation to these large-scale changes. The program will form a basis for discussions of different resource and governance systems, and will introduce students to the complexity of various governance concepts. The program also aims to contribute to the discussion of how regional entrepreneurship can have a beneficial impact on northern communities.

Program Ambitions

The emphasis on the indigenous and circumpolar dimensions as the thematic and disciplinary focus of the program offers students a regional competence which will allow them to face the current and future challenges unique to northern regions. The program will introduce social-scientific research frameworks, methods and theories, adding to the students' ability to apply knowledge through reflection and analysis.

The program is designed to serve students interested in comparing governance challenges in a circumpolar context. It is anticipated that the graduates will form a circumpolar professional network which will encourage the sharing of experiences, a similar understanding of the current and future northern challenges, and an appreciation of how best to address them in ways that strengthen the communities and the peoples of the circumpolar world. The program will highlight northern mobility, including two short-term international fields schools and the option of longer-term academic exchanges.

This program uses flexible learning to provide access to students previously prevented from participating in advanced education due to logistical or financial challenges. Program participants will live and work in their northern communities. The program also allows students to gain work experience with industry, government, or indigenous organizations in internships on such issues as natural resource management, community consultations and negotiations, economic development and other governance issues in the circumpolar north.

In sum, the program aims to:

- Introduce students to political and social innovations and the opportunity to apply such developments in northern and remote regions;
- Build awareness of the barriers to development in the circumpolar world.
- Form a Northern professional network by producing innovative graduates with qualifications that are in high demand by industry, business, indigenous and local communities, and the public sector in the North;
- Provide graduates with the ability to compare relevant aspects of northern and indigenous governance.
- Contribute to the circumpolar discussion on how to improve governance, regional and local participation in politics, regional management, industrial development and the integration of local knowledge in decision-making processes;
- Improve the political, social, and cultural elements of communications in the North, including better engagement with corporate and community stakeholders.
- Facilitate networks and partnerships among universities, research institutions, government agencies, industries, indigenous organizations and other stakeholders in the Circumpolar North. In the longer term an alumni program will be set up with the purpose of strengthening recruitment and networking efforts.
- Develop a professional-level understanding of conceptual, methodological, ethical, and political issues of relevance to public policy development and program planning, analyses and evaluation.

Student Acquired Knowledge

By the end of the program:

- Students will have acquired advanced knowledge about the actors, institutions and processes of importance for the development in the Circumpolar North.
- Students will have acquired advanced knowledge of analytical approaches to governance, and will have the ability to apply this knowledge to different governance system.
- Students will develop specialized insights into the economic principles shaping natural resource development and the challenges and opportunities for wealth creation made possible through entrepreneurship and scientific and technological innovation in northern and indigenous communities.
- Students will have acquired advanced knowledge about the best means of communicating academic knowledge and research-based insights into circumpolar realities.

Student Acquired Skills

By the end of the program:

- Students can carry out critical examination of government policies, understand business plans and know effective strategies for regional improvement through the development of the natural and human resources of the circumpolar North
- Students can critically evaluate different approaches to cross-cultural communication and understand how to manage effective consultations with community members, government officials and industry representatives.
- Students can carry out independent research and writing projects independently in accordance with ethical guidelines for research and appropriate professional standards.
- Students have the skills and independence to evaluate the positions of different northern actors and give provide relevant advice to stakeholders and community organizations.

Student Acquired Competence

By the end of the program, students will also be qualified for professional positions at different levels of public management and in the private sector, with the abilities to manage and execute program reviews and manage planning processes. Students will also have the knowledge and competencies to pursue doctoral studies in the areas of public policy, Indigenous studies, Circumpolar studies, and sustainable development. Specifically, students will be able to:

- Analyze academic, professional and ethical problems relevant to public policy and the development of large resource projects in northern regions;
- Analyze and compare the development in the Circumpolar North with changes in other geographic areas;
- Apply their knowledge and skills on northern governance, communications, and community development in different settings;
- Communicate relevant academic knowledge to diverse stakeholder groups and improve communication among parties with unequal access to relevant knowledge and resources;
- Lead and encourage others to embrace new thinking and innovative processes related to natural resource development in the North.

Joint Degree Rationale

Higher educational institutions in Europe have actively pursued joint degree programs since the start of the Bologna Process, initiated in 1999 to standardize educational systems in Europe. The tremendous growth of joint degrees in Europe reflected two key elements:

- (1) Students' desire to experience international mobility as a part of their study programs, and
- (2) higher educational institutions seeking to be competitive by providing innovative programs that integrated international experiences.¹

¹ Nickel, Sigrun, Thorsten Zdebel and Don F. Westerheijden. *Joint Degrees in European Higher Education*. Centre for Higher Education Development (March 2009),p. 25-26.

http://www.jointdegree.eu/uploads/media/Che_Joint_Degrees_in_European_Higher_Education.pdf

Most joint degrees involving European partners are offered at the Masters level, with the average size of the program being less than 25 students.² Joint degrees are often specialized programs that offer unique, in-depth study and research options.

Though joint degrees are common among institutions in Europe, such partnerships are still rare between European and North American institutions. A recent report to the Canadian Association for Graduate Studies (2012) indicated that there were five joint degrees offered in Eastern Canada, but none operational in Western Canada.³ The same report also noted that the institutions offering these joint degrees or dual degrees also had large international graduate student bodies. Joint degrees have proven effective in encouraging student mobility and international student recruitment.

The proposed joint degree program would put the U of S in the forefront of innovative educational program collaboration between European and North American higher education institutions. This will improve the international profile of the U of S while also contributing to the growth in graduate enrolments at the university.

The Partnership with UiT

ICNGD and the Centre for Sami Studies at UiT have been collaborating since 2008. UiT has provided support for the mobility of students in the Masters of Northern Governance and Development (MNGD) by planning and hosting Field Schools in Northern Norway. UiT has also been a key partner in the University of the Arctic research network on Northern Governance. Through all these activities, the ICNGD has had very positive experiences with UiT's administration and faculty. This collaboration was formalized with an MOU, signed in March 2012, that initiated the process of having a joint master degree program established, and encouraged student and faculty mobility.

ICNGD and the Centre for Sami Studies have developed a specialized program and curriculum focusing on Northern regions and northern people, focusing on northern governance and innovation with an Indigenous perspective. Both Centres are committed to capacity building in the North and work very hard to attract students that have a strong personal interest in the North. As a consequence, there are obvious strong connections in terms of research interests and course curriculum between the two Centres. It was decided that the new joint master degree program would focus on Governance and Entrepreneurship in Northern and Indigenous areas (GENI) and would become a second Masters program offered by the ICNGD.

ICNGD's desire to enter into this high-level partnership with the University of Tromsø is also based on the strong reputation of the university and its programs, which have been confirmed by the country's national education quality assessment standards. The Norwegian quality assessment standards are aligned with European standards implemented by the Bologna process as dictated by *The University and Colleges Act* of 1 April 2005 of Norway, and

² Joint and Double Degree Programs in the Global Context: Report on an International Survey. Institute of International Education (2011).

³ Hall, Fred. *Best Practices Regarding International Dual/Double and Joint Degrees*. A paper prepared for the Canadian Association for Graduate Studies (March 2012).

http://www.cags.ca/documents/publications/best_practices/Best_Practices_Dual_Joint_Degrees.pdf

Ministerial Regulations concerning the Quality Assurance and Quality Development of Higher Education and Tertiary Vocational Education 1 February 2010. The quality assessment standards are managed by the independent government agency, the Norwegian Agency for Quality Assurance in Education (NOKUT). The agency provides continuous and systematic institutional assessment of all the accredited universities in Norway. On January 15, 2015, the Honourable Kevin Doherty, Minister of Advanced Education for the Government of Saskatchewan, provided UIT an exemption from *The Degree Authorization Act* which provides UiT the prospect to jointly offer and administer a degree with U of S.

Possible Risk and Benefits of a Joint Degree

A joint degree reflects the uppermost level of collaboration between Higher Educational Institutions, as it requires integration and transparency in order to develop a quality program. The effort to establish such a program is both time-consuming and challenging. This is especially evident when Canadian and European institutions enter into such a partnership, as there are different grading schemes and course weights. Nonetheless, the benefits clearly outweigh the challenges.

JOIMAN, a project financed by the European Commission⁴ to provide support for the development of Joint degree programs, argues that there are ample benefits to entering into an international joint degree agreement. Here are a few highlights that would specifically relate to the GENI program:

- Increase internationalization at the institutions
- Stimulate multinational collaboration at a high level and make cooperation sustainable
- Increase transparency between educational systems
- Develop study and research alternatives in accordance with emerging needs
- Improve educational and research collaboration
- Offer students an expanded and innovative arena for learning
- Increase highly educated candidates' employability and mobility in a global labour market
- Reduce cultural barriers, both personal and institutional⁵

The Norwegian government has made this partnership a priority and has provided more than \$400,000 to support this initiative. The Norwegian government is not interested in seeking dual degrees (in which a student would receive a diploma from each institution involved in delivering a program), but supports the joint degree model. The goal of this understanding is to provide a high level of collaboration with the University of Saskatchewan in order to develop the best possible program.

⁴ For more information on JOIMAN, go to their website: https://www.joiman.eu/

⁵ JOIMAN. Guide to Developing and Running Joint Programmes and Bachelor and Master's Level – A Template (2010).

This initiative has already overcome some of the biggest hurdles of collaboration, which include drafting a mutually acceptable program outline, creating a collaboration agreement, and developing course outlines.

Program Interests and Student Demands

There are currently no known joint degrees that focus on northern issues. This provides a significant opportunity for the University of Saskatchewan to target an educational gap. The University of the Arctic (UArctic), a network of 150 universities, colleges and organizations committed to education and conducting research in Northern regions, endorses Masters degrees that have a northern focus. Currently, no joint degrees are listed for any of its members. What does exist, however, is a thriving UArctic undergraduate program network with over 15,000 graduates. The GENI program provides a logical next academic step for many of these graduates.

There is significant interest among Norwegian students. In the summer of 2013, ICNGD invited UiT representatives to participate in a Field School in Northern Saskatchewan. Despite having a very short time frame for advertising this opportunity, UiT nonetheless received 13 qualified applicants. This is an early indication of the level of interest in the GENI program.

The steady growth of the MNGD program also reflects student interest in a possible joint program. The MNGD program at the U of S has grown steadily since its pilot year in 2010/2011. For the 2014 Fall Term, the MNGD program had almost 50 applicants and admitted 12 highly qualified students. The MNGD program also has a very unique student profile. The vast majority of the available student spots are granted to Aboriginal and Northern students, with two spots reserved for international northern students. The remaining seats are granted to applicants with proven expertise, experience and interest in Northern affairs.

The GENI program will provide students with a broader and more in-depth international learning experience as students can take additional courses on northern innovation and entrepreneurship, and participate in long-term exchanges, if they wish.

A Strategic Priority

The GENI program aligns with the priorities of the ICNGD. ICNGD seeks to further research, graduate training, and capacity building around the issues of governance and development, in partnership with Northern and Aboriginal communities, industry, and government. The Joint Master Program would enhance all aspects of the Centre's operations.

In 2003 University Council approved *Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan.* The Foundational Document focused on five dimensions that would improve internationalization at the U of S. Three of these dimensions apply directly to the Joint Masters degree:

- (1) Internationalizing the learning environment;
- (2) Enhancing international academic mobility, and;
- (3) Strengthening international research and graduate training.

Within each of these areas, the Foundational Document outlines specific priorities. The following is a list of those priorities that have direct relevance on the joint master degree program:

- Enhance the international content of curricula, in ways that are appropriate for programs in individual colleges and departments.
- Expand the range of programs and opportunities for students to study abroad, through the development of new exchange agreements, additional taught abroad programs, and other suitable learning opportunities.
- Encourage increased international training and research for graduate students wherever appropriate and possible.
- Structure long-term international engagements to ensure that connections made and experiences gained are integrated into, and complement, the University's teaching, research, and international relations priorities.
- Develop formal protocols for establishing, prioritizing, resourcing and maintaining international partnerships.
- Strengthen support systems to increase faculty awareness of international opportunities and to encourage them to participate in international research.

In its Third Integrated Plan, the U of S made a commitment to Innovation in Academic Programs and Services. Specifically, the plan outlined a series of goals "to implement strategic approaches to enrolment by creating a mix of programs and learners that reflect deliberately chosen academic priorities, builds synergies with our signature areas of research, facilitates student......mobility between institutions, and supports college and school goals to rethink programs profoundly." The structure of the joint masters program, with its internship and international field school requirements, fits with the university's goal of increasing "the number of students engaging in experiential learning, including community-service learning, internships.....international student exchanges and co-op experiences within their academic program."

Finally, the Third Integrated Plan also outlines a commitment to Aboriginal Engagement. Given the large proportion of Aboriginal or Indigenous Peoples living in the Circumpolar North, and given the high number of Aboriginal students and graduates in the MNGD program, it is easy to see that the joint masters program would help the U of S achieve its stated goal of "Establish initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage in counterparts in other regions of the world." It is also likely that the GENI program would have an impact on the following goals as well:

 Increase the graduation rates of self-identified Aboriginal students in a wider array of programs.

Establish a baseline for research partnerships or projects happening in and with Aboriginal communities.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please find attached the suggested GENI Catalogue Entry in the appendix, and as well the Program Outline for more information on the course content.

5. RESOURCES

Financial Resources

The ICNGD and UiT collaboration has attracted financial support for partnership activities and the development of the joint degree. UiT successfully applied for and received multiyear funding from the Norwegian Centre for International Cooperation in Education (a state department) of about \$400,000 CAD. This funding is to support the development and implementation of the joint degree program with the U of S and made it possible to hold face-to-face meetings to work on the details of the joint degree program and partnership commitments. In addition to this funding, UiT provided the Centre for Sami Studies an additional grant to support the establishment of this specific joint degree program with the U of S. The ICNGD has dedicated significant human resources and has incurred some travel expenses, but has had little to no additional costs.

The ICNGD receives \$1 million in core funding from the provincial government as part of the Centre's regular ongoing funding. In addition to this, the ICNGD has partnered with industry to fund student scholarships and field schools. The ICNGD is able to leverage these industry funds with federal government sponsored funds to provide additional financial support. The ICNGD will continue to seek external funding to support and improve the program and student engagement.

Faculty and Teaching Resources

ICNGD has operated, to this point, on the basis of commitments from partner departments. In 2015, ICNGD will be hiring a full-time Director, who will have primary responsibility for the operations of the graduate program and will be teaching two courses per year. ICNGD will, in addition have another half time faculty available to the program through a course buy-out arrangement (long-term) with the Department of Political Studies. Johnson-Shoyama Graduate School of Public Policy provides an additional course each year plus graduate supervision, through the Canada Research Chair in Regional Innovation. Four other USASK faculty members teach in the ICNGD program on a regular basis, with course buy-outs arranged on a continuing basis with their home units. As a result of these arrangements, ICNGD has access to four senior faculty members, on an ongoing basis, to teach the core courses in the MNGD/GENI programs and three others who teach in the program on a regular basis.

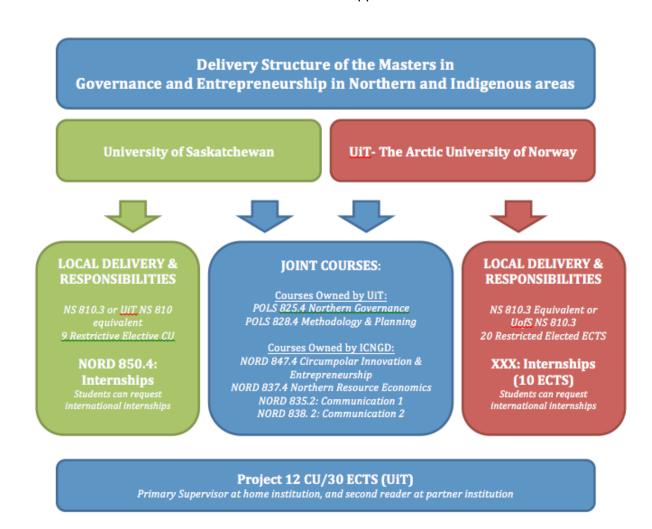
For the GENI, ICNGD is suggesting 2 additional new courses to be developed and delivered.

NORD 847.4: Circumpolar Innovation and Entrepreneurship will be instructed by Dr. Ken Coates and will rely on current faculty commitments from Johnson Shoyama Graduate School.

For the second new course, NORD 835.2: Communication I: Academic and Professional Writing, ICNGD has contracted Heather McWhinney. Heather possesses both professional writing experience and education, as well as graduate-level teaching expertise; and has taught GSR 981 and a seminar on professional writing for graduate students enrolled with the Johnson Shoyama Graduate School. Heather has also instructed for ICNGD, teaching the course NORD 836.3 Strategic Communication for Northern Communities in the MNGD program.

Course Delivery

The joint delivery of the GENI program will divide up the responsibilities for the delivery and organization of the courses, as well as the cost of delivery for the courses. Initially, ICNGD foresees additional resources being spent on setting up the course delivery structure, technology and support for students. Since the ICNGD delivers the MNGD program by distance, ICNGD has access to these resources and student support mechanisms.

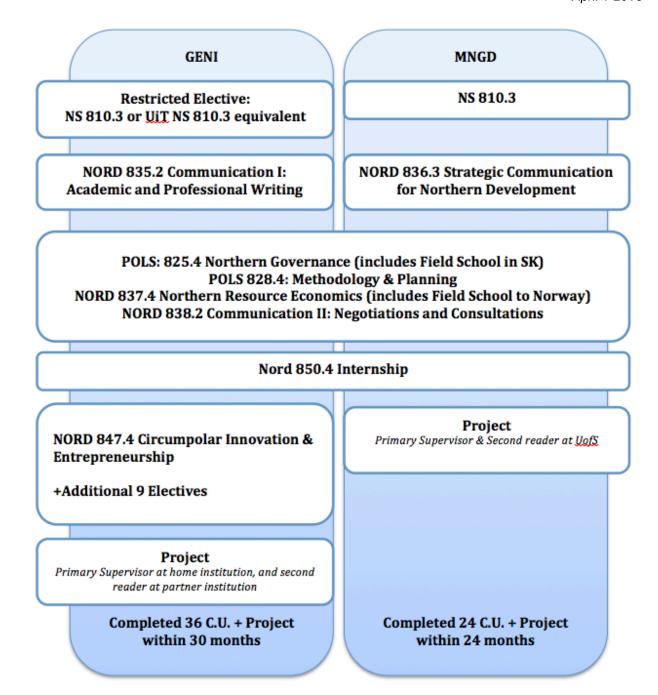


6. PROGRAM RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

If this proposal is approved, the ICNGD will house two Masters programs. While both programs will have a foundation in Northern governance, aboriginal perspectives on development in the North, and economic resource development, the new degree will focus on innovation, technology and entrepreneurship and its interface with Indigenous traditional living and contemporary jurisdictional issues. The new degree program will also offer an expanded international experience. The GENI program requires additional credits (above those required for the MNGD). These additional credits include a course on circumpolar innovation and entrepreneurship and restricted course electives. The electives will be carefully selected to match the overall program objectives. The elective courses will focus on contemporary Northern issues, indigenous peoples and policy development, indigenous rights and judicial issues, and environmental stewardship.

Unlike the MNGD, in which students have one supervisor, GENI students will have two academic supervisors, one from each of the two collaborating institutions. The internships will be organized by the home institution and will be located within their respective regions. However, if a student makes a special request to do an internship in the opposite region by doing a long–term exchange, the collaborating institutions will, as possible, accommodate such requests.

ICNGD has recently decided to implement changes to the current MNGD program to accommodate the proposed joint degree program. The requested changes to the existing MNGD program do not alter the overall credit unit requirements, but do adjust course weighting. The changes will harmonize the two programs to ensure a smooth delivery while providing a new innovative program option. While both programs will have a foundation in Northern governance, aboriginal perspectives on development in the North, and economic resource development, the new program will include an expanded focus on innovation, technology and entrepreneurship and its interface with indigenous traditional living and contemporary jurisdictional issues.



Please note that there is a separate proposal for the suggested changes in the MNGD program. This figure above includes the relationships between the two programs if all the proposed changes in the MNGD program are approved, and the envisioned relationship between the two programs starting Fall 2015.

7. BUDGET

ICNGD will plan to maintain the same overall student numbers between the graduate programs, and will therefore not see substantial cost increases. The additional costs attached to providing the GENI program is mainly in three program activity areas: the Northern Saskatchewan field school; faculty travel to Norway; and the offering of additional courses.

I. Northern Field School

In July 2013, the ICNGD hosted a Northern Field School for five Norwegian students in La Ronge, SK. This pilot Field School will be a regular activity in the proposed GENI program. The costs incurred per student for lodging, meals etc. averaged \$725 per student. The University of Tromsø reimbursed the ICNGD for these costs. ICNGD did incur some additional costs that will need to be calculated into future planning. The additional costs were associated with having additional support staff accompany the field school participants, staff resources utilized in the planning and organization of the program offering, and the travel costs for the instructor.

II. Faculty Travel to Norway

The Joint Degree Proposal is designed to enhance the international educational experience for both students and faculty by providing circumpolar perspectives and knowledge. Faculty will be brought from Norway to the University of Saskatchewan to teach a course(s). Faculty will also travel from the University of Saskatchewan to instruct course(s) in Norway. Because instructors need to be secured for the current MNGD program, only the travel costs will be incremental to current operations

III. Additional Courses

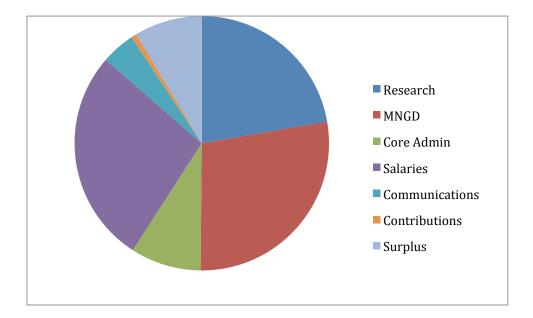
In order to accommodate the proposed joint degree program and implement the overall strategic plan, several changes must be made to the existing MGND program. These changes are outlined below and will include the offering of two new courses. ICNGD will need to be budget accordingly.

Please see the table below which indicates the anticipated costs for ICNGD.

Joint Degree Costs to ICNGD (per year)							
Northern Field School (maximum of 12 students @ 1000/student)	\$		12,000.00				
Travel and Accommodation in Norway for one faculty per year	\$		10,000.00				
New Course Instructor: Communications 2: Negotiation and Consultations	\$		7,500.00				
New Course Instructor: Northern innovation and Entrepreneurship	\$		7,500.00				
Additional travel and miscellaneous costs associated with course instruction	\$		5,000.00				
TOTAL		\$	42,000.00				

Impact on Overall Budget

For 2013-2014, ICNGD allocated \$394,170.00 of operating, federal matching funds and industry funds towards the MNGD program. For the last two years, the program operated a budget surplus of over \$100,000. The availability of this funding enables the ICNGD to cover the additional \$42,000 in program costs.



APPENDIX

- 1. Program Outline for the Master in Governance and Entrepreneurship in Northern and Indigenous Areas
- 2. Cooperation Agreement for the Joint Program
- 3. Suggested Catalogue Entry for the Master in Governance and Entrepreneurship in Northern and Indigenous Areas
- 4. Course Proposal Forms
 - a. Course Outlines
 - i. NORD 835.2: Communication I: Academic and Professional Writing
 - ii. NORD 847.4: Circumpolar Innovation and Entrepreneurship
 - b. New Course Forms
 - i. NORD 835.2: Communication I: Academic and Professional Writing
 - ii. NORD 847.4: Circumpolar Innovation and Entrepreneurship
- 5. Letter from Planning and Priorities Committee of Council October 7 2013
- 6. Letter from Planning and Priorities Committee of Council November 27 2013
- 7. Letter from Graduate Programs Committee January 9 2015
- 8. Letter of Support from Dr. Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy



Program Outline:

Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous Areas

The Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous Areas is jointly administered and delivered by the International Centre for Northern Governance and Development, University of Saskatchewan and the Faculty of Humanities, Social Sciences and Education, University of Tromsø The Arctic University of Norway.

Awarded Degree:

Master in Governance and Entrepreneurship in Northern and Indigenous areas (GENI).

Program Size:

36 North American Credit Units or 120 ECTS¹

Rationale:

Arctic and sub-Arctic communities are experiencing a profound transformation due to interacting forces of climate change and globalization. These forces are the most significant drivers of the current debate on northern governance and entrepreneurship, as is evident in both the Norwegian and Canadian High North strategies' emphasis on expanding knowledge, value creation and international cooperation in education and research. In the north, temperature changes are expected to have great impact on the natural environment, culture and economic activity. One major consequence is a heightened interest in the Arctic on the part

¹ Note that UiT counts credits for the Project, which USask do not provide. This explains the differentiation between the credit count.

of global actors motivated by economic opportunities involving commercial shipping, oil and gas development, mining, fishing, and tourism. In order for the communities of the Circumpolar North to meet these challenges, an investment in capacity building is necessary. The focus of this master's program is to meet this demand, and provide education and training in the fields of governance and entrepreneurship for northern and indigenous communities. An important target group for this program is people already employed in the private and public sectors of the North.

Admission Requirements:

As according to the CGSR requirements for admissions, the students are required to have the following:

- 1. A four-year undergraduate degree, or equivalent from a recognized college or university in academic fields of the social sciences, law or education, OR,
- 2. A three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
- 3. A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of full-time study (i.e. 60 credit units U of S equivalent).
- 4. Demonstrated ability for independent thought, advanced study, and research.

For Norwegian institutions using the ECTS grading system, the U of S converts grades as below. For Institutions not using the ECTS grading system, this conversion will not work and they will be assessed individually. Please note that the University of Saskatchewan may change the conversion table without notice.²

Norway ECTS Grading	U of S Equivalent
А	95%
В	85%
С	75%
D	65%
E	55%
F	FAIL

In addition to the CGSR admission requirements, students must, in a statement of intent, demonstrate a basic knowledge of northern and indigenous issues, social sciences or related area.

² The text regarding Norwegian student admission requirements and conversion table was suggested by Manas Mambetsadykov with Recruitment and Admission, Student and Enrolment Service Division.

Language Requirement:

For students with English as a foreign language, the following language requirement is required for applicants to the GENI program:

- A minimum level of TOEFL 550 (paper based test) or 213 (computer based test) or 80 (internet based test)
- Or IELTS Academic test with a minimum score of 6.5
- Or Cambridge Certificate of Advanced English or Certificate of Proficiency in English.
- Or CanTest with an overall score of 4.5 required
- Or Pearson test of English (PTE) overall score of 4.5 required

This requirement does not apply to students who qualify for a Norwegian Higher Education Entrance Qualification (NHEEQ). The NHEEQ need to be completed by all students entering higher education in Norway. This entrance qualification test verifies that the student have completed higher level of English courses during High School, and have completed both written and oral examinations.

The GENI Program Board prioritizes applicants with at least TOEFEL 580 (paper based test) or 85 (for internet based test) for admission.

Program Language:

The program will be delivered in English, including all lectures and all the student assessments and examinations. This is further specified in each course description.

Target Groups:

The main target group for this program is students of the circumpolar north, already employed in the public and private sectors, but who want a Master's degree as a continuing education. The program is therefore structured to accommodate working professionals by providing part time studies and a flexible course delivery over six semesters. The program may also accept full-time students, and will adjust the student work plan accordingly. Working experience in the public and private sectors in the circumpolar north is welcomed but not a requirement for admission.

Content and objectives of the overall program:

Background and drivers

The Arctic and the Circumpolar North are experiencing a profound transformation due to interacting forces of climate change and globalization. These forces are the most significant drivers of the current debate on northern governance. In the north, temperature changes are

expected to have great impact on the natural environment, culture and economic activity. One major consequence is a heightened interest in the Arctic on the part of global actors motivated by economic opportunities involving commercial shipping, oil and gas development, mining, fishing, and tourism. One way to perceive globalization is as an ongoing process. The impacts can be both positive and negative for people and places of the north. Decisions taken by large companies, who are often far away, may be significant to the economic life of specific places. The north has always been affected by mobility, but with new technologies, the scale and speed of mobility has grown. However, globalization (understood as economic and technological drivers) and climate changes are not the only factors at play in the north. The Arctic, once associated with the cold war, is developing tighter geopolitical links to the rest of the world. In addition, people living in northern areas are intent on having their voices heard and being part of the policy formulations, planning, and decision-making involving the north. This is among other things about devolution and decentralization processes. The transfer of power to more local and regional jurisdictions and governments is also a major driver of governance.

For centuries, indigenous peoples and other northerners operating in a variety of marine and terrestrial environments have developed social practices allowing them to use renewable resources in a sustainable manner, and to adapt to major changes in the biophysical system with which they interact. Many of these practices remain relevant today. The waning of the cold war lead to enhanced interactions and the launching of cooperative ventures across the circumpolar north and on the part of subnational governments including states, provinces, oblasts, counties, and territories. Northern and arctic regions have a history of innovative responses to difficult problems, providing lessons for all regions and peoples trying to adapt to globalization and rapid change.

Content

This proposed program will deal with different approaches to governance, and it falls in line with the prevailing interest on: (i) the Arctic and northern vulnerable environment (a wilderness approach), (ii) the indigenous peoples and other permanent residents (a homeland approach), and (iii) prospects of utilizing natural resources (a frontiers approach). For example, how is it possible to alleviate tensions among many stakeholders that possess legitimate interests in the north? Addressing this and similar questions, the Master's program aims to contribute to the discussion of how to improve insight concerning governance challenges resulting from largescale changes to regional and local claims of effective participation in politics, management and industrial developments, including the integration of local knowledge in support for decisionmaking. A central question is how do different governance systems support or impede local societal concerns in relation to large scale changes. It is important to increase the knowledge of the core processes: the consequences of economic globalization and climate change and possible initiatives given on-going transformation. Therefore, the program will form a basis for discussions of commensurable and different resource and governance systems, and approach the complexity of various governance concepts. The program also aims to contribute to the discussion of how innovative approaches and entrepreneurship can have a beneficial impact on northern communities.

Program ambitions

The emphasis on the indigenous and circumpolar dimensions as the thematic and disciplinary focus of the program is focused towards offering a competence to face the current and future challenges unique to northern regions. The program will introduce scientific research frameworks, methods and theories, which will build an ability to apply knowledge through ample reflection and with professional maturity.

The program will become a venue for students interested in comparing governance challenges in a circumpolar context. A goal of the program is that the graduates will form an international Northern professional network for sharing a common experience, a similar understanding of the current and future challenges of the north, and how to best resolve them in ways that strengthen the position of the communities and the peoples of the northern region. In order to achieve this it is important that the program have a strong focus on mobility. This mobility will consist mainly of two short-term exchanges (the international field schools), but will also provide an opportunity for long-term exchanges. An important goal of this program is to use flexible learning and education to enable students that were previously prevented from obtaining continued education as a result of long-term mobility requirements. Students can participate in this program while continue to live and work in their northern communities.

Hence, an important outcome of the program is to provide students with the ability to take a leadership role in supporting their northern communities with economic development by using innovative and entrepreneurial approaches.

The program will also provide students with a unique opportunity to gain work experience with industry, government, and indigenous peoples on issues concerning natural resource management, consultations and negotiations, and economic development or other governance issues in the circumpolar north.

Summing up, the program aims to:

- Contribute to insight concerning political and social innovations and the potential for such developments for northern and remote regions, including a better comprehension of barriers to development and successful initiatives in the circumpolar world.
- Form a Northern professional network by producing innovative graduates with qualifications that are demanded by industry, business, indigenous and local communities and the public sector in the North; among these the capability to compare relevant aspects of northern and indigenous governance.
- Contribute to the discussion on how to improve insight concerning governance challenges resulting from large-scale changes to regional and local claims of effective participation in politics, management and industrial developments, including the integration of local knowledge in the for decision-making process;
- Contribute to insight concerning political, social, and cultural contexts of communications in the North, including a better comprehension of corporate and community stakeholders.

- Facilitate networks and partnerships among universities, research institutions, government agencies, industries, indigenous organizations and other stakeholders in the Circumpolar North. In the longer term an alumni program will be set up with the purpose of strengthening recruitment and networking efforts.
- Contribute to insight into conceptual, methodological, ethical, and political issues of relevance for public policy and program planning, analyses and evaluation.

Learning Outcomes:

The GENI will provide students the opportunity for high levels of comparative and collaborative learning between two northern and indigenous regions - Northern Norway and Northern Saskatchewan, through applied research with government, indigenous organizations, and industry, international field schools, and faculty teaching exchanges. A primary outcome of this program is to build capacity in the areas of governance and entrepreneurship for northern and indigenous communities.

Student Acquired Knowledge

By the end of the program:

- Students will have acquired advanced knowledge about actors, institutions and processes of vital importance for the development in the circumpolar North.
- Students will have acquired advanced knowledge about a variety of analytical approaches to governance, and can apply this knowledge to evaluate how different governance system may hamper and promote innovation in society and communities
- Students will have got specialized insights into basic economic principles shaping natural resource development and challenges and opportunities for wealth creation through entrepreneurship and innovation in northern and indigenous communities.
- Students will have acquired advanced knowledge on ways to communicate academic knowledge, and special insights in how to solve conflicts among individuals and organized groups

Student Acquired Skills

By the end of the program:

 Students can carry out critical examination of government policies, plans for business development, and community development related to the use of natural and human resources in the circumpolar North

- Students can critically evaluate different approaches to communication of complex challenges to societies, and to assess how to undertake dialogue with community members, government officials, and industry representatives
- Students can carry out research and development projects independently in accordance with ethical guidelines for research and appropriate norms in society
- Students have the skills and independence to evaluate the position of different actors and give relevant advises to improve their role and promote societal development

Student Acquired Competence

By the end of the program, students will the knowledge and skills that will provide them with the requisite competencies to pursue doctoral studies in the areas of public policy, Indigenous studies, and sustainable development. Students will also be qualified for professional positions at different levels of public management and in the private sector - managing and executing reviews, and planning development processes. Students will be able to:

- Analyze academic, professional and ethical problems relevant to public policy and the development of large projects;
- Analyze and compare the development in the circumpolar North with other geographic areas;
- Apply their knowledge and skills on governance, communication, and community development in different settings;
- Communicate relevant academic knowledge, and to examine possibilities to improve communication among parties with unequal control of resources;
- Lead and encourage others to embrace new thinking and innovative processes to support sustainable development

Program Structure:

The subjects of the program are composed of the following courses, all of which have indigenous perspectives as a common theme:

Mandatory/Required Courses:

- 1. NORD 835.2: Communications I: Academic and Professional Writing
- 2. NORD 837.4: Northern Resource Economics and Policy
- 3. NORD 838.2: Communication II: Negotiations and Consultations
- 4. NORD 847.2: Circumpolar Innovation and Entrepreneurship
- 5. NORD 850.4: Internship
- 6. NORD 992.3: Project
- 7. POLS 825.4: Northern Governance
- 8. POLS 828.4: Methodology and Planning

Group A: Restricted Electives (3 CU)

Students will choose one of the following

- 1. NS 810.3: Aboriginal Self-Determination Through Mitho-Pimachesowin
- 2. Legal protection of Indigenous livelihood and jurisdictional issues (UiT)

Group B: Restricted Electives

Students will choose 9 CU/20 ECTS from the following list of courses offered at USask or at UiT. At University of Saskatchewan students can choose from the following list:

- 1. JSGS 863.3: Aboriginal Peoples & Public Policy
- 2. JSGS 849.3: Social Economy and Public Policy
- 3. ENVS 825.3 Water Resource Management in Cold Regions
- 4. ENVS 898.3: Co-Management of Northern Ecosystems and Natural Resources
- 5. LAW 819.3 Indigenous Peoples of International and Comparative Law

At UiT The Arctic University of Norway

- 6. Landscape, language and culture: The social meaning of place (tentative title)
- 7. BIO 3004: Ecosystem management (tentative title)

Suggested Course Delivery Schedule

Year and Term	Course	Course	Course	TOTAL CREDITS
Year 1 - Term 1 (Fall)	NORD 835.2: Communication I: Academic and Professional Writing Owner: UofS	POLS 825.4: Northern Governance – Students have their first field school in SK Owner: UiT		6 CU/15 ECTS
Year 1 - Term 2 (Winter)	NORD 837.4: Northern Resource Economics and Policy - Students have their second field school in Norway Owner: UofS	POLS: 828.4: Methodology and Planning Owner: UiT		8 CU/20 ECTS
Year 1 – Term 3/4 (Spring-Summer)	NORD 850.4: Internship			4 CU/10 ECTS
Year 2 – Term 1 (Fall)	NORD 847.4: Circumpolar innovation and Entrepreneurship Owner: USask	NORD 838.2: Communication II: Negotiations and Consultation Owner: USask		6 CU/15 ECTS
Year 2- Term 2 (Winter) Supports long-term exchanges	Group A Restricted Elective (3cu)	Group B Restricted Elective (3 cu)	Group B Restricted Elective (3 cu)	9/20 ECTS Alternatively students can take all the Group B restricted elective in Year 2 Term 2
Year 2- Term 3/4 (Spring-Summer)	Group B Restricted Elective (3 cu)			3/10 ECTS
Year 3 – Term 1	0 CU/30 ECTS			
				36/120 ECTS

Description of program progression:

The program is divided into mandatory courses and category A and B restrictive electives. The structure of the program is designed to be flexible as the program targets working professionals and distance delivery. Thus the total workload is distributed over 30 months period of time. The six mandatory courses, with the exception of the project, are taken in the 18 months.

Year 1 – Term 1: setting the stage

In the first term students will take the mandatory course *Northern Governance* which provide an introduction to the whole program. This course constitutes a venue for students interested in comparing governance challenges in a circumpolar north context, and also involves the first field school (located in Saskatchewan) which has as a secondary outcome, the building of a team, or cohort, among the students. This first semester also includes the first part of the *Communication* course – the Academic and Professional Writing part – which prepares students for the use of professional English in the context of different courses and writing research papers

Year 1 - Term 2: exploring the field

The Resource Economics and Policy course, taken in the second term, explores the economic concepts related to the management of renewable and non-renewable resources in the north. Students will examine competing theories in resource and environmental economics and learn to apply analytic models to resource problems. This course also includes the second field school of the program (in Norway) approximately 10 days in length. During this term students will also take the Methodology and Planning course which will provide students with insight into a methodological "tool kit" preparing them for gathering of data, policy analysis, strategic planning, evaluation and monitoring in a northern context.

Year 1 - Term 3 & 4: practice in the field

During the spring and summer term, students will complete their internship. The internship will start with a joint orientation before the students embark on their internship period. The duration of the internship is 180 hours. The internship must be regarded as a part of the preparations for the major project.

Year 2 – Term 1: comparing differences

The Circumpolar Innovation and Entrepreneurship course in the third semester will examine regional innovation efforts in northern areas with the aim to provide students with a more detailed understanding of the challenges and achievements in northern innovation. Simultaneously the Negotiations and Consultations course which is the second part of the Communications course, will provide students with insight into the differences of the Norwegian-Sami and the Canadian-Aboriginal consultation arrangements, as well as provide

students with skills in consultations and negotiations. This course will also examine how consultations are put into practice and implemented.

Year 2 Term 2, 3 and 4: In-depth study topics

Year 2 winter term contains two elective in the category B restricted electives. Students will also take one of the Group A Restricted Elective courses, either NS 810.3 *Aboriginal Self-Determination Through Mitho-Pimachesowin* or the UiT equivalent of NS 810.3 *Legal protection of Indigenous livelihood and jurisdictional issues*. The *Aboriginal Self-Determination* course will introduce students to more context-specific indigenous concepts of autonomy, kinship, work ethic, respect, responsibility and resilience. Students will gain perspectives and insight into different indigenous and governance contexts and enable them to compare comparative initiatives of indigenous self-determination. The course on *Legal protection* offers an introduction to the current status of indigenous peoples' rights in international law. Emphasis will be placed on international legal instruments of relevance to indigenous peoples.

It is also possible to take all Group B restricted electives in the Year 2 Term 2. Doing this would allow for increased student mobility as students could choose to enroll in full-time studies for these semesters at the respective partner university. Students can make a special request to have a course accepted to be an elective if they can provide document that the course match with the overall program outcomes.

Year 2 - Term 1: Project

The last term is set aside for the project work. Primary and secondary supervisors will be appointed for the internship and project work. The entire program must be completed within 5 (five) years.

More information about the teaching and examination can be found in the descriptions for each individual course.

Delivery of the Joint Program

The organization of the teaching will depend on the character and content of each course. The type of assessment is specified in each module. Flexible education will be applied for all of the courses in the program. Project based learning will be an applied method for the whole program. The two field schools, in the first and second term, will create a platform for building a student cohort and preparing for cooperation throughout the program and afterwards. The delivery of the joint program will include:

- An intensive introduction week of each mandatory course by means of videoconferencing;
- Two fields schools; first field school in Saskatchewan as part of the NG course; second field school in Norway as part of the RE course;

- Faculty mobility at the beginning of each student cohort;
- Co-teaching of courses via videoconferencing, web-based learning, and streamed lectures;
- Reciprocal feedback from the teachers on streamed lectures and videoconferencing;
- Students produced video clips (interviews with local leaders) made during their internships period;
- Student panels and colloquiums in connection with student and faculty exchange;
- Synchronous student and faculty presence assuring immediate student feedback.

All students will be appointed an academic supervisor in the second semester prior to the internship either at University of Tromsø or at University of Saskatchewan. Supervision for the internship and project work in the final semester is to be given both through (online) seminars and individual supervision.

Internship

The internship period constitutes the praxis period of the program in the second semester. This internship will be a venue for students to acquire relevant work experience during the study period and establish useful contacts for future job searches and/or joining professional networks. The duration of the internship is 180 hours, in addition to orientation classes and the research paper. The aim of this internship is to prepare students for the project work, as well as to build capacity among students by providing experience working with industry, government, indigenous organizations and institutions and other organizations and stakeholders; fostering professional networks; and serving the research needs of northern community organizations and other stakeholders. At the same time, the internship aims to build analytical and communication skills and allow students to apply these skills in a real-life setting. The internship is focused on service learning, where students conduct research for a community partner on a question of practical relevance to their organization/company. Students are guided by academic supervisors selected from the University of Tromsø and the University of Saskatchewan. Students are assigned their research project – that is, they do not choose them.

Internationalization and Student exchanges

Student mobility is an essential and integral part of the Master program in GENI. Students are required to participate in short-term exchanges and field schools with intensive teaching. In addition it will be possible to spend a full semester at the partner institution's campus during Year 2 winter term. The students will have their internship in the country of their home institution.

An internship agreement will be made for each student that will regulate the supervision of the student, both academically and at the place of internship, as well as the institution's responsibilities and guidelines for quality assurance of the internship.

Requirements to individual work

The project of 30 ECTS / 12 CU will demonstrate that the student has mastered the scientific research frameworks, methods and theories provided by the program and have thus acquired the ability to apply knowledge through amble reflection and with professional maturity.

Exams and Assessments

Learning outcome will be assessed through different forms of assessments. The type of examination and assessment arrangements will be specified for each course. The examination forms will include the following:

- Learning Notes and online discussion pieces.
- Research papers and reports
- Commentary: Literature, book and article reviews
- Press releases
- Briefing notes
- Field School log or report
- Simulation Exercise in Negotiation
- Student presentations with exam panel
- Student presentations, e.g. poster, power point and video clips
- Final examination: the project, possible written home exams; school exams; and possible oral exams.

Curriculum

Required reading list: see the individual course description.

Quality Assurance and Program Evaluation

The program will follow the procedures for quality assurance and program evaluation at both Universities.

At the University of Tromsø the program follows the Quality Assurance System for the Educational Activities guidelines. More information about the system is available at the UiT website.

At the University of Saskatchewan the program follows the Student Evaluation of Educational Quality (SEEQ). SEEQ is a standardized online course evaluation tool, widely-used and empirically supported. Using SEEQ, students provide feedback on teaching quality and course effectiveness, and faculty gain insight into their instructional methods and practices, providing them with guidance for improvement. For more information, please see the U of S website.

There will be a joint quality assurance and program evaluation which will be overseen by the Program Board. The GENI program will be evaluated on a yearly basis. Due to the use of flexible education solutions the delivery of the program, the evaluation will gather feedback through a combination online surveys and video-conference assisted student evaluation meetings.

Topics that are relevant to the quality of the program will be discussed including, but not limited to:

- The course composition and academic specialization of the program
- Curriculum evaluation
- The learning environment for the students
- Evaluate the teaching-, learning- and evaluation methods and their suitability to meet the learning outcomes of the program
- Evaluate the use of flexible learning and video-conferencing in the co-taught courses
- Findings from the student and faculty evaluations of the courses in the program
- Findings from the evaluations of the internships
- The student work load
- The students' individual efforts
- Student progress and completion rate
- Evaluation of the field schools and other mobility efforts
- The relevance of the program for partner communities and institutions

The GENI Program Board will evaluate the findings of the program evaluation and suggest measures and adjustments to the program to maintain the quality of the study program. There will also be a quality assurance calendar as part of the program calendar work plan.

Each course in the program will be evaluated once during the program period (i.e. six semesters). Newly created courses will be evaluated after the first delivery. Each course will use the quality assurance procedures of the course owner.

The GENI program will also be subject to Graduate Program Review every 3-5 years under the guidance of College of Graduate Studies and Research.

DRAFT Cooperation Agreement for Joint Masters

Definition of Words

Cooperating Universities: The cooperating universities are University of Saskatchewan and University of Tromsø The Arctic University of Norway

Home Institutions: This is institution to which a student will be primarily affiliated, and the institution mainly responsible for the administration tasks of the student.

UiT: University of Tromsø The Arctic University of Norway

U of S: University of Saskatchewan located in Saskatoon, Saskatchewan, Canada

HSL-fak: Faculty of Humanities, Social Sciences and Education at University of Tromsø The Arctic University of Norway.

BAI: Barents Institute, a unit within the Faculty of Humanities, Social Sciences and Education

SESAM: Centre for Sami Studies, a unit within the Faculty of Humanities, Social Sciences and Education

ICNGD: International Centre for Northern Governance and Development at University of Saskatchewan

JSGS: Johnson-Shoyama Graduate School of Public Policy

CGSR: The College of Graduate Studies and Research

GENI: Master of Governance and Entrepreneurship in Northern and Indigenous areas.

The Program: The GENI is often referred to as the Program.

MNGD: Masters on Northern Governance and Development at International Centre for Northern Governance and Development.

DRAFT Cooperation Agreement for Joint Masters

Cooperation Agreement for Joint Master in: "Governance and Entrepreneurship in Northern and Indigenous Areas"

UiT The Arctic University of Norway, represented by Rector Anne Husebekk University of Saskatchewan, represented by President Gordon Barnhart

Purpose of the Agreement:

This agreement is made between the following parties:

- (1) University of Saskatchewan, Saskatoon SK S7N 5C8, Canada (Saskatchewan)
- (2) UiT The Arctic University of Norway, N-9037, Tromsø, Norway (Tromsø)

(Hereinafter referred to jointly as the Cooperating Universities).

Within these universities the units involved and responsible for the Program are:

UiT The Arctic University of Norway:

- Faculty of Humanities, Social Sciences and Education (HSL-fak.)
- Represented by, but not exclusively these units:
 - Centre for Sami Studies (SESAM)
 - The Barents Institute (BAI)
 - Department of sociology, political science and community planning (ISS)

University of Saskatchewan:

- College of Graduate Studies and Research (CGSR)
- Johnson Shoyama Graduate School of Public Policy (JSGS)
- College of Arts and Science
- School of Environment and Sustainability
- The International Centre for Northern Governance and Development (ICNGD)

The purpose of this agreement is to record the decision and the involvement of the Cooperating Universities to run a joint Master program in "Governance and Entrepreneurship in Northern and Indigenous areas" (GENI) (hereafter referred to as GENI) and to outline the principles and terms of their cooperation. All Cooperating Universities are accredited to offer the master's program in accordance with their respective national legislation.

This agreement will be implemented within the legal requirements of each Cooperating University. The provisions of this agreement shall not be construed so as to diminish the fully autonomous position of any of the institutions.

Cooperation Agreement for Joint Masters

1. Description of the program

The joint Master program is named "Governance and Entrepreneurship in Northern and Indigenous Areas".

1.1.1. Main objectives of the joint Master program

The proposed Program will deal with different approaches to governance and it falls in line with the prevailing interest on: (i) the Arctic and northern vulnerable environment (a wilderness approach), (ii) the indigenous peoples and other permanent residents (a homeland approach), and (iii) prospects of utilizing natural resources (a frontiers approach). For example, how is it possible to alleviate tensions among major constituencies that possess legitimate interests in the north?

The proposed Program will contribute to insight into the conceptual, methodological, ethical, and political issues of relevance for public policy and program planning, analyses and evaluation by providing students with the required knowledge, skills and competences pursue doctoral studies in the areas of public policy, Indigenous studies, and sustainable development. The students will also be qualified for professional positions at different levels of public and private sector management, managing and executing reviews, and planning and development processes. The Program is fully described in the Program Outline (Annex 2)

1.1.2. UArctic Master's Endorsement

The GENI program will apply for Master's Endorsement from the University of the Arctic.

1.2. Program length

The Program consists of 120 ECTS credits/36 North American Credit Units. The nominal length of study is 2.5 years (or 30 months).

1.3. Target groups

See Program Outline (Annex 2).

1.4. Acquired competences and qualifications

See Program Outline (Annex 2).

1.5. Mobility scheme

Student mobility is an essential and integral part of the Program. Students are required to participate in short-term international field schools with intensive teaching, and in addition, it will be possible to spend a full semester at the partner institution's campus.

1.6. Awarded degree

The official denomination of the program is **Master Degree in "Governance and Entrepreneurship in Northern and Indigenous Areas"**.

The Program leads to a joint degree awarded from the Cooperating Universities, as set out in this agreement.

DRAFT Cooperation Agreement for Joint Masters

The joint degree will be certified through one joint diploma/parchment issued by the Cooperating Universities. The joint diploma/parchment will be accompanied with a Diploma Supplement and official transcript of records from each of the Cooperating Universities.

The University of Saskatchewan and University of Tromsø are authorized to issue a diploma/parchment in accordance with their national, provincial and local technical and administrative routines, with special consideration to its status as a parchment that documents a joint degree involving the Cooperating Universities. The joint Diploma Supplement will also include a statement to the effect that the diploma is part of a joint program. The Diploma Supplement will also include the grading scales of the Cooperating Universities, and an explanation of the higher education systems of Saskatchewan and Norway.

The content and layout of the diploma/parchment and the Diploma Supplement should be finalized at least one semester before the first students are expected to complete the Program.

1.7. Program language

The program will be delivered in English, including all lectures and all student assessments and examinations. This is further specified in each course description.

2. Legal framework and national qualifications

The joint Master program has been accredited at the Cooperating Universities, following the legal, national requirements for study programs.

2.1 Mutual recognition within the consortium and the final degree

The GENI program is offered by the two Cooperating Universities as set out in the Purpose of the Agreement. In the event of an expansion of the consortium to include new Cooperating Universities, a new collaboration agreement must be developed and approved by all Cooperating Universities.

The University of Tromsø is authorized to offer a joint degree, as governed by the Norwegian Act on Universities and University Colleges of 1 April 2005.

The University of Saskatchewan is authorized to offer a joint degree, as governed by the Degree Authorization Act 2012.

3. Cooperation aspects

This chapter describes the management structure and the cooperation aspects of the consortium.

3.1. Coordinating institution

3.1.1. Overall responsibility for the administration of the GENI Program remains jointly with the Cooperating Universities, under the day-to-day direction of the Program Conveners. For the period August 2015 – December 2017, the Lead Convener will be from the University of Tromsø. The Cooperating Universities will

Cooperation Agreement for Joint Masters

agree which institution will be responsible for the Lead Program Convener, and the period of appointment, before September 2016.

The duties of the Convener are set down in section 3.1.2.

3.1.2. Program Convener

The Cooperating Universities each designate a Program Convener from the faculty members responsible for the delivery of the Program. The UiT Convener must be a representative from SESAM. The U of S Convener must be a representative from the ICNGD.

The Program Convener is responsible for the day-to-day management, administration, organization and development, and teaching effectiveness of the Program and its quality assurance procedures. Both Program Conveners are members of the Program Board. The Lead Convener serves as the chair of the Program Board. The administrative duties of the partners are further described in Annex 1.

3.1.3. The Cooperating Universities will ensure the academic and administrative capacity necessary to execute this agreement at their own institutions. The Cooperating Universities must, at any given time, give full support to the coordinating institution, with regard to administrative matters related to the role of the Coordinator.

Each Cooperating University will appoint one administrative representative from their institution to serve as an administrative coordinator. This person will have the ability to implement a joint procedure for managing the GENI-program efficiently and to advise the Program Board on academic affairs.

The administrative duties of the Cooperating Universities are described in Annex 1.

3.2. The Governing Structure

3.2.1 Program Board

The Program Board will determine program policy with respect to the overall management, administration, quality assurance and co-ordination of the Program pursuant to the specific Program Regulations and the academic regulations of each party. The Program Board will discuss all major academic and administrative issues regarding the joint Master program, including changes in the Program description (curriculum). These will be subject to final approval by the Cooperating Universities.

The Program Board consists of the following six representatives. Board members will serve a two and half year term, with the exception of student representatives who are elected for one year.

- <u>Two Program Conveners</u>: The two program conveners as described under point 3.1.2.
- <u>Two Faculty members</u>: The Cooperating Universities will both appoint one board member and one deputy board member chosen among the faculty involved in the delivery of the program.
- One Student: The students enrolled in the GENI Program elect one representative and one deputy board member from each home institution.

Cooperation Agreement for Joint Masters

Program Board Secretaries: The administrative coordinators (as described under 3.1.3.) serve as the secretaries for the Program Board.

The Program Board also functions as the Program Examination Board.

Pursuant to the Assessment Regulations, the Program Examination Board shall (1) provide advice necessary for the assessment of students and (2) recommendations and approval of marks / grades for the program. These marks / grades will be accepted within each Party as the approved marks / grades to be used within both Parties for the award of the degree. The granting of the award will be the responsibility of the appropriate body in each of the Parties.

The duties of the Program Board is further detailed in Annex 1.

3.2.2 GENI Admission Committee

The Admission Committee is composed of the current and adjunct faculty in the ICNGD and Centre for Sami Studies who are involved in the delivery of the GENI-program. The Admission Committee is chaired by the Program Conveners.

4. Student administration

This chapter regulates all the processes connected to the administration of students, from recruitment to the awarding of the final degree.

4.1. Application procedures

Students will apply jointly to both Cooperating Universities. The University of Saskatchewan will receive all the applications on behalf of the Cooperating Universities via the online application procedure. To successfully complete the application process, the students need to complete the following steps: Online:

- Complete the online application form;
- Pay the online graduate studies application fee
- Write a Statement of Research Interest in English, which should be approximately 1-3 pages in length and should include:
 - Specific areas of interest
 - Preferred home institution
 - A description of any employment, study or personal experience in Northern Saskatchewan, Canada or Norway, or the circumpolar north; Written documentation to be mailed to the home institution:
- Provide a writing sample such as a term paper or essay, graded or ungraded by an instructor, or work report that demonstrates writing and analytical ability.
- Provide 3 official copies of all post-secondary transcripts;
- Provide 3 Letters of Recommendation:

4.2.1. Admission requirements

See Program Outline (Annex 2).

4.2.2 Language requirements

See Program Outline (Annex 2).

Cooperation Agreement for Joint Masters

4.3. Selection procedure

When the students have successfully completed the application process as outlined in 4.1, the Administrative Coordinators will screen the applications to ensure the formal requirements are met. Thereafter, the GENI Admission Committee will review the applications and make a recommendation for admission to the Program Board. The Program Board will approve and complete the official recommendations for admission, and present this list of names to the CGSR (at the U of S) and the Department of Academic Affairs (at UiT) for final approval.

Once student admission has been approved, each home institution will inform the students of the outcome of their applications.

In case of appeals of an individual admission decision, the appeals policy and procedures of the coordinating institutions will be followed.

4.4. Enrollment of students

- **4.4.1.** Students accepted for the Program shall be registered as students at both Cooperating Universities. Non-academic student conduct shall be subject to the normal rules of the university at which they are studying at the time. Students will be subject to the specific Program Regulations regardless of which university they are studying at (which shall take precedence in case of conflict) and which shall apply to student academic conduct in any event.
- **4.4.2.** Some Program courses will be taught locally (i.e., at the university and not offered long-distance), thus it is important that students be located in proximity to one of the Cooperating Universities. Norwegian students will be encouraged to enter the program via University of Tromsø, and Canadian students will be encouraged to enter the program via University of Saskatchewan. International applicants (from outside Norway and Canada) will enroll through the closest institution. This is a guideline, but as there is a limited admission to the program, each student cohort will be equally divided between the home institutions.

Application and registration information shall be circulated to both Parties who may use this information as normal as required to perform this Agreement and in accordance with relevant national laws on data protection. Both Parties agree that relevant information may be submitted to appropriate agencies as required and will cooperate accordingly with any quality, financial, or other audits required.

- **4.4.3.** Each Party shall be responsible for the costs of graduating their own students. The cost of attending another Coordinating Institution's graduation ceremony will be met by individual Parties.
- **4.5.** Academic progress, examination of students and transfer of credits
 The grading scale for each course is in accordance with national and institutional regulations at the institution responsible for the course, and is described in the program and course outline. The Diploma Supplement will contain a description of the grading scales used at both Cooperating Institutions.

Cooperation Agreement for Joint Masters

Each of the Parties shall award the joint degree in accordance with the academic regulations prevailing at that institution.

Each Party shall accept the marks/grades awarded by the Cooperating University for the courses or modules taught at the other institution.

5. Promotion of the program

The promotion of the Program is the responsibility of the Cooperating Universities. The Program Board will approve and monitor all advertising and publicity materials relating to the Program. This material shall contain the logo of both of the Cooperating Universities, and none of the Cooperating Universities should unreasonably withhold or delay permission for the use of their logo and should make no charge for using their intellectual property in this way.

6. Financial Management

Procedures regarding the financial management of the program are further detailed in Annex 1.

7.1. Insurance obligations

Students are required to obtain the appropriate health insurance.

Each institution undertakes to provide appropriate information to students for their registration in the national health system or for the provision of other kinds of health insurance which may be required either before their arrival or once they have registered at the hosting institution.

7.2. Prevention and security

The Parties shall provide each mobility program participant with detailed information about the specific risks existing in the work environment in which they will operate and carry out their functions and will provide the necessary documentation about the prevention and emergency security measures and provisions in force in relation to their activities and about the individuals/subjects in charge of this, in conformity with the legislative norms and regulations in force in the country of the hosting institution.

8. Quality assurance

Each Cooperating Institutions will follow its own national institutional quality assurance procedures to ensure that the Program maintains high academic standards. The quality assurance process is further detailed in the Program Outline (Annex 2).

8.1 Program Monitoring

Monitoring of the Program shall be done annually. It shall be conducted by the Administrative Coordinators and presented to the Program Board for approval. Copies of the report will be made available to each Cooperating University to consider in accordance with its own procedures.

8.2. Annual Program Review

The Annual Program Review shall incorporate as a minimum:

- (a) student recruitment against targets.
- (b) students' progression generally and any awards made,

Cooperation Agreement for Joint Masters

- (c) graduates' employment as appropriate,
- (d) any changes proposed to the aims, learning outcomes, curriculum or methods of teaching, learning and/or assessment of the Program,
- (e) comments or recommendations made by external examiner(s) and proposed actions arising therefrom,
- (f) an analysis of individual modules,
- (g) evaluation and feedback from students and actions arising therefrom,
- (h) issues raised at approval or periodic review and actions arising therefrom,
- (i) any changes in resources (material or human) arising from the Program,
- (j) any changes to the administration of the Program,
- (k) a statement of progress on action points agreed in the previous year, and
- (I) identification of good practice and agreed action points.
- **8.3** The Cooperating Universities shall co-operate with the requirements of any audit or review undertaken by any of the Higher Education National Audit Agencies within the partner countries.

9. Faculty and administrative staff exchange

The Cooperating Institutions agree to welcome visiting faculty members from the other Party on the following basis:

- The number, timing and duration of staff exchange may vary according to the needs of the particular programme and with available resources;
- The parties will make efforts to obtain equal number of exchanges over time;
- Salaries and benefits of the exchange faculty members remain the responsibility of the home institution except as may be arranged an explicitly documented for specific cases;
- The host institution shall make efforts to provide information and assistance in matters of campus facilities, housing options, visa requirements, office space, library privileges, et cetera;
- Staff exchanges will be preceded by a work plan covering the period of the exchange that has been agreed upon by the institutions and by the exchange faculty;
- The institutions agree that arrangements can be made for short-term exchanges of faculty staff for periods ranging from a week or two up to a full academic semester.
- These exchanges may focus on a combination of teaching, research and/or other services;
- Staff participants shall submit a report on the experience to both Parties.

10. Duration

10.1. This agreement will be in force for a period of five (5) years, starting with the 2015-16 academic year or as soon as that the Program Outline has been approved by the Cooperating Universities. The agreement may be extended by mutual consent of the Cooperating Universities.

DRAFT

Cooperation Agreement for Joint Masters

- **10.2.** Changes and amendments to this agreement, either at the time of renewal or while the agreement is in effect, must be in writing and approved by all Cooperating Universities.
- **10.3.** In case of a dispute that cannot be solved amicably among the Cooperating Universities, the parties have the right to terminate the agreement by giving six (6) months written notice to all Cooperating Universities.
- **10.3.1.** In the event the agreement is terminated, the Program will continue to be provided to students already recruited in accordance with this Agreement. No further students will be recruited to the Program.

11. Application of law and dispute resolution

11.1. This Cooperation Agreement is legally binding. When it comes to issues relating to students, the following shall apply. Issues relating to Canada will be dealt with under the laws of Canada. Issues relating to Norway will be dealt with under the laws of Norway. Issues relating both of the jurisdictions of the Cooperating Universities will be dealt with under the laws of the country in which the events underlying the issue have occurred. In the event that no such sole country can be determined, the issue shall be dealt with under the laws of the country to which the issue has its strongest attachment. Different issues relating to one and the same dispute may be treated individually.

The Agreement itself shall be governed by and construed in accordance with the laws of the country to which the issue at hand has its strongest attachment.

11.2. This Agreement shall be executed in any number of counterparts each of which shall constitute an original and all of which when taken together shall amount to the same instrument.

11.3. Dispute resolution

If any dispute arises between the Cooperating Universities, they will in good faith attempt to negotiate a settlement. If unsuccessful, they will in good faith attempt a resolution through an alternative dispute resolution procedure (an ADR procedure) commissioned by the board. The consortium will, if needed, appoint a common committee for appeals and grievances. This committee will be elected from among the members of the board. This is to handle possible complaints from students in the program. The students must respect local rules. If they receive a complaint, the receiving institution will resolve the problem with the local regulations and the student.

12. Intellectual property rights

12.1. Subject to clause 12.2 and to any national legislation or other applicable legal principles governing intellectual property sharing between employer and employee the Cooperating Universities agree to collaborate and to share new intellectual property rights and copyright created for the purposes of developing and delivering modules within the Program, and shall be the joint beneficial owners of intellectual

DRAFT

Cooperation Agreement for Joint Masters

property and copyright in such modules (as tenants in common in equal shares). After the termination of this Agreement (save for termination for breach in which case these rights shall not benefit the defaulting Cooperating University) the Cooperating Universities agree that such modules in which the intellectual property is jointly owned may be used, modified and updated by the Cooperating Universities for the delivery of similar courses of education (and each Cooperating University licenses the other accordingly upon terms to be agreed at that time), but only licensed for use by third parties with the written agreement of the Cooperating University.

- **12.2.** Each Cooperating University is the beneficial owner of intellectual property and copyright in relation to those modules within the Program developed and delivered solely by that Cooperating University.
- **12.3.** Each Cooperating University agrees that it shall not be entitled to use or publish in any form any material owned by (or licensed to another Cooperating University save as set out in clause 12.1) without the written consent of that Cooperating University, save that each Cooperating University may use the material owned by or licensed to another Cooperating University in its original format for the purposes contemplated by the Agreement.
- **12.4.** The application of policy in relation to intellectual property rights arising from student work will be that of the Cooperating University with which the student is studying at the relevant time the work was created.

13. Confidentiality

13.1. Each Party will keep confidential any and all confidential information that it may acquire in relation to the other party. None of the parties will use the other parties' confidential information for any purpose other than to perform its obligations under this Agreement provided always that in the event that this Agreement is terminated nothing hereunder shall prevent UiT or U of S from disclosing to any person the reasons for the termination of this Agreement.

Information disclosed by one Party to the other shall not be confidential information if the receiving Party can show that:

- a) it was already publicly known at the time of its disclosure hereunder, or becomes thereafter publicly known otherwise than through an act of negligence of the receiving Party; or
- b) it is demonstrably developed at any time by the receiving Party without any connection with the information received hereunder; or
- c) it is rightfully obtained at any time by the receiving Party from a third party without restrictions in respect of disclosure or use; or
- d) it is required to be disclosed pursuant to the lawful order of a government agency or disclosure is required by operation of the law.
- **13.2.** The provisions of this clause will survive any termination of this Agreement for a period of three years from termination. For the purposes of this Agreement "Confidential Information" shall mean all information in respect of the operations, staff or students of a Party and/or the subject matter of this Agreement and/or any information relating to third parties with whom that Party has dealings. **Annexes**

DRAFTCooperation Agreement for Joint Masters

Annex 1	Financial and Program Operational Arrangements
Annex 2	Program and course descriptions.
Annex 3	Diploma and Diploma Supplement (Once they have been developed)

DRAFT

Cooperation Agreement for Joint Masters

Annex 1 Financial and Program Operational Arrangements

1. Undertakings by the Cooperating Universities

By signing the Cooperation Agreement, each party undertakes to:

- respect the common general objectives that formed the basis for establishing the partnership, as mentioned in the Purpose of the agreement;
- fulfill the undertakings entered into under the action plan set out in annex I, where appropriate together with the annual action jointly agreed between the parties; and to this end set up a calendar work plan
- make every effort to achieve in practice the above-mentioned common general objectives in each action;
- maintain relations of mutual cooperation and regular exchanges of information with the other Cooperating University on matters of common interest to do with use of the Cooperation agreement;
- adopt a transparent attitude with regard to managing and keeping accounts on the actions for which joint grants are awarded and cooperate fully with annual or occasional checks on the implementation of the Cooperation Agreement and/or the Specific Grant Agreements.

2. Program Administration and Management

2.1 Program Board Meetings

The Program Board will meet at a minimum once in spring and once in fall. The Program Conveners may call for additional meetings when necessary.

Meetings will be conducted via video-conferencing.

The leading institution is responsible for preparing the agenda and documents, as well as maintaining meeting records.

Decisions are made by simple majority votes. In case of ties, the Chair casts the deciding vote.

The following topics should be regularly discussed:

- Plans for program teaching schedule and course delivery
- Program supervision
- Program quality assurance
 - Monitoring student achievement, progression and evaluation, including student feedback
- Reporting on grants
- Program marketing and recruitment strategies and materials

2.2 Program Convener Duties¹

As described in the Cooperation Agreement, the Cooperating Universities each designate a Program Convener from the faculty members responsible for the delivery of the program. The Program Convener is responsible for the day-to-day

¹ The Program Converner would be known at U of S as the Graduate Chair of the program.

DRAFT

Cooperation Agreement for Joint Masters

management, administration, organization and development, and the teaching effectiveness of the Program and its quality assurance procedures. The Program Conveners are responsible for creating a calendar work plan for the program operation and quality assurance.

The Lead Convener will provide the Cooperating Universities will provide sufficient administrative and project management support for the entire program. The Lead Convener is also responsible to with a financial report on an annual basis outlining the number of students/scholars, the fees due to partners and a statement of funds distributed. This will be presented at the first program board in each fall semester.

2.3 Program Delivery

The Cooperating Universities are jointly responsible for the delivery of the GENI program, and will equally share the teaching and course load for the program. The course schedule (including the offering institution, the instructor and dates) should be agreed upon by at least six months before the start of the new academic year.

2.4 Strategy for Student Recruitment and Retention

The Program Board will provide strategic guidance for the development of the student recruitment and retention plan, and will approve all materials used for student recruitment and marketing of the program.

It will be one of the first tasks of the Program Board to develop such a student recruitment and retention plan, including overseeing the development of marketing information such as brochures and a website.

2.5 Student Records

The Cooperating Universities will maintain the student records infinitely or as long as deemed possible. The student records include all materials collected during the application process, and during the time the student enrolled in the program. Both Cooperating Universities adhere to sharing student records while pertaining the highest level of confidentially.

2.6 Student Alumni

The Program Board will oversee the development of a plan to establish a student alumni association, which will serve also as a professional business network for individuals working in the Northern regionals on issues pertaining to the region.

2.7 Curriculum and course outline archive

The Cooperating Universities are jointly responsible for maintaining an archive of the program materials, such as course outlines, curriculum, handbooks and other relevant materials used in the delivery of the Program.

3. Financial Management

3.1 Tuition Fees

Students admitted to the program will pay the tuition- or enrollment, and student fees applicable to their home institution, as designated at the time of their application.

DRAFT Cooperation Agreement for Joint Masters

3.2 Student Financial Support and Grants

Arrangements for students entering the GENI program will be made according to their home institutions and location.

- Students that will have UiT as their home institution will have no tuition cost as Higher Educational Institutions in Norway basically do not charge tuition.
- Students that will have U of S as their home institution will have to pay tuition costs. Nonetheless, the ICNGD is currently providing all their students with grants that cover their tuition costs. The ICNGD will continue to provide student grants to their students, providing that funding remains the same and that the student admissions will not increase over its capacity.
- For course enrollment, students will have to be registered at both institutions, but will only pay tuition and student fees as applicable to their home institution.

Student can apply for additional student loans through their national student loan associations. Students are responsible for applying for any additional funding.

3.3 Grant Management

In cases of grant applications where one institution is designated as the lead applicant, that institution will manage the grant. The administration of grants given to the program will be administered as follows:

- Grants from Norwegian sources will be administered by UiT.
- · Grants from Canadian sources will be administered by UofS.

In other situations the program conveners will agree on which institution will administer the grant before the application is sent.

The Cooperating Universities will annually report to the Program board on the use of grants.

3.4 Financial Records

The Cooperating Universities agree to maintain all financial records related to the administration of the joint master program up to seven years. The parties can request copies of original documents pertaining to the financial administration of the joint degree from the other party.

Suggested Catalogue Entry for: Masters in Governance and Entrepreneurship in Northern and Indigenous areas (GENI)

The GENI program is a joint degree program delivered and administered with University of Tromsø, the Arctic university of Norway (UiT). GENI is interdisciplinary and is open to students from a wide variety of educational backgrounds. Students applying for the Master's program require a Bachelor's degree or equivalent qualification in the social sciences, law or education. The program is project-based and provides a flexible course schedule in which all the requirements are completed within a 36-month period.

Admission Requirements

- A four-year undergraduate degree, or equivalent from a recognized college or university in academic fields of the social sciences, law or education, OR,
- A three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of full-time study (i.e. 60 credit units U of S equivalent).
- Applicants will be selected by the GENI Program Board, which will include representatives of the International Centre for Northern Governance and Development (ICNGD) and the Sami Study Centre (SESAM, UiT).
- Applicants need to complete successfully the online application form and pay the \$90 CAD application fee. As part of the online application process, students are required to submit the following documentation:
 - 1. A Statement of Intent written in English of approximately 1-3 pages in length describing specific areas of interest for the project. The Statement should include a description of why the applicant wants to pursue advanced study in the interdisciplinary context of the GENI and a commentary on how their employment or study experiences relate to the research interests described. The student must demonstrate a basic knowledge of northern and indigenous issues. The students will also need to select their preferred home institution (where the student will be required to attend orientation and complete the majority of their course work).
 - 2. Applicants must submit an English writing sample (a term paper or essay, graded or ungraded by an instructor, or a work report) that

demonstrates writing and analytical ability.

- Three official copies of all post-secondary transcripts (only one copy will be required if all documents are from the University of Saskatchewan)
- 4. Three letters of recommendation. At least one of these letters should be from a professor acquainted with the applicant's previous scholarly work. Other letters may comment on the student's preparation for continuing studies through his/her work experience.

Please note that for students with English as a foreign language, the GENI program has the following language requirements:

- A minimum level of TOEFL 550 (paper based test) or 213 (computer based test) or 80 (Internet based test), or
- IELTS Academic test with a minimum score of 6.5, or
- Cambridge Certificate of Advanced English or Certificate of Proficiency in English, or
- CanTest with an overall score of 4.5 required, or
- Pearson test of English (PTE) with an overall score of 4.5 required.

The GENI Program Board prioritizes applicants with at least TOEFEL 580 (paper based test) or 85 (for internet based test) for admission.

The language requirement does not apply to students who qualify for the Norwegian Higher Education Entrance Qualification (NHEEQ).

Please direct all inquiries about the application process to the ICNGD at 1-306-966-8433.

Degree Requirements

GENI students are required to complete a minimum of 36 credit units (equivalent to 120 ECTS at UiT). The required elements include required course work, electives, an internship, a project and the 990 seminars. Students must complete the following required courses:

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- NORD 835.2 Communication I: Academic and Professional Writing
- NORD 857.4 Northern Resource Economics and Policy
- NORD 838.2 Communication II: Negotiations and Consultations
- NORD 847.4 Circumpolar Innovation and Entrepreneurship
- POLS 855.4 Northern Governance

- POLS 858.4 Research and Planning Methods for the North
- NORD 860.4 Internship
- NORD 992.0 Project (Students must maintain continuous registration in this course through the program)
- NORD 990.0 Seminars (Students must maintain continuous registration in this course through the program)

Program Electives

Students must also choose one of the following elective courses subject to approval, availability and permission from the Program Director. Students should work with the Graduate Chair to identify an appropriate elective.

Group A Restricted Electives

Students must select one of the following courses:

NS 810.3 "Aboriginal Self Determination Through Mitho-Pimachesowin", <u>or</u> the UiT equivalent course tilted "Landscape, language and culture: The social meaning of place"

Group B Electives

Students will choose 9 CU/20 ECTS from the following list of courses offered at USask or at UiT. At University of Saskatchewan students can choose from the following list:

- 1. JSGS 863.3: Aboriginal Peoples & Public Policy
- 2. JSGS 849.3: Social Economy and Public Policy
- 3. ENVS 825.3 Water Resource Management in Cold Regions
- 4. ENVS 898.3: Co-Management of Northern Ecosystems and Natural Resources
- 5. LAW 819.3 Indigenous Peoples of International and Comparative Law





Course Outline NORD 835.2 *Academic and Professional Writing*

This course is administered and delivered by the International Centre for Northern Governance and Development at the University of Saskatchewan. This course is a required course in the Master's in Governance and Entrepreneurship in Northern and Indigenous Areas program.

Course Instructor: Heather McWhinney

Instructor Contact Information: (306) 665-8033/ heather.mcwhinney@sasktel.net

Course Timeline: Fall 2015

Course Admission Requirements/Prerequisites: A completed Bachelor's degree in one of the field of study or specialization of the MNGD. The student should be enrolled in the MNGD at the University of Saskatchewan. Students enrolled in programs outside the MNGD program can request special admittance to the course.

Course Description

This course will introduce communications with a focus on professional communications and applied academic research relevant to the provincial North in Saskatchewan and Canada. Students will learn the form and function of key professional communication documents, such as the formal report, briefing note and the press release, as well as principles of oral communication in a professional environment. Through the experiences and perspectives of a variety of communication specialists from the North, you will also be exposed to communications in a northern Environment.

Students will learn to analyze various components of communication strategy, including purpose, audience and context. Ultimately, students will apply the communications concepts and skills to preparing professional communications for a northern audience.

Course Objectives

By the end of this course, students should be able to:

- Understand how to conduct a review of available literature as the basis for a formal report.
- Understand the purpose and function of professional communications.
- Understand how to effectively communicate information within the political, social and cultural contexts in the North.
- Understand the foundations of communications strategy, including how to craft a press release for print and broadcast media.

Course Contents

Students will learn to:

- Write a clear and concise professional report
- Write a clear and concise briefing note
- Write an effective press release
- Deliver an effective oral presentation

The course covers the essentials of clear communication, utilizing tools of professional communications, the written report, oral presentation, briefing note and press release. These essentials are then grounded in the political, social and cultural context of a Northern audience.

Course Delivery

Instruction consists of a combination of interactive workshops and previously recorded videos, which you will be expected to view before class. Your active participation will be key to your success in this course. To make the learning experience engaging and useful, you will write during class time and will share your writing with your classmates and the instructor. To this end, it is essential that you bring your laptop computer to every class.

You are expected to study independently during periods when there are no classes. Prerecorded guest lectures will be viewed as per the instructor's direction. Please see the detailed course schedule for more information.

Attendance

Due to the interactive nature of this course, attendance is absolutely crucial. You are permitted to miss up to two classes as long as your absence has been agreed to in advance by the instructor.

Late Assignments

Assignments are expected to be handed in on time. Only exceptional circumstances will be considered as reasons for late submissions. Marks will be deducted for late submissions that have not been approved in advance by the instructor.

Reconsideration of Assessments

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures as set out by the University Secretary's Office. For further information, please visit http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php.

Student Evaluation of Educational Quality (SEEQ)

Teaching evaluations are an important way in which students can give feedback on teaching quality and effectiveness, courses and their general academic experience at the University of Saskatchewan. Student feedback is valuable to the U of S and is used to inform decision—making and to improve teaching, course offerings, curriculum and instructional support by instructors, departments, and colleges. All students are expected to complete the online SEEQ evaluation for this course.

Course Schedule

Class	General Topic	Pre-recorded	Student Activities
		Lecture	
One: Introduction to the	- Introduce ourselves	Before class,	Introduce yourselves
course and to report	-Introduce principles of	listen to a pre-	to your classmates
writing	communication	recorded	Share your
	-Introduce communication in	lecture:	knowledge of writing
	the North	1)Writing and	and speaking
	- Introduce report writing	Speaking for a	Share your
	- Discuss kinds of reports and	Northern	knowledge of the
	components of reports	Aboriginal	audience for your
	- Discuss the design of a	Audience	report

	report - Discuss the outline of a report - Determine your audience and purpose	- Share your knowledge of the purpose of your report
Two: Introduction to oral presentations	-Discuss differences between oral and written reports - Look at kinds of oral presentations - Consider audience and purpose - Discuss giving a presentation in the North - Discuss outlining a presentation - Consider visuals - Discuss openings and closings - Discuss handling nerves	-Discuss last week's lecture on speaking for a northern Aboriginal audience - Share your experiences of speaking in front of small and large groups in the North or elsewhere
Three: The executive summary and introductory sections of a report	- Read examples of executive summaries and introductions of reports - Discuss the elements of an executive summary - Discuss general to specific pattern of introductory sections and look at examples - Discuss topic sentences and paragraph unity - Consider flow	- Write an executive summary - Share the summary with your classmates
Four: The literature review	- Discuss literature reviews and read examples - Discuss how to cite sources	- Do activities on reading and analyzing literature review sections - Practice incorporating sources from your writing - Three students will do a five-minute presentation on their report.

Five: The body of a report	- Read examples of bodies of reports - Discuss the organization of the body - Discuss the statement of issue/problem - Discuss the results or findings - Discuss writing about data and incorporating figures and tables	-Do activities that involve writing about data - Three students will do a five-minute presentation (each) of their report.
Six: The discussion, recommendations and conclusion of a report	- Consider ways of developing the discussion section - Discuss the recommendations section - Discuss the conclusions	- Do activities that involve reading and analyzing discussions, recommendations and conclusions sections of a report - Three students will do a five- minute presentation (each) of their report.
Seven: The finishing touches of the report	The finishing touches - Consider the title - Discuss the table of contents - Discuss the letter of transmittal - Discuss revising and editing - Think again about your audience and purpose - Discuss flow - Discuss consistency - Consider visual impact	- Write a letter of transmittal and share the letter with your classmates - Three students will do a five-minute presentation (each) of their report.
Eight: Preparing the Briefing Note Nine: Media relations in	Types of briefing notes - key components, structure, writing and communication styles; focus on informational briefing note and how to communicate effectively in providing advice. Media relations in the North:	Prepare a briefing note
the North: Part One	- Key issues- Understanding	

	the print and broadcast context; communicating with a northern aboriginal audience		
Ten: Media relations in the North: Part Two	Discuss the Northern media - Consider the audience - Discuss plain language - Discuss correctness and professionalism	- Before class, listen to pre- recorded lecture 4)Broadcast media in the North: how to get your 15- second soundbite aired by Abel Charles and Kelly Provost, broadcasters with MBC Radio	- Write and edit a press release.

Course Assessment

Class Participation	25%
Oral Presentations	15%
Literature Review	30%
Press Release	15%
Briefing Note	<u>15%</u>
	100%

^{**}You will be expected to send your assignments to the instructor by email**

Grading Scheme

The University of Saskatchewan uses a percentage system for reporting final grades. The university-wide relationship between literal descriptors and percentage scores for graduate courses is as follows:

Percentage	Literal	Description
	Descriptor	
		A superior performance with consistent strong evidence of:
90-100	Exceptional	 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; an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; an exceptional ability to analyze and solve difficult problems

		related to subject matter
80-89	Very Good to Excellent	 A very good to excellent performance with strong evidence of: a comprehensive grasp of subject matter; an ability to make sound critical evaluation of information; a very good to excellent capacity for original, creative and/or logical thinking; a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; a very good to excellent ability to analyze and solve difficult problems related to subject matter
70-79	Satisfactory to Good	 A satisfactory to good performance with evidence of: a substantial knowledge of subject matter; a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology; satisfactory to good capacity for logical thinking; some capacity for original and creative thinking; a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner; a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter
60-69	Poor	 A generally weak performance, but with some evidence of: a basic grasp of the subject matter; some understanding of the basic issues; some familiarity with the relevant literature & techniques; some ability to develop solutions to moderately difficult problems related to the subject matter; some ability to examine the material in a critical & analytical manner
<60	Failure	An unacceptable performance

Academic Integrity

All students should familiarize themselves with University Council policies and guidelines concerning academic integrity. For further information please consult:

http://www.usask.ca/university_secretary/honesty/

It is your responsibility to be familiar with the University of Saskatchewan Guidelines for Academic

Conduct. More information is available at www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Plagiarism

At the University of Saskatchewan, plagiarism is understood as the presentation of the work or idea of another person in such a way as to give others the impression that it is the work or idea of the presenter. There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an acceptable excuse.

Examples of Plagiarism

- 1) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]
- 2) The verbatim use of oral or written material without adequate attribution.
- 3) The paraphrasing of oral or written material of other persons without adequate attribution.

Disability Services for Students (DSS)

Disability Services for Students (DSS) assists students by offering programs and advocacy services — fostering an accessible and welcoming campus. All students with disabilities are encouraged to register with DSS. Access to most services and programs provided by DSS is restricted to students who have registered with the office. For more information, please visit http://students.usask.ca/current/disability/registration.php.

University Learning Centre

The University Learning Centre offers students help in writing and learning strategies. Please visit http://www.usask.ca/ulc/ for more information on the services provided.

Required Reading(s)

The students are obligated to complete the required readings for this course, and will be assessed on their understanding of these required readings.



MEMORANDUM

TO: Dr. Greg Poelzer, executive chair, International Centre for Northern Governance and

Development

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

DATE: November 27, 2013

RE: Master's of Governance and Entrepreneurship in Northern and Indigenous Areas

(GENI)

Thank you for notifying me of the intent that the joint master's degree proposed with the University of Tromsø The Arctic University of Norway will be a stand-alone degree, rather than a stream within the existing Master's of Northern Governance and Development degree offered by the International Centre for Northern Governance and Development (ICNGD), as originally submitted to the planning and priorities committee. I also understand that the degree will be jointly delivered by Johnson-Shoyama Graduate School of Public Policy (JSGSPP) and the ICNGD, with JSGSPP being the academic home of the program. The new degree program will be titled Master's of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI).

As this was a fairly substantive change to the notice of intent reviewed by the planning and priorities committee, I informed the committee of the change at our meeting on November 6, 2013, with the note that the change would not affect the resources for the program or student enrolment. I am pleased to convey that members continued to be supportive of the initiative to establish a joint degree and supported the change as logical, simplifying the administration and structure of the degree program.

During the course of discussion, members submitted some additional points for consideration as you develop the full program proposal, as follows:

- That the faculty council of the Johnson-Shoyama Graduate School of Public Policy be consulted regarding the proposed degree;
- That consideration be given to the effect of TABBS on the joint degree and the resources available, if the Johnson-Shoyama Graduate School of Public Policy is considered the revenue centre for the program.

Dr. Greg Poelzer November 27, 2013 Page 2

Please let me know if you have any questions regarding the additional suggestions from the committee. I wish you well in your efforts regarding the joint degree.

Sincerely,

For Walley.

c Roy Dobson, chair, academic programs committee

Jay Kalra, Council chair

Elizabeth Williamson, university secretary

Brett Fairbairn, provost and vice-president academic

Russ Isinger, registrar and director of student services

Trever Crowe, associate dean, College of Graduate Studies and Research

Ken Coates, director, International Centre for Northern Governance and Development

Michael Atkinson, executive director, Johnson-Shoyama Graduate School of Public Policy



MEMORANDUM

TO: Dr. Greg Poelzer, executive chair, International Centre for Northern Governance and

Development

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

DATE: October 7, 2013

RE: Notice of Intent for a joint master's degree program with University of Tromsø The

Arctic University of Norway

Thank you once again for attending the planning and priorities committee meeting on September 25th to present the notice of intent for a joint degree with the University of Tromsø The Arctic University of Norway. As indicated in the notice of intent, the joint degree will encompass the Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) identified within the existing Master's of Northern Governance and Development (MNGD) degree offered by the International Centre for Northern Governance and Development (ICNGD).

Discussion of the notice of intent focused on the explanation of various elements of the program, including how the program will meet the demand of government, industry and First Nations stakeholders and benefit the research efforts of the ICNGD. The committee appreciated the insight you provided regarding the relationship of the ICNGD to the University of Tromsø (UiT) and the benefits offering the degree would bring to the ICNGD and the university. Clearly, the joint degree represents an exciting opportunity for partnering with other institutes, in keeping with the university's decision articulated within its third integrated plan to pursue innovation in academic programs and services. Members commented positively on the initiative, noting the innovative nature of the program and reciprocity between the two institutions, as evident in the two-way exchanges of students and faculty.

Although the joint degree is not a new degree *per se*, but a stream within the existing Master's of Northern Governance and Development offered by the ICNGD, Council approval is required due to the nature of the joint degree, which is novel to the university. The degree is also subject to the *Degree Authorization Act*, as in effect this partnership will result in UiT granting a degree in Saskatchewan, by virtue of issuing a joint parchment awarding the proposed master's degree. An exemption is available under the *Degree Authorization Act*, which will require the University of Saskatchewan to assess UiT and provide assurance that UiT meets the quality assurance standards of the Saskatchewan Higher Education Quality Assurance Board (SHEQAB). As the draft standards are being developed, the Minister of Advanced Education has authorized interim approval to proceed with the development of the program until the draft standards are approved.

As proponents develop the program proposal, the committees make the following recommendations:

- That the proposal include the process by which the university's partnership with UiT and the joint degree will be dissolved, in the event this is desired at some future point;
- That the proposal include a description of the ICNGD research plan and budget planning in relation to the centre and to the Johnson-Shoyama Graduate School of Public Policy, where the centre is housed.

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.

Roy Dobson, chair, academic programs committee C

Jay Kalra, Council chair

Elizabeth Williamson, university secretary

Brett Fairbairn, provost and vice-president academic

Russ Isinger, registrar and director of student services

Trever Crowe, associate dean, College of Graduate Studies and Research

Ken Coates, director, International Centre for Northern Governance and Development

Michael Atkinson, executive director, Johnson-Shoyama Graduate School of Public Policy



Memorandum

To: Dr. Ken Coates, Director, International Centre for Northern Governance and Development

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

Dr. Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy

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

Date: January 9, 2015

Re: New Program Proposal – Joint Master Degree in Governance and Entrepreneurship in Northern and

Indigenous Areas

The Graduate Programs Committee met on December 8, 2014, and considered the new program proposal for a Joint Master's Degree in Governance and Entrepreneurship in Northern and Indigenous Areas. The committee noted the following:

- Within the GENI proposal, there appeared to be a proposed program modification for the existing MNGD program.
 The Graduate Programs Committee would like to see the two proposals separated as one is for a program revision and one is for a new program. Related:
 - o In the new GENI program proposal, please be clear about what the relationship is between the GENI program and the (proposed) revised MNGD.
 - o In the MNGD program revision proposal, please provide a table that compares the current program with the proposed revised program.
 - In the proposal it was not clear which course offerings applied to which program. Would all courses apply to both programs?
- The rationale for the new GENI program in particular was very well done, but committee members would like both
 revised proposals to focus on more substantive information about the content of the programs themselves.
 Related, is the rationale for the program modification to the MNGD program due to the introduction of the new
 GENI program, or is it being revised for other reasons?
- GSR 400: New Course Proposal forms were incomplete. The catalogue descriptions provided need to be condensed as they need to be 50 words or less to be included in the course catalogue.
- It did not appear that course syllabi were provided for all newly proposed courses, but this was difficult to establish since it was not clear which courses being proposed were new and which ones were current courses.
- Committee members were not familiar with the shorthand used in the proposal. Please attempt to avoid the use of
 multiple abbreviations, or provide an appendix of abbreviations and be consistent in their usage throughout the
 proposal.
- Committee members were not sure if all proposed course instructors were eligible to teach graduate courses. Do all the proposed instructors have appointments with CGSR?
- Would the proposed courses be part of the instructors' regular teaching load?
- The learning objectives for both programs were presented well.



Please respond to this memo at your earliest convenience to address the committee's concerns. The committee meets again on February 9. If you have the revised proposals to Kelly Clement by February 3, we will be sure to put the items on the agenda. If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

DP/kc

University of Saskatchewan Campus - 101 Diefenbaker Płace, Saskatoon, SK Canada S7N 5B8

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.



To: Dr. K

Dr. Ken Coates, Director

International Centre for Northern Governance and Development

From:

Michael Atkinson, Executive Director

Johnson-Shoyama Graduate School of Public Policy

Subject:

Support for Joint Degree Option within the Master of Northern Governance and Development

Structure

Date:

September 17, 2013

Dr. Coates,

Thank you for the opportunity to provide a letter of support for the proposed joint degree with University of Tromsø, Norway within the International Centre for Northern Governance and Development's Master of Northern Governance and Development program.

The creation of a partnership such as this demonstrates a commitment to innovation in academic programs and services. The joint degree option would provide a program to the University of Saskatchewan unique in both content and delivery, offering our students the opportunity to learn, collaborate, and build relationships with an international cohort. This expansion to the MNGD will strengthen capacity in both Northern Saskatchewan and other Northern regions.

Please consider this letter as our support for ICNGD's proposed joint degree, and an indication of the Johnson-Shoyama Graduate School of Public Policy's willingness to participate in the work of this initiative.

Michael Atkinson

c: Trever Crowe, Associate Dean, CGSR

Beth Williams, University Secretary, OUS

MMA/rmg



Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada

Telephone: (306) 966-1238 Facsimile: (306) 966-7780

Web: www.usask.ca/icngd

MEMORANDUM

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

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

From: Dr. Ken Coates, Director, International Centre for Northern Governance and Development

Date: April 14 2015

Re: New Joint Masters Degree in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) and Modification to the Master of Northern Governance and Development

Degree (MNGD)

This cover letter and the following documents are a response to the memo sent to ICNGD on April 14th with recommendations from the Graduate Programs Committee (GPC) meeting on April 13 2015.

- 1. The NHEEQ would seem to satisfy the required proof of English proficiency. The catalogue description within the proposal should be revised to include this in the admission requirements.
- 2. The courses with 4 credit unit counts, NORD 837, NORD 850, POLS 825 and POLS 828, indicate increased contact hours, but they do not indicate an increase in requirements. Given the additional contact with the instructor, it is expected that there will be additional student activity, but it is not clear what the additional activity will include. It would be best to provide revised course syllabi.
- 3. The NORD 838 course syllabus will need a rubric to explain how grades are awarded, specifically for seminar participation.
- 4. The committee understands that the Department of Political Studies is the authority for all courses with the POLS label. Changes to these courses require authorization by the Head of the Department of Political Studies and the Dean's Office in the College of Arts & Science.
- 5. It was noted as a friendly reminder that students undertaking projects requiring ethics approval will need to obtain that approval early in their program in order to avoid delays.
- 6. The catalogue description indicates that letters of reference must include a completed GSR 101 form. The GSR 101 forms are no longer used as the information is sent to referees to complete in the online application process. Please remove that information from the catalogue description in the proposal.
- 7. Overall the committee was satisfied that the specific concerns identified had been addressed.

Telephone: (306) 966-1238 Facsimile: (306) 966-7780

Web: www.usask.ca/icngd

ICNGD completed the changes required and have the following comments;

- 1. We are very pleased to receive the recognition of the NHEEQ. We have made changes to the admission request in the Suggested Catalogue Entry for GENI (Appendix 1).
- 2. ICNGD have added additional requirements to the courses that that has increased course credits. To provide further explanation, the additional course requirements are as follows:
 - a. **NORD 837.4 Northern Resource Economics and Policy**: Students are required to attend the Field School to Norway (this was not mandatory in the past course offerings), and the student must maintain a Field School Log (20% of final grade). The Field School Log is assessed as an assignment and is handed into the instructor at the end of the trip for evaluation. The Field School itself is a 9-10 day trip to Norway during 6 of days included lectures, site visits, and excursions. The remaining time is travel time between Saskatoon and Northern Norway. This was already included in the updated course outline, and no additional content has been added to the syllabus.
 - b. **NORD 850.4 Internship**: This course was *decreased* from a 6 credit unit course to a 4 credit course. The course requirement has been better defined, and internships reports have been downsized to 10-15 pages in length. The students are provided with a selection of different outputs for the projects; Literature Review, Program Evaluation, Needs Assessment or Feasibility Study. In the previous offering of the Internship, students were required to write a more extensive report with less support tools and guidelines for their final rapport. The course requirement for the students has therefore been decreased. This was already included in the updated Internship Manual, and no additional content has been added.
 - c. **POLS 825.4 Northern Governance**: Students are required to attend the Field School to Northern Saskatchewan, and the student must maintain a Field School Log (20% of final grade). The Field School component was not included in the 3 credit version of the course offered. The Field School Log is assessed as an assignment and is handed into the instructor at the end of the trip for evaluation. The Field School itself is a 9-10 day trip to Saskatoon and Northern Saskatchewan that will include lectures, site visits, and excursions. We have added more content to the course outline with regards to the Field School requirements (Appendix 2).
 - d. **POLS 828.4 Methodology and Planning**: This course has had additional course content and readings added to the course, in particular related to the themes of policy planning. Additional content has also been added from the Norwegian resources and case studies. Students are required to summarize the textbooks and readings, and will therefore complete additional assignments in the course related to the additional content. Course content, including the additional course content, will be assessed with a Final Exam. This was already included in the updated course outline, and no additional content has been added to the syllabus.



Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada

Telephone: (306) 966-1238 Facsimile: (306) 966-7780

Web: www.usask.ca/icngd

- 3. NORD 838.2 Communication II: Negotiation and Consultations: course outline has been adjusted, and includes rubrics for seminar presentation and major assignment assessment (Appendix 3).
- 4. On the electronic forms submitted to GPC, there was a misspelling. The original forms that were originally submitted to CGSR for POLS 825.4 and POLS 828.4 had the correct signatures by Dr. Hans Michelmann (Acting Head of Political Studies November 2013), and Dr. Linda McMullen (signed on behalf of the Dean's Office of College of Arts and Science November 2013). We have updated the electronic forms.
- 5. ICNGD is currently introducing internal policies to improve the timelines for the Ethics approval for the projects. We appreciate that this was also recognized by the GPC.
- 6. We have removed the text that mentions the GSR 101 forms in Suggested Entry to the Catalogue for GENI (Appendix 1) the MNGD Updated Catalogue entry (Appendix 6).
- 7. ICNGD is pleased that GPC was satisfied with the response to the previous outlined concerns.

I hope this letter provided some clarification on the proposals for the Joint Master Degree and the curriculum changes to the MNGD. Please do not hesitate to contact ICNGD if you have any remaining questions or need for further clarification.

Yours truly,



Dr. Ken Coates

Director, International Centre for Northern Governance and Development

Appendix to the Memorandum

- 1. Suggested Catalogue Entry for GENI
- 2. Course Outline for POLS 825.4 Northern Governance
- 3. Course Outline for NORD 838.2 Communication II: Negotiation and Consultations
- 4. POLS 825.4 GSR400.2 Curriculum Change Form
- 5. POLs 828.4 GSR400.2 Curriculum Change Form
- 6. MNGD Updated Catalogue Entry

Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada

Telephone: (306) 966-1238 Facsimile: (306) 966-7780

Web: www.usask.ca/icngd

MEMORANDUM

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

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

Dr. Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy

From: Dr. Ken Coates, Director, International Centre for Northern Governance and Development

Date: April 7 2015

Re: Proposal for Joint Master Degree submission to Graduate Program Committee

On behalf of International Centre for Northern Governance and Development, I would like to submit the proposal for the Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous Areas with UiT – the Arctic University of Norway (UiT).

In advanced of this submission, the Graduate Program Committee (GPC) have already reviewed the proposal and provided feedback on the proposal (January 9). The GPC reviewed the resubmitted proposal in February, and the feedback from this review has also been shared with ICNGD in a meeting with Trever Crow March 5 2015.

As recommended by GPC on January 9th, the proposal for the establishment of the new Joint Master Program has been separated from the proposal for curriculum changes to the Master of Northern Governance and Development (MNGD). This cover letter will provide a response and further clarification on how ICNGD have completed the recommendations put forth by GPC for the joint degree. A separate cover letter will be provided for the proposed curriculum changes of the MNGD.

In the letter dated January 9th, the GPC put forth the following recommendations:

- 1. The rationale for the new GENI program in particular was very well done, but committee members would like both revised proposals to focus on more substantive information about the content of the programs themselves. Related, is the rationale for the program modification to the MNGD program due to the introduction of the new GENI program, or is it being revised for other reasons?
- 2. GSR 400: New Course Proposal forms were incomplete. The catalogue descriptions provided need to be condensed as they need to be 50 words or less to be included in the course catalogue.



Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada

Telephone: (306) 966-1238 Facsimile: (306) 966-7780

Web: www.usask.ca/icngd

- 3. It did not appear that course syllabi were provided for all newly proposed courses, but this was difficult to establish since it was not clear which courses being proposed were new and which ones were current courses.
- 4. Committee members were not familiar with the shorthand used in the proposal. Please attempt to avoid the use of multiple abbreviations, or provide an appendix of abbreviations and be consistent in their usage throughout the proposal.
- 5. Committee members were not sure if all proposed course instructors were eligible to teach graduate courses. Do all the proposed instructors have appointments with CGSR?
- 6. Would the proposed courses be part of the instructors' regular teaching load?
- 7. The learning objectives for both programs were presented well.

ICNGD have adequately looked into all these recommendations, and have the following responses:

- 1. We have added more content throughout the proposal on the joint degree program outline, and have added more content regarding the new courses that are a part of the proposal. The rationale for making changes to the MNGD is due to the proposed GENI program, but as well as a result of an internal MNGD program evaluation after having the program operational for 5 years.
- 2. All the course forms have been altered to fit the outlines requirement of the 50 words or less to be included in the course catalogue. Note that the signed course forms have already been submitted to CGSR and the forms attached to this proposal are not the signed versions.
- 3. With separating the GENI and the MNGD proposals, the proposals provide a better clarification of which courses belong to which program and which program requires the new courses. We have ensured all course outlines/syllabi are attached to the proposal.
- 4. We have ensured all shorthand references were removed in the proposal, and ensured the full course titles are being used throughout.
- 5. For NORD 838.2: Communication II: Negotiations and Consultations, we have removed Mr. Tom Malloy as a co-instructor with Dr. Greg Poelzer, and have only included Dr. Poelzer in this submission. Mr. Malloy will contribute to some guest lectures.
- 6. We have added more content with regards to our faculty resources and teaching (Page 10). This text notes the following: "ICNGD has operated, to this point, on the basis of commitments from partner departments. In 2015, ICNGD will be hiring a full-time Director, who will have primary responsibility for the operations of the graduate program and will be teaching two courses per year. ICNGD will, in addition have another half time faculty available to the program through a course buy-out arrangement (long-term) with the Department of Political Studies. Johnson-Shoyama Graduate School of Public Policy provides an additional course each year plus graduate supervision, through the Canada Research Chair in Regional Innovation. Four other USASK faculty members teach in the ICNGD program on a regular basis, with course buy-outs arranged on a continuing basis with their home units. As a result of these arrangements, ICNGD has access to four senior faculty members, on an ongoing basis, to teach the core courses in the MNGD/GENI programs and three others who teach in the



Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada

Telephone: (306) 966-1238 Facsimile: (306) 966-7780

Web: www.usask.ca/icngd

program on a regular basis."

7. No changes have been made to the learning objectives.

In addition to the letter received from GPC January 9th, ICNGD (Ken Coates and Emmy Neuls) received additional feedback from the GPC provided by Associate Dean Trever Crowe on March 5th. In addition to repeating some of the feedback provided in January 9th letter, additional recommendations were provided:

- A. The Committee requested consistencies with requirements
- B. The Committee outlined that proposing admission requirement for 3-year degree would require an approval of University Council and Senate.
- C. The Committee noted language requirements were not consistent with the CGSR requirement
- D. Credit unit count inconsistent with most of U of S courses
- E. New course proposals forms absent or incomplete
- F. Admission standards do not aligned with MNGD members felt they should.

ICNGD have adequately looked into all these recommendations, and have the following responses:

- A. We have ensured a consistency throughout our proposal with course requirement, course titles and course numbers.
- B. We have removed proposing that 3-year bachelor degree from a North American institution would meet the requirement for entrance to the program.
- C. We have corrected the misspellings in the proposal, and we are now consistent with the CGSR language requirements for the TOFEL. We are still proposing that the language test requirements do not apply to students who have qualified for a Norwegian Higher Education Entrance Qualification (NHEEQ). The NHEEQ need to be completed by all students entering higher education in Norway. This entrance qualification test verifies that the student have completed higher level of English courses during upper secondary school, and have completed both written and oral examinations. More information can be access on the qualifications on this website: http://www.nokut.no/en/Facts-and-statistics/Surveys-and-databases/GSU-list/
- D. The required courses within the GENI (and majority of the MNGD courses) are either 2 cu or 4 cu. This ensures that the courses are equally weighted at both U of S and UiT, and the degree requirement can be better managed. The GENI and MNGD courses are not required as mandatory courses in other programs at U of S or UiT, and this course weight will have no implications for the students. The elective courses for the GENI are still the regular 3 cu courses as these are required in other programs.
- E. The signed course forms were submitted in an earlier submission of the Joint Degree Proposal (December 1 2014). We will ensure all electronic versions of the course forms are included in the submission.



Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada

Telephone: (306) 966-1238 Facsimile: (306) 966-7780

Web: www.usask.ca/icngd

F. We have aligned the GENI admission requirements with the CGSR and MNGD admission requirements.

I hope this letter provided some clarification on the proposal for the Joint Master Degree. Please do not hesitate to contact ICNGD if you have any remaining questions or need for further clarification.

Yours truly,

Dr. Ken Coates

Director, International Centre for Northern Governance and Development

 From:
 Neuls, Emmy

 To:
 Crowe, Trever

Cc: <u>Drennan, Jennifer; Clement, Kelly</u>
Subject: Norwegian Language Proficency Test
Date: Friday, April 10, 2015 11:18:23 AM
Attachments: Norwegian Lecture hours.doc

Dear Trever,

I wanted provide some more context to the proposal for the Joint Master Degree and the request that Norwegian students to not be subjected to an English proficiency test. In the proposal, we included the following language:

"This requirement does not apply to students who qualify for a Norwegian Higher Education Entrance Qualification (NHEEQ). The NHEEQ need to be completed by all students entering higher education in Norway. This entrance qualification test verifies that the student have completed higher level of English courses during High School, and have completed both written and oral examinations."

I have recently been provided a bit more details with regards to the NHEEQ, and the qualifications for English proficiency and would like to share this information. For a student that has taken all their elementary and secondary upper education in Norway, the student has completed a total of 766 hours of English lecture hours. With a successful completion of these lecture hours and written and oral examinations, NOKUT (the Norwegian Agency for Quality Assurance in Education) does not require the student to take English proficiency test for English programs. I have received the list of hours completed per subject completed in elementary and secondary education in Norway (attached), though this is still in English I can translate if you would like. English subject is referred to as "Engelsk" in the table. The first table is lecture hours in elementary, and the second table is English hours completed in grades 8-10. In addition to this, students in Norway complete a third level of education (grade 10 to 13) in which they receive an additional 140 hours.

Note that UiT the Arctic University of Norway, much like a lot of other Norwegian Universities offer many graduate programs and as well bachelor programs in English. For students that are required to take a English proficiency test, UiT requires a TOEFEL paper test of 580 or internet based test of 85. Hence, students that have qualified for the NHEEQ have therefore been seen to have completed this level of proficiency or higher.

Based on these same qualifications, NOKUT has developed a list for foreign students and foreign education meet the requirements set out in the Norwegian educational system. It is referred to as the <u>GSU list</u> (General competence list for university education), and has all the information listed online for each country and will state whether student that has completed their formal education in country X will need to complete an English test. There

is a drop down list available here:

http://www.nokut.no/en/Facts-and-statistics/Surveys-and-databases/GSU-list/

I hope this helps to provide some context to why ICNGD would like to include this request for the Norwegian students that have qualified for a NHEEQ.

	•		٠. ر	1		1 .	1
11	VALL REGILIRE SAME	more information	or if voil	have any concerns	nlease	let me	$kn \cap W$
11	you require some	more imprimation	OI II yOu	mave any concerns	, picasc	ICC IIIC	KI IOVV

Sincerely,

Emmy

																SUM 5		Kon-	
Fag	Trinn 1	pr.uke	Trinn 2	pr.uke	Trinn 3	pr.uke	trinn 4	pr.uke	SUM	Trinn 5	pr.uke	Trinn 6	pr.uke	Trinn 7	pr.uke	7.	Sum	troll	
Norsk	237,5	6,25	237,5	6,25	228	6,00	228	6,00	931	152	4,00	137	3,61	152	4,00	441	1372	1372	
Matematikk	133	3,50	133	3,50	147	3,87	147	3,87	560	114	3,00	100	2,63	114	3,00	328	888	888	
Engelsk	19	0,50	38	1,00	50	1,32	69	1,82	176	76	2,00	76	2,00	76	2,00	228	404	404	
Samf	38	1,00	38	1,00	38	1,00	38	1,00		81	2,13	76	2,00	76	2,00		385	385	
Nat	19	0,50	19	0,50	28,5	0,75	28,5	0,75		76	2,00	81	2,13	76	2,00		328	328	
RLE	57	1,50	57	1,50	76	2,00	38	1,00		66,5	1,75	66	1,74	66,5	1,75		427	427	
Krø	76	2,00	61,24	1,61	68,2	1,79	68,2	1,79		66,5	1,75	71,4	1,88	66,5	1,75		478	478	
Musikk	28,5	0,75	28,5	0,75	28,5	0,75	28,5	0,75		57	1,50	57	1,50	57	1,50		285	285	
K&H	69,5	1,83	65,5	1,72	57	1,50	57	1,50		76	2,00	76	2,00	76	2,00		477	477	
Mat&helse	0	0,00	0	0,00	0	0,00	19	0,50		0	0,00	57	1,50	38	1,00		114	114	
Sum	678	18	678	18	721	19	721	19		765	20	797	21	798	21		5158	5158	
Sum	0/8	10																	
Fysak	0/8	10										7	<mark>'6</mark>				76 5234	76	
Fysak Årstimetalle For skoler so	t er fors m har a	skrift, u	andede	gruppe	er og/el	ler sko						e den lo	okale fo					76	
Årstimetalle For skoler so Årstimetalle	t er fors m har a	skrift, u Idersbl de enke	andede Ite trini	gruppe n kan ti	er og/el Ipasses	ler sko slik at	det er r	nulig å (organis	ere ald	ersblan	e den lo	okale fo	og/elle	r			76	
Årstimetalle For skoler so Årstimetalle at det kan til	t er fors m har a ne for d passes	skrift, u Idersbl Ie enke en hens	andede Ite trini siktsme	gruppe n kan ti ssig sko	er og/el Ipasses oleskyss	ler sko slik at sordnin	det er r g. Saml	nulig å (let time	organis etall i no	ere alde orsk, ma	ersblan atemati	e den lo dede g	okale fo rupper	og/elle etter 4.	r trinn,			76	
Årstimetalle For skoler so Årstimetalle	t er fors m har a ne for d passes (skrift, u Idersbl de enke en hens I etter 7	andede Ite trinn siktsme 7. og 10	gruppe n kan ti ssig sko trinn m	er og/el Ipasses oleskyss nå ivare	ler sko slik at sordnin tas. Av	det er r g. Saml hensyn	nulig å d let time I til mes	organis etall i no st mulig	ere alde orsk, ma	ersblan atemati	e den lo dede g	okale fo rupper	og/elle etter 4.	r trinn,			76	
Årstimetalle For skoler so Årstimetalle at det kan til samt samlet	m har a ne for d passes o timetal legge so	skrift, u Idersbl de enke en hens I etter 7	andede Ite trinr siktsme 7. og 10 tt opp t	gruppe n kan ti ssig sko trinn m til den l	er og/el Ipasses oleskyss nå ivare okale fo	ler sko slik at sordnin tas. Av orskrift	det er r g. Saml hensyn en som	nulig å d let time til mes mulig.	organis etall i no st mulig	ere aldo orsk, ma ; lik pral	ersblan atemati ksis i Tr	e den lo dede g kk og e omsøsk	okale fo rupper ngelsk kolen o	og/elle etter 4. ppfordr	r trinn, es			76	
Årstimetalle For skoler so Årstimetalle at det kan til samt samlet skolene til å	m har a ne for d passes o timetal legge so	skrift, u ldersbl de enke en hens I etter 7 eg så te	andede Ite trini siktsme 7. og 10 tt opp t	gruppe n kan ti ssig sko trinn m til den l king av	er og/el Ipasses oleskyss å ivare okale fo engelsl	ler sko slik at sordnin tas. Av orskrift	det er r g. Saml hensyn en som	nulig å d let time til mes mulig.	organis etall i no st mulig	ere aldo orsk, ma ; lik pral	ersblan atemati ksis i Tr	e den lo dede g kk og e omsøsk	okale fo rupper ngelsk kolen o	og/elle etter 4. ppfordr	r trinn, es			76	

Forskrift til felles fag- og timefordeling for skolene i Tromsø - ungdomstrinnet

			År,		År,			
	År,	Pr.	trinn	Pr.	trinn	Pr.		
Fag	trinn 8	uke	9	uke	10	uke	Sum	Kontroll
RLE	57	1,50	39	1,03	57	1,50	153	153
Norsk	152	4,00	114	3,00	132	3,47	398	398
Matematikk	105	2,76	104	2,74	104	2,74	313	313
Naturfag	76	2,00	90	2,37	83	2,18	249	249
Engelsk	74	1,95	74	1,95	74	1,95	222	222
Frem.språk/språklig								
fordypning	74	1,95	74	1,95	74	1,95	222	222
Samfunnsfag	90	2,37	83	2,18	76	2,00	249	249
K&H	76	2,00		0,00	70	1,84	146	146
Musikk		0,00	45	1,18	38	1,00	83	83
Mat og Helse		0,00	83	2,18		0,00	83	83
Kroppsøving	76,5	2,01	74,5	1,96	72	1,89	223	223
Valgfag	57	1,50	57	1,50	57	1,50	171	171
Utdanningsvalg	36,5	0,96	36,5	0,96	37	0,97	110	110
Årstimer	874		874		874		2622	
pr uke		23		23		23		

Årstimetallet er forskrift, uketimetallet er veiledende.

For skoler som har aldersblandede grupper og/eller skoleskyss gis det anledning til å fravike den lokale forskriften. Årstimetallene for de enkelte trinn kan tilpasses slik at det er mulig å organisere aldersblandede grupper og/eller at det kan tilpasses en hensiktsmessig skoleskyssordning. Samlet timetall i norsk, matematikk og engelsk etter 4. trinn, samt samlet timetall etter 7. og 10. trinn må ivaretas. Av hensyn til mest mulig lik praksis i Tromsøskolen, Oppfordres skolene til å legge seg så tett opp til den lokale forskriften som mulig

Spisetid kan tas fra undervisningstid hvis det faglige innholdet i spisetiden kan knyttes direkte til kompetansemål. Undervisningstid kan ikke benyttes til spisetid hvis innholdet kun knyttes til læreplanens generelle del.



College of Graduate Studies and Research

MEMORANDUM

To: Amanda Storey, Committee Coordinator, Academic Programs Committee of

University Council

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

Copy: Ken Coates, Director, International Centre for Northern Governance and

Development

Date: April 28, 2015

Re: Proposal for a new joint degree with the University of Tromso, Norway - Master of

Governance and Entrepreneurship in Northern and Indigenous Areas

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 the CGSR approved proposal for the creation of a new joint master's degree in Governance and Entrepreneurship in Northern and Indigenous Areas including:

- Correspondence between committees of CGSR and the International Centre for Northern Governance and Development associated with the review process of this proposal
- The Notice of Intent submitted to the Planning & Priorities Committee of University Council and the committee's response
- The Consultation with the Registrar form

The International Centre for Northern Governance and Development has developed a strong relationship with the University of Tromso in Norway and both institutions are keen to provide a joint graduate program. Though joint degree programs are popular in Europe, this is a new initiative for the University of Saskatchewan supporting the University of Saskatchewan's priorities for internationalization and graduate programming. This initiative has been supported by the Government of Saskatchewan.

The College of Graduate Studies and Research supports the creation of the new joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas. The formal review of the proposal was reinitiated with the Graduate Programs Committee on December 8, 2014, and a final motion to recommend to the Academic Programs Committee was carried by the CGSR Executive Committee on April 20, 2015.

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

TC/kc

College of Graduate Studies and Research MEMORANDUM

To: Amanda Storey, Committee Coordinator

Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean; Trever Crowe, Associate Dean

College of Graduate Studies and Research

Copies: Dr. Ken Coates, Director, International Centre for Northern Governance and Development

Date: April 23, 2015

Re: Proposal for a new joint Master degree in Governance and Entrepreneurship in Northern and

Indigenous Areas (GENI)

Members of the Executive Committee of the College of Graduate Studies and Research met on April 20, 2015, to consider the recommendation from the Graduate Programs Committee that a new joint degree be approved for the Master degree in Governance and Entrepreneurship in Northern and Indigenous Areas between the University of Saskatchewan and the University of Tromso in Norway.

Members of the Committee were satisfied with responses from the proponents clarifying the goals of introducing the new option. Members queried the attendance, the grade, the late assignment policy and the amount of marks deducted, as indicated within specific course syllabi, but they felt that these concerns could easily be addressed by the proponents.

The following motion was carried:

"Recommend the new joint Master's degree in Northern Governance and Entrepreneurship in Northern and Indigenous areas."

Crowe/Arnold Carried

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

TC:br



Course Outline

NORD 847.4 Circumpolar Innovation and Entrepreneurship

This course is jointly administered and delivered by the International Centre for Northern Governance and Development and the Johnson Shoyama Graduate School of Public Policy at the University of Saskatchewan and the Faculty of Humanities, Social Science and Education, University of Tromsø. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.

Course Instructor: Dr. Ken Coates

Instructor Contact Information: ken.coates@usask.ca / Tel: (306) 966-5136

Course Timeline: Sept-Dec 2016

Course Language: English

Course Admission Requirements/Prerequisites: A completed Bachelor's degree in one of the field of study or specialization of the GENI. The student should be enrolled in the GENI program at either University of Tromsø or University of Saskatchewan. Students located outside the GENI program must request permission to take this course from the instructor and the Graduate Chair.

Course Description:

This course examines the manner in which scientific and technological innovation, or the commercialization of technology-based products and services, is shaping the Circumpolar world. Nations around the world have identified innovation as being the cornerstone of

economic competitiveness and critical to everything from job creation to environmental sustainability. Comparatively little effort, however, has been made to develop the research capabilities, highly qualified personnel and commercial environments necessary to promote northern economic and social development. This course looks at the global role of scientific and technological innovation and examines ways in which new technologies and new commercial processes can have a beneficial impact on the North.

Course Objectives:

By the end of this course, students should:

- 1. Have a detailed understanding of the nature of 21st century scientific and technological innovation and the potential of such developments for northern and remote regions;
- 2. Appreciate the structure and nature of national innovation strategies, with an awareness of the place of northern and remote regions inside these strategies;
- Understand the commercial and policy frameworks that are in place to promote
 northern innovation and that are attempting to ensure that Circumpolar regions benefit
 from the emergence of new products, services and technologies;
- Comprehend the barriers (such as distance, small population, absence of needed infrastructure, etc) to the development of innovation-based economies and societies in the North;
- 5. Have a preliminary understanding of successful innovation initiatives (companies, policies, research programs, service implementations) in the circumpolar world.

Course Content

This course is designed to help students place the contemporary state of science and technology in the Circumpolar world in a global context. It covers the general questions about the best policies and strategies for promoting innovation and examines specific northern case studies that look at the practical challenges, successes and challenges associated with developing scientifically and technologically based societies and economies in the North. There will, be as well, considerable comparative study, both between northern regions and with other remote regions (ie. Australia), to identify best practices and common challenges associated with developing new economies in northern regions. In their course work, students will describe and share aspects of regional innovation efforts in their country/sub-national area so that the class gains a more detailed understanding of the challenges and achievements in circumpolar innovation. Ultimately, the course seeks to provide students with the ability to understand Circumpolar conditions in the context of the most rapid scientific and technological transformation in world history. Furthermore, by examining developments in an evolutionary context, students will gain an appreciation for the history of technological change in the North, thus developing the skills to appreciate ongoing and often accelerated transitions in the future.

More specifically, students in this course will, by doing research on their home community/region, work together to build a profile of the state of scientific and technological innovation – including changes in education, health, economic development and governance – in the North. By collecting and sharing this data, students will be preparing a comprehensive assessment of the achievements and barriers relating to innovation in northern regions. Collectively, we will be developing a profile of what needs to be done to ensure that the substantial benefits of the scientific and technological revolution reach the North in positive and constructive ways.

Course Structure

This course will consist of a combination of project work and the sharing of research and analysis. Most of the assignments (details below) are to be circulated to the entire class. For each week/module, students will complete the assignment by Wednesday. They will then submit, by Friday, a very brief commentary on what they have learned from their work and from their reading of the other student submissions. For each week, then, students will research the topic at hand, prepare a brief overview, submit their paper, read the other student submissions and prepare a short commentary on the subject. I have budgeted about 6 -9 hours per week for these assignments. Please monitor your time and let me know if the work is taking you longer than this allocation.

NORD 898: Course Schedule

Module	Module Topic	Weekly Assignment				
Module 1:	Scientific and	Prepare a brief statement (one page) on what scientific and technological				
Week of	Technological	innovation means to you. Review the material on the OECD website in the				
September	Innovation	preparation of this statement.				
15th		(http://www.oecd.org/site/innovationstrategy/theoecdinnovationstrategy.htm)				
		Also look at the Conference Board of Canada's work on innovation in Canada				
		(http://www.conferenceboard.ca/hcp/details/innovation.aspx)				
Module 2:	The Scientific and	Prepare a brief (two page) overview of the following: "In your				
Week of	Technological	community/region, what significant scientific and technological innovations				
September	Revolution in the	have been implemented in the past 20 years?" Base this paper on your				
22nd	North (for	personal observations/experiences and comments of others in your				
	circulation to all	community.				
	class members)					
Module 3:	National	Read the following national innovation strategy policy reviews.				
Week of	Innovation	1. www.issp.uottawa.ca/eng/pdf/HawkinsPaper.pdf				
September	Policies (for	2. www.oecd.org/canada/sti-outlook-2012-canada.pdf				
29th	circulation)	3. http://www.tem.fi/en/innovations/innovation_policy (Click on the pdf				

		at the bottom of the first page)					
		Reflect on how these policy reviews relate to your community/region. Is the North highlighted in these national policy statements? Prepare a brief (two page) commentary.					
Module 4: Week of October 6th	The North and the Innovation Building Blocks (for circulation)	Prepare a brief (two pages) statement on the following: "Education and training is deemed to be essential for an innovation economy. Evaluate the post-secondary educational and training opportunities available within commuting distance (2 hours) of your home community. What specific technological, scientific and professional programs are available for local residents?" Make sure you consider online learning opportunities including the Massive Open Online Courses (MOOCs). (See http://www.moocs.co/)					
Module 5: Week of October 13th	Commercialization of S&T in the North (for circulation)	Based on your own experience and your lifestyle, identify at least five (5) significant scientific and technological innovations that you use on a regular basis. A good example (not to be counted as one of your five) would be the availability of cell phones and mobile Internet. Prepare a brief (two pages) summary of the impact and value of these innovations. Secondly, describe the cost and speed of Internet service in your community (both home-based and mobile) phone. Contrast this cost and speed with that available in the nearest metropolitan area (over 200,000 people). Submit this data with your other summary.					
Module 6: Week of October 20th	The Resource Sector and Circumpolar Innovation (for circulation)	There is a tendency to see the resource sector – the key to northern economic development – as being "old economy" and scientific and technological innovation as being crucial to the "new economy." This perspective seriously underestimates the impact of innovation within the resource sector. Prepare a brief (two page summary) of the nature, extent and impact of S&T-based innovation in one of the following areas: fracking, oil sands recovery, uranium mining safety, Arctic oil exploration and development, environmental monitoring, mine safety, aerial mineral exploration, cold weather operation of machinery, or some other resource-based area).					
Module 7: Week of October 27th	The Current State of Circumpolar Innovation	No assignment this week. Please devote this time to the preparation of your report. See the details below.					
Module 8: Week of November 3rd	The Current State of Circumpolar Innovation (for circulation)	Each student will submit a 8 to 10 page report that summarizes the state of the innovation environment in one region of the Circumpolar world (the regions include Greenland, Iceland, the Yukon, Northwest Territories, Nunavut, northern Saskatchewan, northern Quebec, northern British Columbia, Alaska or a sub-national northern region in Norway, Sweden, Finland or Russia). The report should focus on one of the following areas. No more than two people per topic and region, so contact me right away to reserve a spot! O Post-secondary education and advanced training; O Northern research capabilities					

		 Corporate investment in northern research and development Urban or regional business incubators and entrepreneurship development Innovation in northern health care and medicine Telecommunication infrastructure Government programs for northern business innovation and entrepreneurship
Module 9: Week of November 10th	Social and Cultural Aspects of Innovation (for circulation)	For the purposes of this project, select a region other than your own. There is a strong bias in the innovation economy for people with advanced education and training. This raises questions about the degree to which all people are prepared for full participation in a science and technology-based economic and society. Based on data available to you about your region (ie. Statistics Canada information, Aboriginal and Northern Affairs data) and your personal experience, address the following question: "Are Aboriginal and northern Canadians generally prepared for full engagement with the economic and social opportunities of an innovation economy? If not, what specific things do you feel need to be done to improve the chances for greater Aboriginal and northern participation in an innovation-centred society?
Module 10: Week of November 17 th	Building Circumpolar Innovation Capacity (for circulation)	National governments bear the primary responsibility for building Circumpolar innovation capacity. Review the following websites: 1. Canadian Northern Economic Development Agency http://north.gc.ca/ 2. Strategic Investments in Northern Economic Development (SINED) http://actionplan.gc.ca/en/initiative/strategic-investments-northern-economic 3. Aboriginal Affairs and Northern Development (http://www.aadnc-aandc.gc.ca/eng/1100100032790/1100100032794) On the basis of this review, prepare a brief (two page) commentary on the following question: "How effective do you feel Government of Canada programs are in promoting a northern innovation economy?" Address this question both at a general level (ie. for all the North in Canada) and with specific reference to your region. If you know of provincial, territorial or municipal contributions to the development of innovation capacity, please include them in your report.
Module 11: Week of November 24th	Abundance and the Future of Innovation	Book Review (circulate to the instructor only). In this review, address the following: "The authors of <i>Abundance</i> outline a world in which new technologies profoundly and constructively alter our world. Is their vision compatible with the realities of the North? In what ways, based on this book, do you see the North being transformed by scientific and technological innovation?
Module	Public Attitudes	For this week, speak to at least five members of your community (friends, co-

Masters in Governance and Entrepreneurship in Northern and Indigenous Areas

12: Week of December 1st	toward Scientific and Technological Innovation (for circulation)	workers, community leaders, etc) about the following topic: "Do you think that scientific and technological innovation will continue to bring about major improvements in the quality of life in the North?" Look for patterns and trends in their answers. Prepare a two page summary of their observations and your
150	en calacion,	analysis.
Module 13: Week of December 15th	Course Review and Preparation of the Final Examination (Note that you have been given two weeks to complete this assignment.) Send only to the instructor.	Submit an 8 to 10 page final examination essay on the following topic: "Northern regions require scientific and technological innovation in order to remain competitive and to improve the quality of life for the people. However, there are a significant number of barriers that must be overcome before a proper and sustainable innovative society can be established in the North."

Course Assessment and Examinations

All students are required to complete the following assignments and final examination. The exam must be written in English.

- Weekly Assignments: Students are required to prepare, in a timely and professional manner, weekly reports, as outlined above. It is vital for the course that these be completed and submitted on time, and no later than Wednesday of the identified week.
- The State of Circumpolar Innovation: Each student will submit a 8 to 10 page report that summarizes the state of the innovation environment in one region of the Circumpolar world. See the details above.
- **Book Review**: Each student will complete a review of Peter Diamondis and Steven Kotler, *Abundance: The Future is Brighter than You Think* for the Circumpolar World?
- **Final Examination**: All students will write a take-home examination that will cover all of the material in the course. The question is provided above.

Students will be evaluated on their weekly submissions, two written assignments and one final written exam. The final grade is divided between the student activities as follows

Weekly Assignments (circulated)		
The State of Circumpolar Innovation Report (circulated)		
Book Review (not circulated)	20 %	
Final Examination (not circulated)		

Note that re-writing is a vital part of the professional writing process. Students will be permitted to resubmit their book review and/or final examination after it is graded. You will have one week to revise and resubmit your work for re-marking.

Grading Scheme

The University of Saskatchewan uses a percentage system for reporting final grades. The university-wide relationship between literal descriptors and percentage scores for graduate courses is as follows:

Percentage	Literal	Description				
	Descriptor					
90-100	Exceptional	 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; an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; an exceptional ability to analyze and solve difficult problems related to subject matter 				
80-89	Very Good to Excellent	 A very good to excellent performance with strong evidence of: a comprehensive grasp of subject matter; an ability to make sound critical evaluation of information; a very good to excellent capacity for original, creative and/or logical thinking; a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; a very good to excellent ability to analyze and solve difficult problems related to subject matter 				
70-79	Satisfactory to Good	 A satisfactory to good performance with evidence of: a substantial knowledge of subject matter; a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology; satisfactory to good capacity for logical thinking; some capacity for original and creative thinking; a satisfactory to good ability to organize, to analyze, and to 				

Masters in Governance and Entrepreneurship in Northern and Indigenous Areas

		 examine the subject matter in a critical and constructive manner; a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter
		A generally weak performance, but with some evidence of:
60-69	Poor	 a basic grasp of the subject matter; some understanding of the basic issues; some familiarity with the relevant literature & techniques; some ability to develop solutions to moderately difficult problems related to the subject matter; some ability to examine the material in a critical & analytical manner
<60	Failure	An unacceptable performance

More information on Graduate grading schemes can be found at http://www.usask.ca/cgsr/policy-and-procedure/examinations.php.

Required Reading(s)

The students are obligated to complete the required readings for this course, and will be assessed on their understanding of these required readings. The core required reading for this class is Peter Diamondis and Steven Kotler, *Abundance: The Future is Brighter than You Think*.

Academic Integrity

All students should familiarize themselves with University Council policies and guidelines concerning academic integrity. For further information please consult: http://www.usask.ca/university_secretary/honesty/.

It is your responsibility to be familiar with the University of Saskatchewan *Guidelines for Academic Conduct*. More information is available at www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Plagiarism

At the University of Saskatchewan, plagiarism is understood as the presentation of the work or idea of another person in such a way as to give others the impression that it is the work or idea of the presenter. There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an

Masters in Governance and Entrepreneurship in Northern and Indigenous Areas

acceptable excuse.

Examples of Plagiarism

- The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]
- 2) The verbatim use of oral or written material without adequate attribution.
- 3) The paraphrasing of oral or written material of other persons without adequate attribution.

Attendance

Due to the hands-on and practical nature of this course, attendance is essential. You are permitted to miss up to two classes as long as your absence has been agreed to in advance by the instructor.

Late Assignments

Assignments are expected to be handed in on time. Only exceptional circumstances will be considered as reasons for late submissions. Marks will be deducted for late submissions that have not been approved in advance by the instructor.

Reconsideration of Assessments

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures as set out by the University Secretary's Office. For further information, please visit http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php.

Disability Services for Students (DSS)

Disability Services for Students (DSS) assists students by offering programs and advocacy services — fostering an accessible and welcoming campus. All students with disabilities are encouraged to register with DSS. Access to most services and programs provided by DSS is restricted to students who have registered with the office. For more information, please visit http://students.usask.ca/current/disability/registration.php.

University Learning Centre

The University Learning Centre offers students help in writing and learning strategies. Please visit http://www.usask.ca/ulc/ for more information on the services provided.

Student Evaluation of Educational Quality (SEEQ)

Teaching evaluations are an important way in which students can give feedback on teaching quality and effectiveness, courses and their general academic experience at the University of Saskatchewan. Student feedback is valuable to the U of S and is used to inform decision-making and to improve teaching, course offerings, curriculum and instructional support by instructors, departments, and colleges. All students are expected to complete the online SEEQ evaluation for this course.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2 Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

GSR 400.1 New Graduate Course Proposal

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

E	KAM EXEMPTION:	<u>Yes</u>	(must com	plete section 6.1	l) No				
В	asic information ab	out the	e proposed	course:					
1.	Department/Unit: <u>I</u>	ICNGD			College of	: CGSR			
2.									
	K (Authorizing Unit I	EN COA Head - Pl)	(Authoriz	SIGNED Co	OPIED PROVIDED T SIGNATURE)	TO CGSR	
3.	Information required	d for the	e calendar:						
	3.1 Label and nun	nber of	course: NO	ORD 835.2					
	3.2 Title of course	: Com	munications	I: Academic and	l Professional	Writing			
	3.3 Total Hours:	Lecture	e: <u>26</u>						
								Sem	inar: <u>26</u>
								Lat) :
								Tutoria	l:
								Othe	r:
	3.4 Weekly Hours	: Lec	ture:						
								Semina	r:
								Lat) :
								Tutoria	l:
								(Other: 3
	3.5 Term in which	it will b	e offered:	<u>T1</u> (STA	RTING FALL	2015)			
	3.6 Prerequisite:	١	IONE						
	3.7 Calendar desc	cription	(not more th	nan 50 words):					
					-			applied research	
	to Northern Saska	tchewa	n and Car	nada. Students	will learn the	form and	function of prof	essional commu	ınication
	documents, such as	s the fo	rmal report,	briefing note and	the press rel	ease, as we	ll as principles of	f oral communica	ition.
4.	Rationale for introd	ucing th	nis course:						
	Highly relevant and	timely	topic to nort	hern governance	and develop	ment.			
5.	Impact of this cours 5.1 Are the progra No Yes (Ple	ıms/cou			s/Colleges affe	ected by this	new course (po	ssible duplication)?
	5.2 Were any other	er acad	emic units a	sked to review o	r comment on	the proposa	I?		

No Yes **(Please attach correspondence)** YES, THE PARTNER INSTITUTION IN THE JOINT DELIVERY, UIT THE ARCTIC UNIVERSITY OF NORWAY, WAS REQUESTED TO REVIEW AND APPROVE THE COURSE

WITHIN THEIR INSTITUTION AS WELL. THE COURSE WAS APPROVED FALL 2014.

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (Please list): _NO

5.4 Course(s) for which this graduate course will be a prerequisite?

NORD 838.2 Communication II: Negotiations and Consultations

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (Please list): GENI (University of Tromso (UiT), Norway)

6. Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

Checklist: Course objectives need to be clearly stated

Description of and Activities for Evaluation must be listed

Course Outline (syllabus) with Reading List must be included

Percentage of Total Mark for each evaluation listed

If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://

www.usask.ca/cgsr/prospective_students/forms.php Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION**: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

NORD 835.2 is an interactive course that has multiple student assessments built into the course so that the weight is distributed by means of presentations, participation, a press release and the literature review.

- 7. Enrolment:
 - 7.1 Expected Enrolment: 12
 - 7.2 From which colleges/programs: INTERNATIONAL CENTRE FOR NORTHERN GOVERNANCE AND DEVELOPMENT, AND THE PROPOSED JOINT MASTER IN GOVERNANCE AND ENTREPRENEURSHIP IN NORTHERN AND INDIGENOUS ARES WHICH WILL HAVE STUDENTS FROM BOTH USASK AND UIT.
- 8. Resources:
 - 8.1 Proposed instructor(s) (Please include qualifications):

Heather McWhinney - possesses both professional writing experience and education, as well as graduate-level teaching expertise; and has taught GSR 981 and a seminar on professional writing for graduate students enrolled with the Johnson Shoyama Graduate School.

8.2 How does the department plan to handle the additional teaching or administrative workload:

Sessional lecturer

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No.

- 9. Date of Implementation:
 - 9.1 To be offered: **Annually** Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of
Student Appeals in Academic Matters (see www.usask.ca/university_secretary/council/reports_forms/reports/
12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit):

The signature of the Dean of your Colleg	signifies	that the	necessary	resources	are e	ither	available	or s	shall	be
supplied by the College/Department budge	t.									

(Authorizing College Signature (of the home academic unit)

MICHAEL ATKINSON

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2 Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

GSR 400.1 New Graduate Course Proposal

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

E	(AM	EXEMPTION: Yes (must complete section 6.1) No	
Bá	asic i	information about the proposed course:	
1.		partment/Unit: International Centre for Northern Governance and Development College of: Gradesearch	uate Studies and
2.			
	-	KEN COATES SIGNED COPY WITH CGSR (Authorizing Unit Head - PLEASE PRINT) (Authorizing Unit Head - SIGNATURE)	
3.	Info	rmation required for the calendar:	
	3.1	Label and number of course: NORD 847.4	
	3.2	Title of course: Circumpolar Innovation and Entrepreneurship	
	3.3	Total Hours: Lecture: <u>52</u>	
			Seminar:
			Lab:
			Tutorial:
			Other: <u>52</u>
	3.4	Weekly Hours: Lecture:	
			Seminar:
			Lab:
			Tutorial:
	3.5	Term in which it will be offered: (starting Fall 2016)	Other: <u>3-6</u>
	3.6	Prerequisite: NONE	
		Calendar description (not more than 50 words):	
		s course looks at the manner in which scientific and technological innovation, or the commercialization	on of technology
		ed products and services, is shaping the Circumpolar world.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
4		ionale for introducing this course:	
٦.		-	
	Key	dimension of northern governance and development in the circumpolar world.	
5.	Imp 5.1	act of this course: Are the programs/courses of other academic units/Colleges affected by this new course (possible du No Yes (Please list): NO	uplication)?
	5.2	Were any other academic units asked to review or comment on the proposal? No Yes (Please attach correspondence) NO	

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (Please list): NO

5.4 Course(s) for which this graduate course will be a prerequisite?

NONE

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (Please list): NO

6. Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

Checklist: Course objectives need to be clearly stated

Description of and Activities for Evaluation must be listed **Course Outline** (syllabus) with **Reading List** must be included

Percentage of Total Mark for each evaluation listed

If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://

www.usask.ca/cgsr/prospective_students/forms.php Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION**: Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

The final exam is worth 20% because of the weekly assessments that are built into the course by means of weekly assignments. These weekly submissions, in addition to the two reports ,worth 20% each, are sufficient in assessing student success.

- 7. Enrolment:
 - 7.1 Expected Enrolment: <u>15</u>
 - 7.2 From which colleges/programs: INTERNATIONAL CENTRE FOR NORTHERN GOVERNANCE AND DEVELOPMENT, AND THE PROPOSED JOINT MASTER IN GOVERNANCE AND ENTREPRENEURSHIP IN NORTHERN AND INDIGENOUS ARES.
- 8. Resources:
 - 8.1 Proposed instructor(s) (Please include qualifications):
 - Dr. Kenneth Coates, PhD history with extensive experience on northern issues Canada Research Chair in Regional Innovation at the Johnson-Shoyama Graduate School of Public Policy & Director, International Centre for Northern Governance and Development
 - 8.2 How does the department plan to handle the additional teaching or administrative workload:
 - Additional teaching hours are minimal because the class is developed and delivered online and is part of regular workload.
 - 8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

The course is already developed online in Blackboard, and was already delivered as a special topics course within the MNGD program.

- 9. Date of Implementation:
 - 9.1 To be offered: **Annually** Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): November 27, 2013

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit)

MICHAEL ATKINSON

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

UNIVERSITY COUNCIL

ACADERMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson; Chair, Academic Programs Committee

DATE OF MEETING: June 18, 2105

SUBJECT: Master of Arts in Teaching English to Speakers of Other

Languages (M.A. in TESOL)

DECISION REQUESTED:

It is recommended:

That Council approve the Master of Arts in Teaching English to Speakers of Other Languages (M.A. in TESOL), effective

September 1, 2016.

PURPOSE:

The primary goals of the new M.A. TESOL program are satisfying the demand for post-graduate-level training of ESL/EAL teachers in Saskatchewan attracting students from overseas, nation-wide, and within the province to upgrading their teaching qualifications in English as a Foreign/Second/Additional Language; and providing a viable graduate studies alternative for students interested in Linguistics, Education, and English Language teaching. This proposal is motivated by local, provincial, national, and international educational needs, in combination with the aim of optimizing financial resources in the province with respect to the promotion of graduate studies.

CONTEXT AND BACKGROUND:

The proposed MA program is course-based (30cu of graduate coursework). It is a unique intercollegial program with the participation of the following units of the University of Saskatchewan: Linguistics Program (College of Arts and Science) and Curriculum Studies (College of Education); with limited participation of the University of Saskatchewan Language Centre. The primary purpose of this program is to enhance the qualifications of ESL/EFL/EAL (English as a second/foreign/additional language) teachers within Saskatchewan as well as to attract ESL/EFL/EAL teachers across Canada and from overseas towards getting a graduate degree in the area.

This program proposal is motivated by international, national and local educational needs, the strengths of the participating units, as well as by the aim of optimizing financial resources in the province with respect to graduate studies.

Due to the role of English as the language of international communication, ESL/EFL/EAL has turned into a lucrative global industry, with ESL/EFL/EAL teacher training as one of its focal points A graduate level from a Canadian University offers international students an advantage in their home job markets and ESL/EFL/EAL teachers. Located in the middle of the predominantly English-speaking Canadian prairies, Saskatoon is a desirable destination for a TESL/TEFL/EAL graduate program for international students, particularly those from China, Japan, Korea and Eastern European countries.

In Canada, the increase in the number of immigrants, the percentage of the population for whom English or French is not their mother tongue keeps growing and so the demand for enhancing ESL teachers' and teacher trainers' qualifications at post-graduate level increases accordingly. While some Canadian universities have already capitalized on this demand, competitive graduate student rates at the University of Saskatchewan will attract potential applicants from different parts of Canada.

Currently, there are no graduate programs in Saskatchewan that can provide graduate training in the ESL/EAL area. Saskatchewan Provincial Nominee Immigration Program created an increased demand for ESL/EAL training and for teachers with ESL/EAL qualifications that the available education system is unable to satisfy. Graduates of the CCDE TESOL Certificate program currently have no opportunities to advance their professional education at the graduate level. This niche needs to be filled expeditiously. An opportunity to advance ESL/EAL teacher training in the province will have positive effects on the adaptation of immigrants to life in Saskatchewan and on the employment market in the province.

IMPLICATIONS:

Pooling together resources from participating units (Department of Linguistics in Arts and Science and the Department of Curriculum Studies in the College of Education) will foster the creation of an academically sound, enriched, competitive and economically viable interdisciplinary program. Both expenses and revenues will be shared by the participating units. This proposed M.A. program will be coordinated with the recently approved new M.A. in Applied Linguistics: two required courses and some electives will be shared between the M.A. TESOL and M.A. in Applied Linguistics programs. There will be two or three new TESOL courses developed for this program—all other courses are existing courses.

As a result of the recently approved M.A. in Applied Linguistics and the anticipated approval of this program, a new faculty position has been created for the department, with a specialization in ESL/Applied Linguistics, as well as a half-position in Linguistics. This brings the faculty complement up to 5.5 full-time positions, from July 1, 2015.

CONSULTATION:

- Approval by Linguistics Committee, College of Arts and Science (May 17, 2013)
- NOI to Planning and Priorities Committee of Council (January 2014)
- Approval by Vice-Dean, Humanities and Fine Arts David Parkinson College of Arts and Science (March 4, 2015)

- Approval by Associate Dean Graduate Studies Laurie Hellsten College of Education (March 27, 2015)
- Approval by College of Graduate Studies and Research (March 31, 2015)
- Reviewed by Academic Programs Committee (May 13, 2015)

SUMMARY:

Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL), has as its main goal satisfying the demand for greater training for TESL and ESL teachers in Saskatchewan, in Canada, and internationally. An increase in the number of students pursuing graduate degree programming in the Department of Linguistics will increase, as there is a great international demand for this type of education and credentials. A M.A. in TESOL program will offer additional options for undergraduates in education, linguistics, and English post-graduation, allowing for greater alumni engagement and opportunity.

As a degree offered in partnership with the Department of Curriculum studies, the M.A. TESOL program helps achieve goals established by the U of S regarding interdisciplinary programming and research. This new M.A. program also aligns directly with the goals of the College of Arts and Science vis-à-vis the Third Integrated Plan, by raising graduate student enrolment in selected disciplines, meeting the needs of a changing student population, internationalizing the learning and research environment, and building upon the department's unique interdisciplinary knowledge creation potential.

ATTACHMENTS:

- 1. Master of Arts in Teaching English to Speakers of Other Languages Program Proposal
- 2. Supplemental Information for M.A. in TESOL program proposal (posted on website)

New Graduate Program Proposal

Masters of Arts in Teaching English to Speakers of Other Languages

Interdisciplinary Program,

College of Arts and Science, College of Education, University of Saskatchewan;

With partial participation of the University of Saskatchewan Language Centre

March 31, 2015

Table of Contents

1. Executive Summary		p. 3
2. Proposal Identification		p. 6
3. Type of Change		p. 6
4. Rationale		p. 7
5. Description of Program characteristics		p. 9
6. Resources		p. 13
7. Relationship and impact on implementation		p. 14
8. Budget implications		p. 14
Appendices:		
Appendix 1. Alignment with the College of Arts and Science Integrated Plan		p. 18
Appendix 2. Alignment with the College of Education Integrated Plan		p. 19
Appendix 3. College of Arts and Science Statement		p. 20
Appendix 4. College of Education Statement		p. 21
Appendix 5. MA TESOL and equivalent programs in Canadian universities		p. 22
Appendix 6. Response to the MA in TESOL NOI by PPCC		p. 23
Appendix 7. Evidence of Correspondence		p. 24
Appendix 8. Detailed information on resources		p. 31
Appendix 9. Notes on TESL accreditation in Saskatchewan	p. 33	
Appendix 10. Course proposal forms	p. 34	

"Strength comes through interdisciplinary and multidisciplinary efforts, with Partnerships that cut across disciplines" (IP 3, p. 5)

EXECUTIVE SUMMARY

The proposed MA program is course-based (30cu of graduate coursework). It is a unique intercollegial program with the participation of the following units of the University of Saskatchewan: Linguistics Program (College of Arts and Science) and Curriculum Studies (College of Education); with limited participation of the University of Saskatchewan Language Centre.

The primary purpose of this program is to enhance the qualifications of ESL/EFL/EAL (English as a second/foreign/additional language) teachers within Saskatchewan as well as to attract ESL/EFL/EAL teachers across Canada and from overseas towards getting a graduate degree in the area.

This program proposal is motivated by international, national and local educational needs, the strengths of the participating units, as well as by the aim of optimizing financial resources in the province with respect to graduate studies.

International demand in ESL/EFL teacher training and graduate programming

Due to the role of English as the language of international communication, ESL/EFL/EAL has turned into a lucrative global industry, with ESL/EFL/EAL teacher training as one of its focal points. Consequently, there is a large population of English as a Foreign Language teachers world-wide who aspire to get a MATESOL degree from a university in Canada. Located in the middle of the predominantly English-speaking Canadian prairies, Saskatoon is a desirable destination for a TESL/TEFL/EAL graduate program for international students, particularly those from China, Japan, Korea and Eastern European countries.

National demand

With the increase in the number of immigrants in Canada, the percentage of the population for whom English or French is not their mother tongue has reached one third, and this proportion keeps growing. The demand for enhancing ESL teachers' and teacher trainers' qualifications at post-graduate level increases in Canada accordingly.

While some Canadian universities have already capitalized on this demand (for example, U of Toronto, York, Brock, U Alberta, and others), the demand nation-wide has not been saturated. Competitive graduate student rates at the University of Saskatchewan will attract potential applicants from different parts of Canada.

ESL/EAL teacher training demand in Saskatchewan

Currently, there are no graduate programs in Saskatchewan that can provide graduate training in the ESL/EAL area. Saskatchewan Provincial Nominee Immigration Program created an increased demand for ESL/EAL training and for teachers with ESL/EAL qualifications that the available education system is unable to satisfy. Graduates of the CCDE TESOL Certificate program currently have no opportunities to advance their professional education at the graduate level. This niche needs to be filled expeditiously. An opportunity to advance ESL/EAL teacher training in the province will have positive effects on the adaptation of immigrants to life in

Saskatchewan and on the employment market in the province.

Traditional strengths of the participating units in the area

This focus on Teaching English as a Second/Foreign/Additional Language will build on the traditional strength in ESL/EFL/EAL teaching of the Linguistics Program, the College of Education, and additional support from the University of Saskatchewan Language Centre.

The Linguistics program offers credited ESL courses (ESL 115.3 and 116.3), as well as undergraduate and graduate courses relevant to Second Language teaching and learning. Additionally, linguistics students in the program are involved in an Internship program with the University of Saskatchewan Language Centre. As a part of the internship, they provide ESL tutorials to USLC students. This proposed MA program will be coordinated with the recently approved new MA in Applied Linguistics: two required courses and some electives will be shared between the MA TESOL and MA in Applied Linguistics programs.

The College of Education offers undergraduate and Special Topics graduate courses in the ESL/EAL area. The Department of ECUR has recently added the CERTESL program (earlier taught by the University of Saskatchewan Language Center) that provides training towards a Certificate in the Teaching of English as a Second Language.

The University of Saskatchewan Language Centre within the Centre for Continuing and Distance Education has cooperated with the College of Education for many years in providing practicum and observation opportunities and sharing expertise.

Optimized resources

Pooling together resources from participating units will foster the creation of an academically sound, enriched, competitive and economically viable interdisciplinary program. Both expenses and revenues will be shared by the participating units.

Unique features of the program:

• Interdisciplinarity

MATESOL programs are usually run by either Linguistics or Education departments. The advantages of the proposed program are in its interdisciplinary angle: it approaches the subject of language teaching from both the Applied Linguistics and Education perspectives.

• Flexibility

The existence of an elective component will provide greater flexibility and allow for catering to the individual needs and interests of students. This will make the program more attractive to international and Canadian students.

• *Unique emphasis*

The program is designed in an innovative manner. It does not focus exclusively on individual language skills (as some previous TESL programs did); rather the program emphasizes a broad array of topics relevant for ESL/EFL/EAL teachers. Due to the unique qualifications of the participating faculty, the program will offer a diversity of courses including ESL/EAL language teaching technology, language proficiency, language learning and teaching pedagogy, as well as sociolinguistic aspects of language learning.

• Positive impact on the population and the job market

The creation of a MATESOL program will encourage young specialists to stay in Saskatchewan, and enrich the ESL/EAL teachers market supply, as well as foster better

integration of immigrants into the job market.

Potential applicants

The applicants are expected to come from the following major groups:

- 1. Saskatchewan teachers of English as a Second/Additional language wishing to enhance their qualifications and advance their careers by obtaining a graduate degree in their area of expertise. Licensed teachers in K-12 system as well as teachers and teaching assistants in colleges and private institutions can benefit from this program.
- 2. Canadian teachers of English as a Second Language attracted by competitive graduate tuition fees in the University of Saskatchewan and the academic merits of the program.
- 3. Graduates (B. A. in Linguistics and B.Ed.) who are attracted by the career path of teaching in ESL/EFL/EAL programs.
- 4. A considerable pool of EFL teachers and TAs wishing to get a graduate degree in TESOL in a Canadian university is expected from China, Korea, Japan, Russia, and other countries where English is not the first or official language. The recruitment expertise of the University of Saskatchewan Language Centre will be an invaluable asset in this regard.

Program delivery and administration

The program is developed, administered and governed by MA TESOL Program Committee consisting of at least one representative from each participating unit.

In sum, our proposed MA TESOL degree will significantly increase the numbers of graduate students in the University of Saskatchewan as well as have a positive impact on the job market in Saskatchewan. By optimizing the resources and expertise available in the participating units this program can be implemented with no additional resources.

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1 PROPOSAL IDENTIFICATION

Title	of proposal: Master of Arts in Teaching English to Speakers of Other Languages
Degre	ee(s): M.A. Field(s) of Specialization: TESOL (Teaching English to Speakers of Other Languages)
Level	(s) of Concentration: graduate 800 level
Degre	ee College: Arts and Science, Education
Hom	e College: College of Graduate Studies and Research
Veron	act person(s) (name, telephone, fax, e-mail): ika Makarova, Ph.D., Head, Department of Linguistics and Religious Studies, Linguistics am Chair, College of Arts and Science. Tel: 30-966-5641, e-mail: v.makarova@usask.ca
Date:	30 March, 2015
Appro	oved by the degree college and/or home college:
_	osed date of implementation: 1 September 2015 (recruitment), 1 September 2016 (course ngs start).
2 T	Type of change
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

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

The proposed MA program is course-based (30cu of graduate coursework). It is a unique intercollegial program with the participation of the following units of the University of Saskatchewan: Linguistics Program (College of Arts and Science) and Curriculum Studies (College of Education); with limited participation of the University of Saskatchewan Language Centre.

The primary goals of the new programs are:

- satisfying the demand for post-graduate-level training of ESL/EAL teachers in Saskatchewan;
- attracting students from overseas, nation-wide, and within the province to upgrading their teaching qualifications in English as a Foreign/Second/Additional Language;
- providing a viable graduate studies alternative for students interested in Linguistics, Education, and English Language teaching.

This proposal is motivated by local, provincial, national, and international educational needs, in combination with the aim of optimizing financial resources in the province with respect to the promotion of graduate studies.

Note: The terms "Teaching English as a Second Language (TESL)," "Teaching English as an Additional Language (TEAL)," and "Teaching English to Speakers of Other Languages (TESOL)" are synonyms, and relate to teaching English to non-native speakers of the language. "TESOL" is a more traditional name for MA programs in the area. The term "English as a Foreign Language" relates to acquiring/teaching English to non-native speakers in countries where English is not a national or official language (e.g., China, Germany, Korea, etc.). Since there are negligible differences in the methodologies of ESL, EAL, ESOL and EFL teaching, all existing MA TESOL programs in Canada and other countries cover all of these areas.

International demand in ESL/EFL teacher training and graduate programming

While English is the third largest language on the earth by the number of native speakers, it is the number one language of international commerce, and it is therefore the most commonly taught foreign language in all non-English speaking countries (Ethnologue). Due to the role of English as the language of international communication, ESL/EAL/EFL has turned into a lucrative global industry, with ESL/EAL/EFL teacher training as one of its focal points. The economic success of a country in the global market is sometimes associated with the level of its ESL/EAL/EFL education. Chinese and Japanese governments have proclaimed improving EFL teaching their national priorities and allocate funding for their English teachers to get graduate qualifications abroad. Canada is one of the desirable destinations for international students to obtain graduate degrees. Consequently, there is a large population of English as a Foreign Language teachers

world-wide who aspire to obtain a MATESOL degree from a university in Canada. Located in the middle of the predominantly English-speaking Canadian prairies, Saskatoon can easily become a popular destination for ESL/EAL/EFL studies for students from all over the world, particularly from China, Japan, Korea, and Eastern European countries.

National demand

With the increase in the number of immigrants in Canada, the percentage of the Canadian population speaking neither English nor French as a mother tongue has reached one third, and this proportion keeps growing. The demand for qualified ESL teachers and teacher trainers increases in Canada accordingly.

While some Canadian universities have already capitalized on this demand (for example, U of Toronto, York, Brock, U Alberta, and others), the demand nation-wide has not been saturated. Competitive graduate student rates in the University of Saskatchewan will attract potential applicants from different parts of Canada.

ESL/EAL teacher training demand in Saskatchewan

Currently, there are no graduate programs in Saskatchewan that can provide graduate training in the ESL/EAL area. The Saskatchewan Provincial Nominee Immigration Program increased the demand in ESL/EAL training and in teachers with ESL/EAL qualifications that the available education system is unable to satisfy. Due to the shortage of ESL/EAL teachers in Saskatchewan, *Open Door Society* has lengthy waiting lists of immigrants wishing to get into their ESL program. Children from immigrant families cannot get immediate access to ESL programs, and the programs only accommodate a few months of ESL support. The new LINC (Language Instruction for Newcomers to Canada) program in Saskatchewan Polytechnic is also experiencing a delays in accommodating new students. Insufficient knowledge of English and waiting lists to get into English courses cause delays in securing jobs for new immigrants and refugees.

Graduates of the CCDE TESOL Certificate program currently have no opportunities to advance their professional education at the graduate level. This niche should be addressed expeditiously. An improved ESL/EAL teacher training in the province will have positive effects on the immigrants adaptation to life in Saskatchewan and on the employment market in the province. While the suggested program cannot guarantee certification by TESOL Saskatchewan, it could nevertheless assist to satisfy a part of the requirement for certification (Ref Appendix 9 for details of EAL teacher certification in Saskatchewan), and it can also help certified TESOL instructors to enhance their qualifications at a graduate level and advance their careers.

Traditional strengths of the participating units in the area

This focus on Teaching English as a Second/Foreign Language will build on the traditional strength in ESL/EFL teaching of the Linguistics Program, the College of Education, and the University of Saskatchewan Language Centre.

The Linguistics program offers credited ESL courses (ESL 115.3 and 116.3), as well as undergraduate and graduate courses relevant to Second Language teaching and learning. The "Applied and General Linguistics Stream" is aimed at students interested in becoming language teachers. Additionally, linguistics students in the program are involved in an Internship program with the University of Saskatchewan Language Centre. As a part of the internship, they provide ESL tutorials to USLC students. This proposed MA program will be coordinated with the

recently approved new MA in Applied Linguistics: two required courses and some electives will be shared between the MA TESOL and MA in Applied Linguistics programs.

The College of Education offers undergraduate and Special Topics graduate courses in the ESL/EAL area. The Department of ECUR has recently added the CERTESL program (earlier taught by the University of Saskatchewan Language Centre) that provides training towards a Certificate in the Teaching of English as a Second Language.

The University of Saskatchewan Language Centre within the Centre for Continuing and Distance Education has cooperated with the College of Education for many years in providing practicum and observation opportunities and sharing expertise.

Optimized resources

Individually, it would be hard for participating units to allocate sufficient resources to run a 30cu graduate program. Pooling together resources from participating units will foster the creation of a highly competitive academically exciting interdisciplinary program, as well as add robustness and financial stability to it. Each participating unit has a unique role to play and a unique contribution to make in terms of research and academic expertise of the faculty, the scope of courses that can be offered towards the program, and the amount of administrative support. Both expenses and revenues will be shared by the participating units (based on an agreement according to which the expenses and revenues are distributed in proportion to the number of 3 cu of graduate students enrollments in the courses offered by participating units)

Potential applicants

The applicants are expected to come from the following major groups:

- 1. Saskatchewan teachers of English as a Second/Additional language who hold 4-year university degrees and wish to enhance their qualifications and advance their careers by obtaining a graduate degree in TESOL. Licensed teachers in K-12 system as well as teachers and teaching assistants in colleges and private institutions can benefit from this program. Language professionals working with provincial and federal agencies coordinating services for newcomers to Canada will be prime candidates for the MA in TESOL. As well, instructors in the University's Language Centre and parallel units elsewhere in the province will look to the MA in TESOL as an important opportunity to advance training and credentials.
- 2. Canadian teachers of English as a Second Language who hold 4-year university degrees and are attracted to enhancing their qualifications at a graduate level by competitive graduate tuition fees in the University of Saskatchewan and the academic merits of the program.
- 3. Graduates (B. A. in Linguistics and B.Ed.) who are attracted by the career paths of teaching in ESL/EFL/EAL programs and will either seek TESL certification in the province (Ref Appendix 8), or will go to teach ESL abroad (where an MA TESOL degree qualifies them to a variety of teacher's positions in governmental and private schools, colleges and universities).
- 4. A considerable pool of EFL teachers wishing to continue their education at post-graduate level is expected from China, Korea, Japan, Russia, and other countries where English is not the first or official language. The recruitment expertise of the University of Saskatchewan Language Centre will be an invaluable asset in this regard.

Program delivery, administration and management

The program is managed, revised and updated by the MA TESOL Programs committee. The committee is comprised of the representatives of all the participating units (at least one representative) plus faculty from the units directly contributing to the program delivery. The committee will elect a Chair (following standard nomination and voting procedure by the committee members) for the term of 3 years. The nomination of the elected candidate has to be approved by the Vice-Dean of the College in which the candidate holds tenure. The first election is to be held within two months following the program acceptance by the University. The Acting Chair is responsible for chairing the Committee and for the Program Proposal development until its acceptance. The Committee Chair functions as the Graduate Chair of the program. The Program/Committee Chair is responsible for negotiating with the Graduate Chairs of the participating units. The assignment of duties in the program will be clarified by the program Chair by March 15th of each year in consultation among the Heads of Participating units. The Chair reports to the Heads of participating units (end of the year report) as well as to the Office of the Vice-Dean Academic, A&Sc.

In the first 3 years' of the program's functioning, the Office of Vice-Dean Academic, College of Arts and Science will be responsible for the program delivery. This arrangement may be reconsidered by participating units after the initial 3 years.

4 DESCRIPTION OF PROGRAM CHARACTERISTICS

4.1. Program composition

The program structure was designed after an examination of the program requirements in MAs in TESOL in other Canadian universities. Our program is modeled after similar two-year programs, and at the same time it has some unique features aimed at making it more up-to-date in terms of the state of the academic research in the area.

Program description

4.2 Calendar entry

MA in TESOL (MATESOL) is a course-based (30cu) program that is recommended for any students wishing to pursue a graduate program of studies in TESOL. It targets students who are interested in enhancing their understanding of ESL/EAL/EFL teaching/learning processes, mechanisms of second language acquisition, English language structures, and in developing their professional skills as ESL/EAL/EFL language teachers. This program is to be completed within two years of study.

Program entry requirements:

A 4 year BA in Linguistics, or Applied Linguistics, or an equivalent degree in a relevant area (such as Education, English, or others); plus

The minimum of 9 cu of undergraduate Linguistics courses (Ling 111.3, plus Ling 110.3, or 112.3 or any structural Linguistics course (such as Phonetics, Phonology, Lexicology, Morphology, Syntax, Semantics, Discourse), or their equivalents. Examples of equivalent courses include English Phonetics, English lexicology, Second Language Acquisition, etc.). Students not satisfying the 9 cu Linguistics or equivalent requirement can be accepted on

probational admission basis (and will have to complete the requirement in their first year of studies).

Program requirements:

30 cu as listed below.

1. Foundations of ESL/EAL teaching – ECUR 841.3

Curriculum and assessment in TESOL – ESOL* 801.3
 Developing language proficiencies – ESOL 802.3
 Language teaching and technology in TESOL – ESOL 803.3

5. ESL/EAL education: Understanding Second Language Learning – ECUR 842.3

6. Teaching practicum or 3 cu electives – ESOL 806.3 or 3 cu electives

7. Research methods – LING 804.3
 8. Sociolinguistics – LING 811.3

9. 6 cu electives (from LING 806.3, 803.3, 808.3, 810.3 and 400-level undergraduate** Ling courses; ECUR 840.3 or ECUR 415.3 Current Issues in EAL)

Notes:

*The courses in the program have to be labelled as "ESOL", not TESOL, due to the "4-letter" requirement for course labels in the university and in order not to be confused with "TESL" label of the CERTESL. The courses are assigned "ESOL" label due to requirements of TESOL certification in Canada and Saskatchewan for "TESOL" courses in programs (however, some courses with different labels are allowed within TESOL programs).

**Only 6 cu of undergraduate courses are allowed towards the program (as per CGSR guidelines). In case students opt for selecting undergraduate Linguistics courses, they are advised to consider prerequisites for these courses, and whether they have adequate prerequisites or prerequisite equivalents. Individual advising by the Program Chair will be available to the students in the first week of classes to consider prerequisites equivalents.

Note on course labelling and unit participation in course delivery:

The area of TESOL is a specific area of knowledge and studies. It is a discipline on its own, which lies at the intersection of Applied Linguistics (with its focus on language acquisition, language teaching and the use of language for communication), Linguistics (with a focus on language structures) and Education (with the focus on pedagogy in general). TESOL programs are typically housed in Linguistics or Applied Linguistics Departments, or more rarely, in Colleges of Education. It was the purpose of the proposal to combine together the best resources available on campus in Applied Linguistics, Linguistics and Education, and add some new courses focused on the practical needs of language teachers. Thus, the program is comprised from three major "label" types of relevant courses (ESOL, Ling, ECUR).

ECUR courses will be delivered by the Department of Curriculum Studies (College of Education). ESOL and LING courses will be delivered by the Linguistics Program (Department of Linguistics and Religious Studies, College of Arts and Science). The University of Saskatchewan Language Centre (via its currently developed Student Success Centre) might partly assist in accommodating some students (number to be determined annually in consultation with the Centre's Director) in the Practicum (ESOL 806.3) course.

The courses in the program are of three types: unique courses in the area of TESOL, as well as courses to be shared with ECUR graduate programming and earlier approved courses shared with the MA Applied Linguistics.

Unique courses developed in the area of TESOL are labelled "ESOL" (due to 4-letter requirement for course labels in the U of S)

Courses to be shared with graduate ECUR programming have "ECUR" labels; Earlier approved courses shared with MA Applied Linguistics are "LING" courses.

Delivering information about course offerings and available electives to students

In addition to information about program requirements and a list of available electives posted on the program website (with details on available electives posted yearly before the beginning of the school year), the program Chair will schedule two Orientation sessions a year for students 1 or 2 days before the beginning of Term 1 and Term 2. Information about scheduled courses and available electives will be clarified along with answering other questions students may have. All the instructors teaching courses in the program within a given year will be invited to attend the Student Orientation Sessions.

Unique features of the program:

• Interdisciplinarity

MATESOL programs are usually run by either Linguistics or Education departments. The advantages of the proposed program is in its interdisciplinary angle: it approaches the subject of language teaching from both the Applied Linguistics and Education perspectives.

• Flexibility

The existence of an elective component will allow for higher flexibility and for catering to the individual needs and interests of students. This will make the program more attractive to international and Canadian students.

• Unique emphasis

The program is designed in an innovative manner. It does not focus exclusively on individual language skills (as some previous TESL programs did); rather, the program emphasizes a broad array of topics relevant for ESL/EFL/EAL teachers. Due to the unique qualifications of the participating faculty, the program will offer a diversity of courses including ESL/EAL language teaching technology, language proficiency, language learning and teaching pedagogy, as well as sociolinguistic aspects of language learning.

• Positive impact on population and the job market

The creation of a MATESOL program will encourage young specialists to stay in Saskatchewan, enrich the ESL/EAL teachers market supply, and foster better integration of immigrants into the job market.

Expected enrollments:

10-15 students in the first year;

15-20 students in the second year,

Up to 50 students by the end of the 5th year of the program's functioning.

Compliance with the CGSR requirements towards Master's degrees

The proposed program fully complies with the degree-level learning outcomes, entrance

requirements and program structure specified by the CGSR for research-oriented thesis-based Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 37-39):

- -- "Students admitted to a Master's program will have completed an undergraduate degree and will have demonstrated excellence in a particular field of study;
- --students are prepared for advanced levels of research and scholarship within a related field of study;
- -- the degree should ... be completed within two years;
- --graduates will have learned about the value of and gained experience in conducting research, and they will be conversant in the current state of a given field of study;
- --graduates will have the skills to engage in critical evaluation and research within the field".

Specific Learning Outcomes for the MA TESOL

- Enhance professional qualifications of certified TESOL/EAL teachers/TAs within and outside of K-12 systems from Saskatchewan and Canada as well as EFL teachers from overseas by providing them with the knowledge of methodologies, curricula development, technologies, testing and cultural aspects of TESL.
- Enhance the academic knowledge of TESOL/EAL/EFL teachers in the processes of second language acquisition and learning, as well as raise their awareness of the current state of research in the area.
- Assist the learners in acquiring interdisciplinary breadth of theoretical approaches and methodologies to TESOL from TESOL, Applied Linguistics and Curriculum Studies (Education) perspectives.
- Enhance the students' intellectual capacity and learner independence required for continuing professional and academic development in the area of TESL/EAL/TEFL.
- Develop an advanced ability to select techniques and methods of course delivery and curriculum development in multiple settings.
- Develop an advanced ability to evaluate cultural and identity issues involved in ESL/EAL/EFL teaching/learning process.
- Enhance the students' academic communication ability (oral and written) via coursework assignments and papers.

Tentative yearly schedule of course offerings towards the degree (at the program's full capacity)

Year 1

1. Foundations of ESL/EAL teaching – ECUR 841.3

2. Curriculum and assessment in TESOL –ESOL 801.3

3. Sociolinguistics – LING 811.3

4. Language teaching and technology in TESOL – ESOL 803.3

5. Teaching practicum— ESOL 806.3 or 3 cu electives (from LING 806.3, 803.3, 808.3, 810.3 and 400-level undergraduate Ling courses; ECUR 840.3 or ECUR 415.3 Current Issues in EAL)

Year 2

- 6. Developing language proficiencies ESOL 802.3
- 7. ESL/EAL education: Understanding Second Language Learning ECUR 842.3
- 8. Research methods LING 804.3
- 9. Teaching practicum or 3 cu electives ESOL 806.3 or 3 cu electives
- 10. 3 cu electives (from LING 806.3, 803.3, 808.3, 810.3 and 400-level undergraduate Ling courses; ECUR 840.3 or ECUR 415.3 Current Issues in EAL)

5 RESOURCES

The program is timely due to an accumulation of resources that should guarantee its success.

- In order to cover the increase in graduate course numbers, the resources in the Linguistics program have been upgraded: a new position in ESL/Applied Linguistics is available from 1 July 2015. Another half-position in Linguistics (from 1 July 2015) was obtained in undergraduate Linguistics program to achieve additional release for Applied Linguistics faculty to teach in graduate programs. In the last year, Linguistics has significantly expanded its faculty complement (5.5 full-time positions in Linguistics/Applied Linguistics are available from July 1, 2015).
- The teaching capacity of the existing Faculty in Linguistics program is 30 courses (90cu), of which 18 courses (54 cu) are designated yearly towards the undergraduate program, and up to 12 courses (36 cu) can be designated towards the graduate programs (whereas only 6-7 courses are required to be offered a year in the currently proposed MA TESOL program and already existing MA Applied Linguistics). Undergraduate Linguistics course offerings have reached their planned maximum (Ref Appendix 8 "Detailed information on resources") of 18 courses (54 cu) a year, and will not be increased in the coming 5-10 years.
 - Both graduate programs with the participation of Linguistics faculty (Applied Linguistics and the suggested MA TESOL) require only 6-7 courses (18-21 cu) a year, which also leaves ample room (5-6 courses=15-18 cu) for offering electives in graduate programs, Special Topics courses in undergraduate program as well as covering hypothetical faculty emergency situations.
 - Linguistics faculty have already been offering 4-5 courses a year towards the Special Case MA students programs of studies. With the addition of 1.5 new positions, a transition to 6-7 graduate courses a year, does not pose strain the resources considering the addition of 1.5 positions in Linguistics enabling this transition.
- A new Department of Linguistics and Religious Studies (effective May 1, 2015) enhances the importance of linguistics and applied linguistic studies in the university.

- The addition of an EAL Faculty in the Department of Curriculum Studies, College of Education, has allowed the participation of the College of Education in the program. EAL courses in MA TESOL have already been piloted as "Special Topics" in the Department of Curriculum Studies, with 2-3 courses being taught a year. Thus, the creation of the new MA TESOL degree does not require the addition of any new courses or changes in course assignments in the Department of Curriculum Studies.
- The creation of the MA in Applied Linguistics allows course sharing between the programs (Ref Appendix 8 "Detailed information on resources").
- Course sharing between MA TESOL and ECUR graduate courses is imbedded in the program.
- Additional administrative resources for administering the program are available in the Administrative Commons, College of Arts and Science.
- The program contains an "electives" component of 6 cu that are drawn from already available courses in Linguistics and ECUR.
- Additional opportunities for Practicum course may be provided by the University of Saskatchewan Language Centre (via their Student Success Centre).

The new program does not strain resources in either the College of Arts and Science or the College of Education due to joint administration and delivery of the program. More specifically, graduate courses in MA TESOL program will be shared with MA Applied Linguistics and graduate EAL courses; the courses in the program will be offered "every other" year in the two-year program. In addition, the "elective" component in the program allows the use of up to 6 cu of undergraduate 400-level EAL, Linguistics and Applied Linguistics courses towards the degree. Further, only the offering of two-three new TESOL courses a year is required towards the program in addition to the courses shared with other programs and already taught in the university.

Appendix 4 "Detailed information on resources" demonstrates that there will be no significant increase in the number of courses already taught in Linguistics and Curriculum Studies with the launching of the new degree.

As can be seen from the list of contributing faculty below, five faculty members can easily cover 6 to 9 cu of new TESOL courses a year required towards the program.

The list of members of the MA TESOL Programs committee:

The current composition of the Committee is as follows.

Veronika Makarova (Linguistics, Arts & Science, U of S), Acting Chair, Peter Wood (Linguistics, Arts & Science, U of S), New Hire (Linguistics, Arts and Science, U of S) Hyunjung Shin (Curriculum Studies, Education*) Richard Julien (Linguistics, Arts & Science, U of S) David M. Parkinson (Language Center, U of S)

*Only one faculty in the College of Education is currently responsible for the teaching of graduate EAL courses. If the number of faculty in the area grows, additional members will be added.

The list of faculty directly contributing to the teaching of courses in the degree:

Veronika Makarova (Linguistics, Arts & Science, U of S), Peter Wood (Linguistics, Arts & Science, U of S), Richard Julien (Linguistics, Arts & Science, U of S) New Hire (Linguistics, Arts and Science, U of S) Hyunjung Shin (Curriculum Studies, Education)

6 RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

This program's design makes an emphasis on the advancement of professional skills in TESOL. The implementation of the program will have a positive impact on the enrolments in the Linguistics and Curriculum Studies undergraduate programs. The program will enhance the national and international profiles of participating units as well as foster interdisciplinary collaborations between participating units. This program will contribute significantly to the fulfillment of the Third Integrated Plan by the University of Saskatchewan.

The NOI was submitted to the PPCC in January 2014. PPCC considered and approved the NOI in June 2014.

A consultation between the Head of the Department of Linguistics and Religious Studies (V. Makarova) and the Head of the Department of Curriculum Studies (J. Wilson) was conducted on March 6, 2015.

The proposal was discussed and approved at the meeting of the Linguistics Committee, College of Arts and Science, on March 17th, 2013; at the meeting of the Department of Religion and Culture (from May 1, 2015, the Department of Linguistics and Religious Studies) on March 20, 2015; at the meeting of the Department of Curriculum Studies, College of Education, on March 27, 2015.

The full proposal was approved by the Vice-Dean David J. Parkinson (Arts & Sc) on March 4, 2015; the Associate Dean Graduate Studies Laurie Hellsten, (Education) on March 27, 2015.

The program proposal was submitted to CGSR on March 31, 2015.

7 BUDGET

The program will be revenue-generating due to the expected high number of students. The participating units will share resources and revenues allocation. Each unit is expected to provide between 1 and 4 courses (3 cu each) a year required towards the total of 15 cu a year (30 cu over 2 years of the degree)

There are no budget implications. A budget consultation was conducted with Barb Gillis on 19th February, 2015. Additional financial consultations were conducted in March 2015 between the College of Arts and Science and the College of Education.

FINAL BUDGET WITH ACCOMMODATIONS AND AVAILABLE RESOURCES PROVIDED BY THE PARTICIPATING COLLEGES (Table 1)

Accommodations:

- --The college of Arts and Science has already provided one extra Faculty position towards the degree (0.75 MA TESOL, 0.25 MA Applied Ling) commencing 1 July 2015;
- --The program will share 5 courses with other programs (MA Applied Linguistics and MEd Curriculum Studies) of the total of 10 courses,
- --The College of Education has dedicates 3 courses a year for the program (from an already existing position) shared with other program (Curriculum Studies);
- -- administrative support costs will be absorbed by the Administrative Commons, College of Arts & Science:
- -- courses for the program have been already developed by the faculty, only minor additional costs may be required.

Because of the provided accommodations, the program does not require additional costs that would not be covered by the revenues, and will be revenue generating.

	Year 1	Year 2
Tuition Revenue to the university		
Year 1: 15 students x (5coursesx\$615)		
Year 2: 20 students x (5coursesx\$615)	\$ 46,125	61,500
Faculty Position (0.75 FTE*)	0*	0*
Administrative support 0.5FTE	\$ 0**	0**
Less: Salary and Benefit costs	0	0
Operating costs	3,000	3,000
Marketing, communication costs	2,000	2,000
Computer / IT	2,000	2,000
Course development, materials	1,000	1,000
Total - Non-Salary costs	\$ 8,000	8,000
	 20.10-	
Surplus (deficit)	\$ 38,125	53,500

^{*}The program requires the total of 0.75 Faculty FTE for course teaching per year, since 5 courses have to be taught a year, of which 2 are shared with other programs (i.e., already taught towards other programs). However, the College of Arts and Science has already filled in 1 position towards the program to start July 1, 2015. There are therefore no new Faculty costs required towards the program.

^{**} Administrative costs are absorbed by the Administrative Commons, College of Arts & Science

BUDGET WITHOUT PROVIDED ACCOMMODATIONS BY THE COLLEGES OF ARTS & SCIENCE AND EDUCATION (Table 2)

	Year 1	Year 2
Tuition Revenue to the university		
Year 1: 15 students x (5coursesx\$615)		
Year 2: 20 students x (5coursesx\$615)	\$ 46,125	61,500
Faculty Position (0.75 FTE)	80,000*	80,000*
Administrative support 0.5FTE	\$ 35,000***	35,000***
Less: Salary and Benefit costs	23,000	23,000
Operating costs	3,000	3,000
Marketing, communication costs	2,000	2,000
Computer / IT	2,000	2,000
Course development, materials	1,000	1,000
Total - Non-Salary costs	\$ 8,000	8,000
Surplus (deficit)	\$ -100,000	-84,500

^{*}The program requires the total of 0.75 Faculty FTE for course teaching per year, since 5 courses have to be taught a year, of which 2 are shared with other programs (i.e., already taught towards other programs). However, the College of Arts and Science has already filled in 1 position towards the program to start July 1, 2015. There are therefore no new Faculty costs required towards the program.

Due to provided accommodations and additional resources, the costs above have been absorbed to yield a surplus budget (Ref Table 1).

^{***} Administrative costs are absorbed by the Administrative Commons, College of Arts & Science

Appendix 1. Alignment with the College of Arts and Science Integrated Plan (IP3)

The proposed MA addresses focus areas included in the 3rd Integrated Plan of the College of Arts and Science.

"There are mounting expectations from undergraduate and graduate students for the College to provide them with the knowledge and skills required for a potential career" (p. 4). "Raising graduate student enrollments strategically in selected disciplines" (p. 6). The proposed MA will enhance the graduates' professional careers in the area of ESL/EAL/EFL. Based on the experience of other Canadian universities with MATESOL programs, we expect the program to attract 30-50 students at its full capacity.

The College "must attract, and meet the needs of, a changing student population" (p. 11). The program will attract students from the province and Canada. It will increase the number of graduate students in the College and will help to improve the graduate/undergraduate student ratio.

"Internationalizing the learning and research environment" (p. 14). The proposed MA will attract a considerable cohort of students from overseas.

"Recognizing and building upon our unique interdisciplinary knowledge creation potential" (p. 5).

The *MA in TESOL* program is an example of innovative interdisciplinary intercollegial programming bringing together the expertise in Education and Arts and Science.

Alumni and Revenues

"[The College's] profile with alumni must be increased, and the many successes of the College and its alumni must be communicated and celebrated within and beyond the university." (p. 20)

The program alumni from overseas will become 'ambassadors' for the University of Saskatchewan and the province when they return to their countries upon the completion of their course of studies.

Culture and Community

"Engagement can be inferred as imperative from many of the aspects of the College's changing environment" (p. 14)

The program will help to provide Saskatchewan with better resources in the area of ESL/EAL teaching. The program graduates will have an enhanced knowledge of TESOL and will be therefore better prepared to serve the needs of EAL students in Saskatchewan.

In sum, the *MA in TESOL* is inextricably intertwined with the priorities of the College of Arts and Science with respect to Innovation in Academic Programs and Services, Culture and Community, recruitment, academic promotion and national and international recognition.

Appendix 2. Alignment with the "College of Education Plan for the Third Planning Cycle, 2012-2016"

The proposed MA TESOL addresses a number of key priorities of the College of Education outlined in the IP3 planning document.

"We continue to find ways to attract new students in high need areas" (p. 3). "Immigrant students are increasingly present in Saskatchewan schools and we are trying to assist schools as they try to meet new needs, such as EAL" (p. 3).

Due to increased numbers of immigrants in the province, the need for qualified ESL/EAL teachers has become very acute in the province. The proposed MA will help to provide additional training at a graduate level to a cohort of qualified ESL/EFL teachers in Saskatchewan as well as to contribute to enhancing qualifications of ESL/EAL teachers nation-wide.

"Graduate programs- Almost all Canadian Colleges of Education now offer course-based options for the M.Ed. and our four departments can now address that need for our students" (p 3).

The proposed MA aligns with the College priorities in graduate program format, since it is planned to be course-based.

"Service and partnerships- Over the past several years, our College has established a wide array of partnerships with various school divisions, professional groups, community groups, government agencies and other units or colleges on campus. In the third planning cycle we will enhance all existing partnerships by ensuring that on-going activities meet the needs of all those in the partnerships and we plan to continuously scan the environment and encourage new partnerships" (p 3). "...Work with colleagues in Arts and Science to see how we might work together in new ways that would be of benefit to students" (p. 8). "In the undergraduate program, ...new faculty join existing faculty who have expertise in the area of English as an Additional Language/English as a Second Language. Over the third planning cycle we hope to work with CCDE, the Dept of Languages and Linguistics in Arts and Science and with individuals in our partner school divisions to develop new directions in this area in terms of graduate and undergraduate offerings and professional development for teachers" (p.9)

MATESOL program represents an example of external collaboration with the College of Arts and Science, the Department of Linguistics and Religious Studies, and the Linguistics program in the area of graduate development in ESL/EAL.

As demonstrated above, the intercollegial MATESOL program is well integrated into the priorities of IP3 planning by the College of Education.

Appendix 3. A letter of support from Dr. David Parkinson, Vice-Dean HUMFA, College of Arts & Science



Ph: 306-966-4232 Fx: 306-966-8839

4 March 2015

The Chair, Graduate Programs Committee c/o Trever Crowe Associate Dean, College of Graduate Studies and Research

Dear Professor Crowe:

An important proposal has recently come to my attention from the newly-renamed Department of Linguistics and Religious Studies, in concert with the Department of Curriculum Studies in the College of Education and the University of Saskatchewan Language Centre. This proposal concerns a course-based MA in Teaching English to Speakers of Other Languages (TESOL). Substantial, distinctive, and attractive, this program deserves the consideration of the Graduate Programs Committee.

The level of co-operation between different units that informs this proposal suggests a new spirit at work in the development of programs at our University. The concept and delivery of an MA in TESOL depends on such co-operation. Each contributing unit brings particular strengths to the areas making up this program, and the combination of these strengths envisioned in this proposal demonstrates that faculty are ready to reach beyond unitary boundaries in order to achieve academic goals of special and lasting importance to the wellbeing of the University and the province. In their executive summary, the proposers point convincingly to the international and national conditions making an MA in TESOL especially timely.

Initiatives in complement planning underpin this proposal, with significant faculty hirings in both Education and Arts and Science. The interdisciplinary and flexibility of the MA as proposed are thus ensured by the involvement of a suitably wide range of faculty expertise at our University.

Proposing this MA as course-based befits its existence as a professional program, designed to train practitioners and researchers in the acquisition of English as an additional language. This professional emphasis seems to me to increase prospects for international recruitment, which appears to exceed current programmatic capacity at other Canadian universities. It also responds to rapidly rising needs within Canada to increase studies in the linguistic conditions for that significant proportion of the population whose first language is neither English nor French.

As the proposers assert, an MA in TESOL has strong indications of benefit to Saskatchewan, in the improvement of supports for learning English and in the provision of increased opportunities for those with professional aspirations in the study of language acquisition.

The forecast enrolments are ambitious for this program but do not seem to me excessive. Resources have been and are being committed to ensure strong instruction and supervision. The proposal itself adumbrates a clear sequence of course offerings to enable students to complete the program without delay.

For these reasons, the MA in TESOL as proposed has my full support. I look forward to providing further input and advice to your Committee if and as requested.

With good wishes,

David J. Parkinson

Vice-Dean of Humanities and Fine Arts

Appendix 4. Letter of support from Dr. Michelle Prytula, Dean, College of Education



Dean's Office

28 Campus Drive Saskatoon SK S7N 0X1 Canada Ph: 306-966-7647 Fx: 306-966-7624

To:

Professor Dionne Pohler, Chair, Graduate Programs Committee, College of Graduate Studies and Research; c/o Professor Trever Crowe, Associate Dean, College of Graduate Studies and Research

Dear Professor Crowe, Dear Professor Pohler,

I am writing to you to express my support for a New Graduate Program proposal entitled MA TESOL (Master of Arts in Teaching English to Speakers of Other Languages). This proposal was developed by the Department of Linguistics and Religious Studies, the College of Arts and Science, in close collaboration with the Department of Curriculum Studies, the College of Education, and with participation of the University of Saskatchewan Language Centre.

The program will provide additional training at the graduate level to teachers of English to Speakers of Other Languages who are interested in enhancing their qualifications and advancing their careers. The program will attract students from Saskatchewan, from other provinces in Canada, as well as from overseas.

This course-based program requires 30 cu of course work, in congruence with the current practices in other TESOL graduate programs in Canada. The program enhances efficiencies, since it pools together the resources already available in the College of Education and the College of Arts and Science. The program will be administered with the help of the MA TESOL Program Committee consisting of representatives of the participating units.

The College of Education welcomes this new opportunity to engage in innovative interdisciplinary programming with the College of Arts and Science in the area of TESOL. This area is outlined as one of the key priorities in the "College of Education Plan for the Third Planning Cycle, 2012-2016." Consequently, the launching of the program will contribute to the successful completion of the IP 3 by the College.

I am looking forward to the launching of this program.

244/

Appendix 5. MA TESOL and equivalent programs in Canada

University	Program name	Program type	Program requirements
Trinity Western U	MA TESOL	Course-based	36 cu
U Toronto	MA TESOL	Course-based	32 cu
Brock U	MA Applied	Course-based	30 cu
	Linguistics (TESOL)		
U Alberta	MEd TESL	Course-based	27 cu
U Manitoba	MEd in Second	Thesis-based	18cu + thesis
	Language Education	Course-based	30 cu
U Victoria	MA TESOL	Course-based	36 cu
U York	MA Applied	Thesis-based	24 cu
	Linguistics	Research paper-based	18 cu + thesis
		course-based	36 cu

The suggested MA complies with the program requirements in equivalent programs in Canada (predominantly course-based with about 30 cu of coursework).



MEMORANDUM

TO: Dr. Veronika Makarova, head, Department of Religion and Culture

Dr. David Parkinson, vice-dean, Humanities and Fine Arts

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

DATE: June 23, 2014

RE: Notice of Intent for a Master of Arts in Teacher of English for Speakers of Other

Languages (TESOL)

Thank you for presenting the notice of intent for a new Master of Arts in Teacher of English for Speakers of Other Languages (TESOL) to planning and priorities committee members on May 28th. You are commended on the innovative nature of the program, which partners with the Department of Curriculum Studies, the University of Saskatchewan Language Centre and Briercrest College, and the program's relevance, which will enable language teachers to be qualified at the provincial and national level as TESOL teachers.

The committee had very few suggestions regarding the notice of intent, as it is developed into a full program proposal, and was assured that as a new reporting structure is developed for the Language Centre, the College of Arts and Science is committed to ensuring ongoing not for credit programming in languages other than English and in English is available to the extent that it directly supports the college's own programs

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

Sincerely,

Than Welley.

Russ Isinger, registrar and director of student services Trever Crowe, associate dean, College of Graduate Studies and Research Alexis Dahl, director of the programs office, College of Arts and Science

Roy Dobson, chair, academic programs committee

Ernie Barber, Fairbairn, provost and vice-president academic

Appendix 7. EVIDENCE OF CORRESPONDENCE

Evidence of correspondence about the courses

Note on course discussions

All the new course proposals were discussed by the program representatives in Arts& Science and Education. No other programs were consulted, since no other programs teach similar courses.

From: Makarova, Veronika

Sent: Sunday, March 08, 2015 8:11 PM

To: 'Peter Wood'; Shin, Hyunjung; Julien, Richard; Parkinson, David; Wilson, Jay

Subject: Teaching practicum and Curriculum/Assessment course

Dear all,

I attach the MATESOL Teaching Practicum and Curriculum/Assessment course drafts for consultation, and any ideas/suggestions are welcome.

With best wishes.

Veronika

//No suggestions on the proposals were received.//

From: Peter Wood [mailto:peter.wood@usask.ca]

Sent: Monday, March 09, 2015 3:36 PM

To: Makarova, Veronika; Wood, Peter; Shin, Hyunjung; Julien, Richard; Parkinson, David; Wilson, Jay

Subject: Re: Teaching practicum and Curriculum/Assessment course

Dear all,

I am attaching the syllabi and forms for the 803 and 804 courses.

Best, Peter

//No suggestions on the proposals were received.//

From: Shin, Hyunjung

Sent: Tuesday, March 10, 2015 12:08 PM **To:** Makarova, Veronika; Wilson, Jay

Cc: Gillies, Patricia

Subject: ECUR MATESOL new graduate course proposal forms

Dear Veronika, Jay, and Pattie,

I've attached all draft documents regarding the new course proposal forms for my graduate courses. Please let me know if there needs to be any changes. I'll make the revision quick and return the version for departmental approval.

Evidence of correspondence confirming participation from Program instructors and committee members

From: Makarova, Veronika

Sent: Monday, March 09, 2015 11:48 AM

To: Shin, Hyunjung; Wood, Peter; Julien, Richard

Subject: Evidenceof correspondence

Dear Peter, Richard, Hyunjung,

Could you please confirm your participation in MA TESOL Program a) as instructors and b) as Program committee members?

I need to attach evidence of your consent to the Program proposal.

With best wishes, Veronika Makarova,

Head,

Department of Linguistics and Religious Studies

From: Peter Wood [mailto:peter.wood@usask.ca]

Sent: Monday, March 09, 2015 12:32 PM

To: Makarova, Veronika

Subject: Re: Evidenceof correspondence

Dear Veronika.

I am writing to inform you of my willingness to participate in the MA TESOL program that is currently being developed.

I would be more than happy to assume the role of an instructor and / or serve on committees advising graduate students enrolled in the program.

Best regards,

Peter Wood Assistant Professor

From: Shin, Hyunjung

Sent: Tuesday, March 10, 2015 12:11 PM

To: Makarova, Veronika

Subject: RE: Evidenceof correspondence

Hi Veronika,

Yes to both your questions.

Hyunjung

Hyunjung Shin, Ph.D. Assistant Professor Department of Curriculum Studies 3120 College of Education 28 Campus Drive University of Saskatchewan Saskatoon, SK, S7N 0X1

Phone: 306-966-7707 Fax: 306-966-7658

Email: hyunjung.shin@usask.ca

From: Julien, Richard

Sent: Tuesday, March 10, 2015 1:54 PM

To: Makarova, Veronika

Subject: Re: MA TESOL participation e-mail reminder

Hi, Veronika. Yes, You can count me in on both accounts.

Good luck, Richard

Evidence of correspondence with units heads/representatives

Department of Curriculum Studies, College of Education

----Original Message-----

From: Wilson, Jay

Sent: Friday, March 13, 2015 1:48 PM

To: Makarova, Veronika

Cc: Larson, Kayla; Prytula, Michelle; Elliott, Shannon; Shin, Hyunjung

Subject: Re: response from the Dpt Head re MATESOL and new ECUR numbers

HI Veronica

Please accept this email as an indication of support from the Department of Curriculum Studies for the proposed MA TESOL.

We are very much looking forward to working collaboratively with your department in offering enhanced language programming.

Thank you for the work you have done to bring the proposal forward for consideration.

Jay

Dr. Jay Wilson
Associate Professor
Department Head and Graduate Chair
Department of Curriculum Studies
College of Education
University of Saskatchewan

From: Makarova, Veronika

Sent: Monday, March 09, 2015 11:52 AM

To: Wilson, Jay

Subject: evidence of correspondence



MATESOL Program proposal part 1 draft 3

Dear Dr. Wilson,

Thank you so much for a highly productive discussion last week and having an open mind. Could you please confirm the participation of your Department of Curriculum Studies in MA TESOL Program, as specified in the program proposal and as per our discussion on Friday, March 6th?

I attach the revised version of the proposal following your suggestions.

If you have any more suggestions at any point, please do not hesitate to let me know.

I am very much looking forward to the long-term collaboration between our Departments in TESOL/EAL.

With best wishes, Veronika Makarova, Head, Department of Linguistics and Religious Studies

University of Saskatchewan Language Center

From: Parkinson, David

Sent: Thursday, March 12, 2015 9:19 PM

To: Makarova, Veronika **Subject:** FW: MATESOL draft

Dear Veronika,

I am communicating to you with regard to the MATESOL proposal you are currently preparing:

- 1. The University of Saskatchewan Language Centre (USLC) confirms its partial participation in the delivery of TESOL 806.3 Practicum course with the number of students to be determined in consultation with the USLC Director. The USLC participation is expected to be conducted through the USLC Student Success Centre now in its pilot stage.
- 2. The USLC Director or designate will be represent the USLC on the MA TESOL Programs Committee.

I hope this is sufficient to you needs at this time with regard to the Proposal. Thank you for giving the USLC the opportunity to participate in this endeavour and I look forward to working with all the academic units involved.

Sincerely,

David Parkinson

David M. Parkinson, M.A., M.Ed., Director University of Saskatchewan Language Centre R.J.D. Williams Building Room 232 221 Cumberland Avenue South Saskatoon, Saskatchewan S7N 1M3 Canada

Telephone: 306-966-4332 Facsimile: 306-966-4356

Internet: d.parkinson@usask.ca Website: www.learnenglish.usask.ca



From: Makarova, Veronika

Sent: Monday, March 09, 2015 12:01 PM

To: Parkinson, David **Subject:** MA Applied Ling

Dear David,

I hope you have had a very productive trip and that you are now back. We are trying to finalize the MATESOL proposal.

Could you please confirm the participation of the Language Center in MA TESOL Program, as specified in the program proposal and as per our earlier discussions and the Practicum course proposal I sent you yesterday?

Also, are you still interested in being the Program Committee member? Or maybe you prefer to delegate somebody else? Please let me know, as I also need to finalize the list of Program Admin Committee members.

I attach the revised version of the program proposal. If you have any suggestions at any point, please do not hesitate to let me know.

I am very much looking forward to collaboration between our units.

With best wishes, Veronika Makarova, Head, Department of Linguistics and Religious Studies

Note on the lack of confirmed commitment from Briercrest College

At the level of the NOI, Briercrest College expressed an interest in participation in the program. However, their participation was not confirmed at the full proposal preparation stage due to a change in leadership and financial situation (ref evidence of correspondence below).

From: Ellery Pullman [mailto:epullman@briercrest.ca]

Sent: Saturday, February 28, 2015 8:20 PM

To: Makarova, Veronika

Subject: Re: MATESOL Program decision

Dear Veronika,

I was hoping we could give you a more definitive answer by this time.

We are very interested in having more discussion with you concerning this matter, but are unable to make a definite commitment to you as to what our involvement might entail. We are continuing to work through our organizational restructuring which has meant that some externally related endeavours have been put on hold for the short term for now.

Warm regards.

Ellery

Ellery Pullman PhD
Executive Vice President and Provost
Professor of Psychology and Educational Leadership
Briercrest College and Seminary
Caronport, SK.
306-756-3236

Sent from my iPad

On Feb 24, 2015, at 12:02 PM, "Makarova, Veronika" <<u>v.makarova@usask.ca</u>> wrote:

Dear Ellery,

Have you had an opportunity to arrive at a decision regarding Briercrest participation in the MATESOL program?

If you could let me know by Friday (27th Febr), it would help us to finalize the program structure and the courses to be included.

With best wishes,

Veronika Makarova,

Head.

Department of Linguistics and Religious Studies,

University of Saskatchewan

Appendix 8. "Detailed information on resources"

Resources in the Department of Linguistics and Religious Studies, College of Arts and Science

Since most of the courses in the suggested MA TESOL program are taught by Linguistics program, we will provide below more details about courses distribution.

The assignment of teaching duties in the Department is 5 courses (15 cu) per faculty. With 5.5 faculty (5.5 x 5 courses), the teaching capacity of the faculty is 27 courses (81 cu) a year. Additional teaching capacity in the program comes from summer revenues and GTFs, with the minimum of 3 additional courses a year offered by sessional lecturers and graduate students on scholarships.

Thus, the minimal teaching capacity in the program is 30 courses (90 cu) a year.

The total of 30 courses (90 cu) is to be split between undergraduate and graduate programs as follows:

Undergraduate program – 18 courses (54 cu), on par with course offerings in previous years detailed below.

Graduate Programs – 12 courses (36 cu) as follows:

- New TESOL courses offered towards the MA TESOL = 2-3 courses (6-9 cu) a year;
- Existing Ling courses shared between MA TESOL and MA Applied Linguistics (Ling 804.3; Ling 811.3) = 2 courses (6 cu a year);
- Ling courses in MA Applied Linguistics that will also function as electives in MA TESOL) =2 courses (6 cu a year). (Please, notice that only 4 Ling courses =12 cu) are required towards MA Applied Linguistics plus 3 cu electives from other disciplines.).

The total number of courses required towards both graduate degrees from the Linguistics program is 6-7 courses (18-21 cu) a year. The allocation of the total of 12 courses (36 cu) towards graduate programs leaves 5-6 courses (15018 cu) a year towards the offering of additional graduate level electives as well as towards covering potential faculty emergencies.

It should also be mentioned that MA Applied Linguistics and MA TESOL share 2 courses, and all MA Applied Linguistics courses serve as electives in MA TESOL. These two programs were initially conceived as complementary, and NOI for both programs were submitted, considered and approved by the PPCC simultaneously.

Course offerings in Linguistics

Year	Number of courses	
	Undergraduate	Graduate
2014-15	17	5
2013-14	14	4
2012-13	13	4
2011-12	11	4

Resources in the Department of Curriculum Studies, College of Education

Undergraduate EAL-related courses in the Department are offered via the Language Centre. Since they have no bearing on the suggested graduate program, they are not listed here.

Graduate course offerings in EASL in the Department are taught by one faculty (Dr Shin), who is the member of the MA TESOL Program Committee from the College of Education.

The offerings of graduate EAL courses in the Department (to be used towards the MA TESOL) started in 2013-14, and in the last 2 years have been as follows:

Year N graduate EAL courses

2014-15 1 2013-14 2

As can be seen, graduate EAL courses (to be offered towards the MA TESOL) have already been piloted as Special Topics in the Department and have been used as electives towards MEd. Continued teaching of these courses within MA TESOL graduate program will not have any strain on the resources in the Department. In case of a sabbatical or emergency, the 2 EAL courses in MA TESOL program can be taught the next year (since the program is a two-year one), or can be replaced by a term or sessional hire.

A note on resources overall

Faculty resources in MA TESOL and MA Applied Linguistics have an overlap (3 Linguistics faculty – Wood, Makarova, Julien are secondary contributors to the degree), but they also differ in 2 additional key members (primary contributors). Two faculty who are primary contributors to MA TESOL are Shin and New Hire in Applied Linguistics. Both faculty will be teaching 2-3 courses yearly towards the degree.

Appendix 9.

Notes on TESL accreditation in Saskatchewan

TESL certification in Canada and in Saskatchewan is highly complex. ESL/EAL teachers can teach in various institutions: from K-12 school systems to colleges, universities, and government or volunteer organizations. Accreditation requirements differ by the type of position and even the level of appointment for one given position.

To teach EAL in Canada or Saskatchewan, the following general requirements have to be met: 1) a BA or BEd in a relevant area (such as English, Education, Linguistics, etc), <u>and</u> one of the following certifications:

2) TESL Saskatchewan or TESL Canada.

In order to receive TESL Saskatchewan accreditation, one needs:

- --240 hours of post-secondary TESL studies
- -- documentation of at least 1000 hours of teaching (and being in charge of) students in an ESL/EAL/ESD classroom

Thus, completion of an MA TESOL program will not automatically entitle the applicant to TESL certification, but may assist with satisfying the "240 hours of post-secondary TESL studies" requirement.

In order to teach in K-12 system, one needs a teacher's license from the Ministry of Education, which normally cannot be obtained without a BEd from Saskatchewan. However, for individuals already holding Saskatchewan Teacher's license, getting an MA in TESOL will be beneficial, as it can help advance their careers.

http://www.teslsask.com/accreditation/accreditation-rationale/



Memorandum

To: Dr. Veronika Makarova, Graduate Chair, Linguistics Program

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

Dr. David Parkinson, Vice-Dean of Humanities, College of Arts and Science

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

Date: April 14, 2015

Re: New Proposal for a Master of Arts to Speakers of Other Languages

The Graduate Programs Committee met on April 13, 2015, and reviewed the revised proposal. The committee requested some minor clarifications as indicated below. If the items identified below can be addressed satisfactorily by noon on April 15, the Graduate Programs Committee can recommend approval to the Executive Committee of CGSR for their meeting on April 20. (The subsequent meeting of the Executive Committee will be held on May 19.)

- Some concern was expressed for students admitted to the program without a linguistics background. As the senior undergraduate linguistics courses appear to have pre-requisites, there was concern that some students may require more remedial coursework than the 9 credit units indicated. Members would like clarification on how remediation could occur successfully with the 9 credit units of coursework. Specifically, can you specify the 9 cu that typically would be required for a student entering the program without a linguistics background?
- Members are interested to learn about potential career paths for students completing this degree. How might the career paths differ if someone coupled the MA with a BEd compared with an MA and a BA in linguistics?
- Members noted that students entering the program could have (at least) 2 distinct backgrounds, either a BA or a BEd. Simply put, it's felt that students with a BEd should focus on linguistics, while students with a BA should focus on adult education. Given this understanding, the committee wanted clarification on the learning outcomes for the program. Are the learning outcomes the same, regardless of the student's undergraduate background? Might it be reasonable to consider a course in Adult Education for students that do not have a Bachelor of Education?
- Members wanted clarity on the benefit of a new master's program compared to the existing certificate program. Further, members questioned if this program might be more appropriate as a concentration within the Linguistics program rather than a new major. Please advise.

Please respond to this memo at your earliest convenience to address the committee's concerns. If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

DP/kc

Response to the CGSR committee Memo re New MATESOL Program Proposal

I would like to thank Graduate Programs Committee, its Chair, Dr. Pohler, and Associate Dean Crowe for their thoughtful and prompt reading of the MATESOL program proposal as well as to address the questions and concerns raised by the committee in their April 14th, 2015 memo.

< Some concern was expressed for students admitted to the program without a linguistics background. As the senior undergraduate linguistics courses appear to have pre-requisites, there was concern that some students may require more remedial coursework than the 9 credit units indicated. Members would like clarification on how remediation could occur successfully with the 9 credit units of coursework. Specifically, can you specify the 9 cu that typically would be required for a student entering the program without a linguistics background? >

The proposed degree is not a Linguistics degree (that would require a much more substantial background in Linguistics), but a MA TESOL degree. Many MA TESOL programs in Canada do not have any entry course requirements besides a 4-year Bachelor's degree in a relevant area (besides Linguistics and Education, a "relevant" area could be English, Psychology, or other disciplines). However, we would require a minimum background of 9 cu of linguistics courses for the following reason: language teachers cannot be fully successful in teaching language without the basic knowledge of linguistics (language structure) any more than a teacher of mathematics attempting to teach the subject without the knowledge of basic mathematics. On the other hand, we do not want to be too exclusive and prevent students with non-linguistic degrees from entering the program. Hence, 9 cu of linguistics courses gives, in our opinion, a balance between not making prerequisites too hard on candidates, and yet sending a message about the importance of at least some basic knowledge of linguistics. Requiring nine cu of courses in linguistics gives students a minimal level of introductory linguistics which is highly beneficial for their understanding of language processes, differences between languages, and the process of English language acquisition by non-native speakers.

The proposal stipulates (p 11) that probationary admissions are possible for students who do not have the prerequisite of 9 cu Linguistics. These courses can be taken by the students in the first year of studies.

The 9 cu were already indicated in the proposal (p 11) as follows: "The minimum of 9 cu of undergraduate Linguistics courses (Ling 111.3, plus Ling 110.3 or 112.3 or any structural linguistics course (such as Phonetics, Phonology, Lexicology, Morphology, Syntax, Semantics, Discourse), or their equivalents." These introductory linguistics courses provide an overview of elements of language at a basic level; and an exposure to one of the structural components of language will help language teachers to understand at least one language component in depth.

It should also be noted that Ling 110 has no prerequisites, and Ling 111 is the only prerequisite for Ling 112 as well as for most structural Linguistics courses listed above. Thus, failing to have prerequisites for senior linguistics courses is not an issue.

Ling 111 is offered in July as an online summer course, as well as in multiple sections in each term, and it is thus very easy to satisfy the entry requirement.

Furthermore, the proposal stipulates that "equivalents" are accepted as well, such as "English Phonetics, English lexicology, Second Language Acquisition, etc." (p 10). In other

words, candidates who are applying for a MA TESOL degree are very likely to already have the necessary background for program entry. Most individuals interested in language teachers' careers have some interest in language, and have taken some linguistics courses or their equivalents.

As far as 6 cu electives within the suggested program are concerned, the proposal cautions (on p 11) that "Only 6 cu of undergraduate courses are allowed towards the program... In case students opt for selecting undergraduate Ling courses, they are advised to consider prerequisites for these courses, and whether they have adequate prerequisites or prerequisite equivalents. Individual advising by the Program Chair will be available to the students in the first weeks of classes to consider prerequisites equivalents".

Even more importantly, it should also be noted that students can (if they have prerequisites) take 6 cu of undergraduate Ling courses as electives, but they do not in the least have to. Students not having interest or prerequisites for taking senior undergraduate Ling courses have a sufficient yearly supply of 800-level courses to use towards the 6 cu electives requirement in the program. The array of available electives at 800 level is guaranteed by the Applied Linguistics MA and required course offerings in it (that serve as electives in the MA TESOL), plus 800 level ECUR-EAL courses.

In sum, prerequisites do not in any way impede or negatively affect the program.

< Members are interested to learn about potential career paths for students completing this degree. How might the career paths differ if someone coupled the MA with a BEd compared with an MA and a BA in linguistics? >

Potential career paths have been indicated in the proposal on pp 9-10 in detail. For international applicants, a likely career path is continued teaching of EFL courses in their countries with advanced qualifications and opportunities to receive promotions (to school directors, teaching in colleges and universities as opposed to high schools, etc.). For Canadian applicants, additional TESOL training will allow applicants either to seek TESOL Saskatchewan or TESOL Canada certification (when/if they satisfied additional requirements reflected in Appendix 9 p 33) or advance their careers to full-time positions, private school and governmental program directors, etc.

Locally, MA TESOL with BEd combination will likely lead to K-12 EAL employments. Holders of MA TESOL and BA in Linguistics are suited to work in non K-12 employments (Ref appendix 9 p 33 for more explanations).

However, graduates' career paths will be highly individual.

<Members noted that students entering the program could have (at least) 2 distinct backgrounds, either a BA or a BEd. Simply put, it's felt that students with a BEd should focus on linguistics, while students with a BA should focus on adult education. Given this understanding, the committee wanted clarification on the learning outcomes for the program. Are the learning outcomes the same, regardless of the student's undergraduate background? Might it be</p>

reasonable to consider a course in Adult Education for students that do not have a Bachelor of Education? >

The program is not restricted to Linguistics and Education majors. There could be a variety of backgrounds, including Linguistics, Education, English, Psychology, WGST and other humanities and social sciences programs.

No MA TESOL programs in Canada or the world make any distinction in the programs of studies depending on the undergraduate degree. All MATESOL programs have standardized curricula with MATESOL course combined with some Applied Linguistics and/or Linguistics courses.

Learning outcomes in the program are indicated on p 13: "Enhance professional qualifications of TESOL/EAL teachers/TAs within and outside of K-12 system from Saskatchewan and Canada as well as EFL teachers from overseas by providing them with the knowledge of methodologies, curricula development, technologies, testing and cultural aspects of TESOL."

The major learning goal is enhancing their TESOL qualifications and career opportunities. The way they employ their qualifications in future is individual.

Courses in Adult Education are not present anywhere in other MATESOL programs in Canada. They are not required for TESOL certification either. TESOL is an area on its own, close to, but separate from either Adult Education or Linguistics. For anyone willing to teach ESL, the requirement are TESOL courses/programs, and not Linguistics or Education qualifications.

<Members wanted clarity on the benefit of a new master's program compared to the existing certificate program.</p>

Advantages of the new program are indicated in the proposal p 7-8 (Rationale). The difference between a certificate program and a graduate program are the same as for any other certificate program in the U of S. A certificate only offers limited qualifications in a particular area, since it only involves 15 to 30 cu of studies and involves a limited amount of course work and confined learning outcomes. A certificate (including CERTESOL) does not compare to an undergraduate degree (requiring 120 cu) or a graduate program (offering advanced level courses). A CERTESOL certificate compares to an MA program as a certificate in any subject (e.g., certificate in English or Physics) with a graduate program in the same area (e.g., MA English or MSc Physics). In short, graduate programs offer more advanced and rigorous training to individuals who already have a BA or BSc or another undergraduate degree.

No graduate program in Saskatchewan with the focus on TESOL is available. All other provinces have at least one or a few. The program is aimed at enhancing ESL teachers qualifications at a graduate level.

<Further, members questioned if this program might be more appropriate as a concentration within the Linguistics program rather than a new major. Please advise. >

The program has to be separate for three reasons:

1. Academic standing and area

TESOL is an area separate from Linguistics, although there is some overlap with applied linguistics (similarly to biochemistry having an overlap with chemistry, but being a discipline

in its own right). Please refer to the list of MATESOL programs in Canada p 22. They are not linguistics programs, but MA TESOL.

2. Professional paths, certification and careers of graduates TESOL certification requires professional TESOL courses (of which a few, but not all could be linguistics), as per the proposed program structure.

3. University Collegial processes

NOI of intent for the MA TESOL program was considered by the Planning and Priorities Committee of Council and approved on June 23, 2014 (p 23). The NOI for MA TESOL program was submitted at the same time as the NOI for MA Applied Linguistics. The rationale for having these two different programs were provided to the PPCC. The PPCC considered both programs NOI together, and approved them as separate programs (ref p. 23).

The idea of MA TESOL was discussed and the program proposal was developed by the specialists in Applied Linguistics and ESL/EAL from Linguistics (Arts &Science), Curriculum Studies (Education) and the University of Saskatchewan Language Centre. The program is supported by Deans' offices of the Colleges of Arts and Science and Education.

I very much hope that your questions have been addressed adequately.

With best wishes, Veronika Makarova, Professor, Head, Department of Linguistics and Religious Studies

UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTEE FOR INFORMATION ONLY

PRESENTED BY: Roy Dobson, Chair

DATE OF MEETING: June 18, 2015

SUBJECT: Annual Report to Council for 2014-15

COUNCIL ACTION: For information only

ANNUAL REPORT OF THE ACADEMIC PROGRAMS COMMITTEE OF COUNCIL 2014-15

The terms of reference for the Academic Programs Committee are as follows:

- 1. Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2. Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3. Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council
- 4. Considering outreach and engagement aspects of programs.
- 5. Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6. Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
- 7. Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
- 8. Reporting to Council on the academic implications of quotas and admission standards.
- 9. Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10. Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11. Recommending to Council classifications and conventions for instructional programs.
- 12. 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.
- 13. Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal

communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

The Academic Programs Committee of Council held 13 meetings this year (compared to 15 last year.) The Committee has dealt with 38 proposals for new programs, program revisions and policy revisions this year (compared to 22 last year.)

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even so much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes which may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements which colleges propose. The Committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies and policy exemptions for the Student and Enrolment Services Division.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

September, 2014

Request for input: Academic Courses Policy revisions

Recommendations on Program Evaluation and Approval Processes

November, 2014

Request for Decision: Deletion of the Bachelor of Science in Engineering – Biological

Engineering

Item for Information: Change to Academic Calendar

December, 2014

Request for Decision: Certificate of Proficiency in Classical and Medieval Latin

Report for Information: 2015/16 Academic Calendar

January, 2015

Request for Decision: Graduate Certificate in Social Economy and Co-operatives

Graduate Certificate in One Health Certificate in Practical and Applied Arts

Request for input: Articulation and Transfer Credit Policy

Report for information: Native Studies Program Name Change

Certificate in Jazz

Geological Engineering Mining Option Mechanical Engineering Mining Option Chemical Engineering Mining Option

Termination of the Postgraduate Diploma (PGD) in French

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

Termination of the Minor in Jazz Studies

Termination of the Four-year B.Sc. in Computing

Termination of the Post-degree Specialization Certificate in Computer

Science

February, 2015

Request for Decision: Articulation and Transfer Credit Policy

Master of Arts in Applied Linguistics

Item for Information: Certificate Programs - subcommittee

Master of Public Administration (MPA): program modification (increase

in credit units)

Termination of Industrial Arts and Home Economics teaching area

Certificate of Proficiency in Applied and Professional Ethics: approval of

new certificate

Certificate of Proficiency in Ethics, Justice and Law: approval of new

certificate

March, 2015

Request for Decision: Certificate of Proficiency in Indigenous Languages

Report for Information: 2015-16 Admissions Templates

Termination of Post-graduate Diploma in Computer Science

April, 2015

Request for Decision: Termination of the International Business Administration Certificate

College of Education Direct Admission

May, 2015

Request for Decision: Certificate of Leadership in Post-Secondary Education

Request for input: Academic Courses Policy

Item for Information: M.A project-option in Political Studies

Program Template Revisions

June, 2015

Request for Decision: Academic Courses Policy

Master of Water Security

Joint Masters of Governance in Northern and Indigenous Areas

Item for Information: Year-End Report

Master of Arts in Teaching English to Speakers of Other Languages

University Course Challenge. The University Course Challenge is a process mandated by University Council which allows for efficient but collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-

bodies/council/committee/academic_programs/index.php

During the 2014-15 year, a total of 11 Course Challenge documents have been posted. These included new courses, prerequisite changes, course deletions and program revisions for programs in Agriculture & Bioresources, Arts & Science, Education, Edwards School of Business, Engineering, Dentistry, Graduate Studies & Research, Kinesiology, Law, and Nursing.

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month. No proposed curricular changes were challenged this year.

Other curricular changes, Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with SESD. Changes of this type which affect the Catalogue listings of other colleges can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as certificates of successful completion

and certificates of attendance. There were no new certificates of successful completion or certificates of attendance this year.

The following certificates were approved by APC this year, as reported above:

- Certificate in Jazz
- Certificate of Proficiency in Classical and Medieval Latin
- Certificate of Proficiency in Applied and Professional Ethics
- Certificate of Proficiency in Ethics, Justice and Law

The following certificates have been recommended for approval to University Council, as reported above:

- Certificate of Leadership in Post-Secondary Education
- Certificate of Proficiency in Indigenous Languages
- Graduate Certificate in Social Economy and Co-operatives
- Graduate Certificate in One Health
- Certificate in Practical and Applied Arts

Policies and Procedures

There are a number of areas of Council policy and procedures which are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Articulation and Transfer Credit Policy
- Academic Courses Policy

Student Enrolment and Services Division

The following item was presented to Council for information, as shown above:

• 2014-15 Admissions Template Update Report (at the February meeting)

Academic calendar

The APC reviewed and approved the 2015-16 Academic Calendar. This was reported to the December, 2014 meeting of Council.

Subcommittees

Along with the Planning and Priorities Committee, the APC formed two subcommittees in 2014/15. The enrolment subcommittee was struck in February 2015 to revisit the viable enrolments document approved by Council in 2007, with the goal of building upon that report and to set out principles for by which lower enrolment programs and courses should be considered. The certificates subcommittee, struck in February 2015, is conducting a review of certificate programs at other U15 institutions to determine the standards that they have for new certificates of proficiency and to develop an understanding of the role of certificates at post-secondary institutions. The certificates subcommittee will aim to bring a report to Council early in the 2015/16 year.

Members of the Academic Programs Committee

Council Members

Roy Dobson (Chair)	Pharmacy & Nutrition	2017
Kevin Flynn	English	2015
Robert Johanson	Electrical and Computer Engineering	2015
Ian McQuillan	Computer Science	2016
General Academic Assembly N	<u>Members</u>	
Sina Adl	Soil Science	2015
Alog Aitkon	Geography and Planning	2015

Dilla Fiai	Bon Belence	2013
Alec Aitken	Geography and Planning	2015
Mary Longman	Art and Art History	2017
Som Niyogi	Biology	2017
Elisabeth Snead	Small Animal Clinical Sciences	2017
Matthew Paige	Chemistry	2017
Ganesh Vaidyanathan	Accounting	2017

Sessional Lecturer

Leslie Ehrlich Sociology 2015

Other members

Patti McDougall [Provost designate] Vice-Provost, Teaching & Learning (ex officio)
Russ Isinger University Registrar and Director of Student Services (ex officio)

Mike Sander [VP Finance designate] Associate Director, Payments and Receivables (Financial

Services) (ex officio)

Desiree Steele [USSU designate] VP Academic, USSU Ranjan Datta [GSA designate] VP Academic, GSA

Resource members (non-voting)

Alison Pickrell Director of Enrolment and Student Affairs

John Rigby Interim Assistant Provost, Institutional Planning and Assessment

Jacquie Thomarat Acting Director, Budget Strategy and Planning

Andrew Manovich Financial Strategy and Planning Analyst (*standing guest*)
Secretary: Committee Coordinator, Office of the University Secretary

I wish to thank Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I also wish to thank John Rigby, Patti McDougall, Jacquie Thomarat, Jeff Dumba, Jason Doell and SESD staff, and the committee secretaries Sandy Calver and Amanda Storey for the assistance and advice they have provided to the committee this year.

Respectfully submitted on behalf of the Committee,

Roy Dobson, Chair

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY, AND ARTISITIC WORKS COMMITTEE OF COUNCIL

FOR INFORMATION ONLY

PRESENTED BY: Caroline Tait; Chair, Research, Scholarly, and Artistic Works

Committee

DATE OF MEETING: June 18, 2015

SUBJECT: Report to Council on Artistic Works

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

This academic year the Research, Scholarly, and Artistic Work Committee examined its artistic work mandate. While the committee's role with respect to research is clear and fully exercised, the committee finds there is limited direction of what RSAW's responsibility is to artistic work.

Over the year, RSAW invited presenters to committee meetings to help clarify the issues faced by faculty members, departments and units in the fine arts and humanities. The Committee also heard from presenters outside of these departments and units who include the fine arts and humanities in their teaching and research programs.

ATTACHMENTS:

• Report on Artistic Work

Report to University Council on Artistic Work

Research, Scholarly, and Artistic Work (RSAW) Committee June 2015

Since the beginning of recorded history, societies have been defined, distinguished, celebrated, and commemorated by their musicians, artists and storytellers. The fine and performing arts help to shape the character of individuals and communities, and provide modes of reflection with which to contemplate and question social, cultural and technological change.

-Extending Horizons: University of Saskatchewan Research, Scholarly and Artistic Landscape December 1, 2006

I. Introduction

The Research, Scholarly, and Artistic Work (RSAW) Committee of University Council has a broad mandate covering three specific and overlapping areas: research, scholarly and artistic work. In the collective memory of the current committee, RSAW has spent significantly more time focused on the topic of "research" than it has on the other two areas of the committee's mandate. However, with the creation, implementation, and subsequent dismantling of "Transform US" in 2013-2014, questions were raised within the Committee and at University Council about the place of the humanities and fine arts within the scope of the University's mandate, signature research areas, and future goals.

The *Transform US* initiative fuelled speculation across campus that the desire of the University of Saskatchewan's leadership to be amongst the U15 research institutions in Canada, came partially at the expense of departments of the humanities and fine arts and the faculty, students, and staff who occupy those departments. For some University Council members, it was the design of the *Transform US* prioritization process that made it impossible to capture the value and importance to the University of the fine arts and humanities. For others, *Transform US* was seen as simply another administrative vehicle created to produce results that would coincide with the prioritization of research, rather than with a traditional broad-based scholarly vision of a teaching, research, and learning institution that included a comprehensive range of university departments and programs. Several times during the debates about the *Transform Us* process, Council members argued that the research of faculty and students in the humanities and fine arts was increasingly being undervalued by university administrators across campus, evident by the considerable importance being placed upon the University's signature research areas and departments, centres, and institutions that are linked closely to easily identifiable applications.

It was out of this set of concerns and a keen interest by committee members that RSAW chose this academic year to focus on "artistic work" and the fine arts and humanities generally at the University of Saskatchewan. However, our goal in this report is not to weigh in on the debates of this or the previous academic year, rather we approach the subject with a general curiosity about the scope of our committee's mandate to "artistic work" and to identifying key questions that we feel are important to shaping the University's understanding and value placed upon artistic work. RSAW defines "artistic work" as any work regarded as art. This includes the visual arts such as painting, sculpture, and photographic art, the performing arts such as music and drama, and literary works

such as fiction and poetry. The following report presents multiple voices and when possible we step aside as a committee and allow the voices of our guest presenters to speak directly to University Council members.

II. Questions generated prior to and during our discussions with guest presenters

Over the 2014-2015 academic year the RSAW Committee hosted several guests who generated or addressed one or more of the questions listed below. Our guests included Dr. Claire Card, Professor, Department of Large Animal Clinical Sciences; Dr. Bev Brenna, Acting-Associate Dean of Undergraduate Studies, Research and Partnerships in the College of Education; Dr. Mary Longman, Associate Professor, Department of Art and Art History; Tim Nowlin, Department Head, Art and Art History and RSAW Committee member; Dr. Keith Willoughby, Professor, Edwards School of Business and RSAW Committee member: Dr. Francis Christian, Clinical Professor and Director, Surgical Humanities Program, Department of Surgery; and Dr. John Bath, Fine Arts and Humanities Digital Research Centre. The insight brought by our guests has shaped the content of this report and the RSAW Committee would like to thank each of them for their presentations and willingness to engage with our committee in frank and open discussions about "artistic work". We hope that the content of this report reflects accurately the information that our guests provided to the Committee and thus whenever possible the voices of the presenters are privileged. We also want to thank Amanda Storey, RSAW Committee Coordinator for her assistance in providing support for the writing of this report¹.

The questions listed below are only addressed tangentially in this report because they deserve significantly more consideration than the time held by RSAW. After hearing from our learned colleagues, the RSAW Committee felt it was important to draft a set of questions generated by our interest in first, clarifying RSAW's "artistic work" mandate (Question 1) and secondly generated by discussions with our guest presenters. We provide to University Council, and the University generally, a set of questions and recommendations that we hope will generate discussion and dialogue about the value and place of artistic work in achieving the University's teaching, research, learning, and community engagement mandate. The questions are as follows:

- 1. What is the mandate of RSAW to its priority area of "artistic work"? Is RSAW's mandate to consider strategies, issues, and policies concerning "artistic work" and research, or does RSAW's "artistic work" mandate extend beyond simply a consideration of how it relates to research?
- 2. In what university policies, documents, and funding opportunities is artistic work absent in favour of research work? What might be the results of this disparity in terms of indicators related to the above query?
- 3. What is the experience of university faculty and students who work in departments of the fine arts and humanities to research and research funding, including when they seek

¹ The RSAW Committee, specifically Dr. Caroline Tait, RSAW Chair, take full responsibility for the content of the report including any shortfalls in conveying the information provided by our guest presenters.

university acknowledgement for their work, and when they seek scholarship awards or faculty promotion and tenure?

- 4. Outside of departments of the fine arts and humanities, where also are the fine arts and humanities found within the university? What contributions to research, scholarly and artistic work do these other initiatives make? How are they linked in with departments of the fine arts and humanities and with research initiatives?
- 5. Given the entrenched disparities in access to research funding experienced by faculty and students in departments of the fine arts and many departments of humanities, does this devalue generally the contributions made by these individuals, departments and units given the current value placed by the University on research intensity and success? If theoretically it does not devalue their contributions to the University of Saskatchewan, can we expect in the current university climate that this theory of faculty and student equality be, in practice, upheld?

III. RSAW's Mandate of "Artistic Work"

In 2003/2004 the "Research Committee" to University Council changed its name to the "Research, Scholarly and Artistic Work Committee". While the minutes documenting the decision-making around the name change are archived, the Committee was able to review foundational documents produced after the change, most specifically, Foundational Document for Research, Scholarly and Artistic Work (2004), Extending Horizons University of Saskatchewan Research, Scholarly and Artistic Landscape (2006), and RSAW Terms of Reference. The three documents commonly refer to "research, scholarly, and artistic work" together as a packaged mandate, with limited detail outlining RSAW's specific mandate to "artistic work". Reference to RSAW's "research" mandate is discussed in much greater detail than the other two areas, and it is the experience of committee members that issues related to "research" have dominated the committee's attention, even after the name change and expanded mandate.

The Foundational Document for Research, Scholarly and Artistic Work (2004) and Extending Horizons University of Saskatchewan Research, Scholarly and Artistic Landscape (2006) reports both make multiple references to "artistic work" however, any specific references are mainly to existing initiatives or achievements of faculty and students at the time of the writing of the report. There is virtually nothing substantial in either report that discusses exactly how the University of Saskatchewan plans to support and enhance artistic work and the fine arts generally.

A central focus of both reports was to identify areas of pre-eminence in research, which in 2011 were officially identified by the "Areas of Pre-Eminence Working Group". The 6 signature research areas are: Aboriginal Peoples: Engagement and Scholarship; Agriculture: Food and Bioproducts for a Sustainable Future; Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment; One Health: Solutions at the Animal-Human-Environment Interface; Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies; and Water Security: Stewardship of the World's Freshwater Resources. While "artistic work" figured in both reports, none of the 6 signature research areas have a direct focus on "artistic work," and of the ones that have made an effort to include the fine arts and humanities this work is generally not a central

driver of the area's research or scholarship².

With limited attention being paid to "artistic work" in documents produced under the umbrella of "research, scholarly, and artistic work", the RSAW committee held a discussion this academic year about whether RSAW's mandate as it relates to "artistic work" is solely in relation to questions of research or whether the Committee's mandate is much more general and all issues related to artistic work are of importance to the Committee's work. It was agreed upon by the RSAW members that a more general mandate seemed appropriate and the challenge in the upcoming years is to balance this mandate with RSAW's other two area mandates. The Committee agreed that "scholarly work" fell under both research and artistic work and would automatically be captured by the work of the Committee. However, special attention to the challenges that faculty face in producing scholarly works, which are essential for tenure and promotion, also requires increased attention from the Committee in future years.

The RSAW Committee agreed that they would consider in the next academic year how to better include a focus on artistic work so that this area of the Committee's mandate is not ignored in light of the demands generated by its research mandate. Presenters such as Dr. Mary Longman reminded the RSAW Committee of the unique nature of "artistic work", the significant effort required by faculty to achieve success, and the importance of departments of the fine arts and humanities to the larger University community. She also reminded the Committee of the important role of Indigenous artistic work to the University of Saskatchewan and across the province/country more generally.

Early next academic year a clearer definition of the scope of RSAW's "artistic work" mandate and a list of Committee activities to cover off this mandate will be generated. Attention to ongoing inclusion on the RSAW committee of faculty who work in the area of "artistic work" will also be emphasized. The following sections draw directly from the presentations of our colleagues. We hope as a committee to generate a dynamic and positive discussion about the way forward for the RSAW Committee and the University generally in meeting our artistic work mandate.

IV. Report on Research in the Fine Arts Tim Nowlin, Head, Department of Art and Art History Committee Member, Research, Scholarly and Artistic Work Committee

While there is general acceptance that there is such a thing as 'research' within the disciplines of the fine arts, there still exists a vague understanding of the nature of artistic research. There is also little internal dedicated granting support for research in the Fine Arts in Canadian universities or offered by research funding organizations in Canada. This report, then, addresses a two-part question: 1) What is 'research' in the Fine Arts and 2) How does or can Fine Arts research function within an academic post-secondary institution, especially at a research intensive university such as the University of Saskatchewan?

⁻

² It is important to note that of the 6 research signature areas, Aboriginal Peoples: Engagement and Scholarship, which would encompass Indigenous artistic work and humanities, is significantly underdeveloped and resourced as compared to the other signature areas.

Wikipedia actually lists a very good definition for artistic research in identifying differing forms of research such as scientific research, research in the humanities etc., and acknowledges a growing trend in recognizing artistic research:

The controversial trend of artistic teaching becoming more academics-oriented is leading to artistic research being accepted as the primary mode of enquiry in arts as in the case of other disciplines. One of the characteristics of artistic research is that it must accept subjectivity as opposed to the classical scientific methods. As such, it is similar to the social sciences in using qualitative research and intersubjectivity as tools to apply measurement and critical analysis.

It is important to note the acknowledgement of artistic teaching becoming more academic-oriented. In Canada, while there are independent professional artists, many professional artists hold academic positions in universities and colleges. All Fine Arts departments have faculty who are artists and whose research results in the production of artistic works as well as scholars who conduct expository research into the nature and history of the discipline. Wikipedia goes on to say:

Artistic research, also seen as 'practice-based research' can take form when creative works are considered both the research and the object of research itself. It is the detachable body of thought which offers an alternative to purely scientific methods in research in its search for knowledge and truth.

Despite this accurate appraisal and acknowledgement of original research in the Fine Arts, there does exist an accumulated deficit in support for the Fine Arts. The Fine Arts continue to be treated as somehow less important or less serious as an academic subject or involved in academic research. This is due, in large part, to a longstanding and ongoing denigration of the Fine Arts as being unequal in academic importance as other disciplines and ultimately less worthy of resources or research funding. The fine arts are often seen more as entertainment rather than serious, researched cultural productions.

Fine Arts departments have always had a somewhat uneasy relationship with universities. While included as legitimate academic disciplines, they have always been treated as something like 'poor relations' – not really fitting the academic mould or afforded the academic worth of more than minimal resources. Artists themselves have, to some degree, positioned themselves as outsiders in the academic world. In University environments the outcomes of 'important' research found in expository language in almost any discipline has and continues to be seen as greater than outcomes of research and thought that finds expression in artistic works. The 'thousand words' remains somehow worthier than the 'picture'.

At the University of Saskatchewan, graduates of the Bachelor of Fine Arts program in the Department of Art and Art History, the department's Honours program in studio, were, until very recently, not recognized as graduating "with Honours" or "with High Honours" if graduating with high grades but rather only accorded "with Distinction" or "with High Distinction". This has to have existed as part of a subtle denigration of the value of the BFA Honours degree, which has been seen as having less 'book work'. Likewise, the

College of Graduate Studies and Research posts MFA graduate supporting papers online rather than an accurate photographic essay of their Thesis Exhibition as the MFA Thesis.

Public art collections and galleries in Canada, almost without exception, exist only as a result of the philanthropic efforts of certain individuals and very rarely as a result of federal, provincial, civic or university funding (in Saskatoon, the Mendel and Remai families). At this university, a valuable art collection is used more for decorating offices and buildings than as the subject and focus of ongoing curatorial research or the basis for academic programming.

Artists in Canada, including artists who work in faculties at universities, have long been able to seek funding only from provincial funding agencies for the arts or, federally, from the Canada Council for the Arts. These fine arts funding agencies, while supportive of developing mature professional artists, have never recognized or addressed the idea of research in the fine arts in an academic environment and have traditionally avoided support for artists engaged in fine arts research in universities. *In instances where university faculty are awarded grants from provincial arts boards or the Canada Council, the university does not count the awards as research grants.*

The advent of SSHRC Creation and Insight Grants to support creative scholarship are the first, and important, instances of the Tri-Council supporting fine arts research within an academic environment yet, even these new funding programs are challenged by the same prejudices that have prevented research support in the past. The decision to have the Canada Council jury the SSHRC Fine Arts applications, for instance, is, in a sense, admission by SSHRC of inadequate understanding of adjudicating fine arts research in universities and simply defaulting to the pre-existing mechanism for support. Given the Canada Council's longstanding reluctance to recognize artist research in academic institutions, it is deeply ironic that the Canada Council now adjudicates SSHRC grants in creative scholarship.

Transform US, the university's controversial austerity program, has, in retrospect, been seen by many as an attempt by the university administration to essentially change the university into a 'research profitable' institution. All academic programs and departments at the university were evaluated specifically on their profitability and ability to attract research funding and ultimately gauged on their ability to heighten the research profile of the university within the U15. It became evident that smaller departments and disciplines, as well as initiatives in Aboriginal engagement, for example, were all at risk. While the Fine Arts scored well, it became evident that no new initiatives to support increased research in the arts would be forthcoming. In fact, the Fine Arts Departments have continued to suffer severe budget cuts since the Transform US exercise was abandoned. Fine Arts departments, as with other smaller departments, were gauged more by their ability (or lack of ability) to attract research funding than to any measured outcomes of success or any acknowledgement of research potential.

Since the 'research' aspect inherent in the arts has been identified in recent years, numerous important research projects between artists and scientists have taken place. British painter, David Hockney, for example, has embarked on a large research project whereby he has proven, with the assistance of optical scientists, that artists have been capturing projected photographic images in painting since the early 15th Century. A scientist working on the project was also able, working backwards from the paintings, to reconstruct Vermeer's studio from the focal lengths derived from using a *camera obscura* to

create his paintings. Tremendous discoveries were made only by combining the research interests of both a scientist and an artist.

The Fine Arts are languages of ideas and, by nature, interact with the world around them in numerous ways. Graduate students in the MFA Studio program, for example, range in their interests from poetry to politics and, although trained in studio art techniques, bring a diverse range of research interests with them. All of the catchwords currently employed to promote the research experience at the university are as natural to the arts as to other disciplines: artists do research, engage in experiential learning and are interdisciplinary in their enquiries. Processes, ideas and subject matter all vary significantly within the larger rubric of the 'fine arts" – it is the original creation of "artistic work" that binds them together.

If the University of Saskatchewan wishes to increase its research intensiveness, it would be wise to consider the research potential of all disciplines in a concerted effort toward inter-disciplinarity as much as measuring existing support structures according to traditional priorities. While the university's initiatives in promoting research and inter-disciplinarity are laudable, it needs to both recognize research as it applies to various disciplines and attempt to provide or encourage support in areas traditionally under supported. The Fine Arts are clearly one of the areas that have suffered from a lack of recognition of its research potential. A lack of dedicated support for research in the arts that, in turn, leads to fewer outcomes is simply a self-fulfilling prophecy. Were the Fine Arts encouraged to reach their natural full potential as research-intensive disciplines, they would possibly provide much richer opportunities for research outcomes and interdisciplinary cross-fertilization.

V. Presentation to the Research, Scholarly and Artistic Work Committee Dr. Bev Brenna, Acting Associate Dean of Undergraduate Studies, Research and Partnerships in the College of Education

Background

Realizing the vision of increasing research, scholarly and artistic activities promoted in the *University of Saskatchewan's Research, Scholarly and Artistic Work Foundational Document* (2004) offers exciting challenges for the academic community that will require individual and collective commitment. This commitment pertains to a number of areas, including but not limited to the following:

- merit and promotion systems
- an atmosphere of celebration
- financial planning including appropriate recognition within the TABBs model of external grants and prizes
- financial supports for faculty including internal grant opportunities
- equal recognition of faculty research, scholarly and artistic work in university vision and mission statements and other supporting documentation
- equal recognition of faculty work in university initiatives
- efforts related to deepening understanding of research, scholarly and artistic work within and across disciplines

An example of supporting research, scholarship and artistic work in the U of S setting involves the Undergraduate Research Initiative (www.usask.ca/undergradresearch), where the research arc is defined as "developing a question, investigating the question using the tools of the discipline, and sharing the findings." Within this initiative, opportunities are available for instructors to utilize the supports of a funded Research Coach so that within course learning outcomes, students work through the research arc via structured experiences that scaffold the development of research skills. Thanks to the flexibility of the initiative, the three levels of experience—questioning, investigating, and sharing findings—can also be supported in scholarly work (related to Education, for example, as teacher candidates practice formative assessment in experiential settings) and artistic work (related to creative writing and publishing). I am grateful to the committee responsible for this initiative for their flexibility in currently considering scholarly work related to research coach applications for Education and for their tremendous willingness in re-working protocols as this project moves forward. While evidence of research understandings is provided in various university documents, the following may serve to illustrate how scholarly work and artistic work can observe the above description of the "research arc."

Scholarly Work

In the College of Education, a professional college whose key responsibility is preparing teacher candidates for Saskatchewan teacher certification, core required courses are tied to field study where experiential contexts in elementary and secondary classrooms support the completion of course assignments. In EPSE 302.3 Situated Learners, for example, teacher candidates are provided with a framework in which to ask and explore the question, "What classroom resources are evident in your particular school setting that reflect First Nations, Inuit and/or Metis content?" Posters and picture books with examples of FNIM artistic expression may be included in their observations. Reflection on a larger scale ensues as results are brought into College classroom discussions, where teacher candidates are prompted to think about whose voices are heard in available resources, whose voices are absent, and then what materials they might present in a similar teaching context to support currently null curriculum. Unit and lesson planning would generally being a final stage of this experience.

Artistic Work

My own research platform is based on artistic work that contributes literary fiction to available work in the field for young people. Integrated with my own SSHRC research that uncovers gaps on the landscape of children's and young adult material, my manuscripts begin with various "What if..." questions, similar to the work of many other writers, inherently satisfying the first aspect of the research arc, "Asking a question." Following from the question(s) is an investigation that attempts to answer the query while at the same time exploring other similar titles and publishing contexts in order to ensure originality and appropriate direction of a manuscript. This addresses the second aspect of the research arc, "Investigating." Finally, as the last step in the trajectory of the research arc, and in my own artistic work, sharing the results is carefully considered and then actualized. As a literary manuscript is completed and prepared for publication, acceptance

by a reputable professional publisher can be equated with the double-blind refereed standards applied to a product of research work in terms of quality assurance.

Ongoing Considerations

- 1. In what university policies, documents, and funding opportunities are scholarly work and artistic work absent in favour of research work?
- 2. What might be the results of disparity in terms of indicators related to the above query?
- 3. How might we ensure that on this campus, research, scholarly and artistic work are recognized and supported with equal respect through serious and appropriate adjudication of merit? How might we enhance a university where, in the words of Wendy Visser, the work of its scholars can be considered a "garden party/every flower/ invited" (http://www.dailyhaiku.org/haiku/2015-april-22)?

Examination of the above questions and momentum forward in the understanding and recognition of research, scholarly and artistic work will make the University of Saskatchewan a leader across North American universities at a time when the Arts, in particular, have been overwhelmingly reduced/extinguished.

Following from Dr. Brenna's discussion, an important point made by Dr. Longman is the absence of appropriate acknowledgement of interdisciplinary work in criteria used for tenure/promotion. Faculty who invest heavily in interdisciplinary can be at a severe disadvantage for moving forward their careers if this work is not fully factored in when they are being evaluated. For example, an interdisciplinary faculty that produces both artistic production and scholarly publications, such as someone who teaches in both art and art history or someone who is a musician who also publishes academic articles, or those that are cross-appointed, lets say between Drama and English, may only be evaluated in one area, based on their original departmental or area hire, even though they may teach and research in two areas.

Dr. Longman recommended that all fine arts areas contain 3 categories for evaluation, "scholarly", "artistic," and "interdisciplinary" work. This facilitates an official recognition of this unique, though common, research praxis and moves the tenure and promotion guidelines from black and white, to consideration of the full scope of artistic work. The acknowledged accomplishments and evaluation criteria could adopt an overall cumulative point system to fully capture the value and work of faculty in all three areas.

VII. Contributions of Artistic Work Across Campus

1. The Surgical Humanities Program

"imagination is more important than knowledge. Knowledge is limited; imagination encircles the globe." "After a certain high level of technical skill is achieved, science and art tend to coalesce in esthetics, plasticity, and form. The greatest scientists are artists as well."

Albert Einstein

At its most basic level an education and engagement in the medical humanities makes us more fully human. The human narrative must inform a study of human disease. And without

such an education and engagement, physicians will become well-trained scientific purveyors of pills, potions (and operations) without ministering to the whole individual with compassion, understanding and empathy.

Dr. Francis Christian, Director Surgical Humanities Program

Dr. Francis Christian, Clinical Professor, and Director of the Surgical Humanities Program, Department of Surgery presented to the RSAW Committee about the medical humanities. Besides being a surgeon, Dr. Christian is also a poet, novelist, and journalist. The following discussion draws directly from his presentation to RSAW and the philosophy of the program.

The Surgical Humanities Program is a recent addition to the Department of Surgery and was created after Dr. Christian approached Dr. Ivar Mendez, the new Unified Head of the Department of Surgery, University of Saskatchewan and Saskatoon Health Region about creating a medical humanities program. Dr. Mendez, who is also a sculptor, understood the value of such an initiative and together they launched the new program. The Surgical Humanities program is the first of its kind in North America and includes literature, music, drama, art, philosophy, languages, anthropology, and history with a particular focus on the history of medicine. According to Dr. Christian, these seven areas were chosen to: 1) enhance the ability of physicians to relate to the human condition; 2) enable empathy; 3) give expression to the creative instinct; 4) enable the appreciation of narrative within and beyond the bounds of science; 5) enlarge vision of other peoples and cultures and, 6) develop and sharpen imagination, observational skills and an ability to reflect. The Surgical Humanities program seeks to improve the training of surgeons through education and engagement in the humanities. The Department of Surgery maintains this is "essential in order to imbibe the spiritual, moral, ethical and humanistic basis of our profession (any scientific discipline), essential for the coming together of individuals and societies, and essential for the creative process - and significant breakthroughs in research" (Dr. Christian). Dr. Christian explained that understanding the human narrative is important for surgeons and physicians generally, however humanities/social scientists and physician/scientists understand this narrative differently. By engaging in interdisciplinary inquiry, scholarship and research, the University can better train physicians, improve patient care and advance the field of medicine.

The Surgical Humanities program holds Grand Rounds in the Department of Surgery and invites presenters from the humanities to present to the Department. "Readings in Surgical Humanities" is held the first Thursday of every month, and is open to surgeons, medical students, nurses, residents and anyone interested in attending. The sessions are usually limited to 15 participants and begin with a light dinner followed by readings of poetry, a short story, play or literary essay which has a connection to medicine, followed by a discussion. The evening seeks to break down professional divisions and hierarchy by bringing participants together to share and discuss the readings. The Surgical Humanities Program also publishes the *Surgical Humanities Journal* twice a year (Spring and Fall) in print and online forms. The Journal includes written work, poetry, essays, historical vignettes, visual and musical work, digital reproductions of paintings, sculpture, photographs and music.

Mount Sinai's Humanities in Medicine Program

Innovative approaches that incorporate the humanities and fine arts in the training of physicians, such as the one created by Dr. Christian and the Department of Surgery have emerged in other medical schools. For example, Mount Sinai Medical School, New York has been accepting humanities majors into their medical program for more than two decades. In the late 1980s Mount Sinai Medical School felt they were not producing well-rounded physicians due to the increased pressure placed on pre-med students to focus only on the requirements to gain entry into medical school. The School felt the students were too focused on their scientific training and failed to consider courses in other areas such as the humanities, social sciences, and fine arts that would expose them to other important ways of understanding the human condition. The school decided to begin accepting humanities majors in their second year of college with the expectation that these students would continue in the humanities for the remainder of their college careers and during the summer months, Mount Sinai would offer to them the science courses that they required for medical school. Research has shown that the students in Mount Sinai's Humanities in Medicine program are as successful in medical school as the students who enter the school through the traditional science stream and are more likely to enter primary care or psychiatry as specialties.³

The long-term success of Mount Sinai's Humanities in Medicine program supports the leadership of Dr. Christian and the Department of Surgery in their exploration of new and creative training approaches for surgical doctors. In the restructuring of the College of Medicine, specifically curriculum development and the training of students, consideration of these innovative initiatives, including how to create partnerships with departments of the fine arts and humanities, are worth pursuing in the College's quest for medical training excellence.

2. Humanities and Fine Arts Digital Research Centre

Dr. John Bath, Director of the Humanities and Fine Arts Digital Research Centre (DRC) presented to the RSAW committee on the work of the Centre. DRC opened in spring 2007 and its inception came out of the priorities set in the First Integrated Plan. The initial allocation for developing and operating the DRC was \$250,000.

The DRC is centrally located on the main floor of the Arts Building, across from the large lecture theatre (ARTS 143) and has an open door policy to encourage students, researchers, and faculty of all disciplines to come in, learn about their services, and utilize their expertise. The Centre aims to facilitate researcher collaborations recognizing that traditionally humanities research has for the most part, been carried out in isolation by researchers. The Centre also recognizes that researchers do not necessarily possess the required expertise to develop and represent their ideas using digital tools. The DRC has also allowed for undergraduate and graduate students to participate meaningfully in faculty research, which is not particularly common in humanities research.

³ http://www.npr.org/sections/health-shots/2015/05/27/407967899/a-top-medical-school-revamps-requirements-to-lure-english majors?utm campaign=storyshare&utm_source=twitter.com&utm_medium=social Accessed June 1, 2015

Dr. Bath explained that the DRC has been instrumental in grant success in the humanities since its inception. In the last three years, all successful SSHRC applications in the humanitis have been for projects that were tied to the DRC. The DRC's involvement in projects does not always have visibility in the final iteration of the project, as they create databases for research data and loan equipment and are able to provide video editing services.

Successful projects from the DRC include Jim Clifford's project "Trading Consequences," which was funded by a "Digging into Data" grant. Dr. Clifford aimed at mining 19th century literature for references to commodities alongside physical locations to understand supply chains and how they changed with the Industrial Revolution. The DRC helped develop software to do the data-mining. Peter Robinson's work on the various editions of Chaucer's *Canterbury Tales* involved getting all existent manuscript forms into a machine-readable format. The transcripts produced were then crowd sourced to trace changes in the manuscripts. This was all facilitated by the DRC.

A challenge continually facing the DRC is to secure sustainable funding. Aside from Dr. Bath, there is only one full-time employee—a programmer, who is currently funded on a year-to-year basis. Graduate and undergraduate students are employed by the DRC depending on the needs required to assist with a project. Dr. Bath explained that SSHRC does not usually include resources for support personnel/lab support such as that offered by the DRC, so funding for the programmer and others DRC employees has had to be secured from other sources. The DRC has had success in applying for CFI grants, with the human resources required considered as infrastructure of the centre.

Another challenge facing the DRC and researchers employed by the Centre, has been the relative infancy of digital scholarship in the humanities. The mechanisms for evaluating digital scholarship in this field are still emerging and it has been difficult to change long-entrenched values regarding solitary research amongst humanities researchers and to encourage and reward collaboration.

V. Assessment and Measurement of Impact

Dr. Keith Willoughby presented to the RSAW Committee on the challenges faced by the Edwards School of Business when they were asked for accreditation purposed to assess and measure the impact of the school's research. While presenting on the experience of the ESB, it was recognized that the questions raised by Dr. Willoughby had important application for this report. Dr. Willoughby explained that while the intended impact of a research project can be speculated on at the time of the conception of an idea or a project, the actual impact can be measured only after time has elapsed. For certain types of research, assessing and measuring impacts requires the passing of considerable time and appropriate assessment tools to be in place. Commonly resources to measure impact are not funded appropriately, particularly in certain disciplines, and therefore gauging impact relies on retrospective assessment.

In attempting to assess the impact of the research production of the Edwards School of Business, Dr. Willoughby invited faculty members to submit vignettes or short stories outlining the impact that they felt their research had had. The accreditation team working with Dr. Willoughby found the vignettes were the most interesting and meaningful way of demonstrating research impact, including commenting that it was the most fascinating part of the accreditation process.

There are many critical issues around the definition, articulation and measurement of research impact and this bears relevance to the efforts of artists and artistic work. For University faculty in the fine arts and humanities, assessment of the impact of both their research and their creative works is greatly important when they are seeking funding opportunities, tenure, promotion, and academic awards and recognition. A clear presentation of the capacity of the University from the departmental to administration level, to assess and measure the impact of artistic work including artistic research, is an important avenue to aid in demonstrating the importance of these pursuits to the university and the wider community.

VIII. Conclusion and Recommendations

This report represents an initial step to include in the ongoing work of RSAW a greater focus on artistic work. The following recommendations include direction for RSAW's future work and recommendations directed towards the University generally and to specific colleges that are home to departments and faculty focused on the fine arts and humanities. They are as follows:

- 1. RSAW consider early in the next academic year (2015-2016) how to better include a focus on artistic work so that this area of the Committee's mandate is not ignored in light of the demands generated by its research mandate.
- 2. RSAW work with other council committees to ensure the area of artistic work is receiving proper consideration across the council committees.
- 3. RSAW entrench within its terms of reference one designated spot on the committee for a representative from the fine arts.
- 4. The OVPR provide small "seed grants" for innovative artistic work and/or initiatives that enhance the profile and support for artistic work undertaken at U of S.
- 5. The University of Saskatchewan systematically study and consider the future of the fine arts and artistic work including exploring the feasibility of a school of fine arts to enhance student experience, faculty success, and to provide support to departments, colleges, faculty and students who include artistic work in their training, research and scholarship.

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY and ARTISTIC WORK COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Caroline Tait; Chair, Research, Scholarly and Artistic Work

Committee

DATE OF MEETING: June 18, 2015

SUBJECT: Research, Scholarly and Artistic Work Committee

Annual Report to Council

COUNCIL ACTION: For information only

COMMITTEE TERMS OF REFERENCE

- 1. Recommending to Council on issues and strategies to support research, scholarly and artistic work.
- 2. Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly and artistic work.
- 3. Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
- 4. Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.
- 5. Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University
- 6. Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University and providing advice to the Planning and Priorities Committee of Council.

- 7. Receiving annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.
- 8. Receiving and reporting to Council the University's research ethics boards' annual reports.
- 9. 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.

COMMITTEE MEMBERSHIP FOR 2014/2015

Council Members

Rainer Dick Physics & Engineering Physics

Paul Jones School of Environment and Sustainability

Yu Luo Biochemistry

Jaswant Singh Veterinary Biomedical Sciences

Laurie Hellsten Associate Dean, Graduate Studies; College of Education

General Academic Assembly Members

Pamela Downe Archaeology and Anthropology

Tim Nowlin Art and Art History

Caroline Tait (Chair) Psychiatry

Keith Willoughby Edwards School of Business

Student Members

Desiree Steele VP Academic Affairs, USSU

Ranjan Datta VP Academic, GSA

Ex Officio

Adam Baxter-Jones Acting Dean, Graduate Studies and Research

Karen Chad Vice-President Research

Resource personnel

Laura Zink Special Projects and Operations, Office of the Vice-President

Research

Susan Blum Director, Research Services

Administrative support

Sandra Calver Coordinator, University Governance

Amanda Storey Committee Coordinator, Office of the University Secretary

ATTACHMENTS:

- 1. Research, Scholarly and Artistic Work Committee Annual Report for 2014-15
- 2. Annual Report of the Vice-President Research for 2014-15
- 3. Annual Report of the Dean of Graduate Studies and Research for 2014-15

ANNUAL REPORT TO COUNCIL of the RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE

The Research, Scholarly and Artistic Work Committee (RSAW) had a full and busy year, hosting a number of guest presenters who covered a broad spectrum of topics related to the Committee's mandate. Sixteen regular committee meetings were held and the following report covers the committee's activities from September 2014 to June 2015.

Each year the RSAW Committee selects a topic area that is examined in greater detail and a report on the subject is presented to University Council in June. RSAW chose this academic year to focus on "artistic work" and the humanities generally at the University of Saskatchewan, with particular attention paid to providing a set of guiding questions to further discussion across campus about the value and place of "artistic work" and the humanities generally, in contributing to the University's teaching, research and community engagement mandate. Artistic work, the humanities and their place and value at the U of S became the focus of our meetings for much of the year. A diverse group of guests were invited to present to RSAW on the topic and internal discussions within the Committee were held, all of which contributed to the final report (please see the report "Report on Artistic Work" for further detail).

The RSAW committee appointed Dr. Rainer Dick, a RSAW Committee member to sit on the International Activities Committee's Subcommittee on Metrics, which is seeking to standardize metrics used across the U of S that relate to internationalization. The subcommittee met five times during the second half of the year. It is currently working on a proposal for standardized metrics as well as coordinating with efforts in OVPR. Dr. Dick was also appointed to serve on the Task Force for University Rankings, which is developing recommendations to improve our position in national and international university rankings.

The RSAW committee received an informative presentation on research quality and impact metrics from one of our members, Dr. Keith Willoughby. In discussing the work being done at the Edwards School of Business towards accreditation by the Association to Advance Collegiate Schools of Business (AACSB), Dr. Willoughby highlighted the effort being done to show the impact and value of research done by ESB faculty. While quantity is relatively easy to measure, impact and quality are significantly more difficult. To assess this they looked at where research was being published, denoting papers published in top-tier journals (as classified by the Association of Business Schools) as being of higher quality. Dr. Willoughby discussed how impact is measured over time and extends beyond publication in journals, but includes work done for government publications, textbook authorship, and industry. To help the college understand the impact of their work, faculty members were invited to submit a short vignette explaining how their research has been put into use and how that demonstrates their impact. These vignettes were the most rewarding part of the accreditation process, as it allowed faculty to tell their stories about their own research.

The RSAW committee is responsible to approve the terms of reference for the <u>Distinguished</u> <u>Researcher and New Researcher Award</u> terms of reference. Previously, the RSAW committee updated the terms of reference of each award to reflect that the committee has the ability to designate a member of the General Academic Assembly to serve as the committee's designate on these selection committee. This year, Dr. Sheila Schmutz of the Department of Animal and Poultry Science agreed to serve as the committee designate on these award committees.

The RSAW Committee has had an ongoing concern about emerging challenges facing faculty as they seek ways to support their research. With national and provincial funding bodies, most

specifically CIHR, SSHRC, and NSERC, moving towards funding large scale, multi-university, interdisciplinary research teams, there are fewer opportunities for UofS faculty to act as nominated principle investigators. To better understand and discuss some of the challenges around interdisciplinary research, in the second half of the year the committee began inviting the research leads from signature area research institutes. Scheduling became a challenge because of the busy schedules of the research leads and only one Institute was able to attend a RSAW meeting. The Global Institute for Water Security presented to the Committee on April 2, discussing the innovations and challenges of developing an interdisciplinary centre of excellence. The committee will continue this work next year, with a report on the shifting landscape of research being produced for Council's review by December 2015.

The RSAW committee also discussed the advantages and disadvantages of the UofS being a member of the U15. Our position amongst other U15 institutions is held up as both a mark of success (as we are being measured against the strongest research-intensive institutions in the country) and as a potential area of concern (as we often rank quite low against our peers). The Committee discussed how the U of S's portfolio is unique amongst other U15 members, with all health sciences represented on a single campus.

The RSAW committee received a presentation from Corporate Administration on the update to the Vision 2057 land use plan. Judy Yungwirth and James Cook explained that the plan now includes discussion of the university's off-campus land holding to ensure sustainable and acceptable lands for agricultural research and teaching uses. The presentation of the preliminary plans fostered good discussion by committee members and the proponents. Committee members expressed universal concern about the lack of information on the cost or the financial impact of the proposed changes to the university's rural land holdings demonstrated in the presentation.

The RSAW committee discussed a number of annual standing items, including the annual reports from the Research Ethics Boards, the College of Graduate Studies, and Research and the Office of the Vice-President Research, which are included with this report. John Cornwell attended to provide the Tri-Agency Financial Monitoring Review Report to committee members for their information and review. The committee also received updates regarding the status of the U of S's SPOR application, met with tri-agency leaders, and from the Vice-President Research on the completion of her first term after renewal of her appointment.

In addition to receiving annual reporting from the Research Ethics Boards as part of the annual report from the Office of the Vice-President Research, the RSAW committee was also fortunate to hear from the chairs of the ethics boards about the nature of their work and the challenges they face in enforcing tri-agency funding regulations. Workload of ethics board members and their mandate was a topic of discussion that the RSAW intends to address in 2015/16. The reporting in the annual report of the Vice-President, Research (attached) along with the information provided by the chairs of the research ethics boards at the May 14, 2015 meeting of the RSAW committee meets the reporting requirement as outlined in the tri-agency agreements for submission of a report to the university's academic governance body.

I am pleased to report on the work of the Research, Scholarly and Artistic Work Committee and extend my appreciation to all members for their positive engagement, attendance and thoughtful discussion. I look forward to serving as committee chair in the coming year.

Caroline Tait, Chair

Caroline L. Dait

Report of the Vice-President Research

To the Research, Scholarly and Artistic Work Committee of Council For the period May 1st, 2014 to April 30th, 2015

It has been my pleasure over the past year to work with colleagues, researchers, external stakeholders and partners as we continue to advance the University of Saskatchewan's discovery mission. This year marked the completion of my first term as Vice-President Research and I am greatly honoured to have been given the opportunity to serve for another five years. Over the past year we have continued to develop areas which have been the hallmark of my tenure thus far. We are strengthening our position as leaders in our areas of research strength and emerging strength, and fostering an environment which supports faculty, staff and students in achieving research success.

It is my pleasure to provide the following overview of the key accomplishments and activities of the Office of the Vice-President Research for the period May 1st, 2014 to April 30th, 2015.

STRATEGIC INITIATIVES AND PORTFOLIOS

Seizing New Opportunities: Canada First Research Excellence Fund (CFREF)

- Launched in December 2014, the federal Canada First Research Excellence Fund is intended to act as a springboard for Canada to achieve international excellence and leadership in areas aligned with the national S&T strategic areas.
- For the first competition, the U of S took a targeted approach to identifying innovation ready projects. In March, the U of S submitted a proposal entitled "Designing Crops for Global Food Security." Results are anticipated in July.
- An open consultative process was launched to identify the research areas to be submitted as part
 of the 2nd competition, due October 2015.

Successful Proposal: Canada Excellence Research Chair

- The U of S was successful in being awarded a Canada Excellence Research Chair (CERC) in Food Systems and Security.
- A rigorous candidate search was launched in the fall of 2014 in preparation for the international review of the candidate, with submission in September, 2015.

Showcasing Research: Images of Research Competition

- In February 2014, the OVPR launched a photography and imaging competition entitled Images of Research with the purpose of inviting researchers to share their work in an innovative way with each other and the world. The competition asked U of S students, staff, faculty, and alumni to submit images and short written descriptions to share what research looks like in their discipline.
- 87 submissions were received from faculty, staff, alumni, and all levels of students from 10 different colleges and schools.
- During the competition's 12-day voting period, more than 3000 different visitors from more than 40 countries viewed the gallery page.
- Following deliberation by multiple interdisciplinary judging panels, 11 winning entries were announced, attracting significant national media attention.

Supporting Patient-Oriented Research: SCPOR SUPPORT Unit

- Province-wide units to support health research aimed at enhancing the lives of people and patients are being developed across Canada to build capacity for patient-oriented research.
- The Office of Associate VP Research Health is finalizing the business plan for the Saskatchewan Centre for Patient-Oriented Research (SCPOR) with widespread collaboration from Saskatchewan Ministries, Health Regions, U of S, U of Regina, research organizations, patients, and more.
- Once approved by the stakeholders, the finalized business plan will be submitted to the CIHR International Review Panel at the end of June, 2015. The plan outlines a Saskatchewan vision for a respectful and impactful way of working together to build capacity and engage collaborative teams to conduct responsive, equitable, innovative, patient-oriented research that continuously improves the care and health of Saskatchewan people.

Initial Launch of UnivRS

- The University Research System (UnivRS) is a single web-based system that provides researchers a secure space to collaborate on research projects as well as being the central repository to manage all project funding and compliance activities.
- The project is being released in stages over a five year period:
 - o In September 2014, Stage 1, including pre-and post-award management, was launched for use within Research Services to enable refinements prior to the release to campus.
 - Release to the campus community will be phased-in beginning in fall 2015. UnivRS will be available for use by all researchers while the colleges of Agriculture and Bioresources, Pharmacy and Nutrition, and Veterinary Medicine will be completely adopting UnivRS.

Policy Development

- The "Institutional Costs of Research" policy was approved by the Board of Governors and implemented on May 1, 2014. As of May 1, 2015, 100% of the Institutional Costs of Research funds will be allocated to the college/school. The allocation in this new policy has replaced the 50/50 central/college sharing stipulated in the former "Administration of Research Overhead" policy. The revised policy is available at: http://policies.usask.ca/policies/research-and-scholarly-activities/institutional-costs-of-research.php.
- The "Research Administration" policy and the "Eligibility to Apply for, Hold, and Administer Research Funding" policy were approved by the Board of Governors on December 16, 2014 and implemented on January 1, 2015. Both policies are available under Research and Scholarly Activities at http://policies.usask.ca/index.php.
 - The Research Administration policy was created to consolidate the former policies
 "Administration of Research Funds" and "Administration of Grants and Contracts" which
 were both date back to 2002. The revised policy provides necessary updates to meet both
 Tri-Agency and U of S requirements.
 - The Eligibility policy was created to anticipate increased accountability regarding eligibility from the Tri-Agencies, and bring U of S policies in line with the majority of U15 peers.

Enhancing Service: OVPR Reorganization

In November 2014, the Office of the Vice-President Research was restructured as a part of continued efforts to provide improved service delivery to faculty, staff, and students. The following changes were implemented:

- Research Services and Research Ethics were amalgamated to create the Research Services and Ethics Office (RSEO). This change unified all the OVPR's core research administration operations and compliance functions, including grants, contracts, and ethics.
- The OVPR's international research functions were amalgamated with its international protocol functions in a revised International Office. This change was made to help increase the profile of international relations and research at the university, as well as improve the coordination of our international activities.
- Strategic Research Initiatives was created by bringing together three different clusters from across the OVPR. The SRI unit was created to lead institutional research initiatives and provide improved support to researchers in the development of large-scale collaborative grants and initiatives. The unit also brings together the coordination of research facilitation across all academic units, awards facilitation and undergraduate research.

Supporting Funding Success: Tri-Agency Leaders and Internal Review

- The OVPR's Tri-Agency Leaders are highly respected faculty who are seconded to support the success of their colleagues in securing Tri-Agency support. In 2014-15 the Tri-Agency Leaders were:
 - o CIHR: Deborah Anderson (Department of Oncology and Saskatoon Cancer Agency).
 - o SSHRC: Bram Noble (Geography and Planning).
 - NSERC: Tom Steele (Physics and Engineering Physics).
 - o Work is underway in finalizing the Tri-Agency Leaders for 2015-16.
- Highlights from Tri-Agency Leaders:
 - High satisfaction with NSERC review: 97% of applicants responded that internal review strengthened their proposal, with 37% in the "considerably strengthened" category.
 - o High adoption of CIHR Open Operating internal review: 21 out of 25 (84%) applicants took advantage of internal review for the March 2014 competition.
 - Further support for SSHRC researchers: a new 4-stage model was launched to enhance the support provided to faculty in the development of their grant proposals. A new series of guidance documents were also developed and made available online to assist both faculty and research facilitators.
- The Tri-Agency Leaders also lead the U of S internal review process to assist the development of the following grants: CIHR Operating, CIHR Foundation, NSERC Discovery, SSHRC Insight, SSHRC Insight Development, and SSHRC Partnership Development.

Gaining Momentum: One Health Initiative

- The One Health Initiative, now in its second year, is a collaborative effort to advance research and training in an area of strength in order to establish the U of S as a leading One Health institution.
- Following external peer review, nine \$20,000 seed grants have been awarded to interdisciplinary research teams. These teams involve 35 U of S faculty members from 9 colleges and schools and 14 external collaborators.
- Beyond the seed grants, One Health research is thriving at the U of S: interdisciplinary teams of faculty have recently been awarded regional and national grants and a series of Canadian Queen Elizabeth II Diamond Jubilee Scholarships.
- In January, 2015, University Council approved the establishment of a 6 credit unit graduate Certificate Program in One Health based upon the NSERC-CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy. It is anticipated that this supplemental program will grow to an enrolment of 25 graduate students per year and attract outstanding students to the U of S from across the country.

■ The One Health Leadership Experience, an annual weekend workshop, has successfully engaged 120 incoming health science students with respect to the role and applications of One Health in their future professional practices.

Supporting New Faculty: Research Mentorship Program

- Since 2012, 55% of all new hires have had Personalized Research Mentorship Teams (PRMTs)
 established, with 31 Department Heads or ADRs and over 125 research mentors participating.
 - o 84% of PRMT members have indicated that the PRMT has helped with the development and implementation of the mentee's research plan.
- The Research Mentorship Program (RMP) continues to be promoted widely including discipline-specific presentations for college administrators and faculty, and an increased web presence, with information available at: http://research.usask.ca/for-researchers/index.php.
- Further materials have been developed to assist the development and maintenance of PMRTs, including a document of suggested roles/ responsibilities and a bibliography outlining effective practices.
- Annual Research Workshops were held in November 2014 for mentors and mentees, each of which was evaluated highly. A new RMP workshop for new faculty, together with their respective Department Heads and Associate Deans Research, is being planned for Fall 2015, to be held annually thereafter. This new workshop approach will highlight both instructional and research development supports available for mentees and their college administrators.

Fostering Interdisciplinary Collaboration: Team Science

- Team Science is an initiative supporting research collaboration on campus. A number of workshops and consultations have occurred, for example:
 - A workshop and a day conference centred on team science in the One Health area in October, 2014. Both events were organized along with the researchers applying to establish a One Health NCE based at the U of S.
- The OVPR and ADR Forum are examining strategies to support interdisciplinary research through supportive reward structures and recognition.
- The U of S will lead one of the panel discussions at the annual Science of Team Science (SciTS) conference in Washington, DC, June 2-5, 2015. Discussions will centre on lessons learned over 10 years of team science initiatives in the Health Sciences.

Research Website Launched

- The Office of the Vice-President Research launched a new website on October 1, 2014 bringing the OVPR's web presence in line with the university's branded style. The new website was created with the aim of providing improved service and intuitive access to information for U of S researchers and other stakeholders. The redesigned website represents U of S research as a whole rather than as a combination of separate units and was developed in collaboration with ICT and Communications.
- The new research website received over 100,000 page views between October 1 and April 30.

Recruiting Top Talent

- Centres: Two new Executive directors: Dr. Neil Alexander Fedoruk Centre; Dr. Maurice Maloney Global Institute for Food Security.
- Chairs: Canada Excellence Research Chair (1); NSERC Industrial Research Chair (1).

Research Infrastructure Developments: Capital Projects

- The Vice-President Research is the executive sponsor for a number of large-scale capital projects. The projects are at varying stages of development within the university's *Major Project Planning Process*:
 - o Beef Cattle Research and Teaching Unit: project remains in the design phase.
 - o The Canadian Feed Research Centre: Formally opened in October 2014.
 - Saskatchewan Centre for Cyclotron Sciences: Construction of the cyclotron and associated laboratory facility was completed in December 2014 and the facility is now being commissioned.

Raising National Profile for U of S Research and Partnerships

- The work of U of S researchers in a wide variety of science and health areas, especially signature areas of research, will be highlighted to a national audience through hosting the June 18-21, 2015 Canadian Science Writers' Association conference on our campus.
- U of S industrial partnerships through NSERC were highlighted and advanced through several initiatives this year including participating in a partnerships panel and organizing an "NSERC-U of S 5th Anniversary Partnership Celebration Event" attended by new NSERC president Mario Pinto and 80 university and local business people last November. The event featured 11 U of S-produced short videos on U of S Engage researcher-industry partnerships.
- For the 10th year in a row, graduate students were mentored to produce 15 Young Innovator profiles of student researchers for publication in the StarPhoenix. These stories were picked up by granting agencies, MPs and MLAs for newsletters, various campus websites, and OCN.
- A strategy to optimize U of S engagement and research opportunities with the Remai Modern's Picasso linocut and ceramics collection is under development.
- STEMfest 2015 is an international conference celebrating, developing, and discussing the future of science, technology, engineering and mathematics education and innovation. The conference will be held in Saskatoon in October and will host visitors from more than 55 countries.

UNITS OF THE OFFICE OF THE VICE-PRESIDENT RESEARCH

Industry Liaison Office

The Industry Liaison Office (ILO) facilitates the commercialization of research and knowledge developed by the university's researchers, faculty, staff and graduate students. The Office focuses on fostering and developing collaborative work environments among researchers, industry partners and funding agencies.

ILO metrics and successes

- Engaged in over 120 substantive conversations regarding development of business relationships
- Technology licenses completed: 8.
 - Options (to acquire a technology license) completed: 12.
- Inter-institutional technology-commercialization cooperation agreements: 3.
- ILO-managed license and royalty revenue: \$11.9 M (an increase from \$10.6 M in 2013/2014).
- Marketplace sales of ILO-licensed products since 2007 valued at approximately \$3.1 billion.
- Start-up companies (based on U of S-owned technologies):
 - o Opportunities under review: 3.

- Spin-off companies (not based on U of S-owned technologies but developed by U of S-affiliated stakeholders):
 - o 12 under assessment or receiving ongoing business support.
- Direct investments in U of S research, through the ILO's Forge-Ahead Fund:
 - o 5 investments totalling approximately \$100,000.

Ongoing Projects

- The 4th annual "Technology Venture Challenge," a business development competition for the university community, was held to increasingly positive public reception:
 - o 27 applications received; 11 finalists chosen for participation in workshops and mentoring.
- Coordination of a joint research program between the Province of Saskatchewan, Hitachi Ltd., and Hitachi GE Nuclear Energy Ltd:
 - Researchers from Japan visited Saskatoon to further their collaboration with the four U of S-based research groups involved and the three industry partners.
- Seed Accelerator (for early-stage technology-based start-up companies):
 - To address an area where Saskatchewan lags behind all other provinces, the ILO is working with the Saskatchewan Ministry of the Economy, Innovation Place, the Saskatchewan Angel Investor Network, WestCap Investments and others to establish a business acceleration facility accessible to technology-based start-up companies emanating from the university.
- ICT and U of S procurements:
 - The ILO is working with the university's CIO to establish a program for U of S ICT researchers to work with companies from which the university procures significant ICTrelated products and services.
- Strategic Partnerships with Saskatchewan Research Council (SRC):
 - The ILO is helping establish strategic partnerships between the SRC and U of S groups (e.g. Global Institute for Water Security, Global Institute for Food Security, the College of Engineering, the ILO's Saskatchewan-Hitachi program, etc). These partnerships are expected to lead to new funding options for U of S researchers and the opportunity to interact with SRC's client base.
- Western Innovation Offices collaborative initiative:
 - The ILO is working with sister offices in universities and research institutions throughout
 Western Canada to establish a collaborative network with a view to improving collective
 commercialization outcomes and better enabling inter-institutional research collaborations.

International Office

The International Office (IO) provides leadership, coordination, and support services to advance the internationalization of the university's core missions of research, teaching, learning, and service.

Transforming internationalization at the U of S

- IO has begun compiling university-wide internationalization data and college/school data for measuring progress in our commitment to diversity.
- Darcy Marciniuk (Special Advisor, Research and International), Patti McDougall (Vice-Provost, Teaching and Learning), and Adam Baxter-Jones (Interim Dean, College of Graduate Studies and Research) are leading the development of an action plan to enhance our internationalization commitment.

Partnership Initiation and Agreement Development

- 23 new agreements were signed during this reporting period: 10 general collaboration MOUs, 6 student exchange renewals, 5 new student exchange agreements, 1 internship agreement, and 1 International Flagship Partner Grants Program MOU.
- International agreements data was migrated into the MoveOn software system.

Delegation Support

- Supported 25 incoming delegations, including approximately 85 participants.
- Supported outgoing delegations in the form of briefing notes and promotional materials.

Country Strategy Implementation

- In 2014-15, the International Office provided leadership, logistical, and operational support for a number of initiatives related to the University's country strategy.
- As part of the China Initiative, highlights include:
 - Establishing partnerships with both Shantou University and Beijing Jiaotong.
 - Signing an International Flagship Partnership Grants Agreement MOU with the Beijing Institute of Technology.
 - Preparations are underway to renew the U of S agreement and commitment of research and mobility collaboration with Jilin University.
- As part of the India Initiative, highlights include:
 - The renewal and expansion of the partnership agreements with Tamil Nadu Agricultural University and Punjab Agricultural University.
 - o The College of Engineering is in the process of developing a student exchange program with current partner, the Indian Institute of Technology Kanpur.

Communication and data collection

- Prepared over 65 briefing notes and reports for university delegations and the Saskatchewan Ministry of Advanced Education.
- Served as the first point of contact for government, international institutions, and prospective international students, replying to innumerable requests for information and assistance.
- Began development on a new International Office website in April 2015.
- As part of the CALDO university consortium, a website and products aimed at attracting South American students were developed by U of S Research Profile and Impact. A U of S story was featured in Dinheiro, Brazil's main business magazine.

International Research Success

- Following an increased effort to support researchers in capturing funding opportunities offered once every two to three years, the value of international research awards increased by 30%.
- A total of \$10.8M was awarded to U of S researchers for international research and development projects.

Research Services and Ethics Office

The newly amalgamated Research Services and Ethics Office (RSEO) provides researchers with seamless services for grant, contract, and ethics review as well as ethics compliance.

Operational Metrics

- Project applications for research funding from May 2014 to April 2015: 1022.
 - o Previous two years: 2013/14: **1142**, 2012/13: **1191**.

- Executed contracts from May to April: 459.
 - o Previous two years: 2013/14: 477, 2012/13: 489.
- Applications to the Biomedical REB were unchanged from the preceding year (367). The Behavioural REB has seen an increase of 12% (426 to 479) while the Animal REB has seen a decrease of 9% (163 to 148).

Canada Foundation for Innovation (CFI)

- Funding from the John R. Evans Leaders Fund (JELF) was received for 12 projects for a total of \$1,465,577 in CFI funding and a total project cost of \$3,664,529.
- One Innovation Fund project was funded with \$3,318,565 from CFI for a total project cost of \$8,589,631. An additional \$165,000 was awarded to assist with multi-institutional administrative costs associated with the project.

Research Ethics Boards (REBs)

- The following faculty serve as Chairs and Vice-Chairs of the Research Ethics Boards:
 - University Committee on Animal Care and Supply (UCACS) and Animal Research Ethics Board: Dr. Michael Corcoran (Chair), Dr. Brenda Allan (Vice-Chair).
 - o Biomedical Research Ethics Board: Dr. Ildiko Badea (Chair), Dr. Anne Springer (Vice-Chair).
 - Behavioural Research Ethics Board: Dr. Vivian Ramsden (Chair), Dr. Scott Tunison (Vice-Chair).
 - University Committee on Ethics in Human Research: Dr. Valerie Thompson (Chair).

Research Ethics Education

- Online research ethics and integrity training was provided to 1400 graduate students this year.
- Electronic self-study modules on important practical skills in animal user training were developed.

Research Ethics Harmonization

- U of S is participating in a U15 working group to examine opportunities for harmonized/coordinated ethics review among the U15 for multi-jurisdictional studies.
- Provincial research ethics review harmonization among the U of S, U of R, and RQHR has proven very successful with 120 studies handled through harmonized review in 2014-15 representing over 14% of studies submitted to the U of S Human REBs (a 24% increase over the last reporting year).
- The U of S Research Ethics Boards (REBs) are the Boards of Record for the Saskatchewan Cancer Agency, Saskatoon Health Region, Sunrise Health Region, and Five Hills Health Region.

Care and Management of Animals

- The Canadian Council of Animal Care issued a Good Animal Practice (GAP) certificate to the U of S as of April 23, 2014. GAP certificates were also issued to the Canadian Light Source; VIDO-InterVac, Prairie Swine Centre, and Canadian Food Inspection Agency Saskatoon Laboratory.
- The UCACS Surplus Animal/Tissue Share Databank was established by the University Veterinarian last year to reduce the number of animals used by providing researchers with surplus animals or tissue and blood from animals that are euthanized from other projects.
- In May 2015, the UCACS will implement an on-line system for central ordering, purchasing, and tracking of animals. The online order system will also allow animal users to submit a surplus tissue/animal request form and surplus tissue/animal donation form.

Responsible Conduct of Research

• Three breaches of the Responsible Conduct of Research Policy were investigated this past year, including two cases of alleged plagiarism and one of alleged plagiarism and redundant publication.

Monitoring Visits/Audits/Inspections

- November 2014: a successful Tri-Agency Monitoring Visit occurred with the final report to be submitted to the VPR by end of April 2015.
- October 2014: two CIDA Projects and one AUCC managed project were audited.
- September 2014: the Children's Oncology Group conducted an audit of Pediatric Oncology studies conducted at the Saskatoon Cancer Centre.
- September and October 2014: the National Cancer Institute of Canada audited adult oncology studies conducted at both the Allan Blair Cancer Centre and the Saskatoon Cancer Centre.
- Health Canada scheduled and completed inspections of two industry-funded clinical trials. Both studies are facilitated by SCPOR. Health Canada also conducted an audit of Pediatric Oncology.
- July 2014: In response to a complaint filed by the Data Safety and Monitoring Committee, the Research Ethics Office coordinated a for cause audit conducted by an external individual.

Strategic Research Initiatives

The Strategic Research Initiatives (SRI) unit supports researchers in the development of large-scale collaborative grants and initiatives and coordinates programs of strategic importance to the university, including awards facilitation and the Undergraduate Research Initiative.

Support for Large-Scale Grants

- The newly formed SRI unit has supported the development of:
 - o Applications submitted to the Canada First Research Excellence Fund: 1.
 - o Coordination of CERC Application: 1.
 - Letters of Intent submitted to NCE's Centres of Excellence for Commercialization and Research program: 1.
 - Applications submitted to Genome Canada's Large-Scale Applied Research Project Competition: 5.
 - Letters of Intent submitted to NSERC's Collaborative Research and Training Experience program: 4.

Research Connections Cafés

SRI launched a new series of "Research Connections Cafés" in April 2015. These events will be held regularly to help connect researchers and identify research clusters demonstrating the greatest potential to move forward on the national and international stage. The SRI unit will work with these groups, mentoring their further development to ensure they are "innovation-ready" for large-scale funding opportunities and supporting their development into vibrant communities of engagement and creativity.

Canada Research Chairs

- The CRC Secretariat announced the results of the 2014 CRC reallocation exercise in March 2015. The U of S chair allocation has been reduced from 32 to 30 due to the loss of two CIHR chairs - one Tier 1 and one Tier 2.
 - One CRC renewal was awarded in April 2015 CIHR Tier 2.

Undergraduate Research Initiative

- Launched in 2012, the Undergraduate Research Initiative is broadening engagement and awareness of undergraduate research at the U of S by supporting:
 - Meaningful curriculum-based research experiences;
 - o Mentored student research experiences through faculty-supervised assistantships; and,
 - o Opportunities to celebrate and showcase undergraduate research.
- Nearly 1500 students participated in the second year of the undergraduate research pilot-program, a major increase from the 330 students who participated in 2013-14.
 - This year's program included 14 100 level-courses offering students a curriculum-based research experience. The courses were led by 16 faculty collaborators from Social Sciences, Kinesiology, and Agriculture and Bioresources.
- 90 undergraduate students will experience research in all 15 colleges and schools through matching funding provided by the 2015 Undergraduate Student Research Assistantship program. This marks a 20% increase from the 2013-14 total of 75 students.
- A website was launched in fall 2014 to inform and provide resources to faculty, students and the campus community.
- The Initiative supported 4 events showcasing more than 160 undergraduate research projects in collaboration with partners across campus.
- The Initiative further developed its ties with the University Learning Centre by:
 - Supporting the development of the second issue of the University of Saskatchewan Undergraduate Research Journal.
 - Offering a new series of workshops attended by 30 students.

Awards Facilitation

- The SRI unit provides direct support for identifying candidates and developing nominations for faculty recognition awards and other major awards or prizes which recognize research contributions nationally and internationally.
- 29 new nominations and 7 updates to previous nominations for awards were submitted. Many of the decisions remain outstanding.
- Recent successful nominations have included:
 - The NSERC Synergy Award (Small & Medium-Sized Companies category) was awarded to Carey Simonson and Robert (Bob) Besant from the College of Engineering for their longstanding partnership with Venmar CES.
 - o James (Jim) Waldram (Anthropology and Psychology) and Ajay Dalai (Engineering) were elected as Fellows of the Royal Society of Canada (RSC), bringing the U of S total to 17.
 - Jo-Anne Dillon (Medicine/VIDO), Ivar Mendez (Surgery) and Lawrence Brawley (Kinesiology) were elected Fellows of the Canadian Academy of Health Sciences, bringing the U of S total to 9.
- A proactive approach continues to be taken for identifying potential award candidates by holding regular meetings with department heads, Associate Deans of Research, and individual faculty. The Vice-President Research also chairs the Faculty Recognition Advisory Committee (FRAC), which evaluates and selects candidates for national and international awards and strategizes around improving the U of S awards profile and culture of faculty recognition.

Office of Associate Vice-President Research

The AVPR Office has taken over responsibility for all research-related data and metrics. The revised unit was formed through the readjustment of reporting lines with the goal of effectively addressing the increased demand for reliable research data.

Data Management & Metrics

- All research data, including over 15 years of legacy information was successfully migrated into the UnivRS system and integrated into the University Data Warehouse (UDW).
- The uView Report Portal, a tool used to access research information through the UDW, was further enhanced to allow users to access research award activity down to the project level.
- Significant collaborative effort was made working with Institutional Planning and Assessment and ICT Data and Reporting Services to provide research information, definitions, and analyses, for the draft development of institutional college profiles.
- Research metrics and analyses were provided for a variety of purposes including the U of S
 Achievement Record, an institutional review of the past 5 years, senior administration
 requirements, external surveys, and media.

Office of Associate Vice-President Research – Health, U of S / Vice-President Research & Innovation, Saskatoon Health Region (SHR)

The AVPR-H / VPR&I Office's goal is to produce collaborative health research and innovation opportunities between the U of S, the Saskatoon Health Region, and other stakeholders. The SHR again made the list of the top 40 Research Hospitals in Canada, maintaining its ranking of 35th.

Research Development Support Highlights

- 2 successfully funded SHRF Collaborative Innovation Development Grants, one in the area of breast Health and one in the area of Aboriginal health.
- 5 literature reviews were completed to inform stakeholders on the following topics: Capacity for Frontline Nurse Managers; Staffing, Skill Mix, and Patient Acuity on Psychiatric Inpatient Units; First Nations and Métis' Use of the Emergency Department; Navigation Services for First Nations and Métis' People; and Key Elements to Guide the Development of Health Care Processes.
- 3 evaluations of programs/services completed: The SHR Better Every Day 14-Day Challenge; the SHR Service Review of Programs; and the First Nations and Métis Health Service Strategic Review.
- 138 new research studies were approved within the SHR fiscal year (April 1, 2014-March 31, 2015), with 401 ongoing studies. Topics of these studies vary from monitoring glucose in pregnant women with type-1 diabetes, to examining interventions for long-term care residents with dementia.

<u>Canadian Institutes of Health Research Initiatives</u>

- Facilitated two visits from the CIHR to disseminate information to the U of S research community, including: Dr. Dale Dempsey who provided an overview and answered questions about the Foundation Scheme program; and Dr. Jane Aubin, CIHR chief scientific officer and vice-president.
- Facilitated a multi-phase submission process for the Foundation Scheme Live Pilot #1. In total, 13 grants went through internal review, three of which were invited to Stage 2 of the competition.
- Launched the first CIHR Annual Appreciation Event in June, 2014 to celebrate U of S researchers who attained CIHR funding. A second event is being planning for September, 2015.
- As part of the CIHR nationwide Strategy for Patient Oriented Research (SPOR), a number of Networks were facilitated including the Pan-Canadian SPOR Network in Primary and Integrated Health Care Innovations, and Phase One of the SPOR Networks in Chronic Diseases.

 Facilitated two provincial, multi-site workshops as part of the Knowledge Translation SPOR initiative. The November 2014 workshop introduced the SPOR initiative and a follow-up workshop will be held on May 25, 2015 to discuss SPOR-related initiatives in Saskatchewan.

Saskatoon Centre for Patient-Oriented Research (SCPOR)

- The Saskatoon Centre for Patient-Oriented Research provides support and services to researchers conducting clinical research from academic, governmental, and industry fields.
- During 2014-15, SCPOR supported 180 clinical studies led by 62 principal investigators.
 - o 111 studies were industry-sponsored, 69 were investigator-initiated.
- In 2015-16, SCPOR will be renamed the Clinical Trials Support Unit (CTSU) in anticipation of the new SCPOR SUPPORT Unit, of which the CTSU will be one component.

CIHR SPOR Network in Primary and Integrated Health Care Initiatives (PIHCI) Leadership Council

• The Joint Office facilitated the SPOR Primary and Integrated Health Care Initiatives (PICHI) in Saskatchewan. PIHCI recently received a five-year \$1 million Phase II grant to administer and meet the goals of enhanced patient involvement in primary health care.

Saskatchewan Program for Nuclear Imaging

The Joint Office worked with Dr. Paul Babyn and a multi-tiered team to facilitate the development of the Saskatchewan Program for Nuclear Imaging (SPNI), which will accelerate innovation in nuclear imaging tools and techniques and apply them to humans, animals, and plants.

Strategic Projects Team: Advancing Research Priorities and Initiatives

Originally introduced during IP2, the Strategic Projects Team consists of recognized experts from the academy who are asked to help address emergent and strategic opportunities. 2014-15 Strategic Project members:

- Kevin Schneider (Computer Science, U of S) provided support to the UnivRS project, explored strategies for improved ICT resources/services for researchers, and facilitated development of ICT research.
- Hugh Townsend and Bruce Reeder are the co-directors of the One Health Initiative and are leading the U of S' effort to support researchers in this signature area.
- Jim Thornhill has provided expert guidance to the Research Mentorship Program and the Team Science Initiative.
- Darcy Marciniuk (College of Medicine) has assumed the role of Special Advisor, Research and International, a role previously held by Harley Dickinson.

2015 Annual Report to the Research, Scholarly and Artistic Work Committee of Council

CGSR RSAW 2015 Report

2015 Annual Report to the Research, Scholarly and Artistic Work Committee of Council

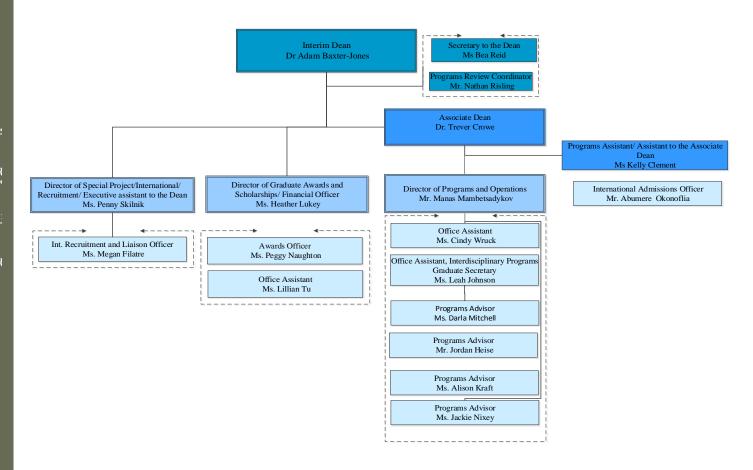
CGSR RSAW 2015 Report

During the 2014-2015 academic year (September 1st to August 31st) the four standing committees of the College of Graduate Studies and Research (CGSR) met on a regular basis to monitor, direct and facilitate College business. Copies of their respective reports are attached.

Staffing

The figure below displays the current organizational structure of CGSR. During the last 12 months, the following faculty and staff changes have occurred: (i) Acting Dean Dr Adam Baxter-Jones's appointment was

extended to June 30th 2016 and title changed to Interim Dean; (ii) Associate Dean Dr Trever Crowe's performance was successfully reviewed and his contract was extended from January 1st 2015 to December 31st 2019. In 2014, Dr Ms. Cat Bonner resigned her position as Programs Assistant and was replaced by Ms. Kelly Clement. Mr. Nathan Risling extend his acting Graduate Programs Review Officer position until December 2015.



CGSR Organizational Chart

Ms. Darla Mitchell, who had been seconded to SESD's International Admissions Office, returned to her position as Program Advisor. The previously titled Program Officer position became a Programs Advisor position and was taken up by Ms. Alison Kraft. Programs Advisor Ms. Susan Prpich went on maternity leave; this leave is being covered by Ms. Jackie Nixey. Ms. Jennifer Drennan also went on maternity leave and her position

of Director of Programs and Operations is being covered by Mr. Manas Mambetsadykov. In the award's office, the position of Office Assistant has recently been occupied by Ms. Lillian Tu. Ms. Megan Fillatre joined the unit as International Graduate Recruitment and Liaison Officer and Ms. Leah Johnston as Office Assistant Interdisciplinary Studies.

Student Numbers

The graduate head count for 2014/2015 was 3,840 (this represents the total number of graduate students registered at any time between May 1st 2014 and April 31st 2015). This is a reduction of 1.6% compared to the same time period for 2013/2014. Five hundred and sixty nine students were in projected based courses, 648 in course based programs and 2,443 in thesis based programs, the other 180 were in other programs. Numbers in thesis based programs increased by 1%. Enrolment of international graduate students grew by 3.1%, the largest increase being among full time international PhD students. Thirty two percent of students in 2014/2015 were international students (n=1201); 27% were from China, 15% India, 12% Iran, 9% Nigeria, 6% Bangladesh and 5% USA. The remainder came from Ghana, Pakistan, Sri Lanka, Saudi Arabia, and other countries. Two hundred and thirty nine graduate students self-declared as Aboriginal students, down 1.2% from 2013/2014.

Visiting Scholars

In 2013 the number of visiting scholars reduced by 8% to 85. The vast majority of *Visiting Scholars* entered Canada on Visitor Visas with letters of invitation from the Dean of CGSR. In February 2015, Citizenship and Immigration Canada (CIC) changed some of its rules which has prompted the institution to evaluate the *Visiting Scholar* classification. Associate Dean Crowe has been working with members of HR and the University's legal representatives to ensure we comply with all new CIC regulations. The consequences of not complying could affect all international activities at the UoS, not just the appointment of *Visiting Scholars*. If you have employment at an international institution as faculty, or as a researcher, then you will likely enter Canada as a Visiting Professor (CIC definition and terminology). For this reason from June 1st 2015 the Office of the Vice-Provost Faculty Relations will be responsible for providing letters of

invitation to this designation of *Visiting Scholar*, as they are already responsible for *Visiting Professors* (UoS definition and terminology).

The Dean of CGSR will take responsibility for providing letters of admission to students admitted to a new non-degree program for Visiting Research Students. This new program will allow people to visit the university for the purpose of conducting research, replacing the previous process that required their applying as a Visiting Scholar. Visiting Research Students will hold a study permit which allows them to receive funding from university sources. The CGSR acknowledges the tremendous support and help provided by numerous people within SESD and the HR Division. We are currently working on an initial short-term solution to cover the remainder of this academic year while also devising a longer-term solution. The new Visiting Research Student category will accommodate a specific group of students who visit campus for a brief period, and these students will be similar but likely not identical to those who are admitted as a Sandwich Student. Our ongoing work will ensure CGSR can accommodate both. This year 14 students registered in the Sandwich Student program. We are currently checking all our agreements with international partners to ensure we can accommodate students identified within them.

College Membership

In 2014-2015 there were 976 Graduate Faculty, of whom 46 were new Faculty, 48 new Adjuncts, and 12 new Professional Affiliates. In addition there were 42 new Associate Memberships.

Scholarships and Awards

In 2014-2015 the College of Graduate Studies and Research administered approximately \$7.9 million of centrally funded money for graduate student support. This included ~\$205,000 in Graduate Service Fellowships, ~\$300,000 in Graduate Teaching Assistantships, ~\$639,000 in Graduate Teaching Fellowships, ~\$200,000 New Faculty Graduate Scholarships, ~\$1,200,000 Dean's Scholarships, ~\$850,000 International Dean's scholarships and ~\$3,650,000 in University Graduate Scholarships (Devolved and non-Devolved). For Dean's there were 167 applications and 60 scholarships awarded: 23 Masters and 37 PhD's. This is a 11% increase

from the 54 awarded in 2013-2014. There were 31 new and continuing graduate students that held University Graduate Scholarships (non-devolved), 18 masters and 13 PhD. \$1,521,000 was awarded through the Saskatchewan Innovation and Opportunity Scholarship, this included approximately 100 \$10,000 innovation scholarships and opportunity top-up scholarships.

Graduate Program Review

The Graduate Program Reviews was restarted in the summer of 2014 after a 24 month hiatus. A total of 12 programs were reviewed this year: Biological Engineering, Biology, Biomedical Engineering, Chemical Engineering, Chemistry, Civil and Geological Engineering, Computer Science, Electrical and Computer Engineering, Geological Sciences, Mathematics and Statistics, Mechanical Engineering and Physics and Engineering Physics.

Post-Doctoral Fellows

CGSR has been working with the University's PDF to assist them with development of a University of Saskatchewan Society of Postdoctoral Scholars (SPS). A web site has been developed (http://www.usask.ca/groups/sps/about/about-the-sps.php), a constitution drawn up and the election of their inaugural Executive.

International Recruitment

Recruitment activities by the College of Graduate Studies and Research are directed towards international students. There were 51 graduate students who held external scholarships registered in master's or PhD programs in 2014/2015. This represented approximately \$1M in external funding support for students pursuing graduate degrees at the U of S.

Fifteen faculty participated in the Faculty Ambassador Program this past year representing the University in China, Vietnam, Brazil, Ecuador and Canada. In addition, collaborative recruitment activities were undertaken with the University of Saskatchewan Language Centre (Vietnam) and the SESD (Latin America). The College continues to work with both of these administrative units in partnership with CALDO. Although there have not been any students referred through CALDO that subsequently registered

in a graduate program, the majority of referrals have been received over the last six months, and are seeking a 2015/2016 admission. To date, 26 students have been referred, of which three have been offered admission and a further five applications are still in progress. The most significant barrier to admission for these students is that a large proportion do not meet the U of S minimum admission requirements for English proficiency.

Sustaining ongoing relationships with existing partners, and, developing new agreements with potential partners to facilitate the admission of fully funded international graduate students into our programs continues to be a priority. The College received delegations from Japan, Ecuador and China, and, several collaborative initiatives are underway including a joint-degree with Tromsø (Norway), dual-degree with UGAS (Japan) and a flexible model for the delivery of PhD programs to master's qualified faculty at partner universities in Ecuador.

The Graduate Pathways Certificate program was launched in the fall of 2014 to provide opportunity for students without the minimal English language proficiency to be given a provisional entry to an academic program contingent on reaching language proficiency at our English language school. For further details see our web pages. Nominations for students to attend the GSR 981: Canadian Academic Acculturation and Literacy for International Graduate Students are being accepted now. The next intake begins August 19, 2015 and interested faculty are encouraged to contact Penny Skilnik for more information.

College Initiatives

We now have an interactive online Policies and Procedures manual (http://www.usask.ca/cgsr/for fac staff/Policy-and-Procedure-Manual.php). In addition we have been working closely with ICT to introduce a paperless admissions process by employing Banner Document Management System. This is being piloted in 4 units starting September 2015. We are also working with ICT to introduce electronic thesis defense document sharing using SharePoint. SharePoint will also be used to manage document sharing for all CGSR committees starting fall 2015.

The composition of defense committee was discussed by CGSR's Academic Programs committee and it was decided not to change any of the requirements.

A concept paper on recommendations for future graduate administration is currently being prepared to be submitted to the Planning and Priorities Committee of Council in July 2015. With the idea recommendations can be taken to Council for approval in the fall. Recommendations are based on the Graduate Education and Postdoctoral Fellows Administrative Reorganization Report (circulated to Faculty in January 2015), a report profiling postdoctoral fellows at the University of Saskatchewan and consultations with the Planning and Priorities Committee of Council, the Senior Leadership Forum, Deans Council, College of Graduate Studies and Research Executive Council, College of Graduate Studies and Research Gradate Council, College of Graduate Studies and Research Faculty Meeting and other College's Faculty Councils.



COLLEGE OF GRADUATE STUDIES AND RESEARCH

Report of the Graduate Academic Affairs Committee

May 2014 – April 2015

Committee Composition

Mostafa Aghbolaghy (GSA Representative), Dr. Avi Akkerman (to June 2014), Cat Bonner (Recorder, May-August 2014), Dr. Ravindra Chibbar, Kelly Clement (Recorder, September 2014 -), Dr. Trever Crowe (Associate Dean, CGSR), Dr. Maud Ferrari, Dr. Bonnie Janzen, Dr. Kent Kowalski (to June 2014), Dr. Veronika Makarova, Dr. Laureen McIntyre (Chair), Dr. Paul Orlowski, Dr. Louise Racine (Chair to June 2014), Dr. Chanchal Roy, Dr. Kara Somerville (to June 2014), Dr. Lisa Vargo (to June 2014), Dr. Khan Wahid

Nature of business conducted by the Graduate Academic Affairs Committee 2014-2015

- ➤ New Course Proposals
- ➤ Graduate Course Modifications
- Special-Case Admissions
- Course Deletions
- Policy Review and Revision
- ➤ Allegations of Academic Misconduct
- Appeals

Please note:

* indicates approval during May – August 2014 (after publication of the 2013-2014 report to Graduate Faculty)

New Course Proposals

- > ARCH 875.3 Advanced Bioarchaeology
- ➢ BIOE 820.3 Tissue Engineering *
- ➤ CE 834.3 Water Resources Development
- CE 836.3 Road Safety Engineering
- CHEM 833.3 Characterization Methods in Materials Chemistry *
- CHEP 814.3 Food Systems and Community Health *
- ECON 833.3 Economic Evaluation Methods in Health Services Research
- > EFDT 801.3 Indigenous Lifelong and Adult Learning
- > ENVS 812.3 Statistical Methods in Environment and Sustainability

- ENVS 813.3 Numerical Modeling for Environmental Scientists and Engineers
- ➤ ENVS 825.3 Water Resources in Cold Regions
- ➤ ENVS 826.3 Climate Change
- ENVS 827.3 Breakthroughs in Water Security Research
- ENVS 832.3 Risk Assessment and Negotiation of Environmental Issues
- ➤ ENVS 832.3 River Science
- EPSE 870.3 Professional Development Course Self-Study in Educational Psychology and Special Education *
- FIN 871.3 Advanced Investment Practicum *
- FREN 811.3 Advanced Topics in Translation Theory
- FREN 812.3 Applied Translation Theory
- FREN 846.3 Advanced Topics in Quebecois Theatre
- JSGS 846..3 Cooperatives in the New Economy: Institutions, Governance, and Policy *
- JSGS 885.3 Cooperative Governance and Leadership in Action *
- ➤ ME 820.3 Structure and Properties of Polycrystalline Materials
- ➤ ME 828.3 Design and Fabrication of Tissue Scaffolds
- ➤ ME 865.3 Nonlinear Control Systems
- PSY 812.3 Historical and Philosophical Foundations of Psychology
- ➤ PUBH 814.3 Applied Health Economics
- > PUBH 815.3 Water and Health
- SLSC 820.1 Agricultural Soil Management Practices in Saskatchewan
- SLSC 822.1 Plant Root Systems: Sampling and Measurement
- SLSC 823.1 Synchrotron-based Spectroscopy of Soils
- > SLSC 824.1 Tree Ring Systems: Sampling and Measurement
- SLSC 835.2 Physical, Chemical and Biological Characterization of Soils
- SLSC 836.2 Field Studies of Saskatchewan Soils
- ➤ SLSC 845.1 Soil Ecology
- ➤ SLSC 850.1 Experimental Design in Soil Sciences
- ➤ SLSC 851.1 Univariate Statistics in Soil Science
- SLSC 852.1 Multivariate Statistics in Soil Science
- ➤ VLAC 873.3 Advanced Bovine Medicine (Revision from VLAC 872.6)
- ➤ VSAC 875.3 Advanced Small Animal Orthopedic Principles
- > VSAC 878.3 Small Animal Anesthesia (revision from VSAC 868.6: Advanced Anesthesia)

Graduate Course Modifications

- CMPT 817.3 Usability Engineering (remove pre-requisites)
- CMPT 840.3 Accessible Computing (remove pre-requisites)
- > CMPT 858.3 Topics in Modeling and Operations Research (remove pre-requisites)
- ECUR 832.3 Practicum (Change to calendar description) *
- ➤ ERES 840.3 Statistical Research Methods (changes to title and pre-requisites)
- ➤ ERES 841.3 Advanced Statistical Research Methods (changes to title and pre-requisites)
- ➤ ERES 845.3 Qualitative Research Methods (change to title)
- > ETAD 803.3 Multimedia Design for Learning (remove pre-requisites)
- ➤ ETAD 877.3 Video Design for Learning (remove pre-requisites)
- > ETAD 879.6 Advanced Video Design for Learning (remove pre-requisites)

- ➤ JSGS 831.3 Performance Management (title change)
- ➤ MBA 992.3 *Venture Management* (title change, pre-requisite change, content change)
- NURS 997.0 *Doctoral Seminar* (change to calendar description)
- > PHIL 990.0 Seminar (change to catalogue description)
- > PSY 803.3 Culture, Health and Human Development (title change)
- > PTH 835.2 Health Promotion and Wellness (change to title and catalogue description)
- ➤ PUBH 805.3 Biostatistics for Public Health (Remove pre-requisites)
- PUBH 807.3 Health Program Planning and Evaluation (remove pre-requisites) *
- ➤ PUBH 992.6 *Public Health Practicum* (addition of PUBH 807.3 and GSR 961.0 as pre-requisite requirements) *
- ➤ VMBS 833.3 Subclinical Toxicology (change to pre-requisites)

Course Deletions

- > ARCH 870.6 Seminar in Bioarchaeology
- SLSC 803.3 Research Approaches in Soil Element Biogeochemistry
- SLSC 812.3 Plant Root System and Nutrient Uptake
- > SLSC 843.3 -Soil Nitrogen in the Environment
- > VSAC 868.6 Advanced Anesthesia

Special-Case Admissions

- Admission of 2 students to PhD in Curriculum Studies
- Admission of 2 students to PhD in Native Studies

Policy Review and Revision

- > 13.2: Appointment of the External Examiner (reviewed and accepted with current language)
- > 13.3. Scheduling the Oral Examination (reviewed and accepted with current language)
- ➤ 10.1: Advisory Committee (reviewed and accepted with current language)
- > 10.5. Student Transfers (minor revisions to be considered by Graduate Faculty)

Allegations of Academic Misconduct

The Committee formed eight subcommittees to hear allegations of academic misconduct made against nine students. (Members of the Graduate Programs Committee helped form misconduct hearing committees.)

Appeals

The Committee formed one subcommittee to hear one appeal (RTD).



COLLEGE OF GRADUATE STUDIES AND RESEARCH

Report of the Graduate Programs Committee

May 2014 – April 2015

Committee Composition

Cat Bonner (Recorder, May-August 2014), Kelly Clement (Recorder, September 2014 -), Dr. Ron Cooley, Dr. Trever Crowe (Associate Dean, CGSR), Ranjan Datta (GSA Representative), Dr. Michel Desjardins, Dr. Ralph Deters (Chair to June 2014), Dr. David DiZhang (to June 2014), Dr. Tasha Epp (to June 2014), Dr. Donna Goodridge (to June 2014), Dr. Ali Honaramooz, Dr. Dwight Makaroff (to June 2014), Dr. Jafar Soltan Mohommadzadeh, Dr. Dionne Pohler (Chair), Dr. Debbie Pushor (to June 2014), Dr. Louise Racine, Dr. Cheryl Waldner, Dr. Leon Wegner (to June 2014), Dr. Susan Whiting, Qin Xiang (GSA Representative to June 2014)

Nature of business conducted by the Graduate Programs Committee 2014-2015

- Program name changes at the major and concentration levels
- ➤ New Graduate Degree-Level Certificates
- New Degree-Level Fields of Specialization
- Program modifications
- Program terminations
- New Program-level options
- New Degrees
- Assisted the Graduate Academic Affairs Committee to form hearing boards for allegations of academic misconduct cases.

Please note:

* indicates approval during May – August 2014 (after publication of the 2013-2014 report to Graduate Faculty)

Program Name Changes

- Psychology: Culture and Human Development concentration *
 - o Now Psychology: Culture, Health and Human Development
- Native Studies programs
 - Now Indigenous Studies

New Graduate Degree-Level Certificates

- Certificate in Social Economy and Co-operatives
- Certificate in One Health

New Degree-Level Fields of Specialization

- Master of Arts in Applied Linguistics
- Master of Arts in Teaching English to Speakers of Other Languages

New Degrees

- Master of Governance and Entrepreneurship in Northern and Indigenous Areas
 - o New joint degree to be offered with the University of Tromso, Norway
- Master of Water Security
 - New professional degree

New Program-level Options

New project option for the Master of Arts in Political Studies

Program Modifications

- Master of Education in Educational Psychology and Special Education, School and Counseling Psychology
 - Remove SCP 815 from list of required courses; reduce total credit unit requirement from 36 credit units to 33 credit units; increase options for research methods course requirements
- Master of Science in Kinesiology
 - Clarify requirements for research methods and data analysis course requirements;
 expand elective options to include courses outside of Kinesiology
- ➤ Master of Arts in Political Studies
 - Expand options for research methods course requirement
- ➤ Master of Science in Plant Sciences
 - Remove requirement for qualifying exam
- Master of Fine Arts in Studio Art
 - Changes to selection criteria reduce number of slides required in application

- Master of Public Administration
 - Increase credit unit requirement from 30 credit units to 36 credit units; increase in core program requirements; decrease in elective course options
- ➤ Master of Nursing, Nurse Practitioner
 - Change to selection criteria reserve equity seating
- Doctor of Philosophy in Nursing
 - o Implement direct-entry PhD admission option
- ➤ Master of Science in Soil Science
 - Introduce required courses
- > Doctor of Philosophy in Soil Science
 - Introduce required course in experimental design
- ➤ Master of Northern Governance and Development
 - Changes to individual course credit count; changes to required courses
- ➤ Master of Arts in Religion and Culture
 - Open up elective course options
- Doctor of Philosophy in Epidemiology *
 - o Change the advanced research methods course requirement

Program Terminations

- Master of Agriculture degree option in the Department of Animal and Poultry Science
- Post-Graduate Diploma in French
- Post-Graduate Diploma in Computer Science

Allegations of Academic Misconduct

➤ The Committee helped form eight subcommittees to hear allegations of academic misconduct made against nine students. (Assisted the Graduate Academic Affairs Committee.)

Awards Committee Report, 2014-2015.

Committee work as of May 1st, 2015:

1. Membership

- Darrell D. Mousseau, Dept. of Psychiatry (Chair)
- Angela Bedard-Haughn, Dept. of Soil Science
- Andrew Grosvenor, Dept. of Chemistry
- Tony Kusalik, Dept. of Computer Science
- Karen Lawson, Dept. of Psychology
- Allison Muri, Dept. of English
- Shaun Murphy, Dept. of Educational Foundations
- Additional University Faculty or graduate student acting as invited reviewers in specific competitions are identified.

2. Awards Staff

- Heather Lukey, Director of Graduate Awards and Scholarships, CGSR
- Peggy Naughton, Awards Officer, CGSR

3. Activities

3.1 Introduction

The mandate of the Awards Committee of the College of Graduate Studies and Research (CGSR) is to review and adjudicate applications for scholarships and graduate thesis awards. Committee membership is chosen to provide representation across the tri-council funding streams. Externally funded competitions adjudicated by the committee included the Vanier Scholarship as well as SSHRC Doctoral, NSERC Doctoral, CIHR-Canada Graduate Scholarships-Master's, and NSERC Undergraduate Summer Research Awards. Internally funded competitions included the CGSR Dean's Scholarship (1st round in December, 2014; 2nd round in March 2015) and the University Graduate Scholarship (non-devolved) competitions.

There was a significant increase in the number of applications in all competitions. For several of the competitions i.e. Vanier, Dean's Scholarship, the entire Awards Committee reviewed the applications. To accommodate the increased volume in tri-council-specific competitions, subcommittees were convened. Sub-committee membership is highlighted with the description of the individual competitions for the 2014-2015 academic year. CGSR Awards staff (Lukey and Naughton) was present for each and every adjudication.

These competitions were (in chronological order):

3.2 Vanier-graduate scholarships (Nov 03, 2014)

Full committee – D. Mousseau (Chair), A. Bedard-Haughn, A. Grosvenor, T. Kusalik, K. Lawson, A. Muri, S. Murphy, D. Saunders (Graduate student representative and Vanier Scholar; Toxicology).

The number of Vanier scholarship applications reviewed at this university was 11. The University quota for forwarding nominations of these awards is allocated over a 3-year period, meaning that the number of candidates forwarded by the University in any given year varies up to that total over the 3-year cycle. We were in the last year of a 3-yr quota; CIHR had a remaining quota of 3, NSERC a quota of 8 and SSHRC a quota of 5 candidates. The committee ranked candidates based on academics (33%) and research potential (33%) as well as leadership (33%) –*i.e* record of and future potential. The latter category usually does not get weighted in the ranking for most scholarship competitions. As such, this highly prestigious scholarship is in recognition of Canada's best graduate students, and the applicant and their application must be of the highest standards. Based on applications meeting sufficient quality to be competitive at the national level and numbers of applications, the CGSR Awards Committee nominated for further consideration by the national committee all three applications received in the CIHR pool, two applications in the NSERC pool and three for the SSHRC pool. Some of the applications were not particularly strong and the quotas were not filled in all cases. This year the University received one Vanier Award, and this was for an applicant from the SSHRC pool.

3.3 NSERC Post-graduate scholarships - PGS D, and (Nov 17, 2014)

Sub-committee – A. Bedard-Haughn (Chair), A. Grosvenor, T. Kusalik, D. Saunders (Graduate student representative; Toxicology).

This year, NSERC was expecting to award 245 Alexander Graham Bell Canada Graduate Scholarships (\$35,000 per year) and 417 new PGS D (\$21,000 per year). The CGSR Awards Committee received 31 applications for the NSERC PGS competition. These were evaluated using NSERC's evaluation criteria. The University's quota was 27. As above, only those applications that were deemed by the sub-committee to be of high enough quality were forwarded. Of the 26 applications forwarded, 9 were awarded scholarships (2 CGS-D, 7 PGS-D and 4 others are on the alternate list for PGS-Ds).

3.4 SSHRC Doctoral & Canada Graduate Scholarships-PhD (Jan 23, 2014)

Sub-committee – S. Murphy (Chair), K. Lawson, A. Muri, Jenn Budney (Graduate student representative and a recipient of the Armand Bombardier Canada Graduate Scholarship; JSGS).

The University quota for nominations to be considered at the federal level for the SSHRC doctoral competition was 17. The committee reviewed 29 applications and, of the 17 forwarded to the national level for consideration for SSHRC doctoral awards, nine were awarded. Two were SSHRC Doctoral Fellowships (valued at \$20,000 per year) and seven were awarded at the higher level SSHRC Canada Graduate Scholarship-PhD (valued at \$35,000 per year).

3.5 NSERC, CIHR & SSHRC Canada Graduate Scholarships-Master's (CGSM) Program

NSERC Sub-committee (Feb 23, 2015) – A. Grosvenor (Chair), A. Bedard-Haughn, T. Kusalik, D. Saunders (Graduate student representative).

CIHR Sub-committee (Feb 25, 2015) – D. Mousseau (Chair), Wolfgang Walz (Psychiatry), Linda Chelico (Microbiology and Immunology) and Oluwafemi Oluwole (Graduate student representative; Community and Population Health Sciences)

SSHRC Sub-committee (Feb. 26, 2015) – S. Murphy (Chair), K. Lawson, A. Muri, J. Budney (Graduate student representative)

The University has been allocated a fixed number of PGS-M scholarships for each tri-agency to be awarded based solely on the ranking of the CGSR awards committee (*i.e.* these applications are not adjudicated at the federal level). Each university was able to set their own guidelines for determining awards. There were 56 applications for the NSERC-CGSM competition, 15 applications for the CIHR-CGSM competition, and 73 applications for the SSHCR-CGSM competition. The applications received were ranked in full accordance with each tri-agency's guidelines. This university was allocated 13 PGS-M for the NSERC pool, 5 for the CIHR pool and 17 for the SSHRC pool based on an average of several previous years' numbers of awardees. Offers of award were sent out April 1, 2015 and at the time of this report the CGSR is still waiting on 3 students to accept. If any offer is rejected, the CGSR Awards office then moves down the reserve list to make any remaining offers.

3.6 Dean's Scholarship (1st round: Dec 15, 2014; 2nd round: Mar 5, 2015)

Full committee – D. Mousseau (Chair), A. Bedard-Haughn, A. Grosvenor, T. Kusalik, K. Lawson, A. Muri, S. Murphy.

Given the number and the breadth of disciplines involved, the Dean's Scholarships were considered by the full CGSR Awards Committee. Two competitions were held. Departmental rankings, publications/presentations as well as academic standing were taken into consideration when forming the composite rankings. Departmental rankings were considered, as was entrance and/or current GPA, summary of the proposed project, and productivity (publications or conference presentations) along with academic standing and reference letters as part of the determination of rank.

In the December 2014 competition, 48 applications (19 from domestic students and 29 from international students) were considered. For the first competition, the CGSR Awards Committee offered 5 Master's and 8 PhD Dean's Scholarships. In the March 2015 competition, 135 applications (46 from domestic students and 89 from international students) were considered. For this second competition, the CGSR Awards Committee offered 30 Master's and 53 PhD Dean's Scholarships. Award counts for the Dean's scholarship are not finalized until all scholarships offered are officially accepted by students and all students have determined how they fared in tricouncil competitions where applicable. These Dean's Scholarships are expected to start as early as May, 2015.

3.7 NSERC Undergraduate Student Research Awards (USRA, Mar 9, 2015)

Sub-committee – A. Grosvenor (Chair), A. Bedard-Haughn, T. Kusalik, D. Saunders (Graduate student representative).

The quota for USRA awards at this university remained at 65 awards. One change made by the CGSR this year was to allow faculty members to nominate two new students for the competition rather than just one (as was the practice in previous years). Also, faculty members could nominate a recipient from last year as a renewal. Thus, the maximum number one faculty member could nominate was three applicants. This year, 114 applications were submitted for the competition, which was a significant increase over the 71 application received last year. These applications were ranked based on academic standing, research potential and the proposed project. After ranking the top 65 applications, the committee also approved the remaining applicants as a reserve list in the event that any awards were declined.

3.8 CAGS-UMI (Mar 23, 2015)

Full committee – D. Mousseau (Chair), A. Bedard-Haughn, A. Grosvenor, T. Kusalik, K. Lawson, A. Muri, S. Murphy.

The CAGS/UMI Distinguished Dissertation Awards recognize doctoral dissertations from a Canadian Institution that make highly significant and original contributions to their academic field. The CGSR Awards Committee received eight nomination packages to review – five that fall under Engineering, Medical Sciences, and Natural Sciences; and three that fall under Fine Arts, Humanities, and Social Sciences. One dissertation from each category, as prescribed, will be nominated for the national competition. At the time of this report, the results of this competition have not been publicly announced.

3.9 University Graduate Scholarships (UGS), Non-devolved (March 26, 2015)

Full committee – D. Mousseau (Chair), A. Bedard-Haughn, A. Grosvenor, T. Kusalik, K. Lawson, A. Muri, S. Murphy.

There were 30 applications to consider for the non-devolved UGS competition. After ranking, the committee awarded 12 scholarships (5 Master's and 7 doctoral). Departmental rankings were considered along with academic standing and reference letters as part of the determination of rank.

3.10 Governor's Gold Medal & University of Saskatchewan Thesis Awards 2015

The CGSR Awards Committee received applications for the Governor's Gold Medal & University of Saskatchewan Thesis Awards at the Master's and at the PhD level. At the Master's level, packages from the Humanities and Fine Arts (2), Life Sciences (8), Physical and Engineering Science (4) and the Social Sciences (5) have been received. At the PhD level, packages from the Humanity and Fine Arts (1), Life Sciences (3), Physical and Engineering Science (4) and the Social Sciences (4) have been received. At the time of this report, these

thesis awards had not yet been adjudicated. Results will be made known at the meeting of the CGSR Graduate Council (May 12, 2015).

Conclusions and observations of the committee Chair.

The composition of the CGSR Awards Committee is intended to provide the most transparent and equitable review of applications, with representation from disciplines that fall within each of the tri-council funding agency mandates. Adjudication and the weighting of factors (e.g. GPA, productivity, project objectives and goals etc) is in compliance with agency rules, where applicable, and follows similar rubric's for other competitions, i.e. the Dean's Scholarship. With changes in funding levels and changes in tri-council guidelines and quotas, the challenge faced by the CGSR Awards Committee is to identify those most highly qualified applicants who merit recognition. The level of funding leaves the Committee with the difficult task of identifying the cut-off between those applications that get funded and those that do not. As in previous years and as with most competitions, there are a small number of excellent applications and there are those applications that require substantially more work. The biggest difficulty faced by the Awards Committee is ranking those applications that fall between these two extremes. If there was one conclusion that the Awards Committee could draw from our collective experience, it is that the applications that exceled were more often than not those applications where it was abundantly clear that the (proposed) supervisor invested time in reviewing, editing and helping the applicant prepare an application deserving of being considered for an award.

The number of applications reviewed this year was significantly higher than in previous years, perhaps again reflecting the changes in the national funding allocation for research and graduate initiatives. The academic members of the Awards Committee are to be commended for their effort and time. A large portion of their effort requires reviewing applications on their own time and in preparing informative comments on the individual applications that will be used during the Committee's face-to-face review meetings when a given application's strengths and weaknesses are considered and a panel-wide consensus is made on rank.

Of course, the workload of the Awards Committee is made much more manageable by the behind-the-scenes work put in by the CGSR Staff members, Heather Lukey and Peggy Naughton. By the time the Committee receives the competition-specific packages, all of the applications have been checked for completeness, basic information has been collected and tabulated on a spreadsheet, and any grade conversion, if required, has been done. Furthermore, Heather and Peggy are also readily found at their desk at all hours of the day, so that communications with the CGSR Awards Office is always seamless. They are to be commended for their diligence and tireless work ethic, and for their unwavering commitment to contributing to a positive Graduate experience on the University campus.

Report prepared on May 03, 2015, by

Darrell D. Mousseau, Chair CGSR Awards Committee

INTERDISCIPLINARY STUDIES PROGRAM ANNUAL ACTIVITIES REPORT April 2015

1. THE INDIVIDUAL INTERDISCIPLINARY GRADUATE PROGRAM

The College of Graduate Studies and Research offers the individual Interdisciplinary Graduate Program for M.A. M.Sc. and Ph.D. candidates whose research falls outside traditional academic boundaries. Interdisciplinary Studies is a problem-based approach where knowledge and methods from several disciplines are brought together either to solve a complex problem or address an object of study. The problem is defined externally to the disciplines involved; it is not a simple intellectual construct or abstraction. Such an approach is distinct from disciplinary research, in which problems are conceived within the knowledge and methods of the discipline. To be truly interdisciplinary, the research program must integrate at least two or more different disciplinary perspectives and methodologies that are usually considered distinct.

The Interdisciplinary Studies Committee administers the Individual Interdisciplinary Graduate Program and maintains a website (http://www.usask.ca/cgsr/grad_programs/programs/INTERD.php) that contains details on the application, procedure, scholarships, and the Interdisciplinary seminars. This website continues to be updated to serve as the key source of information for both prospective and current students enrolled in the Interdisciplinary Studies program.

The Interdisciplinary Graduate Program interacts closely with graduate programs from other departments and colleges to ensure the necessary flexibility required for students to complete an interdisciplinary program yet enjoy affiliation with an established academic unit. Such relations have enhanced the stability of the Individual Interdisciplinary Graduate Program but in no way has impinged upon or competed with these traditional programs.

As knowledge in a wide range of disciplines has advanced, scholars at the University of Saskatchewan have become increasingly aware of the need to link disciplinary fields to more fully answer critical questions, or to facilitate application of knowledge in a specific area. For students, the advantage of the Interdisciplinary program is that it is "a design your own major." An interdisciplinary major gives tudents the freedom to design an academic program that either serves their particular interests or allows them to prepare for a specific career requiring a broad range of knowledge. Candidates interested in the Individual Interdisciplinary Studies are responsible for developing the program proposal with assistance from the supervisor, which must be approved by the Interdisciplinary Studies Committee. To be considered "interdisciplinary," the proposed program must integrate course work and research into a concise program that is not available within the traditional academic setting.

2. INTERDISCIPLINARY GRADUATE COURSES

INTD 898.3/899.6 -Special Topics. Topics are selected according to the student's area of interest. INTD 990-Seminar. Students are required to attend and to present one seminar in the course of study for Masters and two for Doctoral students.

INTD 994 Students writing a Master's thesis must register in this course.

INTD 996 Students writing a Doctoral dissertation must register in this course.

All students also take interest area specific graduate courses.

Additionally, all students must take the required ethics GSR courses applicable to their program. GSR 960.0 is a requirement for all students.

GSR 961.0 if research involves human subjects.

GSR 962.0 if research involves animal subject

3. THE INTERDISCIPLINARY STUDIES COMMITTEE MEMBERSHIP

The elected membership to the Committee, their affiliation with departments and interdisciplinary area. The members for 2013-2014:

*Graduate Faculty Member: D. Morrison, Curriculum Studies, 2017

*Graduate Faculty Member: S. Rahimi, Archaeology and Anthropology, 2015 replace P. Hackett, Geography and Planning, 2016 (sab July 1/14 – June 30/15)

* Graduate Faculty Member: F. Wu, Mechanical Engineering, 2015

*Graduate Faculty Member: J. Moffat, College of Engineering, 2016

*Graduate Faculty Member: J. Norton, Surgery, 2017
*Graduate Faculty Member: J. Davison, Nursing, 2016

GSA Representative: R. Chakravarty

Associate Dean: T. Crowe Dean, CGSR: A. Baxter-Jones

We anticipate considerable turnover for the coming year due to sabbatical leaves and the end of one member's term. This may prove a challenge to operations of the program over this period.

4. STUDENTS AND GRADUATING CLASSES

At present there are 22 students registered in Interdisciplinary Studies Programs all of which are in PhD programs. There were four students who started in in the fall of 2014.

The program had three students graduate in spring 2014 and two students graduate in fall of 2014. As well, there are three students who have successfully defended their thesis in the winter term of 2015 and will attend convocation in June, 2015.

5. INTERDISCIPLINARY SEMINARS

One of the areas of innovation has been the interdisciplinary 990 Seminar, held on a monthly basis, where numbers warrant. The seminars aim at building a community of interdisciplinary scholars and are sometimes followed by a social event. This year, there were five seminars and nine presentations. Interdisciplinary student attendance and participation are required for a predetermined number of seminars over the course of the academic year and attendance is monitored. Students present their on- gong work to their peers in addition to participating faculty members during their time in program with written detailed audience feedback.

A second component to the seminar requirement is regular attendance at one or more campus seminars in the area or areas of relevance for the students program or research. As we are dealing with increasing numbers of external students we have been testing the use of Skype to have out-of-city students participate.

The committee addressed the mixed interests of students from a vast range of topics and research methodologies by adopting participatory strategies that create a more coherent dialogical seminar that garners more interaction between students and faculty. One way to create a more dialogical group of scholars was to change the presentation format. Requiring the student's supervisor to lead with introductions to the area of research and a committee member to be the respondent to the presentation has led to a more dynamic participation that extended to the personal interactions and follow-up discussions. The graduate student presentation changed in fall 2013 focused on an elaboration on the process of research and less on the product. Students presented a brief overview of the research focus and question, the research methodology, and the interdisciplinary nature of their work followed by a discussion of how the interdisciplinary study integrates a range of perspectives, theories, and ensuing methodologies. This sharpened focus provided a more comprehensive understanding of the issues, complexities, and challenges pertinent to conducting interdisciplinary research and hopefully captured the interest of most students.

6. STUDENT ADVISORY COMMITEES

There are 35 faculty members involved with the supervision or co-supervision and many more involved in the Student Advisory Committees (SAC) of the interdisciplinary students. Between 2006 and 2015, there was a network of 198 faculty scholars in diverse disciplines serving on the Student Advisory Committees from 11 colleges that accommodate 59 academic departments, three schools and two research centres.

Implemented in 2012 was an *Annual Standard Student Progress Report* that outlines the responsibilities of the student, supervisor, and Student Advisory Committee. It monitors annual SAC meetings, courses completed, timing of the comprehensive exams, years in program and deadlines for gathering of data, the writing of the thesis or dissertation, and defense date. Additionally, the report lists student activity such as the seminars attended, scholarships and sources of funding, presentations and conferences, publications and awards which are reported digitally.

The Interdisciplinary committee has circulated to students, supervisors, and committee members a document on comprehensive exams as there is a wide variety of procedures, wider when scholars from different disciplines serve on the student advisory committees. The document lists some alternative procedures and appears on the InterD Website and has been adopted by other departments on campus as a model.

7. STUDENT SCHOLARSHIPS

Sources of student scholarship remain a challenge for students in the InterD program. Some have access to a number of opportunities for internal and external funding. Some receive funding through their supervisor, grants, or teaching fellowships. Others have received the Interdisciplinary Scholarship and Graduate Teaching Fellowship provided through the funds provided to Interdisciplinary Studies from the College of Graduate Studies and Research.

Tri-Council funding is subject specific within a wide array of disciplines such as English, Sociology, Education or History. Therefore, Interdisciplinary students find it difficult to compete when their research program crosses a number of disciplines.

8. CONCENTRATION AREAS

By nature, interdisciplinary studies are highly individualistic and the majority of students follow personal or individual programs of study. Some students enter the program with the specific aim of training in

research focused around a general topic or concentration area or a group of faculty that interact quite closely. Presently, with the introduction of the schools in Public Policy, Environment & Sustainability and Public Health, there is only one concentration area, namely, in the Centre for the Study of Cooperatives. The Interdisciplinary Committee is interested in the identification and pursuit of new concentration areas.

10. STUDENT ENVIRONMENT

The most prevailing concern raised by students in the Individualized Interdisciplinary program is their feeling of isolation and lack of collegiality. Unlike departments, the students are scattered across campus *as Interdisciplinary Studies* does not have a "common space" on the university campus for either the students or our admin support person, Leah Johnson. This tends to detract from our attempts to create a presence for the program.

The Chair, on behalf of the committee, sends a letter of congratulations to a student who receives a scholarship, completes the comprehensive exams, or successfully defends a thesis or dissertation and a letter to the student and family on the occasion of convocation. Periodic gatherings for students will be planned for the upcoming academic year and the website has been revised to enable ease of navigation, access to information and showcases students and their research.

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY, AND ARTISTIC WORKS COMMITTEE FOR INFORMATION ONLY

PRESENTED BY: Karen Chad, Vice-President, Research

DATE OF MEETING: June 18, 2015

SUBJECT: Responsible Conduct of Research Policy: Report on policy

breaches

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Tri-Agency Framework on Responsible Conduct of Research section 4.5c requires the university to publish "public statistical annual reports on confirmed findings or breaches of that policy and action taken, subject to applicable laws, included the privacy laws." As well, the procedures of the university's <u>Responsible Conduct of Research (RCR) Policy requires</u> an annual report to be provided to Council documenting the number of allegations received, the number of those proceeding to a hearing, and the numbers and nature of findings of breaches of the policy.

DISCUSSION SUMMARY:

In 2014-15, the Associate Vice-President Research dealt with three allegations of a breach of the RCR policy that were new within the year. One case involved allegation of redundant publication; the case proceeded to investigation; and the hearing board found that no breach of policy had occurred. One case involved an allegation of plagiarism; this case proceeded to investigation; and the hearing board found that no breach of policy had occurred. One case involved an allegation of plagiarism; and inquiry by the senior administrator determined that there was no evidence to suggest that a breach had occurred, and that there were no grounds for an investigation under the RCR Policy. Two additional allegations of plagiarism or redundant publication have been received late in the current academic year, and are at the inquiry stage of procedures under the policy, with no decision on investigation at this time.

Education on the Responsible Conduct of Research

Graduate Students: Since January 2008, all graduate students at the U of S have been required to take GSR960 in their first term as a graduate student. In the 2014-15 academic year, the Research Services and Ethics Office provided online research ethics and integrity training to 1400 graduate students through the courses GSR960 (Introduction to Ethics and Integrity), GSR961 (Ethics and Integrity in Human Research) and GSR962 (Ethics and Integrity in Animal Research): 914, 339 and 147 graduate students were registered, respectively. Two face to face full day workshops on RCR were also offered, primarily for international students.

UNIVERSITY COUNCIL

Teaching, Learning, and Academic Resources Committee of Council REQUEST FOR DECISION

PRESENTED BY: Jay Wilson, Chair of TLARC

DATE OF MEETING: June 18, 2015

SUBJECT: Language for Acknowledgment of Indigenous Peoples and

Lands

DECISION REQUESTED:

It is recommended:

That Council adopt the following language for use at the start of its meetings, effective September 1, 2015:

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

CONTEXT AND BACKGROUND:

Under the direction of TLARC and its working group, The Office of Aboriginal Engagement has been working in collaboration with the Gwenna Moss Centre for Teaching Effectiveness to develop consistent language that may be used by speakers at ceremonies and events on campus to acknowledge Indigenous Peoples and Lands. This work has been ongoing since 2014.

Development of thoughtful and consistent language through extensive consultation has been important to for three reasons. First, it is appropriate that acknowledgement of the history and the people of this land be made. Second, while many in our community may seek to acknowledge this place and its people, they may have concerns or fears about how to do so or what to say. Third, wide consultation ensured that the language that is recommended has been approved by the peoples whom it acknowledges. The aim has been to ensure that all Indigenous Peoples feel welcomed to the land, and that no one feels excluded.

CONSULTATION:

In April of 2015, 132 surveys were sent to Indigenous and Non-Indigenous faculty and staff, which included a proposed statement for the acknowledgement of Indigenous peoples and Lands. The intention of sending the survey was for those surveyed to either approve or reject, and/or to offer alternatives or necessary rephrasing/edits to the

statement of acknowledgement. 132 surveys were sent, with a response rate of 40% (53 total responses). To the question, "Are you amenable to using the statement above to follow the protocols of acknowledging Place and Peoples to open important gatherings?" 84.9% responded "yes," and 15.1% responded "no."

A preliminary draft was circulated and a survey was conducted with a large number of Indigenous faculty, staff, and students. Data was collected from the circulated survey and the language was redrafted to reflect concerns raised.

Prior to the survey being circulated, the language was discussed extensively by working group of TLARC whose focus is Indigenizing the Curriculum. The larger committee of TLARC provided input on a number of occasions, as did members of the Office of Aboriginal Engagement.

SUMMARY:

TLARC recommends the adoption the proposed language to acknowledge the Indigenous peoples of this land and the relationship that we all share in our sharing this place. By speaking the proposed statement at the start of each session of Council, the importance of that relationship and the history of this place will be highlighted.

AGENDA ITEM NO: 11.2

UNIVERSITY COUNCIL

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Jay Wilson, Chair, Teaching and Learning Committee of Council

DATE OF MEETING: June 18, 2015

SUBJECT: Teaching, Learning and Academic Resources Committee

Annual Report

COUNCIL ACTION: For Discussion Only

ANNUAL REPORT OF THE TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF COUNCIL 2014-15

The Teaching, Learning and Academic Resources Committee is a relatively new committee of University Council which deals with a range of teaching and learning issues at the university. This committee was formed by merging the former Teaching and Learning Committee and the former Academic Support Committee.

The number of university staff on the new committee is limited. However, the committee does not want to lose the valuable expertise and experience of the administrative and technical staff who served on the previous committees. The TLARC Executive has developed a category of "associate member" of the Teaching, Learning and Academic Resources Committee. These individuals will receive meeting agendas, and have access to the TLARC meeting website, and can attend meetings on request of the TLARC Executive, or on their own initiative, whenever there are relevant items on an agenda.

Terms of Reference

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan Integrated Plans.

- 4) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Membership

Council Members (5

Bev Brenna	Curriculum Studies	2016
Kathleen James-Caven	English	2015
Alison Muri	English	2016
Aaron Phoenix	Engineering	2016
Jay Wilson (Chair)	Curriculum Studies	2017

General Academic Assembly Members (6)

Takuji Tanaka	Food and Bioproduct Sciences	2017
Marcel D'Eon	Community Health and Epidemiology	2016
Trisha Dowling	Veterinary Biomedical Sciences	2015
Randy Kutcher	Crop Development Centre	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017

Desirée Steele, VP Academic, USSU

Undergraduate Student member

Mostafa Aghbolaghy **Graduate Student member**

Patti McDougall Vice-Provost, Teaching and Learning

(Sessional Lecturer)

Michael McGarity English, St. Thomas More 2015

Resource Personnel

Mark Roman CIO and Associate Vice President ICT

Vicki Williamson Dean, University Library

Nancy Turner Acting Director, Gwenna Moss Centre for Teaching Effectiveness Cheri Spooner, Director of Distance Learning, Off-Campus and Certificate

Programs

Administrative Support

Amanda Storey Committee Coordinator, Office of the University Secretary

Associate Members

Bryan Bilokreli, Director, Capital Planning

Kelly Bendig, Audit Services

Frank Bulk, University Learning Centre

Ron Cruikshank, Facilities Management Division Maxine Kinakin, Disability Services for Students

Nancy Turner, Program Director, GMCTE

TBD, Copyright Coordinator

Monisha Skukla, ICT Adrienne Thomas

Issues and discussions

The Teaching, Learning, and Academic Resources committee of Council met 10 times during the 2014/15 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan.

Working groups

At its September 10, 2014 meeting, the committee identified four general priorities for committee development, and formed four working groups to address these priorities. These working groups are:

Evaluation of Teaching (Chair: Patti McDougall)

The evaluation of teaching working group had been active in 2013/14, crafting procedural language around the student-based evaluations. That group determined that a policy would be necessary to outline the purpose, principles, scope and responsibilities associated with student-based evaluations, and so the working group carried on into 2014/15. The working group presented a draft policy to the larger TLARC committee in February. The full committee recommended some changes to the policy document and offered support. The working group will now take the policy to the Policy Oversight Committee before bringing it back to TLARC to bring it to University Council.

Experiential Learning (Chair: Patti McDougall)

The experiential learning working group was struck to address a goal outlined in the Third Integrated Plan of increasing experiential learning activity by 20% by 2016 (now 2017). The working group mapped out a definition of experiential learning to be used at the U of S, described the benefits associated with experiential learning, and contemplated methods of increasing awareness of existing experiential learning activities. The working group has worked with the Registrar's office to enable "tagging" of experiential learning courses in the registration system with a pilot set to run in the June 2015 registration window. The working group has also been actively working on a web presence for experiential learning that will house information for faculty and staff.

Future Learning Technologies (Chair: Randy Kutcher)

The future learning technologies working group was struck to discuss the use of new and current technologies available to faculty to facilitate teaching. The working group worked with ICT and GMCTE to develop a technology use survey to be provided to faculty and staff in order to gain better insight into how technology is being used. The working group has also identified the classroom renewal project as one that could benefit from a better understanding of technology use and adoption of emerging technologies.

Indigenizing the Curriculum (Chair: Candace Wasacase-Lafferty)

The indigenizing the curriculum working group has focussed much of its efforts this year on developing language to invoke at the start of important meetings (such as Council) and ceremonies (such as Convocation) to acknowledge this land as treaty 6 territory and the relationship that that treaty entails. Consultation occurred with many stakeholders, elders,

and community members through a survey in order to develop appropriate and inclusive language.

Reports received

The committee received updates from the office of the Vice-Provost, Teaching and Learning in October and in April regarding the reorganization of her portfolio in response to recommendations stemming from Institutional Priorities. At both meetings, good and constructive conversation happened about the services previously provided by eMAP and the Centre for Continuing and Distance Education (CCDE) and their continuation as part of the Vice-Provost, Teaching and Learning's portfolio and also ICT and the Library.

The committee discussed the institutional priorities in relation to teaching and learning activities in December and January. The committee noted that they are actively working on some priority areas, such as the goal to accelerate the delivery of TLARC's commitment to Aboriginal achievement, with a working group focusing on indigenizing the curriculum. The committee also identified areas where they could be more active as changes occur, such as the reorganization of Graduate Studies, as TLARC is, at this time, not particularly active or concerned with graduate students.

The committee was particularly interested in priority 8 (aligning administrative services culture to support and facilitate the academic mission). In response to this, the committee received a presentation from Human Resources on the Service Delivery and Design project, that aimed at identifying the services provided by administrative staff at the U of S to determine how the institution might refocus their workforce to effectively deliver services to students and faculty.

Other activities

Chris Scribe, Director of the Indian Teacher Education Program (ITEP), College of Education was invited to discuss the Indian Teacher Education Program and indigenous education on campus.

The committee made modifications to terms of reference for the committee in regards to composition and wording to encourage more indigenous expertise on the committee.

The committee received a draft policy on student-based evaluation of teaching and learning and provided feedback on the draft, as well as support for the policy going forward.

Committee Chair Jay Wilson provided information at the March 19th University Council meeting to raise awareness of the important role of TLARC and to share some of the specific activities of the four working groups.

Members of TLARC took a long-overdue tour of the library and teaching facilities in the new Health Sciences buildings in April, and were all impressed with the thoughtful design, the focus on energy efficiency, and the emphasis on cross-disciplinary research. Members also acknowledged and appreciated the care that went into designing useful common and study spaces throughout the building.

TLARC provided formal representation at the Information Systems Steering Committee, Academic Systems Steering Committee, and University Classroom Renewal Committee as well as invited attendance at the Planning and Priorities Committee of Council.

Acknowledgements

As the Chair I would like to recognize the efforts of those individuals who supported the work of TLARC: The executive committee of Allison Muri (who served as vice chair), Patti McDougall, Mark Roman, and Nancy Turner. They provided both guidance and leadership to all aspects of TLARC. The impressive collection of support from Beth Williamson, Alex Beldan, Sandra Calver and Amanda Storey, all of whom made significant contributions to the success of the committee.

Respectfully submitted,

Jay Wilson, Teaching & Learning Committee of Council

y Wilm

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson on behalf of Louise Racine, chair

Governance committee

DATE OF MEETING: June 18, 2015

SUBJECT: Nominations to the Nominations Committee for 2015/16

DECISION REQUESTED:

It is recommended

That council approve the nominations to the nominations committee for three-year terms effective July 1, 2015 to June 30, 2018, as shown, and that Ed Krol be re-appointed as chair for a one-year term effective July 1, 2015 to June 30, 2016.

PROPOSED MEMBERSHIP OF THE NOMINATIONS COMMITTEE FOR 2015/16

- Recommends nominations for Council committees and panels, search and review committees, some collective agreement committees and panels, and other vacancies.
- Membership restricted to members of Council (9 members), with no more than 3 members from the College of Arts and Science and no more than 2 members from any other college.

<u>Name</u>	College/Department	Term Expiring
Ed Krol (chair)	Pharmacy and Nutrition	2017
Dwayne Brenna	Drama	2016
Terry Wotherspoon	Sociology	2016
Nancy Gyurcsik	Kinesiology	2017
Bram Noble	School of Environment and Sustainability	2017
Tamarra Larre	Law	2017
Yen-Han Lin	Chemical and Biological Engineering	2015
Andrew Van Kessel	Animal and Poultry Science	2017
Bob Tyler	Food and Bioproduct Sciences	2015
Jaswant Singh	Veterinary Biomedical Sciences	2018
Michael Nickerson	Food and Bioproduct Sciences	2018
Jim Greer	Computer Science	2018

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE NOTICE OF MOTION

PRESENTED BY: Roy Dobson on behalf of Louise Racine, chair

Governance committee

DATE OF MEETING: June 18, 2015

SUBJECT: Bylaws Amendments – Planning and priorities committee

terms of reference, Council Bylaws, Part Two, s. VI

DECISION REQUESTED:

It is recommended

That Council approve the amendments to the terms of reference of the planning and priorities committee of Council

as shown in the attachment.

PURPOSE:

The proposed amendments to the resource members of the planning and priorities committee were undertaken by the committee to ensure that the position responsibilities of resource members directly related to the committee's mandate.

DISCUSSION SUMMARY:

The governance committee reviewed the proposed revisions submitted by the planning and priorities committee on as outlined Dr. Kalynchuk's submission. The committee also discussed the changes with Dr. Kalynchuk and ensured the president was in agreement that the president would appoint the resource member on Aboriginal matters.

ATTACHMENT(S):

1. Council Bylaws, Part Two, Council Committees, s. VI, Planning and priorities committee, proposed amendments shown in markup.

Council's bylaws are published on the Council website at: http://www.usask.ca/secretariat/Governing%20Documents/UniversityCouncilBylaws.pdf

CURRENT TERMS

PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of the Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by the Council One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

Ex Officio Members

The Provost & Vice-President Academic or designate

The Vice-President (Research) or designate The Vice-president (University Advancement and Community Engagement*) or designate (non-voting member) *title change

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

The Assistant Provost, Institutional Planning and Assessment

The Director of Budget, Planning and Strategy

The Director of Integrated Facilities Planning

The Associate Vice-president, Facilities Management Division

The Chief Information Officer and Associate Vice-president Information and Communications Technology

The Special Advisor to the President on Aboriginal Initiatives

Administrative Support

The Office of the University Secretary

PROPOSED TERMS

PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of the Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by the Council
One undergraduate student appointed by the
U.S.S.U.

One graduate student appointed by the G.S.A.

Ex Officio Members

The Provost & Vice-President Academic or designate

The Vice-President (Research) or designate The Vice-president (Advancement and Community Engagement) or designate (nonvoting member)

The President (non-voting member)
The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

The Ass<u>ociate</u>istant Provost, Institutional Planning and Assessment*

The Director of Resource Allocation and Planning Budget, Planning and Strategy*
The Director of Institutional Effectiveness**
The Director of Integrated Facilities Capital

The Associate Vice-president, Facilities Management Division

The Chief Information Officer and Associate Vice-president Information and Communications Technology

The President's designate on Aboriginal

Matters The Special Advisor to the President on Aboriginal Initiatives

Administrative Support

The Office of the University Secretary

* title change

Planning*

**new resource member

The Planning and Priorities Committee of Council is responsible for:

- 1) Conducting and reporting to Council on university—wide planning and review activities in consultation with the Provost and Vice-president Academic.
- 2) Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.
- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.
- 7) Balancing academic and fiscal concerns in forming its recommendations.
- 8) Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
- 9) Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.
- 10) Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
- 11) Integrating and recommending to Council on matters referred to it from other Council committees.
- 12) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.
- 13) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.



MEMORANDUM

TO: Louise Racine, chair, governance committee of Council

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

DATE: October 16, 2014

RE: Planning and Priorities Committee Membership: Revision to Council Bylaws

Part III section VI

This past year, the planning and priorities committee engaged in a review of the composition and the contributions of the committee's resource members. The review included consultation with the resource members regarding the degree to which items discussed touched directly or indirectly on their expertise and the degree to which each member contributed to the committee's broader understanding of the university.

As a result of this review, the committee determined:

That those individuals from the Institutional Planning and Assessment Office whose positions relate to strategic planning, financial planning, and evidence-based decision-making, as listed below, should **continue to serve on the committee**:

- assistant provost, institutional planning and assessment
- director, budget strategy and planning
- director, institutional effectiveness

That the chief information officer and associate vice-president, Information and Communications Technology **continue to serve on the committee** due to the centrality of this position.

That those individuals whose positions relate to capital and budgetary items **should continue to be members of the committee**, as listed below, but that the committee should redirect their service to the committee's capital and finance subcommittee:

- director, capital planning, Finance and Resources
- associate vice-president, Facilities Management Division

That the *ex officio* non-voting position of vice-president Advancement and Community Engagement (ACE) be removed from the committee. This position was originally added to enable the participation and attendance of the VP ACE when the planning and priorities committee reviewed and commented to Council on each of the college and administrative unit strategic plans

in the third planning cycle. Since that time, the director of finance and trusts has served as the designate of the VP ACE on the committee. The committee determined that both of these positions were indirectly related to the ongoing work of the committee, and that other means could be identified to engage the Office of Advancement and Community Engagement at the outset of a new planning cycle, or when other items or initiatives arise which the VP ACE wishes to present to the committee. The committee requests the membership of the planning and priorities committee reflected in Part III section VI of the Council Bylaws be amended to remove the position of vice-president Advancement and Community Engagement from the committee membership.

That a new Aboriginal resource member position be created on the committee as the position of special advisor to the president on Aboriginal initiatives no longer exists.

Members considered it very important to have continuing Aboriginal representation on the committee, and to have a position on the committee able to speak broadly to Aboriginal affairs and the university's many Aboriginal initiatives. A number of approaches were suggested, including having a resource member position on the committee named as the provost's designate on Aboriginal affairs, or Council's designate on Aboriginal affairs. There was no clear consensus among committee members on how best to fill a resource position in this area, and therefore the committee requests the advice of the governance committee with respect to how best to meet this need within the committee's membership.

As a new member of the governance committee, I look forward to the committee's discussion of this request and hope to be able to provide any additional background information the committee seeks.

Sincerely,

Lisa Kalynchuk, chair

Planning and priorities committee of Council

Attachment: terms of reference showing proposed changes

EXCERPT

MINUTES OF A MEETING OF THE PLANNING AND PRIORITIES COMMITTEE Meeting #14 - 2014-2015 Wednesday, March 4, 2105, 11:30 am-1:20 pm Room 238, Peter MacKinnon Building

Present: Lisa Kalynchuk, (chair), Beth Bilson, Marwin Britto, Joel Bruneau, Dirk de Boer (vicechair), Troy Harkot, Mark Roman, Desirée Steele, Fran Walley, Leslie Walter, Susan Whiting, Sandra Calver (secretary)

Regrets/not in attendance: Ernie Barber, Bill Bartley, Jim Basinger, Peta Bonham-Smith, Greg Fowler, Ramji Khandelwal, Valerie Korinek, John Rigby, Chary Rangacharyulu, Jacquie Thomarat, Izabela Vlahu

6.0 Committee Membership

The chair provided members with the background to the question of the Aboriginal resource member on the committee and the governance committee review of the matter. Members discussed the possibility that if a senior-level position were created, such as a vice-provost of Aboriginal affairs, this individual could be named as an *ex officio* voting member on the committee. With respect to having a resource member on the committee with responsibilities in the area of Aboriginal affairs, members concluded that either the president or the president's executive committee was best placed to name this individual. The chair thanked members, and indicated she would provide this suggestion to the governance committee.

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE NOTICE OF MOTION

PRESENTED BY: Roy Dobson on behalf of Louise Racine, chair

Governance committee

DATE OF MEETING: June 18, 2015

SUBJECT: Bylaws Amendments – Teaching, learning and academic

resources committee terms of reference, Council Bylaws, Part

Two, s. IX

DECISION REQUESTED:

It is recommended

That Council approve the amendments to the terms of reference of the teaching, learning and academic resources

committee of Council as shown in the attachment.

PURPOSE:

The proposed amendments to the resource members of the teaching, learning and academic resources committee were undertaken to clarify the membership in light of the restructuring of the university's centrally administered teaching and learning supports.

DISCUSSION SUMMARY:

The governance committee reviewed the proposed revisions submitted by Dr. Jay Wilson, committee chair and supported the resource membership changes. The committee will meet with Dr. Wilson in September to discuss how best to meet the request to have a member with Aboriginal expertise serve on the committee. Rather than delay the submission of the resource member changes, the governance committee has submitted these changes now so that they might be enacted in September once approved.

ATTACHMENT(S):

1. Council Bylaws, Part Two, Council Committees, s. IX, Teaching, learning and academic resources committee, proposed amendments shown in markup.

Council's bylaws are published on the Council website at: http://www.usask.ca/secretariat/Governing%20Documents/UniversityCouncilBylaws.pdf

CURRENT TERMS OF REFERENCE SHOWING REVISIONS IN MARK-UP

TEACHING, LEARNING and ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council. Normally one of the five members of Council will be appointed chair of the committee.

Five members of the University Council,

Six members of the General Academic Assembly

One sessional lecturer

One graduate student appointed by the Graduate Students' Union

One undergraduate student appointed by the University of Saskatchewan Students' Union Vice-provost, Teaching and Learning

Resource Personnel (non-voting)

Chief Information Officer and Associate Vice-president, ICT

Associate Vice-president, Student Affairs

Dean, University Library

<u>Director, Distance Education, Off-Campus and Certificate Programs</u> <u>Director University Learning</u> <u>Centre/GMCTE</u>

Director, ICT Applications

Director, Planning and Development, Facilities Management Division Executive Director, CCDE

Administrative Support

Office of the University Secretary

The Teaching, Learning and Academic Resources committee is responsible for:

- 1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.
- 4) 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.
- 5) Carrying out all of the above in the spirit of philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and

inclu	owledge and expe	rience in curricular o	nt with Aboriginal common of the state of th



MEMORANDUM

TO: Dr. Louise Racine, chair, governance committee of Council

FROM: Jay Wilson, chair, teaching, learning and academic resources committee of Council

DATE: April 20, 2015

RE: Amendment of teaching, learning and academic resources committee

membership

.....

Recently, the teaching, learning and academic resources committee reviewed its committee membership and, as a result, proposes the following changes to the governance committee for consideration.

- That the Executive Director, CCDE be replaced with the Director, Distance Education, Off-campus and Certificate Programs;
- o That the Director of Applications, ICT be added to the listing of Resource Personnel;
- That the Associate Vice-President, Student Affairs be removed from the listing of Resource Personnel as this position no longer exists.
- o That the Director; Planning and Development, Facilities Management Division be added to the listing of Resource Personnel

It is also requested that the Nominations committee consider TLARC's request that TLARC membership include expertise related to Aboriginal affairs and activities.

Please do not hesitate to contact me if you have any questions about the membership changes proposed. I would be pleased to attend a governance committee meeting to speak to the changes proposed, should this be desired by the committee.

Kind regards,

Jay Wilson, chair

Attachment: membership listing showing proposed changes

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE NOTICE OF MOTION

PRESENTED BY: Roy Dobson on behalf of Louise Racine, chair

Governance committee

DATE OF MEETING: June 18, 2015

SUBJECT: Bylaws Amendments – Scholarships and awards committee

terms of reference, Council Bylaws, Part Two, s. VIII

DECISION REQUESTED:

It is recommended

That Council approve the amendments to the terms of reference of the scholarships and awards committee of

Council as shown in the attachment.

PURPOSE:

The proposed amendments to the resource members of the scholarships and awards committee were undertaken to add the registrar and director of student services as a resource member and replace the associate vice-president student affairs with the vice-provost teaching and learning, as the AVP student affairs position no longer exists.

DISCUSSION SUMMARY:

The governance committee reviewed the proposed revisions submitted by the scholarships and awards committee and clarified the designate of the vice-provost teaching and learning with Dr. Chibbar, committee chair.

ATTACHMENT(S):

1. Council Bylaws, Part Two, Council Committees, s. VIII, Scholarships and awards committee, proposed amendments shown in markup.

Council's bylaws are published on the Council website at: http://www.usask.ca/secretariat/Governing%20Documents/UniversityCouncilBylaws.pdf

CURRENT TERMS OF REFERENCE SHOWING REVISIONS IN MARK-UP

SCHOLARSHIPS AND AWARDS 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.

The Vice-president Academic of the USSU

The Vice-president Finance of the GSA

An Aboriginal representative from the Aboriginal Students' Centre or a College Undergraduate Affairs Office

Ex Officio

The Provost & Vice-President Academic or designate

The Dean of Graduate Studies and Research or designate

The Vice-provost, Teaching and Learning Associate Vice-president, Student Affairs or designate

The Vice-president University Advancement or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel (non-voting members)

The Director of Graduate Awards and Scholarships

The Director of Finance and Trusts, University Advancement

The University Registrar and Director of Student Services

The Assistant Registrar and Manager, Awards and Financial Aid (secretary)

Administrative Support

Office of Awards and Financial Aid, Student and Enrolment Services Division

The Scholarships and Awards Committee is responsible for:

- 1) Recommending to Council on matters relating to the awards, scholarship and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- 3) Granting awards, scholarships and bursaries, which are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) 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.

TO | Nominations Committee

FROM | Dr. Ravi Chibbar, Chair, Scholarships and Awards Committee

SUBJECT | Proposal to include the Registrar as a resource person

DATE | December 2, 2014

Membership on Scholarships and Awards

At its regular meeting in October 2014, members of the Scholarships and Awards Committee agreed that the University Registrar, to whom undergraduate awards, government student aid and emergency student aid report, would be a valuable resource to the committee.

On behalf of the committee, I therefore request that the Nominations Committee give consideration to amending the membership of Scholarships and Awards to add the Registrar as a resource member.

Please do not hesitate to contact me if you require further information.



TO | Chair, Governance Committee

FROM | Dr. Ravi Chibbar, Chair, Scholarships and Awards Committee

SUBJECT | Recommendation to change committee membership

DATE | May 12, 2015

Scholarships and Awards Committee Membership

At its meeting today, the Scholarships and Awards Committee heard the request of the Registrar to be added to the committee's membership as a non-voting resource person. In order to allow that and not weight the committee overly towards administrative members, the committee respectfully makes the following recommendations:

- Remove the AVP Student Affairs (or designate) from ex officio membership. This position is currently held by Wendy Klingenberg, Assistant Registrar (Bursar) as the AVP's designate. However, with the elimination of the AVP Student Affairs position and with student services falling under the purview of the Vice-Provost Teaching and Learning, the committee feels that the Provost and VPTL could represented very well indeed by a single designate. The Provost's designate is currently Alison Pickrell, Director, Enrolment Services. Ms. Klingenberg would continue in the role of administrative and resource support to the committee.
- Add the Registrar and Director, Student Services as Resource Personnel (non-voting)...



UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE ITEM FOR INFORMATION

PRESENTED BY: Roy Dobson on behalf of Louise Racine, chair

Governance committee

DATE OF MEETING: June 18, 2015

SUBJECT: Number of student appeals from 2013/14 and 2014/15

CONTEXT AND BACKGROUND:

The governance committee requested that the University Secretary, as a matter of course, report on the nature and number of student appeals under Council's regulations on Student Appeals in Academic Matters, as well as appeals of decisions related to Academic Misconduct.

SUMMARY:

1. Student appeals in academic matters

From May 1, 2013 to April 30, 2014 there were five applications for appeals in academic matters that were submitted to the University Secretary. Of the five applications, five went to an appeal board. From May 1, 2014 to April 30, 2015 there were four applications for appeals in academic matters that were submitted. Of the four applications received, three went to an appeal board and one is still being heard.

2. Appeals of decisions related to academic misconduct

From May 1, 2013 to April 30, 2014 there was one application for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations. From May 1, 2014 to April 30, 2015 there were two applications.

Under Council's regulations on student misconduct, allegations of academic misconduct are heard first at the college level.

UNIVERSITY COUNCIL NOMINATIONS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Ed Krol, Chair

Nominations Committee of Council

DATE OF MEETING: June 18, 2015

SUBJECT: Nomination to the Review Committee for the Vice-Provost

Faculty Relations

DECISION REQUESTED:

It is recommended:

That Council approve the following nominations to the review

committee for the vice-provost faculty relations:

Doug Chivers, Department of Biology Bill Roesler, Department of Biochemistry Verna St. Denis, Educational Foundations

Angela Kalinowski, History

Kishor Wasan, Dean of Pharmacy and Nutrition

PURPOSE:

The <u>Search and Review Procedures for Senior Administrators</u> call for the following members to serve on the review committee of the vice-provost faculty relations: five members of the GAA, with one of the five members to hold a senior administrative position in the university.

ATTACHMENTS:

- 1. Review committee composition for the vice-provost faculty relations
- 2. List of recent Council appointments to search and review committees

SEARCH COMMITTEE FOR THE VICE-PROVOST FACULTY RELATIONS

REVIEW COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Ernie Barber or designate

One member of the Board selected by the Board: Grit McCreath

One dean or executive director of a school appointed by the provost: Vicki Williamson, Dean University Library

Chrycisity Library

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

Four members of the GAA selected by Council: TBD

One undergraduate student selected by the USSU: Gabe Senecal, USSU vice-president academic

affairs

One graduate student selected by the GSA: TBD

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:

January 2015

Search Committee for the Dean, College of Kinesiology

GAA representative: Steve Milosavljevic, Director of the School of Physical Therapy

December 2014

Search Committee for the Dean, Edwards School of Business

GAA representative: Douglas Surtees, Associate Dean, College of Law

Search Committee for Dean, College of Law

GAA representative: Michelle Prytula, College of Education

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, Western College of Veterinary Medicine

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

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]

UNIVERSITY COUNCIL NOMINATIONS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Ed Krol, Chair

Nominations Committee of Council

DATE OF MEETING: June 18, 2015

SUBJECT: Nomination of Council Vice-Chair

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of Roy Dobson, College of Pharmacy and Nutrition as vice-chair of Council for a two-year term ending June 30, 2017.

AGENDA ITEM NO: 14.1

UNIVERSITY COUNCIL INTERNATIONAL ACTIVITIES COMMITTEE FOR INFORMATION ONLY

PRESENTED BY: Gap Soo Chang; Chair, International Activities Committee

DATE OF MEETING: June 18, 2015

SUBJECT: Year-end Report to Council for 2014-15

COUNCIL ACTION: For information only

INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL YEAR-END REPORT 2014-15

The committee met on ten occasions in the 2014-15 academic year.

The International Activities Committee is responsible for:

- 1. 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.
- 4. Encouraging interactions with university and education/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 relating to international student, faculty and alumni activities from the International Coordinating Committee.

Committee Membership

Council Members

Gap Soo Chang (Chair)	Physics & Engineering Physics	2017
William Albritton	Microbiology & Immunology	2016
Hongming Cheng	Sociology	2017

General Academic Assembly Members

Abraham Akkerman	Geography and Planning	2017
Jian Yang	Pharmacy and Nutrition	2017
Michael Cottrell (co vice-chair)	Educational Administration	2015
Angela Kalinowski	History	2015
Mabood Qureshi(co vice-chair)	Pathology	2015

Other members

[Provost designate] Vice-Provost Teaching and Learning (ex officio) Patti McDougall

Diane Martz [designate for Vice-President Research] Director, International Research and

Partnerships

Jack Saddleback [USSU designate] VP Student Affairs, USSU

Rahwa Osman [GSA designate] VP External, GSA **Director of Enrolment Services** Alison Pickrell

Resource members

Derek Tannis Manager, International Student and Study Abroad Centre (ISSAC) Penny Skilnik Director of Special Projects, College of Graduate Studies and Research

Secretary: Amanda Storey; Committee Coordinator, Office of the University Secretary

Issues and discussions

Monthly Updates

Each meeting, the International Activities Committee (IAC) received monthly updates from International Office, including lists of new international agreements. The committee also invites members from the College of Graduate Studies and Research (CGSR), and Student and Enrolment Services Division (SESD) to attend meetings and provide regular updates to the committee on international activities in those units. Monthly updates, including lists of new International Agreements, are available on the committee's website:

www.usask.ca/secretariat/governing-bodies/council/committee/international/index.php

Subcommittee on International Metrics

Over the last two years, the International Activities Committee has discussed the importance of identifying priority areas to measure and improve internationalization at the university. The committee agrees that establishing such metrics will allow us to determine whether we are meeting University goals for international activity, and will provide direction to the University on actions that can be taken to improve how we are perceived internationally. A subcommittee was struck this year to identify metrics. Members of the subcommittee are as follows:

From the IAC: Michael Cottrell (Chair), Gap Soo Chang, Diane Martz,

Alison Pickrell, Penny Skilnik

From the Research, Scholarly, and Artistic Works Committee: Rainer Dick

From the Office of the VP, Research: David Harris, Darcy Marciniuk

From Institutional Planning and Assessment: Troy Harkot

Administrative Support: Amanda Storey

The subcommittee met on November 5, 2014, January 27, March 5, March 19, and May 22, 2015. The committee will continue its work in the 2015/16 year, working in step with the Office of the Vice President Research as they develop a blueprint for action on internationalization.

Reports received

Internationalization in various colleges

In the first term of 2014/15 academic year, the committee heard from the College of Arts and Science, the College of Agriculture and Bioresources, and the College of Engineering about

internationalization initiatives. Ms. Andrea Wasylow-Ducasse explained the efforts of the College of Arts and Science to enhance internationalization, noting that they have struggled a bit in meeting their international targets because of a lack of institutional authority for internationalization with the current configuration of vice deans in the college, but that with the restructuring of the vice dean portfolios, this should be remedied. Once responsibility for internationalization is clearly identified, the college's goals revolve around developing standard processes and procedures for considering MOUs with other countries.

In November 2014, Dr. Murray Drew attended from the College of Agriculture and Bioresources and discussed their international enrolment success, with 10% of their overall student body and 53% of their graduate students being international. He noted that the college has been building relationships with institutions in Japan to deliver a 3+1 program and has been building relationships with institutions in Ecuador, Peru and Brazil.

In February 2015, Dr. Reza Fotouhi of the College of Engineering attended and outlined the opportunities that the college has been pursuing to increase internationalization, both with international students attending here, but also with local students participating in international exchange programs. He outlined agreements that are currently in place with Ecuador, China, India, and France. He noted that the College of Engineering has a high level of internationalization in its faculty, with at least 50% being foreign born and trained. This has aided in the college's ability to establish partnerships overseas, as many partnerships are a result of personal connections and interests.

The IAC will continue their review of internationalization initiatives in the colleges in 2015/16 academic year, with the aim of bringing a report to Council for information.

Graduate Pathways Certificate and CCDE Bridging Program

In March 2015, the committee received a presentation from David Parkinson and Lisa Krol outlining innovative approaches to international student retention through the University Learning Centre. The bridging program allows for students to participate in English language classes alongside a 100-level humanities or social science class, in order to encourage deeper comprehension of the subject matter, apply their fledgling English skills in an academic context, and learn about the academic culture at a Canadian institution. It has been a very successful program with a low failure rate. The Graduate Pathways Certificate is an intensive program that allows for academically gifted international students to accelerate their language learning and commence their graduate program.

Other activities

Confucius Institute

The committee first discussed the Confucius Institute in November 2014, when the Coordinating Committee of Council tasked the IAC to review the Centres Policy as well as the agreements that lead to the establishment of the Confucius institute. This request was in response to concerns raised about having strong ties with countries known to have oppressive regimes. The committee replied to the Coordinating Committee by memo in December 2014, noting that no concern was raised about political issues in the review of the MOU signed to establish the Confucius Institute as a type-B centre.

Following lively discussion of the Confucius Institute at the January 2015 meeting of University Council, the IAC invited Dr. Len Findlay, Dr. David Parkinson, and Dr. Li Zong to attend a meeting of the committee to outline their positions regarding the Confucius Institute. The committee heard all parties, asked questions, and provided a memo to the Confucius Institute Working Group, outlining their concerns. The committee was concerned about possibly endangering our relationship with the Beijing Institute of Technology and the impact on student mobility that might arise if the university ended their agreement with the Confucius Institute. Conversely, the committee questioned how the Confucius Institute, in offering non-credit language instruction and cultural programming, fits with the academic mission of the university. The committee also expressed the desire to see a strong management team at the university to steer our involvement with the Confucius Institute and to tackle these difficult issues.

Visibility of International Information

The committee discussed in January and again in May 2015 how to ensure that information on international activities is effectively communicated to students and university community members. There are many pages on the university website having information that would be useful both for international students studying at the university and local students looking for international study opportunities, but they are not jointly linked or managed. The committee noted that the primary communication tool with international students is the website and it would be useful to pull pertinent information together under a single tab, preferably on the usask.ca front page. Ivan Muzychka and Jeff Drake of Advancement and Community Engagement attended the May IAC meeting to discuss possible options with the committee and eased concerns about the availability of information on usask.ca for international visitors. They noted that analytics are showing that international users are successful in locating the information they look for. A suggestion that arose was to have specific pages of the university website translated into the languages of our common applicants—perhaps the homepage, the "apply now" page, and information about tuition and scholarships.

Acknowledgements

On behalf of the Committee, I wish to thank Mabood Qureshi who acted as Vice-Chair of the committee this year and the various members of the University Secretary's office who supported the committee this year. I also thank all the members of the Committee for their thoughtful participation in the Committee's work.

Respectfully submitted,

Gap Soo Chang, International Activities Committee of Council

AGENDA ITEM NO: 15.1

UNIVERSITY COUNCIL

Joint Committee on Chairs and Professorships REQUEST FOR DECISION

Prin Denn-D

PRESENTED BY:

Lim Garmida, Viao Prayant, Faculty Polations and C

Jim Germida, Vice-Provost, Faculty Relations and Chair, Joint Board/Council Committee on Chairs and Professorships

DATE OF MEETING: June 18, 2015

SUBJECT: Fedoruk Chair in Animal Imaging

DECISION REQUESTED:

It is recommended:

To authorize the Board to establish a Fedoruk Chair In Animal Imaging

PURPOSE:

The Fedoruk Chair in Animal Imaging will be the critical link between basic and applied research in the area of imaging. The Chair will identify, develop and refine animal models for human diseases such as those of the neural, cardiovascular and pulmonary systems. The location of the Chair amid a cluster of biomedical and clinical researchers will provide a very active and stimulating environment for translational research. The Chair will be an essential member of the team spearheading the nuclear imaging program at the Saskatchewan Centre for Cyclotron Sciences.

CONTEXT AND BACKGROUND:

The Fedoruk Centre has provided \$5 million to build capacity for nuclear medicine and imaging research in Saskatchewan. The grant includes \$3.5 million to recruit leading researchers to the province and establish academic research programs, as well as up to \$1.7 million for research equipment and infrastructure. The Fedoruk Centre is funded by Innovation Saskatchewan as an independent, not-for-profit subsidiary of the University of Saskatchewan. \$1 million of this grant will support the Fedoruk Chair in Animal Imaging for a period of 5 years (~\$650,000 salary and benefits) and graduate students/start up costs of \$350,000.

The Western College of Veterinary Medicine will provide the Chair with office and laboratory space. The College will also provide additional funds to support graduate and undergraduate student training and to secure new equipment. The college will also provide in-kind support through provision of secretarial and technical support.

CONSULTATION:

The intent to establish the Fedoruk Chair in Animal Imaging has been examined and approved by the Western College of Veterinary Medicine and the Joint Committee on Chairs and Professorships. The University of Saskatchewan has identified Imaging and One Health as its Signature areas and the Western College of Veterinary Medicine has aligned its strategic research plan with the University's Signature areas.

SUMMARY:

Nuclear imaging offers enormous potential to improve our understanding of human, animal and plant health, including leading-edge "one health" research and to contribute to the University of Saskatchewan's Signature area that finds health solutions at the animal-human-environment interface. The Western College of Veterinary Medicine, through a college-wide collegial process led by its Research Task Force, has identified imaging as a key area of research and has aligned it with the UofS signature area. The College has already developed key partnerships with Colleges of Medicine and Agriculture and Bioresources that has led to jointly funded research projects which include imaging. The Western College of Veterinary Medicine is committed to playing a major role in enhancing our national and global research standing.

FURTHER ACTION REQUIRED:

Approval of the Board.

ATTACHMENTS:

Terms of Reference.



Fedoruk Chair in Animal Imaging

Terms of Reference, May 7, 2015

Purpose:

The Fedoruk Chair in Animal Imaging has been made possible through a generous grant from the Sylvia Fedoruk Canadian Centre for Nuclear Innovation, University of Saskatchewan. The Chair has a key role in the recently established Saskatchewan Program for Nuclear Imaging to develop and refine animal models of precise and novel imaging of human diseases. The program will grow Saskatchewan's capacity in nuclear imaging research and training, through the creation of a core of experts, including this Chair. The team will use the province's first cyclotron radioisotope facility in conjunction with the existing broad array of imaging facilities on our campus. This will give Saskatchewan unique research capability using radioisotopes that could lead to breakthroughs in the treatment of multiple disease conditions. The Chair is aligned with the One Health and the Imaging Signature areas of the University of Saskatchewan.

Source and Amount of Funding:

The Fedoruk Centre has provided \$5 million to build capacity for nuclear medicine and imaging research in Saskatchewan. The grant includes \$3.5 million to recruit leading researchers to the province and establish academic research programs, as well as up to \$1.7 million for research equipment and infrastructure. The Fedoruk Centre is funded by Innovation Saskatchewan as an independent, not-for-profit subsidiary of the University of Saskatchewan.

\$1 million of this grant will support the Fedoruk Chair in Animal Imaging for a period of 5 years (~ \$650,000 salary and benefits) and graduate students/start up costs of \$350,000.

The Western College of Veterinary Medicine will provide the Chair with office and laboratory space. The College will also provide additional funds to support graduate and undergraduate student training and to secure new equipment. The college will also provide in-kind support through provision of secretarial and technical support.

Tenability:

The Fedoruk Centre funding and College support noted above is expected to support the Fedoruk Chair in Animal Imaging for a period of 5 years. There is a possibility of further funding from the Centre to extend the term of the Chair. Once the Fedoruk Centre support comes to an end, the incumbent will transition into a tenured or tenure-track faculty position in the College.

Search committee:

In accordance with the collective agreement established between the Faculty Association and the University, a search committee will be established, chaired by the Head of the Department where the position will be housed.

Chairholder Responsibilities:

The Fedoruk Chair in Animal Imaging will be the critical link between basic and applied research in the area of imaging. The Chair will identify, develop and refine animal models for human diseases such as those of the neural, cardiovascular and pulmonary systems. The location of the Chair amid a cluster of biomedical and clinical researchers will provide a very active and stimulating environment for translational research.

More specifically, the Chair will:

- · Establish a successful research program in Animal Imaging
- Attract and maintain substantial research funding from Tri-Council and related granting agencies to support the translational research in nuclear and other imaging modalities
- Synergistically accelerate the efforts of the medical imaging research team across campus
- Participate in the validation of newly developed nuclear imaging probes through the use of physiologically relevant animal models of human disease
- Identify spontaneous diseases in animals that physiologically model human diseases
- Attract excellent graduate students, particularly at the PhD level, and develop relevant graduate courses as appropriate
- Facilitate the attraction of outstanding affiliated research staff
 –Postdoctoral Fellows, Visiting Scientists and Adjunct

 Professors
- Contribute to the College's graduate education program
- Collaborate with scientists in other units, working in leading-edge research facilities, including a cyclotron and radioisotope production facility; the Saskatchewan Structural Sciences Centre; the Canadian Light Source; the Vaccine and Infectious Disease Organization (VIDO-InterVac) with its level 3 containment facilities; the National Research Council and Agriculture and Agri-Food Canada Research Centres, the Saskatchewan Cancer Centre, College CT, MRI and Nuclear Scintigraphy units, other universities, health authorities, cancer agencies and potentially commercial distributors

 Work closely with the Office of the Vice-President (Research) and the Industry Liaison Office to ensure that intellectual property is protected for the University, the researchers and the College.

Term of Chair:

The Fedoruk Chair will be established as an Enhancement Chair, funded by the Fedoruk Centre grant for a period of 5 years, with the possibility of extension, after which time the incumbent will continue as a tenured/tenure-track faculty member in the Western College of Veterinary Medicine.

Management Committee:

The Dean will have the responsibility, in conjunction with a Management Committee, for maintaining the financial integrity of the Chair and ensuring, through an annual performance review and ongoing monitoring, that the activities of the Chair are in keeping with its purpose. A Management Committee, appointed by the Vice-President (Academic), in consultation with the Dean, will include: the Dean; the WCVM Associate Dean Research; Head of the Department, the Director of Finance and Trusts, Executive Director of the Fedoruk Centre; and Dr. Paul Babyn, Principal Investigator for the overall grant, and Head, Department of Medical Imaging University of Saskatchewan and Saskatoon Health Region.

The Dean will serve as Chair of the Management Committee, and will submit a copy of the annual report and financial report to the Joint Committee or to the Management Committee, and to the funder as requested. The JCCP will review the administrative and financial arrangements pertaining to the Chair, and the performance of the Chair in keeping with its purpose and objectives, at least every five years, or more frequently if determined by the Dean or the Fedoruk Centre.

Fund Administration:

The Dean and the WCVM, Chief Financial Officer and Director of Operations will be responsible for maintaining the financial integrity of the Chair. The JCCP will review the financial arrangements pertaining to the Chair at least every five years or more frequently if determined by the Dean or the Fedoruk Centre.

UNIVERSITY COUNCIL

Joint Committee on Chairs and Professorships REQUEST FOR DECISION

Prin Dem-Q

PRESENTED BY:

Jim Germida, Vice-Provost, Faculty Relations and Chair, Joint Board/Council Committee on Chairs and Professorships

DATE OF MEETING: June 18, 2015

SUBJECT: Industry Chair in Agri-Food Innovation

DECISION REQUESTED: *It is recommended:*

To authorize the Board of Governors to establish an Industry Chair in Agri-Food Innovation

PURPOSE:

The objective of this chair is to support a tenure-track faculty member in the implementation of a research program that quantifies and qualifies the economics and environmental impacts of biotechnology enhanced crops in Canada, and evaluates Canada's regulatory system for such crops.

CONTEXT AND BACKGROUND:

The industry partners for this research chair broadly represent the multi-national agricultural technology development firms and the Western Canadian agriculture industry and producers. This Chair is designed to be a national leader in the facilitation of understanding and responses to challenges and opportunities of new crop genetics by focusing on the core issues of governance, regulation, trade and environmental impacts in order to add value to the genomic sciences. The Chair will have three research objectives: 1) to undertake an economic and environmental assessment of innovative crop technologies in Canada; 2) to assess the regulatory harmonization opportunities between Canada and the US and how this may contribute to accelerating commercialization of new crop varieties; and 3) to examine the impacts from international trade barriers on innovative crop agriculture and international food security.

CONSULTATION:

The intent to establish the Industry Chair in Agri-Food Innovation has been examined and approved by the Department of Bioresource Policy, Business and Economics (BPBE) faculty and the Joint Committee on Chairs and Professorships.

SUMMARY:

The proposed research to be undertaken by the Chair is a benefit to the University of Saskatchewan because of the close fit of the proposal with its recently identified Signature Areas. The Chair fits well into the documented research domains of the college, builds on the research and science reputation of the department and college and the increased critical mass permits an increase in the amount and diversity of research. Within the Department of Bioresource Policy, Business and Economics, the Chair proposal builds on existing strengths and increases the multi-disciplinary approach to innovation research to meet the needs of the agriculture industry. The multi-disciplinary approach, along with industry involvement, enhances the training environment for graduate students and post-doctoral fellows. Increased graduate training assists in achieving departmental, college, university and industry goals.

ATTACHMENTS: Terms of Reference



Industry Chair in Agri-Food Innovation

Terms of Reference

Purpose: To support a tenure-track faculty member in the

implementation of a research program that quantifies and qualifies the economic and environmental impacts of biotechnology enhanced crops in Canada, and evaluates Canada's regulatory system for such crops.

Source and Amount of Funding: This initiative is a partnership with SaskCanola, CropLife

Canada, Monsanto, Syngenta, Bayer CropScience and the Global Institute for Food Security. Funding, to be provided

over five years, has been secured:

 GIFS
 140,000

 Bayer CropScience
 150,000

 Monsanto
 150,000

 Syngenta
 150,000

 CropLife Canada
 50,000

 SaskCanola
 30,000

Tenability: Funds are expendable as per the attached budget developed

for the Chair.

Selection committee: In accordance with Section 4.1 of the *Guidelines for the*

Establishment of Chairs of Professorships. The selection committee will consist of the Dean, the Department Head and

a tenured faculty member in the Department of Bioresource

Policy, Business and Economics.

Chairholder Responsibilities: The chairholder will be a teacher-scholar, contributing to the

teaching and research of the department.

The chairholder will:

1. Conduct world-class research in the field of agriculture

innovation, regulation and trade.

- 2. Participate in, and lead, graduate/undergraduate courses as assigned by the department head.
- 3. Provide leadership and mentorship to graduate/undergraduate students in their research and studies.
- 4. Actively seek and obtain research funds to support the mandate of the chair.
- 5. Liaise with external stakeholders to communicate activities of the chair and to obtain guidance on industry research needs.
- Promote the activities of the chair to the broader community including the university community, relevant industry stakeholders and at national and international conferences/symposiums.
- 7. Provide the Dean and industry advisory committee with an annual report on the chairholder's teaching and research activities.

Term of Chair:

July 1, 2015 until June 30, 2020

Management Committee:

The Chair will be managed as per Section 5.0 of the *Guidelines for the establishment of Chairs and Professorships.*" Given the nature of the Chair, it is proposed that a management committee as described in 5.1 is not necessary, and that the Dean assumes the responsibilities outlined in 5.3.

An industry advisory committee has been established with one representative from each of the industrial partners being represented. The objective of this committee is to be a two-way communication tool that will allow the chair to communicate the results of the research, seek information on existing research and data and to exchange ideas about opportunities and challenges. The department head will chair the industry advisory committee.

Fund Administration:

Funds will be administered by the College of Agriculture and Bioresources in accordance with university financial processes and guidelines.