

AGENDA**2:30 p.m. Thursday, November 18, 2021**

The Zoom link information is located at the bottom of the agenda.

Please note the following steps for the November 18th meeting:

- **Thursday November 18th from 2:30 – 4:30 pm:** We will host a virtual Zoom meeting with access to the link provided, you do not need a Zoom account to join the meeting. The virtual meeting will have access to both video and audio with everyone's microphones automatically muted. Video will be enabled for the **presenters of the Council Meeting use only**. Please be sure to turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.
- **Motions:** Only voting members can move or second a motion. Please use the 'Chat' function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.
- **Questions or Comments:** If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. **Please do not type your question or comment** directly into the chat dialogue box.
- **Attendance and quorum** will be determined by the list of participants at the virtual Zoom meeting.

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 2021/22 academic year marks the 27th year of the representative Council.

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

niyanān onīkānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwī ta kiskēhtamāhk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koosay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni miyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakohtooyaahk.

- 1. Call to Order**
- 2. Tributes**
 - 2.1 Tribute to Professor Emeritus Cliff (C.D.) Smith from the Department of Civil, Geological, and Environmental Engineering, presented by Professor Emeritus Jim Kells**
- 3. Adoption of the agenda**
- 4. Chair's Opening remarks**
- 5. Approval of Minutes of the meeting of October 21, 2021**
- 6. Business Arising from the Minutes**
 - 6.1 Report for information: Faculty Nominated to Search and Review Committees**
- 7. Report of the President**
- 8. Report of the Provost**

- 9. Pandemic Response and Recovery Team (PRT) Verbal Report** – presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair

10. Student Societies

10.1 Report from the USSU - Tasnim Jaisee, USSU President

10.2 Report from the GSA - Rifat Zahan, GSA President

11. Joint Committee on Chairs and Professorships (JCCP)

11.1 Request for Decision: WCVI Research Chair in Pollinator Health – presented by Ken Wilson, Vice-Provost Faculty Relations and JCCP Chair

It is recommended that Council approve WCVI Research Chair in Pollinator Health and recommend that the Board of Governors authorize the establishment of this chair effective January 1, 2022.

12. Academic Programs Committee

12.1 Request for Decision: Master of Indigenous Land Based Education

It is recommended that Council approve the Master of Indigenous Land Based Education, effective May 2022.

12.2 Request for Decision: Bachelor of Science in Food and Nutrition

It is recommended that Council approve the Bachelor of Science in Food and Nutrition, effective May 2022.

12.3 Report for information: Degree-level certificates in the College of Arts and Sciences

- a. Certificate in Formal Reasoning
- b. Certificate in Mathematical Modelling
- c. Certificate in Applied Gender Justice
- d. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
- e. Certificate in French-English Translation
- f. Certificate in Religious Literacy
- g. Certificate in Peace Studies
- h. Certificate in Ukrainian Studies and Deletion of the Minor in Ukrainian Studies

13. Governance Committee

13.1 Request for Decision: Revisions to the Student Academic Misconduct Regulations

It is recommended that Council approve the revisions to the Student Academic Misconduct Regulations (as attached), effective January 1, 2022.

13.2 Request for Decision: Name of the Coordinating Committee

It is recommended that Council approve changing the name of the 'Coordinating Committee' of University Council to the 'Executive Committee' of University Council, effective November 19, 2021, as Part II section 3 of the Council Bylaws.

13.3 Request for Decision: Inventions and Enterprise Creation Policy

It is recommended that Council University Council approve the Inventions and Enterprise Creation Policy (pending approval of the Board of Governors), effective January 1, 2022.

14. Nominations Committee

14.1 Request for Decision: Academic Programs Committee Nomination

It is recommended that Council approve the nomination of Yansun Yao, Department of Physics, to the Academic Programs Committee, effective November 19, 2021, to June 30, 2024.

15. Research, Scholarly and Artistic Work Committee

- 15.1 Report for Information: 2020-21 Report of Allegations and Breaches under the Responsible Conduct of Research Policy
- 15.2 Report for Information: Annual Reports from the Research Ethics Boards

16. Other business

17. Question period

18. Adjournment

*Next Council meeting is December 16, 2021 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the Coordinating Committee: November 22, 2021.*

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/99819828079?pwd=anQvZVlhaTZkUGtjUGJLWFhCZlBxQT09>

Join by Telephone:

Local Saskatoon Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/abfGjp3Yhe>

Join by Video Conferencing Device (SIP):

99819828079@zoomcrc.com

Meeting ID: 998 1982 8079

Passcode: 54497116

Telephone Passcode: 54497116



MINUTES OF UNIVERSITY COUNCIL
2:30 p.m. Thursday, October 21, 2021
Via Zoom

1. Call to Order

Dr. Pamela Downe, Acting Council Chair, called the meeting to order at 2:34pm.

2. Tributes

None.

3. Adoption of the agenda

(Augusta/Jones): *That the agenda be approved as circulated.*

CARRIED.

4. Chair's Opening remarks

Dr. Downe acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another.

Dr. Downe asked if there were any media present. John Thornburg identified that he is a producer with CTV but was attending the meeting as a Senator. Sandra LeBlanc identified herself from the Sheaf.

The chair informed Council members of the protocols for the synchronous remote meeting. She also noted that due to the length of the agenda, she would ask that questions related to 'information' reports be delayed until Question Period.

Dr. Downe reported on the regular monthly meeting between Council committee chairs and the President's Executive Committee (PEC). She reported that the discussion topics at the last meeting were the *Post-Pandemic Shift Project* and an update on the *Indigenous Strategy*. She also reported that the Council orientation on September 30th was very successful.

Dr. Downe notified Council that Dr. Susan Detmer would begin her term as Council Chair on November 1, 2021, and Dr. Downe would return to the role of Vice Chair of Council. She asked Council members to join her in welcoming Dr. Detmer.

Dr. Downe reported that following the September 16, 2021, Council meeting, several Council members reached out to her with concerns about some of the agenda items, including strategic priorities and financial sustainability initiatives. Dr. Downe reported that she had conveyed those concerns to the President and Provost in confidence. She thanked Dr. Peter Stoicheff and Dr. Airini for hearing the concerns.

5. Approval of Minutes of the meeting of September 16, 2021

(Meda/Jones): *That the minutes be approved as amended.*

One Council member asked that the request for a report on the University's history with respect to Indigenous Peoples be noted.

CARRIED.

6. Business Arising from the Minutes

A question was raised regarding the presentation from Dr. Airini and Greg Fowler on September 16, 2021. The question was deferred to Question Period.

Report of the President

President Peter Stoicheff thanked Dr. Pam Downe and Dr. Susan Detmer for their service to University Council.

He highlighted items from the President's Report as provided in the Council agenda materials. The President reported on the successful vaccination rates on campus, indicating that the response from the community has been informed, responsive, and flexible. The policy approach has been data informed and paired with community minded compliance, so that USask can achieve the best outcomes for everyone. He expressed gratitude to members of the campus community for their contributions and to the Pandemic Response and Recovery Team (PRT) for their efforts.

The President indicated that Council would receive a presentation at this meeting on the *Post Pandemic Shift Project* from Dr. Debra Pozega Osburn, Vice President University Relations, and Julian Demkiw, Senior Strategist, Institutional Initiatives. He thanked Dr. Vince Bruni-Bossio and Candace Wasacase-Lafferty, Co-Chairs of the commission, and members of the commission, including the Acting Council Chair. He reported that this unique and forward-looking initiative caught the attention of Universities Canada, several federal ministries and the Province of Saskatchewan.

President Stoicheff reported on the recent and successful inaugural USask Equity, Diversity, and Inclusion (EDI) event held on October 19th. He thanked the planning team, including Kelly McInnis and Namarta Kochar. He noted that he was struck by the opening remarks from the guest speaker, Dr. Malinda Smith, Vice Provost of Equity, Diversity, and Inclusion at the University of Calgary, who noted that everyone must own the priority for EDI. He added that he looks forward to ongoing discussions on the *EDI Strategy and Action Plan*.

The President also expressed thanks on behalf of USask for the donation from Ron and Jane Graham of \$5.9M. He indicated that support such as this reflects USask's importance to alumni and supporters, who see the university as central to their own lives, and to the future prosperity of the province and the country.

Finally, the President expressed thanks on behalf of Council and the university to Dr. Debra Pozega Osburn for her contributions as Vice President University Relations. Having recently completed her five-year term in the role, Dr. Pozega Osburn has announced her retirement. He acknowledged her tremendous service since she arrived at USask: she was instrumental in development and launch of 2025 plan, the brand "Be What the World Needs", fundraising which consistently outpaced all previous efforts, and the creation of an Alumni Advisory Board. She also served on prominent boards, including the Remai Modern Art Gallery and the United Way of Canada.

Dr. Downe reiterated Council's gratitude to Dr. Pozega Osburn.

Questions were deferred to question period.

7. Report of the Provost

Dr. Airini, Provost and Vice President Academic, thanked Dr. Downe for her service and leadership as Acting Council Chair, in particular for being such a strong advocate of Council's interests following the last Council meeting.

Dr. Airini highlighted some components from the Provost's Report provided in the Council agenda package. She announced that Planning and Budget Townhalls will be held twice per year going forward in the fall and spring. The first townhalls are being held on October 25th and November 5th, 2021. It is an opportunity to share information on strategic planning and budgeting on a regular basis, and provides an opportunity for members of the campus community to provide advice and raise questions. A link is provided on the finances website where questions can be submitted beforehand. The townhalls will be live streamed, with feedback and notes shared with the Planning and Priorities Committee, University Council, the USSU, GSA, and colleges and schools.

Dr. Downe echoed the importance of attending the townhalls.

Questions were deferred to question period.

8. Pandemic Response and Recovery Team (PRT) Report

Dr. Darcy Marciniuk, Associate Vice President, Research and PRT Chair, gave a report on the work of the PRT. He reported on the following [as of October 21, 2021]:

- Successful dual vaccination rates and adherence to the mask policy at USask
- 95.4% have uploaded proof of dual vaccinations
- 2.3% have indicated preference not to declare
- Testing kits have been provided free from the university
- There are measures in place to enhance adherence, and consequences for non-adherence
- Significance of the numbers permits operating with less disruption and avoids serious illness for members of the campus community
- An announcement on winter term plans will be made before end of next week
- Mask measures will continue, plus ongoing opportunities to get vaccinated on campus at Student Health Services and the Medicine Shoppe Pharmacy

He reiterated and implored that if individuals are not feeling well to stay home. If diagnosed with COVID-19 it is mandatory to be symptom free before returning to campus, regardless of testing status.

Dr. Downe thanked Dr. Marciniuk and PRT.

Questions were deferred to question period.

9. Student Societies

9.1. Report from the University of Saskatchewan Students' Union (USSU)

Tasnim Jaisee, President of the USSU, presented a summary of the USSU report as provided in the materials. She named the many events that took place over the last month, particularly around Equity, Diversity, and Inclusion. For example, the USSU provided wheelchairs for students to try, and Troy Lindsay from Facilities and Dr. Airini participated in an accessibility tour on campus.

Questions were deferred to question period.

9.2. Report from the Graduate Students' Association (GSA)

Rifat Zahan, President of the GSA, presented the report as provided in the materials. She announced that applications were open for needs-based bursaries. She reported that the GSA worked with Wanuskewin on events for Truth and Reconciliation Day. She also noted that the GSA was working to promote 'Empower-me Services' including yoga, meditation, and other health programs. She further encouraged uptake of the student-supervisor agreement. She also thanked Tasnim Jaisee for the contributions of the USSU in stewardship of student success.

Questions were deferred to question period.

10. Post Pandemic Shift Project

An update on the *Post Pandemic Shift Project* was presented by Dr. Pozega Osburn, Vice-President University Relations. She thanked the members of the team, as listed in the materials. She recalled that the last time the project was discussed with Council was in May 2021 and that it arose out of the President's General Academic Assembly (GAA) address in 2020. She reported that the findings will enable USask to build a framework to assist in decision-making. She acknowledged that the pandemic is ongoing, but we must still look forward. She indicated that the findings will be made accessible to everyone. She gave a presentation as provided in the materials (Attachment B).

In summary, she reported on four fundamental shifts from the *Post Pandemic Shift Project*. Going forward, USask must consider:

- How we innovate, through experimentation and feedback
- How we engage with a sense of interdependency and equity
- How we support, that it is integrated and a mutual responsibility
- How we lead, that we are adaptable and inclusive

Questions were deferred to question period.

11. Nominations Committee

Dr. Downe thanked the Nominations Committee for their important service to University Council, and USask in general. She stated that the impacts of their decisions have a far-reaching effect.

Dr. Paul Jones, chair of the committee presented the requests for decision.

11.1. Request for Decision: Senior Administrator Search & Review Committees

(Jones/Paslawski) *It is recommended that Council approve the nomination of Roy Dobson, College of Pharmacy & Nutrition, to the Vice President University Relations Search Committee, effective immediately.*

Dr. Downe called for nominations from the floor three times.

CARRIED.

11.2. Request for Decision: Council and USFA Collective Agreement Committee

(Jones/Paslawski): *It is recommended that Council approve the nominations (attached and highlighted) for Council committees and chairs, effective immediately.*

The chair called for nominations from the floor three times.

CARRIED.

12. Academic Programs Committee (APC)

Dr. Downe noted that there was decision item for a change to the Academic Program Approvals Process under the Governance Committee, agenda item 14.1, removing the 'Notice of Intent' step at the Planning and Priorities Committee (PPC). However, the following APC proposals went through the former process, and were presented to both PPC and APC, per the current Council Bylaws.

Dr. Alison Oates, chair of APC, presented the items. Dr. Downe allowed questions for the decision items.

13.1 Request for Decision: Graduate Degree-level Certificate in Environmental Planning

(Oates/Burshtyn): *It is recommended that Council approve the graduate degree-level certificate in Environmental Planning, effective May 2022.*

CARRIED.

13.2 Request for Decision: Graduate Degree-level Certificate in Indigenous Nation Building

(Oates/Detmer): *It is recommended that Council approve the graduate degree-level certificate in Indigenous Nation Building, effective May 2022.*

CARRIED.

13.3 Request for Decision: Graduate Degree-level Certificate in Leadership

(Oates/Detmer): *It is recommended that Council approve the graduate degree-level certificate in Leadership, effective May 2022.*

CARRIED.

13.4 Request for Decision: Admissions Qualifications Changes – Master of Business Administration (MBA)

(Oates/Brothwell): *It is recommended that the Council approve the change to admissions qualifications to the Master of Business Administration (MBA) program to allow applicants to hold a three-year undergraduate degree, effective the 2022-23 admissions cycle.*

CARRIED.

13.5 Request for Decision: Admissions Qualifications – Master of Arts (MA) in Psychology - Clinical Stream

(Oates/Rayan): *It is recommended that the Council approve the change to admissions qualifications to the Master of Arts (MA) in Psychology – Clinical Stream to remove the requirement of a Graduate Record Examination (GRE), effective the 2022-23 admissions.*

CARRIED.

13.6 Request for Decision: Termination – Master of Northern Governance and Development (MNGD)

(Oates/Jamali): *It is recommended that Council approve the termination of the Master of Northern Governance and Development (MNGD) program, effective May 2022.*

CARRIED.

13.7 Report for information: Certificate in Geomatics

Questions on the report were deferred to Question Period.

14. Governance Committee

Dr. Terry Wotherspoon, Chair of the Governance Committee, presented the agenda items.

14.1 Request for Decision: Revisions to the Council Bylaws for the Program Approvals Process

(Wotherspoon/Larre): *It is recommended that Council approve the proposed revisions to the Council Bylaws Part Two Sections I and V (as per Attachment 2), effective October 21, 2021.*

Dr. Downe asked whether there were any questions related to the Request for Decision.

CARRIED.

14.2 Notice of Motion: Name of the Coordinating Committee

It is recommended that Council approve changing the name of the 'Coordinating Committee' of University Council to the 'Executive Committee' of University Council, effective November 19, 2021, as Part II section 3 of the Council Bylaws.

Dr. Downe asked whether there were any questions related to the Notice of Motion. None.

14.3 Request for Input: Revisions to the Student Academic Misconduct Regulations

Dr. Downe asked if there were any questions related to the Request for Input. None.

14.4 Report for Information: Number of student appeals from 2020-2021

Questions on the report were deferred to question period.

14.5 Report for Information: Policy Oversight Committee Annual Report 2020-21

Questions on the report were deferred to question period.

15. Academic Programs Committee and Planning and Priorities Committee (PPC)

Alison Oates, chair of APC, introduced the item on behalf of PPC and APC.

15.1 Report for Information: Microcredential framework development and pilot programs

Dr. Nancy Turner, Director of Teaching and Learning Enhancement, presented the Microcredentials Framework (Attachment C).

Questions were deferred to question period.

16. Planning and Priorities Committee and Research, Scholarly and Artistic Work (RSAW) Committee

Dr. Darrell Mousseau, chair of PPC, introduced the item on behalf of PPC and RSAW.

16.1 Report for Information: Update on the Renewal of the Signature Areas of Research

Dr. Baljit Singh, Vice President Research, presented the update (Attachment C).

Questions were deferred to question period.

17. Coordinating Committee

Acting Vice Chair of Council, Dr. Dirk De Boer, took over chairing the Council meeting so that Dr. Downe, as Acting Chair of the Coordinating Committee, could present item 17.1.

17.1 Report for Information: Council meeting dates 2022-23

Dr. Downe reported that the dates for Council meetings for 2022-23 had been set by the Coordinating Committee per the materials provided. She highlighted that in September and January to accommodate the start of the academic terms, Council meetings would be on the 4th week of the month, rather than the 3rd week. Also, that there would be no February meeting, per the Council Bylaws.

Dr. De Boer asked if there were any questions. There were none.

13. Other Business

Dr. Downe resumed chairing the Council meeting.

There was no other business.

14. Question Period

A Council member asked for clarification on the reasons for variances reported in the comprehensive year end Q4 financial results presented at the September 2021 Council meeting. He asked about confidence in projections going forward, and for further information on the methodology. He also reported that there are concerns and constraints in the colleges due to limited availability of resources, for instance for marking assistance.

Dr. Airini responded that Vice President Finance and Resources, Greg Fowler, could provide follow-up at the Planning and Budget Townhall on Monday. She further responded that there is confidence in the operating budget projections particularly in that we are in a pattern of expenditures consistently exceeding revenues.

Dr. Downe encouraged attendance at the townhall.

Dr. Angela Bedard-Haughn, Dean of Agriculture & Bioresources, expressed excitement about the Microcredentials Framework. She outlined some questions from the college, as follows:

- Would there be central administrative supports or oversight provided?
- How would TABBS account for microcredentials?
- How could authentic assessment for skills-based learning be assured, e.g., in soil fertility?

Dr. Turner responded that yes, these questions were all being considered as part of the pilot. The team is considering how to ensure that administrative support can be done efficiently and effectively. Dr. Turner also replied that innovative ways of conducting authentic assessment should be considered for each program, in alignment with the objectives of the course. Dr. Patti McDougall, Deputy Provost, added that there are ongoing discussions about TABBS incentives for microcredentials. Feedback from deans will be sought on accounting for non-credential work.

Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies, asked whether there would be opportunities to 'stack' or transfer microcredentials into full credentials. Dr. Turner responded that this is not currently one of the project principles, but that it is under consideration in the individual pilots. That said, skills focus, achievement of outcomes, and assessment are essential foundations for both stacking and transferability potential.

15. Adjournment

(Grosvenor): Adjourned at 4:55pm

Dr. Willness thanked Dr. Downe for serving as Acting Council Chair and stated that the Governance Office looks forward to working with the new Council Chair, Dr. Detmer.

Appendix A: Listing of members in attendance

Appendix B: Presentation – *Post Pandemic Shift Project*

Appendix C: Presentation – *Microcredentials*

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Voting Participants

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
.	Airini	P	P								
Adl	Sina	P	P								
Aitken	Alec	R	R	R							
Akintola-student	Olusola	P	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Alcorn	Jane	P	P								
Augusta	Carolyn	P	P								
Bally	Jill	P	P								
Bauman-student	Elisabeth	P	P								
Bedard-Haughn	Angela	P	P								
Bedard-student	Derek	A	A								
Bell	Scott	P	P								
Bhatti-student rep	Haseeb	A	A								
Bilson	Beth	P	P								
Boden	Catherine	P	P								
Boland	Mark	P	P								
Bonham-Smith	Peta	P	P								
Bradley	Michael	R	R	R	R						
Brothwell	Doug	A	P								
Burshtyn	Deborah	P	P								
Card	Claire	A	P								
Chernoff	Egan	P	P								
Chowdhury	Nurul	P	A								
Cooper	David	P	P								
Dadachova	Kate	P	P								
DaSilva	Keith	P	P								
Dawson	DeDe	P	P								
de Boer	Dirk	P	P								
Delbaere	Majorie	P	P								
Deters	Ralph	P	P								
Detmer	Susan	P	P								
Downe	Pamela	P	P								
Gabriel	Andrew	P	A								
Gebreab-student	Henok	A	A								
Gjevre	John	P	P								
Grosvenor	Andrew	P	P								
Gyurcsik	Nancy	P	P								
Harasymchuk	Robert	P	P								
Harrison	William	A	A								
Hogan	Natacha	P	A								
Jacob-student rep	Sharon	A	A								
Jamali	Nadeem	P	P								
James-Cavan	Kathleen	P	P								
Jensen	Gordon	P	P								
Jones	Paul	P	P								
Just	Melissa	R	P								
Kahn-student rep	Maria	R	A								
Kalra	Jay	P	R								
Khandelwal	Ramji	P	P								
Kim-student rep	David	A	A								
Kovacs-student rep	Karen	A	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Kresta	Suzanne	R	P								
Lamb	Eric	R	R	R	R						
Larre	Tamara	P	P								
Lindenschmidt	Karl-Enrich	P	A								
London	Chad	P	P								
Lovick	Olga	P	P								
Luke	Iain	A	R								

Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
Lummerding-	Dominique	A	A								
Macfarlane	Cal	A	A								
Maguire-student	Robert	n/a	P								
Makarova	Veronika	P	P								
Mamun	Abdullah	P	P								
Manley-Tannis	Richard	R	R								
Marche	Tammy	P	P								
Martin	Stephanie	P	P								
Martina-Koechl	Natasha	P	P								
Meda	Venkatesh	P	P								
Mousseau	Darrell	P	P								
Muir	Gillian	P	R								
Murphy	JoAnn	P	P								
Neufeld	Matthew	P	A								
Oates	Alison	P	P								
Paslawski	Teresa	A	P								
Peacock	Shelley	P	P								
Perrault-student	Levi	A	A								
Phillipson	Martin	P	A								
Pocha	Sheila	P	P								
Poettcker	Grant	A	A								
Pomazon	Alisha	P	P								
Rayan	Steven	P	P								
Richter	Solina	P	P								
Rohs-student rep	Jesse	A	A								
Ross-student rep	Cassidy	A	P								
Sarjeant-Jenkins	Rachel	P	P								
Shevchuk	Yvonne	P	P								
Singh	Jaswant	P	A								
Smith	Preston	P	P								
Smyth	Stuart	P	P								
Somerville	Kara	P	P								
Sorensen	Charlene	P	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Spurr	Shelley	P	P								
Squires	Vicki	P	P								
Steele	Tom	P	P								
Stoicheff	Peter	P	P								
Stuart	Glenn	P	P								
Szmigielski	Jacek	P	P								
Vassileva	Julita	P	P								
Waldner	Cheryl	P	P								
Walker	Keith	P	A								
Willenborg	Christian	P	P								
Willoughby	Keith	P	P								
Woods	Phil	P	P								
Wotherspoon	Terry	P	P								
Wu	FangXiang	P	P								
Xiao	Jing	P	P								
Yao	Yansun	P	A								
Yu-student rep	Angela	A	A								
Zhang	Lifeng	P	P								

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sep 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
Akintola-GSA VP 2021-22	Olusola	P	As of Sep 17th-O. Akintola resigned GSA					n/a	n/a	n/a	n/a
Fowler	Greg	P	P								
Iftikhar-USSU VP 2021-22	Tauqeer	P	P								
Isinger	Russell	P	P								
Jaisee-USSU President 2021-22	Tasnim	P	P								
Jamie	Angela	A	A								
Kaminski-Senate rep	Nicholas	P	A								
Pozega Osburn	Debra	R	P								
Singh	Baljit	A	P								
Still	Carl	P	P								
Thronberg-Senate rep	John	P	P								
Willness	Chelsea	P	P								
Wilson	Jay	P	P								
Zahan-GSA Pres 2021-22	Rifat	P	P								



The Post-Pandemic Way Forward

Dr. Debra Pozega Osburn (PhD)
Vice-President University Relations

University Council
October 2021

“What will the post-COVID-19 University of Saskatchewan look like?
I suggest we plan on learning from this crisis so that we emerge from it –
and we will – stronger, even more creative in what we do, reaching more
people around the world, having an even greater positive impact on the
province and the region and the country – full of the confidence that,
together, we respond to change very well.”

President Peter Stoicheff, in his annual GAA address, April 8, 2020

Our University Plan

We have committed, through our University Plan, to evolutionary change that will ensure the university is decidedly outwardly focused – that it achieves every day our intent to be **The University the World Needs.**

Project Goal

The Post-Pandemic Shift Project (PPSP) will help ensure our university is well informed as it makes decisions about how to be the university the world needs in a post-pandemic world.

The **Post Pandemic Shift Project** was designed to create a framework to guide decision-makers, a pathway that will **inform** and **support** the future realities of the University of Saskatchewan.

The project is grounded in the principles of **wahkotowin**, a Nêhiyaw (Cree) concept that teaches us that “everything is related,” that our shared kinship and interdependence will shape our future.

Methodology

The Post-Pandemic Shift Project involved engaging various “circles of voice” both external and internal to our university, linking the **genuine voice** of our broader community with the **critical thinking, pedagogic expertise, and informed experience** of the USask academic community to **inform** our change process.

The commission

The overall project was led by Vice-President University Relations, Debra Pozega Osburn and supported by Senior Strategist, Office of the President, Julian Demkiw.

Internal engagement was designed and implemented by co-chairs Vince Bruni-Bossio and Candace Wasacase-Lafferty and a commission of campus stakeholders: Angela Bedard-Haughn, Sarah Buhler, Pamela Downe, Marcy Hildebrand, Don Leidl, Kiefer Roberts, Vicki Squires, Nancy Turner and Candice Weingartner.

Discussions with stakeholders

Externally, we engaged with organizational stakeholders with close ties to USask across multiple sectors. We sought to understand how the phenomenon of the pandemic affected their lives, how they were personally and professionally experiencing the pandemic and what they thought was on the other side.

Internally, we used what we learned externally and designed a multilayered process to connect broadly and deeply. Through surveys, stakeholder engagement groups and thematic workshops, we ended up with almost 900 points of contact throughout the process.

Engagement by the Numbers

**External
Engagement**

200 INDIVIDUALS

**Internal
Survey**

379 RESPONSES

**Internal
Engagement
Groups**

23 SESSIONS WITH
152 PARTICIPANTS

**Internal
Workshops**

5 SESSIONS WITH
162 PARTICIPANTS

Through the process of internal conversations and combined with the understanding we gained through our external engagement, we further refined our learnings into a conceptual framework to guide decisions and actions in a post-pandemic reality.

What we heard
externally from...

individual
citizens and
organizational
partners



What we heard
internally from...

staff, students,
faculty, Elders,
researchers, and
senior leaders

PROJECT INSIGHTS

Four Fundamental **SHIFTS**

A shift in how we **INNOVATE**

EXPERIMENTATION

The pandemic has shown that we are willing and able to try new things when we don't have all the information and don't know the outcomes.

There will be increased expectations from the USask community and beyond for all of us to be open to trying new ideas about our work, about our classrooms, and how we operate.

Practical questions for action:

- *How am I investigating new ideas and ways of doing things?*
- *Am I creating an environment where others feel comfortable to fail?*
- *Even though we do not have all the information, can we try this idea out?*



FEEDBACK

Coupled with experimentation and “trying things” is the need to ensure robust systems of continuous evaluation are developed.

When trying new things, decision-makers must be purposeful about who they seek feedback from, how often, and in what formats. We must be prepared to go above and beyond to ensure the right voices are heard.

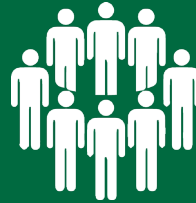
Practical questions for action:

- *Am I clear on who I am soliciting feedback from, how, and when?*
- *Have I made it easy for feedback to be given?*
- *Do I know how feedback will be incorporated into my decision-making process?*

A shift in how we **INNOVATE**

“The most important thing learnt is that we can actually change without taking 6 years of planning and processing. I hope we remember that we are not scared of making changes.”

“People are going to be emboldened. We are going to be confronted by our stakeholders about our thinking and our processes.”



What we heard from
our **community**...

“Can we change fast? Sure we can. We showed the world we could.”

“We have had to step outside of our comfort zone; everyone has had to learn new things. I hope we keep that.”

“Meeting people where they are means that we as an institution need to be better at listening, so ideal world is one where we take the time to truly listen.”

A shift in how we **INNOVATE**

“A complete return to what has long been considered “normal” would represent a failure for our campuses and our broader society.”

University Affairs, July 2021

“The pandemic has changed us. Our collective mindset has shifted toward being open and receptive to new opportunities and limitless possibilities.”

Forbes, July 2021

“Historically there has been a widely held belief, or “orthodoxy,” that companies cannot innovate in a remote work environment. The past 15 months have shown us that notion is untrue.”

Deloitte, Aug. 2021



“Now that people are once again gathering and mingling—the jet-fuel of creativity—this next decade is a prime time for creativity to flourish.”

RBC, July 2021

“Rapid responses to crises or societal changes can be slowed by ponderous program approval processes and the rigid mechanics of funding regimes. PSE institutions have managed to find some workarounds that have enabled rapid innovation at the edge, but these workarounds are not sustainable over the long term and need to be integrated into mainstream funding and credentialing systems to persist and spread.”

Public Policy Forum, June 2021

A shift in how we **ENGAGE**

INTERDEPENDENCY

More so than ever, the pandemic taught us that we are all in this together; how a decision on one side of the planet had a direct impact in our personal lives. With this increased recognition comes an increased expectation for decisions to be made in an integrated fashion, ensuring that those most impacted by the decision are involved in its outcome.

Practical questions for action:

- *How have I considered the full impact of my decisions on key stakeholders?*
- *Have I taken the time to consider any potential unintended consequences of decisions?*



EQUITY

The pandemic exposed and exacerbated the inequity inherent in society and within our own institution. Additionally, we heard that the “push to work and learn remotely” allowed many a more equitable playing field at USask.

How can we keep the equity gains made during the pandemic and shore up revealed gaps in our supports in the post-pandemic world?

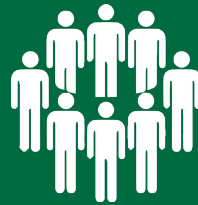
Practical questions for action:

- *How am I ensuring that minority voices are heard?*
- *How am I ensuring that supports are provided for minority concerns?*
- *Where does accessibility factor into my decision-making priorities?*

A shift in how we **ENGAGE**

“I hope that post-pandemic we, proceed with more compassion for our students, faculty, and staff. The flexibility and understanding we require from each other during the pandemic isn't a new need - it is simply more exposed now that we're all feeling it at the same time . . . How can we ensure that compassion and mutual respect/responsibility drive our work going forward?”

“The idea of citizenship will resurface. I hope at the end of this we have a different sense on how we take care of others.”



What we heard from
our **community**...

“Connectivity is a human right.
Anytime, Anywhere.”

“Whether you think of it as compassion, empathy, or just plain understanding that everyone is different, the pandemic has shone a bright light on the benefits of walking the talk when it comes to appreciating both the essential contributions and the varying needs of employees.”

A shift in how we **ENGAGE**

“COVID-19 has exacerbated inequalities that were already in our sights and has illuminated more strongly the interdependencies of many of our social, cultural and economic structures.”

THE, July 2021

“As COVID-19 spreads across the country it continues to disproportionately impact the most vulnerable and marginalized employees. This puts pressure on companies to improve working conditions and adapt to unique needs.”

Brookefield Institute, “Yesterday’s Gone”, Feb. 2021

“Wahkotowin teaches us that, “everything is related” and that our shared kinship, our interdependence will shape our future.”

Louis Halfe, Elder and Canada’s Poet Laurete



“Interdependence has an important conceptual effect: it invalidates silo thinking. Since conflation and systemic connectivity are what ultimately matter, addressing a problem or assessing an issue or risk in isolation from others is senseless and futile.”

COVID-19: The Great Reset, 2021

“COVID-19 has aimed a greater spotlight on social justice issues, in Canada and around the world. It has become evident that, at the same time as they face financial challenges and disruption in their own institutions, universities need to be leaders in increasing equity.”

Universities Canada, 2020

A shift in how we **SUPPORT**

INTEGRATED

It is not uncommon for the units we lead to have detailed plans for support in areas such as information technology, health and wellness, and human resources. The pandemic has shown us, though, that our support strategies need to be front and centre and that it must be clear how each one connects with the other. In particular, it is recognized that special attention must be given to providing supports for managing and leading change itself.

Practical questions for action:

- *Have I asked all those involved what supports they need?*
- *Have I considered how supports connect and interact with each other?*



MUTUAL RESPONSIBILITY

Times of transition require a clear investment in support that is ongoing, agile, and provided by well-trained staff. It is an institutional responsibility to help community members navigate in this new world. Conversely, the community has a responsibility to avail itself of the supports necessary and to communicate those needs to ensure they are met.


Practical questions for action:

- *Have I asked for all the supports I need?*
- *Am I making use of all supports offered?*
- *How much time do I spend ensuring my team has the tools they need to do the work?*

A shift in how we **SUPPORT**

Faculty told us they were willing to change. Students told us they were willing to consider new ways of learning. Staff told us they were excited at the opportunity to try things differently.

A common thread among all stakeholders was that they just need support to do it. They need support to adapt to new technologies and new ways of teaching and learning. They need support to handle the demands and stresses of change in their lives. **They need to know that *someone* has their back.**



“I have never felt more supported by the university as during the pandemic. I hope that doesn’t go away.”

A shift in how we **SUPPORT**

“As hybrid work models become more entrenched, technology will be mission-critical to every HR strategy.”

RBC, 2021

“When you think about “innovation,” what business function comes to mind? Probably product development. Post-pandemic, it’ll likely be HR.”

Forbes, 2021



“Institutions will examine closely whether they’re making the most out of their physical spaces and face-to-face time. “We’re going to go into every room and we’re going to say, ‘Is meaningful connection going to happen in this space?’”

Chronicle of Higher Education, 2021

A shift in how we **LEAD**

ADAPTABLE

We have shown an incredible ability to be flexible during the pandemic. We have learned as a community that we can be adaptable in our policies and procedures as long as we continue to stay true to our values and principles. There will be an expectation from our stakeholders to show flexibility in many of our decision-making processes.

Practical questions for action:

- *What have I done to change my thinking and approach in new ways around a decision?*
- *What traditional approaches do I need to adhere to and which ones can/should be challenged in a post-pandemic world?*



INCLUSIVE

Although many of us were physically separated during the pandemic, extra-ordinary efforts were made to connect one another and connect everyone as much as possible.

We will need to ensure these inclusive decision-making practices are carried over to the post-pandemic world.

Practical questions for action:

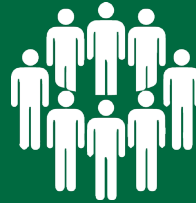
- *Who has been included in the decision-making process?*
- *Am I including the voices around the table that are most impacted by this decision?*
- *Have I chosen to include my own voice when asked?*

A shift in how we **LEAD**

“I’ve appreciated how much easier it is to access decision-makers and feel part of the process – I hope we keep that.”

“I really appreciate how much trust the U of S has in employees by giving us the ability to work from home and carry on with that.”

“There’s still an element of the old command-and-control in a lot of organizations, and now that’s just not going to work.”



What we heard from
our **community**...

“Leadership in a post-pandemic world will be less bureaucratic, more reflective; it will genuinely allow people to lead from wherever they are in their organization or their community.”

“We have all become more adaptable and flexible and developed these ‘muscles’ for moving forward. With the scope and magnitude of change that is coming, we’ll need these muscles for sure. We need to keep pressing ourselves so we don’t lose these skills.”

A shift in how we **LEAD**

“One of the most important takeaways from the pandemic is that it has served as a catalyst for cultural transformation. For example, companies have witnessed an increase in trust, a flattening of hierarchies, and more rapid and agile decision-making.”

Cornell Chronicle, March 2021

“What many are imagining as a “great reset,” then, is a chance for universities to rethink how they fit into their communities – and how those communities can play a role in shaping the future of their institutions.”

Globe and Mail, July 2021



“During the pandemic a new style of leadership emerged, and new leaders emerged. The traditional structures got blown apart. As we prepare to return in person on campuses this fall, we have a unique opportunity to reimagine our universities as more inclusive, more flexible and ultimately more intellectually productive learning commons. Some of the ways in which we were organized pre-pandemic, and some of what we did as teachers and researchers still make sense, but some don’t. Whatever we are preparing for, it isn’t fall 2019. This will be different.”

University Affairs, July 5

Four Fundamental **SHIFTS**

A shift in how we **INNOVATE**

A shift in how we **ENGAGE**

A shift in how we **SUPPORT**

A shift in how we **LEAD**





Microcredential update

APC and PPC joint working group

Presentation to University Council
October 21, 2021

What is a microcredential?

Narrow in scope: focus on a limited set of competencies

Short completion time: narrow focus allows for faster completion

USask microcredential definition

A microcredential is a certification of an authentically assessed, specific, and relevant set of skills or competencies

USask microcredential principles

- **Specific:** narrow focus on a set of skills or competencies
- **Smaller Scale:** short completion time, 50-150 notional learning hours
- **Skills based:** centered on defined skills
- **University-level:** outcomes consistent with university level study
- **Authentically assessed:** to confirm achievement of outcomes
- **Relevant:** endorsed by industry/employer or community partner
- **Validated:** a university credential will be awarded on completion
- **Accessible:** offered in varied formats, not required to align with academic terms

Pilots

- **School of Environment and Sustainability**
- **Edwards School of Business**
- **Global Institute for Water Security**



Microcredential update

APC and PPC joint working group

Dr. Patti McDougall
Dr. Nancy Turner

**UNIVERSITY COUNCIL
BUSINESS ARISING
REPORT FOR INFORMATION**

PRESENTED BY: Paul Jones, Chair, Nominations Committee

DATE OF MEETING: November 18, 2021

SUBJECT: **Faculty Nominated to Search and Review Committees**

COUNCIL ACTION: **For Information Only**

SUMMARY:


See the attached copies of the communication emails and their attachments towards the Search & Review Committees along with the survey results (with quorum being met) for the Senior Administrator Search & Review Committees that occurred on November 4, 2021.

Attachments:

- A. NOM RFD Search and Review Committees (electronic) communication email
- B. NOM RFD Search and Review Committees Memo
- C. Council Voting Results of the Search & Review (electronic) communication email
- D. Survey Results of the Search & Review Committees

Council Request for Decision (electronic)
Senior Administrator Search & Review Committees
(snapshot of communication email)

University Council Nominations Committee - Request for Decision (Electronic) - Senior Administrator ...





Kjargaard, Michelle <michelle.kjargaard@usask.ca>
To council@usask.ca

↩ Reply


↩ Reply All


→ Forward





Wed 11/3/2021 12:13 PM

 You replied to this message on 11/4/2021 9:52 AM.
This message was sent with High importance.

 2021-11-03 NOM RFD Search and Review Committees.pdf
208 KB

To Council Members:

On behalf of Paul Jones, Nominations Committee Chair and the Nominations Committee, see the attached memo for your review on the request for decision for the Senior Administrator Search & Review Committees.


Please click on the survey monkey link below to cast your vote towards the Request for Decision via an electronic ballot to vote on the Council decision item: Senior Administrator Search and Review Committees. ***The deadline to vote is Thursday, November 4th at 12:00pm.***
<https://www.surveymonkey.ca/r/PPPXCXN>

SUMMARY:
The Nominations Committee is responsible for nominating to Council GAA and Council representatives for senior administrator search and review committees, per the Board-approved Search and Review Procedures, available here: <https://governance.usask.ca/documents/governing/search-review.pdf>.

As noted at the October 21, 2021, meeting of University Council the Nominations Committee has continued its work to fill vacancies on Search and Review Committees. This request for decision presents those nominees. The nominees were recommended by electronic motion by the Nominations Committee on October 25th and 26th, 2021.

Kind regards,
Michelle Kjargaard
Administrative Assistant

University of Saskatchewan Governance Office
E290 Administration Building
105 Administration Place, Saskatoon, SK S7N 5A2
Ph: 306-966-6253
Web: governance.usask.ca

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Confidentiality: Member

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE**

REQUEST FOR DECISION (ELECTRONIC)

PRESENTED BY: Paul Jones, Chair, Nominations Committee of Council

DATE OF MEETING: November 3, 2021

SUBJECT: **Senior Administrator Search & Review Committees**

DECISION REQUESTED: (Jones/Paslawski) *It is recommended that Council approve the slate of nominations of the following faculty members to the senior administrator search and review committees listed, effective immediately.*

SUMMARY:

The Nominations Committee is responsible for nominating to Council GAA and Council representatives for senior administrator search and review committees, per the Board-approved Search and Review Procedures, available here:

<https://governance.usask.ca/documents/governing/search-review.pdf>.

As noted at the October 21, 2021, meeting of University Council the Nominations Committee has continued its work to fill vacancies on Search and Review Committees. This request for decision presents those nominees. The nominees were recommended by electronic motion by the Nominations Committee on October 25th and 26th, 2021.

Below, the title of the senior administrative position is listed first, followed by the categories of representatives selected by Council, and then the nominees.

The following nominations are presented for decision:

- Vice President University Relations (search)
 - Two GAA members elected by Council
 - Helen Baulch, SENS
 - (Roy Dobson, Pharmacy & Nutrition, was approved on October 21, 2021)
- Vice Provost Indigenous Engagement (search)
 - One member of Council, selected by Council and who holds a senior administrative position in the University
 - Marjorie Delbaere, Associate Dean, Edwards School of Business
 - Four members of the GAA selected by Council
 - Caroline Tait, Psychiatry

- Winona Wheeler, Indigenous Studies
 - Holly Graham, Nursing
 - Dirk de Boer, Geography & Planning
- Vice-Provost, Teaching, Learning and Student Experience (search)
 - One member of Council, selected by Council and who holds a senior administrative position in the University
 - Jane Alcorn, Dean, Pharmacy & Nutrition
 - Four members of the GAA selected by Council
 - Bindu Nair, Medicine
 - Andrew Ireson, SENS
 - Rob Flannigan, Law
 - Liz Snead, WCVM
- Dean, College of Arts & Science (search)
 - One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University
 - Terry Fonstad, Associate Dean, Engineering
 - An additional member of GAA who is not a member of the faculty of the College, and who holds a senior administrative position in the University
 - Stephen Manning, Associate Dean Clinical Programs, WCVM (TBD)
- Dean, College of Education (search)
 - One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University
 - Chris Clark, Associate Dean Academic, WCVM
- Dean, College of Engineering (review)
 - One member of the GAA [not Council, therefore Executive Directors qualify], selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University
 - Karsten Liber, Executive Director, SENS


In consideration of this request for decision, if any Council member would like to make a nomination 'from the floor,' per the approved nominations procedures please indicate so in the survey monkey 'text box'. Please identify the position and the individual and you are nominating. The nomination does not need to be seconded but the nominee must accept, and the Governance Office will need to confirm eligibility. Members can also nominate themselves. Should any such nominations be received, the original motion from the Nominations Committee would be amended and a second poll would then be sent to Council members to elect (by simple majority) one of the nominees for those specific searches and/or review committee(s).

Link to Survey Monkey:



<https://www.surveymonkey.ca/r/PPPXCXN>

Council Voting Results (electronic)
Senior Administrator Search & Review Committees
(snapshot of communication email)


Voting Results (electronic) - Senior Administrator Search & Review Committees



Kjargaard, Michelle
To council@usask.ca

[Reply](#) [Reply All](#) [Forward](#)  

Thu 11/4/2021 4:03 PM


 2021-11-03 NOM RFD Search and Review Committees Survey Results Communication.pdf
123 KB

Good afternoon Council Members,

Please see the attached voting results (electronic) that were approved for the Senior Administrator Search & Review Committees. Thank you all for agreeing to serve in this capacity.

Kind regards
Michelle Kjargaard
Administrative Assistant

University of Saskatchewan Governance Office
E290 Administration Building
105 Administration Place, Saskatoon, SK S7N 5A2
Ph: 306-966-6253
Web: governance.usask.ca

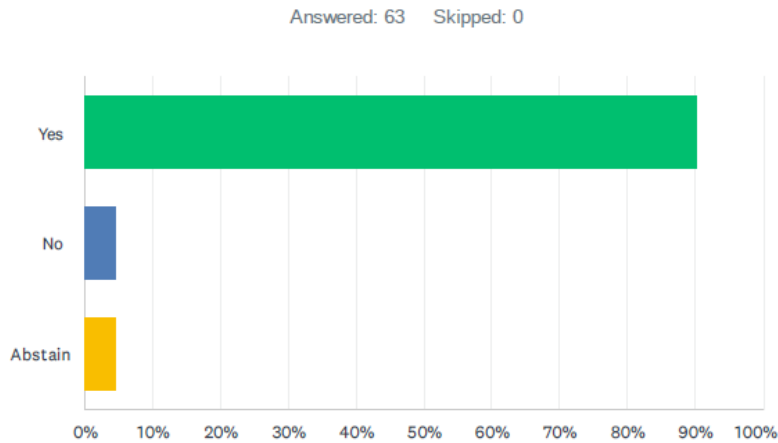
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ATTACHMENT D

University Council Nominations Committee Request for Decision (Electronic)

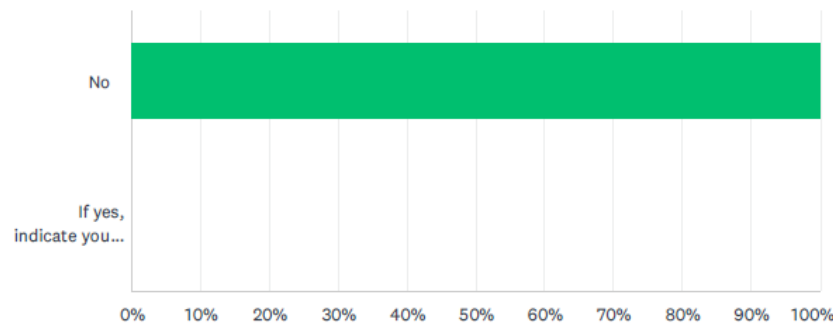
Q2 Decision Requested: (Jones/Paslawski) It is recommended that Council approve the slate of nominations of the following faculty members to the senior administrator search and review committees listed, effective immediately.



ANSWER CHOICES	RESPONSES	
Yes	90.48%	57
No	4.76%	3
Abstain	4.76%	3
TOTAL		63

Q3 In consideration of this request for decision, if any Council member would like to make a nomination 'from the floor,' per the approved nominations procedures please indicate so in the survey monkey 'text box'. Please identify the position and the individual and you are nominating. The nomination does not need to be seconded but the nominee must accept, and the Governance Office will need to confirm eligibility. Members can also nominate themselves. Should any such nominations be received, the original motion from the Nominations Committee would be amended and a second poll would then be sent to Council members to elect (by simple majority) one of the nominees for those specific searches and/or review committee(s).

Answered: 63 Skipped: 0



ANSWER CHOICES	RESPONSES	
No	100.00%	63
If yes, indicate your nomination(s) below	0.00%	0
TOTAL		63



PRESIDENT'S REPORT TO COUNCIL

November 2021

On October 28th, I released a message to inform our campus community that USask will be further strengthening the role that vaccinations play in keeping our campuses and workplaces safe. To be able to safely offer more in-person instruction and campus activities, we have made the decision to require anyone on our campuses or in our workplaces to be fully vaccinated, beginning at the start of winter term.

This means that effective January 4th, 2022, anyone accessing our campuses will need to [show proof](#) of receiving at least two doses of [WHO-approved COVID-19 vaccines](#). Submitting rapid test results (or any other COVID test result) will no longer be an option for campus access as of January 4th for those who are not vaccinated or choose not to disclose their vaccination status (unless an approved accommodation exists).

The Fall Term has been a transitional term to more in-person activity anticipated for 2022 Winter Term and beyond. Fall Term has demonstrated that our measures and guidelines have been effective at minimizing on-campus transmission of COVID-19, particularly the vaccination requirement introduced earlier this fall. USask's [vaccination rates](#) are outstanding, with 99 percent of faculty, 96 percent of students, and 95 percent of staff now fully vaccinated.

However, the Winter Term will see an increase in in-person campus activity. As such, the University has sought public health guidance to help inform our measures for the new year. The expert guidance has confirmed for us that vaccination is the single most effective public health measure to reduce spread and prevent harms of COVID-19 in our community, and that testing protocols are not preventive, but reactive, and should only be used in situations where vaccination is not an option. In considering this public health guidance and the University's responsibility to provide for a safe learning and working environment, we have decided to implement these protective and preventive measures for the Winter Term.

For those who are fully vaccinated and have submitted their [vaccination status](#) through PAWS, there is no further action required at this time. However, when you are eligible for your third COVID-19 booster shot, proof of that will be required for you to continue to be considered fully vaccinated. More information on third shots will be available as soon as the province begins announcing its COVID-19 vaccine booster shot plans.

We understand that some individuals are not able to be fully vaccinated on grounds that are protected in The Saskatchewan Human Rights Code. The University will continue to consider accommodations requests for these individuals in accordance with the requirements of the Code. Previously approved accommodations will continue through the Winter Term, and those individuals receiving them will need to continue submitting regular negative test results. Only those with an approved accommodation, as appropriate and in limited circumstance, will be allowed on campus without being fully vaccinated.

We are providing two months' notice of the upcoming change to allow enough time for everyone deciding to be fully vaccinated by January 4th to be able to do so. We encourage anyone not yet vaccinated to get vaccinated immediately to avoid any interruption to their studies or work as the Winter term begins. There are many options available to [book a vaccination](#) and I strongly encourage you to choose one and get fully vaccinated.

Students, faculty, and staff currently working or studying remotely must meet these new requirements at the time of their planned return to campus with an updated vaccination status and proof of vaccination uploaded.

Members of the campus community who choose not to be vaccinated or not to disclose their vaccination status by January 4th will be required to move to remote or online work and learning environments, where that is possible. Employees must speak with their People Leader and HR SBA about this possibility. Students will need to check to see if specific Winter term classes are available remotely or speak to an academic advisor for assistance in identifying remotely offered classes.

I reiterate that if you are not fully vaccinated or choose not to upload your vaccination status by January 4, 2022, you cannot access campus for any reason. This includes the PAC, Huskie games, libraries, dining facilities, and any building, office, and classroom on our campuses. This requirement also extends to all vendors and contractors.

We have consulted extensively with other institutions in Canada, with our faculty, students, and employee unions, and with legal and public health experts prior to making this decision. We remain firmly committed to the published science that vaccinations are the clearest path towards defeating COVID-19 and its dangerous variants, and an overwhelming percentage of USask community members have agreed and made the choice to "Protect the Pack" through vaccination. I thank you for that -- our campuses, workplaces, and surrounding communities have been safer as a result.

With the pandemic projected to continue in our communities in this province for the next several months, we will also keep all current COVID-19 health and safety measures in place throughout the Winter Term, including indoor mask requirements, space reconfigurations in high-traffic areas, enhanced cleaning, and meeting or exceeding all public health orders.

If you have any questions, please read the [FAQs](#). Further details about the upcoming winter term will be provided in the coming weeks, but with this message I wanted to give those who are unvaccinated the time needed to be fully vaccinated by January. If you have any questions not covered in the FAQs, please email covid19@usask.ca.

Thank you for doing all that you have done to make this fall term as successful as possible. Let's all continue to "Protect the Pack".

CEPI awards USask's VIDO \$6M for vaccine development

The Vaccine and Infectious Disease Organization (VIDO) at the University of Saskatchewan has received approximately CAN\$6 million from the Coalition for Epidemic Preparedness Innovations (CEPI).

This is CEPI's first ever award to a Canadian university. The award is part of CEPI's \$200-million program to advance the development of vaccines that provide broad protection against COVID-19 variants and other coronaviruses. CEPI is a leading global partnership launched in 2017 to develop vaccines against future epidemics. CEPI's global membership has representation from all continents and includes public, private, philanthropic and civil society organizations.

VIDO's funding will be used to establish proof of concept for new vaccines that are broadly protective against COVID-19 variants and are suitable for use in low- and middle-income countries. The platform involves identifying vaccine targets, vaccine formulation, manufacturing process development and preclinical testing. It can also be adapted to develop vaccines for other coronaviruses as well as future high-consequence infectious diseases that have yet to emerge.

Partnering in the project is the Vaccine Formulation Institute (VFI) in Switzerland. VFI developed the Sepivac SWE™ adjuvant in collaboration with its industrial partner Seppic (a company of Air Liquide group).

This project builds on COVID-19 research funded by the Government of Canada and the Government of Saskatchewan through Innovation Saskatchewan. VIDO's COVID-19 vaccine, COVAC-2, is formulated with Sepivac SWE™ and is currently in clinical trials.

USask and CLS announce Herzberg Experimental Hall in honour of Nobel Laureate Gerhard Herzberg

As part of a national initiative to mark the 50th anniversary of Gerhard Herzberg's Nobel Prize, the University of Saskatchewan is naming the main experimental hall of the Canadian Light Source (CLS) and a prominent physics lecture theatre on campus after the renowned scientist. Fifty years to the month since Herzberg learned of his Nobel Prize, we are proud to commemorate a renowned Canadian scientist whose work on this campus, and later at the National Research Council (NRC) in Ottawa, has led to ground breaking discoveries about the structure of molecules that have had, and continue to have, global impact.

Refugees from Nazi persecution in 1935, Herzberg and his wife and fellow scientist Luise spent 10 productive years at USask. Three of Herzberg's books were published during that time and are still considered classic works on atomic and molecular structure, advancing knowledge in chemistry, physics and astronomy.

Canada and the University of Saskatchewan welcomed Herzberg and his wife when no other country or university did. His legacy is evident today in so many ways, including at our Canadian Light Source where scientists from across Canada and around the world continue to unravel the mysteries of atomic structure.

The Herzberg Experimental Hall is at the heart of the CLS, "the brightest light in Canada." The enormous hall the size of a football field houses the synchrotron which supplies light to the many beamlines where wide-ranging experiments are conducted. The naming was endorsed by both the CLS board of directors and the CLS Users' Executive Committee, and subsequently approved by the President's Advisory Committee on Naming University Assets.

Lockert receives 2021 President's medal

Graduating student Kaitlin Lockert is the 2021 recipient of the University of Saskatchewan (USask) President's Medal. The President's Medal is awarded each year as part of Fall Convocation to the student graduating from an undergraduate degree program who has earned the highest cumulative percentage average.

During her time at USask, Lockert has received the Chancellor's Scholarship, a University of Saskatchewan undergraduate scholarship, and the Len and Jen Williams scholarship. She is also the recipient of the

Three-Year Medal in the College of Arts and Science, which is awarded to the most distinguished graduate receiving a first degree in a three-year program in the college.

Lockert has lived in Martensville, Sask., her whole life and graduated from Martensville High School in 2018. In the fall of 2018, she entered USask to study physiology and pharmacology in the College of Arts and Science. In Lockert's spare time, she enjoys walking her dogs, hiking, fishing, gardening and watching hockey and football. She also participates in the dentistry running club and the dentistry biking club. In the future, Lockert said she plans to work as a dentist and start her own practice.

USask holds annual Remembrance Day service

USask hosted its Remembrance Day wreath-laying ceremony on Thursday, Nov. 11 at the Memorial Gates on campus.

USask's annual wreath-laying ceremony has been held for 93 years since the opening of the historic Memorial Gates on campus in 1928. The annual ceremony recognizes the military contributions and sacrifices of our university community and honours all who served in the Canadian Armed Forces, in times of war and peace.

I would like to thank the organizing team, platform party and members of our USask and wider community who took the time to attend and lay wreaths in honour of our armed forces.

USask Statement on Carrie Bourassa

Following recent media stories and information released to the public regarding Dr. Carrie Bourassa, USask Provost and VP Academic, Airini released the following statement:

The University of Saskatchewan (USask) has carefully reviewed the information in interviews and responses from Dr. Carrie Bourassa to recent articles challenging her Indigenous identity. The university has serious concerns with the additional information revealed in Dr. Bourassa's responses to the media and with the harm that this information may be causing Indigenous individuals and communities. An investigation will be proceeding into the statements and information shared by Dr. Bourassa.

USask has placed Dr. Bourassa on leave and she is relieved of all her duties as professor in the USask College of Medicine in the Department of Community Health and Epidemiology. Dr Bourassa will not return to any faculty duties during this investigation. The university is committed to expediting the investigation process.

USask continues to be a part of larger conversations happening across Canada as they relate to Indigenous identity and hiring processes for positions specifically recruiting those with Indigenous ancestry. We will continue to refine our own processes and work with applicants, and with Indigenous and community partners, to honour and support Indigenous sovereignty and self-determination. We remain firmly committed to building trust and relationships with Indigenous communities.

BE WHAT THE WORLD NEEDS

Provost's report to University Council

November, 2021

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hān. ǝd̥tanet'e? taanishi. aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

GENERAL REMARKS

Convocation

Congratulations graduates and award recipients. Congratulations and thank you to faculty, supervisors, staff, student support services, deans, executive directors, senior leaders. Thank you to community, family, friends for your support of the 2021 Fall Graduates. Thank you also to the executives of USSU and GSA for your vital role in student success at USask.

926 graduates with 939 degrees, diplomas, and certificates are now members of the USask alumni – some 165,000 across the world. For more information about convocation please see [here](#).

USask Retirees Association

Sincere thanks to Prof Jim Thornhill for hosting my first meeting with [the USask Retirees Association](#), earlier this month. The purpose of the Association is to promote and safeguard the interests and welfare of retirees and to provide a means of sustaining a continuing relationship among retirees and between retirees and the university. I joined the virtual meeting from the Retirees' Room on the first floor of the Peter McKinnon Building. We discussed ways in which we can fulfil the [MoU](#) between the URA and USask, along with ways in which we can continue to benefit from the experience and expertise of the USask retirees – as genuinely respected and valued members of the 'USask family'.

I very much look forward to continued discussions. Thank you Dr. Ken Wilson (Vice-Provost, Faculty Relations) for joining the coordinating committee for the USRA, on behalf of the Provost's Office, along with Vice-President University Relations Dr. Debra Pozega Osburn.

Confirmation of Indigenous identity

During this month there have been many questions around the confirmation of Indigenous identity for Indigenous-focused roles and activities, at our university and beyond. These conversations have been very difficult for so many in the Indigenous community at USask and have also caused pain, hurt, grief and trauma. This is part of a much larger conversation nationally, and we will not shy away from our part in the broader landscape. We as universities need to have these brave discussions and be open to the changes that follow.

Our USask Indigenous faculty, staff and students, with our wider community have spoken of the need for immediate action towards systemic change in our hiring policies and procedures. It is clear that self-identification through an honour system is not sufficient for Indigenous-specific appointments and activities in universities. The University of Saskatchewan acknowledges the inherent right of Indigenous communities to define their own membership and as a community we can expect changes to our hiring procedures, along with clear channels for dispute resolution, including culturally responsive processes. The development process is being led by the Office of the Vice-Provost, Indigenous Engagement and will

include creating appropriate spaces in which Indigenous members of the USask community can engage in respectful, open discussions.

Partnerships, building, and maintaining trust and relationships with Indigenous communities are our immediate priorities going forward. Starting in November, there will be regular monthly meetings for Indigenous faculty and staff to discuss progress toward change. As a university, we are open and willing to have the difficult conversations and the discomfort needed to move this critically important work forward in a good way. The Office of the Vice-Provost, Indigenous Engagement will circulate information.

The development of handbooks with guidelines for Indigenous faculty and staff recruitment and retention continues – a project started in 2020 through former Vice-Provost, Indigenous Engagement Dr. Jackie Ottmann, and USask Diversity and Inclusion Consultant Liz Duret. It will take time to develop a process with the Nations of this territory. *ohpâhotan|oohpaahotaan* (Indigenous Strategy) and the 47 recommendations report presented to the university leadership on behalf of Indigenous faculty and staff will guide this work. Action plans for both documents are being developed. We acknowledge the urgency with which we seek to make change and the deliberate, measured timeline that is required to ensure we work in a respectful way.

Planning And Budget Town Hall (Nov. 5)

Vice-President Finance and Resources (Greg Fowler) and I held a second budget and planning in the first week of November. Thank you to all those who provided feedback on the initial townhall, which resulted in several changes including an open chat line, longer session, and three opportunities for questions and answers. Thank you to administration colleagues also available for questions.

We continue to welcome questions and the opportunity to share information. The recordings from the October and November town hall meetings and presentations are posted and available for asynchronous viewing. A FAQ is also published and will remain a living document as an avenue for providing further input and a running list of questions and answers to these.

Greg and I are very grateful for the support from the hundreds of faculty, staff and students who attended each session, and for the planning team itself. Thank you also to the PPC for the advice provided which directly influenced the approach and content, especially for November 5.

A recording of each presentation along with the slides and questions that have been asked to date can be found by visiting the [Planning and budget townhall site](#).

The planning and budget townhalls are now a regular feature of our university calendar, as part of a commitment to open planning. These townhalls will happen twice yearly, in the fall and spring. Further information about university finances and reports can be found at the update site [here](#).

Resource Allocation

The 2022/23 resource allocation process is underway. The Office of Financial Strategy and the Office of Institutional Planning and Assessment will support resource allocation conversations and decisions throughout November and December.

Two key factors in activity-based budgets are the decentralisation of budgets to responsibility centres (e.g. Colleges, Schools), and second is the ability for those RCs to generate revenue. Responsibility centre management is a process that empowers our academic and non-academic leaders to manage their own revenues and expenses. An important component of the resource allocation process is the

[TABBS model](#). The transparent, activity-based budget system (TABBS) is the university's allocation model. The current model attributes operating revenues and costs to the units that generate them.

Thank you for advice over these past months on TABBS areas to be refreshed. There are three key changes to the model for the 2022/23 allocation year:

1. Modification of the student support cost bin to create a lesser cost weighting (of 0.5) for students in certificate, diploma, and other non-traditional programs.
2. Revising the FLE metric by removing the complicated Saskatchewan Universities Funding Mechanism (SUFM) weightings and replacing them with a standardized equal weighting for FLE activity (with plans to create additional weightings that align to USask priorities moving forward).
3. Removal of the Active Researcher metric with a temporary solution to hold every revenue centre to their previous year allocation percentage for the non-funded research portion of the Operating Grant allocation (with plans to implement a new permanent solution to incentivize research moving forward).

Further analysis, consultation, and refinement will occur in FLE and Active Researcher areas in 2022. In addition, we are looking at how to support interdisciplinary activities, and revenue generation. The model results informing 2022/23 resource allocations will be finalized in early November. Preliminary resource allocation decisions will be communicated to colleges and schools in December and reflected in the detailed budget submitted to the Board of Governors in March 2022.

I look forward to meeting with the budget committee representatives from the College of Arts and Science Department Heads on Tuesday 16 November to discuss resource allocation and how TABBS informs decision-making. On 17 November I will be sharing with the PPC information about the establishment of the Budget Committee, as the next iteration of previous budget planning groups: PCIP, PAC. Information will then be forthcoming to Council.

INDIGENOUS ENGAGEMENT

USask's inaugural Indigenous Strategy, [ohpahotân | oohpaahotaan](#) "let's fly up together" was gifted to the university on behalf of the Indigenous peoples that created it. This strategy builds on the broader Truth and Reconciliation calls to action and asks USask to strive for tangible markers to achieve those goals and more. If you haven't had a chance to review this foundational document yet, you can access it at indigenous.usask.ca.

The strategy is a companion to the University Plan 2025. It will help us understand how to fulfil the aspiration of transformative decolonization leading to reconciliation, and the overall 'weave' of Indigenization throughout the University Plan 2025 in the commitments, goals, and guideposts.

The office of the Vice-Provost of Indigenous Engagement is shifting focus now to the implementation phase of the strategy. While some units have already approached the OVPIE to learn more, we want to offer all colleges and units the opportunity to invite the OVPIE team to meet with you and discuss how the Indigenous Strategy, [ohpahotân | oohpaahotaan](#), can benefit your unit as well as uplift us all as we strive towards "transformative decolonization leading to reconciliation." Please contact the OVPIE [here](#).

COLLEGE AND SCHOOL UPDATES

Johnson Shoyama Graduate School of Public Policy

The Johnson Shoyama Graduate School of Public Policy (JSGS) has recently released its 2021-2025 Strategic Plan, [Innovation, Impact, and Integration](#), which connects its priorities and initiatives with those of its two institutions—the University of Saskatchewan and the University of Regina. During this next cycle, JSGS will focus its efforts on (1) embodying an evidence-based Whole Career professional training model, (2) expanding and deepening its impact within Saskatchewan and Canada while maintaining its strong international research profile, and (3) achieving a sustainable and entrepreneurial professional One School approach. In realizing its strategic plan, the school will advance the University of Saskatchewan’s vision to be the university the world needs and the University of Regina’s vision to honour who we are, where we are, where we have been, and where we are going. It will also bring the best of Saskatchewan policy training and thinking to our communities, province, country, and the world.

College of Arts and Science

On 22 October the College of Arts & Science and the community of Mistawasis Nêhiyawak began a new partnership dedicated to knowledge creation and sharing. Leaders from Arts & Science and the community signed an *Asota* – a sacred Cree term that translates to “Make a Promise.” The partners will, over the next five years, develop new teaching and research collaborative opportunities in areas such as environmental stewardship, Indigenous wellbeing, and community development. Initiating this partnership is a course that pairs high school students from Mistawasis Nêhiyawak with students from Geography & Planning in the study of environmental and health challenges the community is facing.

USask donors support creation of ohpinamake, a new prize for Indigenous artists. [The award](#) of \$10,000 will be provided annually for the next five years, thanks to the generosity of donors Jim and Marian Knock.

College of Agriculture and Bioresources

Maria Romero-Peña graduated with her PhD in Food Science this fall at the University of Saskatchewan’s virtual graduation celebration that took place November 10. Within her Food Science PhD, she specialized in nanotechnology. [Her research has impacts for both the food industry and early cancer detection.](#)

Edwards School of Business

The Edwards School of Business hosted the third annual Pinning Ceremony and our first in-person event since the start of the pandemic. The ceremony brought together students and alumni to celebrate their current and future professional journey. Attendees were able to hear from three inspiring speakers: Elder Roland Duquette, Keith Martell (B.Comm. 1985), and Mitch Bellefleur (B.Comm. 2021). They also took part in reciting the Edwards pledge. In total, 76 people attended the in-person event, 50 attended the livestream, and 15 picked up or received a pin by mail.

University Health Sciences

Almost \$15 thousand in proceeds was raised through the sale of orange shirts to help the USask community participate in Orange Shirt Day and Canada’s first-ever National Day for Truth and Reconciliation on September 30, 2021.

Coordinated through the Indigenous Space & Visual Symbols in the Health Sciences Committee, co-chaired by Valerie Arnault-Pelletier and Adam Baxter-Jones, and in partnership with Shop USask, 1,513 shirts were sold featuring original artwork created by local Indigenous artist Kevin Pee-ace.

The artwork was commissioned by Indigenous Research Chair in Nursing and committee member Dr. Holly Graham (RN, PhD) and was subsequently incorporated (with permission) into additional materials used on September 30 to recognize the tragic history of residential schools and the resilience of survivors.

Proceeds raised through the sale of these shirts will be directed toward Indigenous-led initiatives including a Spring 2022 sequel to the [Gathering for miyomahcihowin](#) and the Saskatoon Survivors Circle hosted through the United Way.

Western College of Veterinary Medicine

[WCVM remote clinic in Île-à-la-Crosse a community affair](#) with students and faculty from the WCVM along with a team of veterinary volunteers, recently travelling to the northern village of Île-à-la-Crosse for a remote spay and neuter clinic.

SEARCHES AND REVIEWS

Committees: Thank you sincerely to all committee members serving on appointments and review committees and to the administration and support staff who support these committees. Thank you for taking up these vitally important roles as university citizens.

Reviews and searches: During fall and winter terms the following reviews and searches will be undertaken:

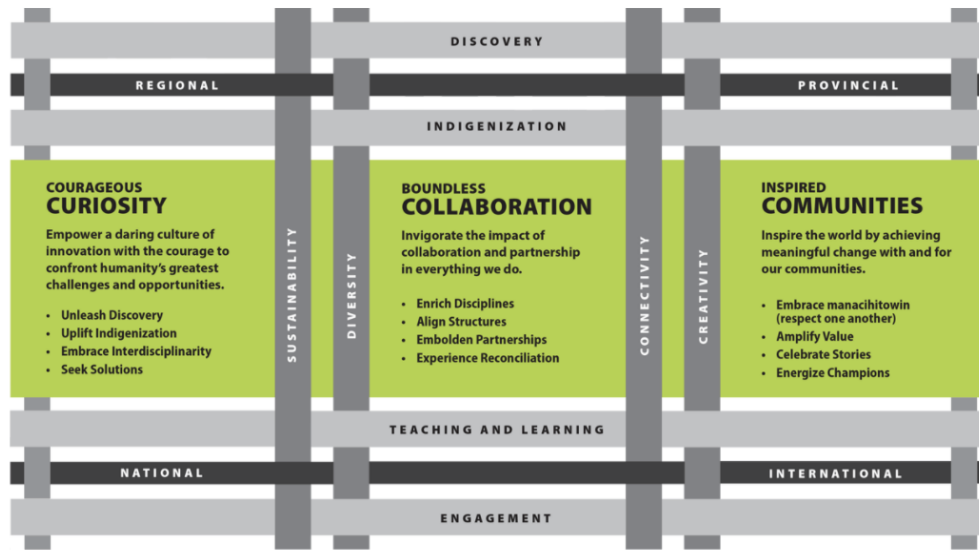
Reviews:

- Dean Keith Willoughby, Edwards School of Business
- Dean Suzanne Kresta, College of Engineering

Searches:

- Dean, College of Arts and Science (fall term)
- Dean, College of Education (winter term)
- Vice Provost, Teaching, Learning and Student Experience (fall term)
- Vice Provost, Indigenous Engagement (winter term)

BE WHAT THE WORLD NEEDS



thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

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November 2021

With the midterm season on the rise, our USSU execs are actively supporting USask undergraduate students through resources and ongoing services. We recognize the middle of the semester to be a busy time for students, and we continue to stay attentive to meet the needs of our student community.

Path Forward

At the beginning of the month, Joseph Naytowhow, the USSU Indigenous Knowledge Keeper, smudged the Place Riel Building to purify the space and release negative thoughts, emotions, and energy. Joseph also shared his knowledge with us, including stories of his lived experiences and Indigenous identity. All of our USSU execs, senior managers and coordinators were in attendance, along with many USask students, to reaffirm our commitments to Decolonization, Indigenization, and Reconciliation. We will be seeking to connect with Joseph for another smudging ceremony before the end of the year.

Rally Against Sexual Violence

Safety on campus remains an ongoing conversation for students. The USSU execs and coordinators and the Graduate Students' Association initiated a Rally Against Sexual Violence to create solidarity with survivors on campus and call on USask to improve sexual violence prevention and resources. In particular, the Pride, Women's and Help Centres were integral in helping with the rally. They gathered material and created space for students to make signs for the rally in their community spaces.

The guest speakers at the rally included our USSU President, GSA President, Aubrey-Anne Laliberte-Pewapiscanias (Indigenous Business Students' Society Headperson), Harleen Arora (Young Women In Business Co-President and Edwards Business Students' Society Director of Diversity and Inclusion), USSU Women's Centre Coordinator, USSU Pride Centre Coordinator and Dr. Marie Lovrod. The speakers shared their diverse experiences, along with a few speakers sharing survivor stories. The speakers and many students in attendance at the rally echoed the importance of creating institutional change.

We recognized the attendance of several representatives from the USask Administration in the rally as a positive way of listening to the calls to action from students in creating a truly safe campus for all. We hope to see improvements such as allocation of resources to decrease wait times for non-immediate appointments with mental health care providers and increase of specialized resources for Indigenous and International students. We also felt there is much need to build further trust between our student community and the Campus protective service in transparency and consultation. As execs, we will continue to have ongoing discussions with the university to make sure students' voices are heard and that work to create additional safety remains a top priority.

Sustainability Week

During Sustainability Week, we had various initiatives to encourage USask students to think critically about a greener planet and a sustainable world. We firstly promoted the Association for the Advancement of Sustainability in Higher Education Sustainability Conference. Next, we invited students to join us for a Storytelling by the River initiative led by Joseph Naytowhow, where he shared Indigenous perspectives on sustainability and connections to mother nature. Also, we handed out free plants so students could learn about taking care of them. Additionally, we took students on a half-day trip to Beaver Creek to celebrate sustainability and the importance of preservation. This event was a collaboration with ISAAC and USSU.

Academic Awareness Week

Academic awareness week was designed to raise awareness among students about their rights and responsibilities and help them learn about various academic resources available to them on and off-campus. This week, we posted online about various available resources to students and tried to promote knowledge of these resources among faculty so they can better support students in need. On Students' Rights and Responsibilities day, we gave out the Academic handbook to students to have a guide for any of their academic concerns and discussed their rights and responsibilities.

The Graduate Opportunities Workshop sought to help students navigate the steps to graduate school, inform them of various graduate opportunities and help them through the process of finding a graduate position and entering the research world. There were presentations of graduate opportunities at USask, and how to find them, access them, land them, and write up an application. The event included graduate students from various colleges to provide peer-to-peer mentorship to pursue graduate studies. The idea of the event was to help students land graduate research positions within USask and other universities and help them transition from undergraduate to graduate school.

Academic Awareness Evening Seminar was lastly held and aimed to help students navigate their classes with integrity and provided students with tips on how they can protect themselves from academic misconduct.

Additionally, the academic handbook was updated to provide a comprehensive guide for students regarding any academic concerns, including academic grievances and various class registration questions. We included a section for Frequent Asked Questions about academic resources. Other than answering students' questions, the handbook also helps students know about their rights and responsibilities as a student and provides links to various university resources and forms.

Communication with the University of Saskatchewan Faculty Association (USFA)

Our execs met with the USFA executive team to discuss several academic advocacy projects. The USSU will be planning to submit an article for the USFA newsletter regarding ways to

support students' education in this hybrid learning environment. We also discussed the benefits for instructors to receive mental health training to support students.

University Students' Council (USC)

The USC has remained engaged in supporting the campus community and actively relaying information provided by our execs to their constituencies and vice versa. We were also pleased to welcome several new councillors elected through byelections.

This month for guest speakers, we firstly invited Jocelyn Orb from the Student Wellness Centre to speak on mental health resources available to students. Next, Matt Wolsfeld from the Office of Sustainability discussed sustainability updates at USask. Then, Provost Dr. Airini addressed many topics with council members, including the transition from Undergraduate to Graduate programs, creating safe learning environments that support equity, diversity and inclusion and academic opportunities for students. Additionally, Joseph Naytowhow shared his wisdom with our councillors, where he sang in Cree about education and shared Indigenous history around language and cultures and lived experiences.

Our Appointments Committee met to appoint members to the Indigenous Advisory Students Committee in solidifying our working relationship with the Indigenous Students' Union. The External Committee also met to discuss initiatives from the Tuition Consultation Working Group and reviewed our provincial lobbying document.

Association of Constituency Presidents (AOCP)

For this month's AOCP meeting, we discussed topics including the 2022-2023 Tuition Survey, COVID-19 Updates, the continuation of Town Halls and constituency updates.

Our term one town halls with our constituencies have been going successfully to create further communication with students. We met with the Agriculture Students' Association, Arts and Science Students' Union, St. Thomas More Students' Union. It was a great chance to solidify our relationships with the constituencies, and we look forward to meeting with more members from our diverse campus community.

Student Union Development Summit (SUDS)

A few of our executive members attended SUDS this year in Vancouver. SUDS' mission is to bring together student union execs throughout Canada to discuss their experiences in operating successful student organizations. This year, there were speaker sessions from political leaders on advocacy for student unions and human rights. There was another session with StudentCare to discuss their services. Also, there were mental health and sexual violence prevention training workshops. SUDS created an opportunity for the execs to network and create discussions on student engagement, especially in this unique year of hybrid learning.

Studentpreneur Surveys

In developing the Studentpreneur project, we wanted to hear from students their thoughts on to further their entrepreneurial skills using an online survey. We collected survey responses from students interested in this initiative, and we will be using this feedback to advance this project. We are preparing long-lasting resources for the campus community that will prepare campus students for work-integrated learning placement. Additionally, helping students to develop resources to develop new skills and employment platforms.

Campus Accessibility Advocacy

As part of our ongoing advocacy regarding accessibility on campus, we met with James Cook, Manager of Campus Planning and Real Estate and Colleen McDonald, Manager of Capital and Business Planning. Our discussion included a follow up of the previous Accessibility Challenge. We spoke about structural and organizational changes including both short term and long term impacts. For example, implementing desks in each classroom with accessibility labels to creating plans for accessibility assessments at USask etc.

Centres

This last month continued to be a busy and fruitful month for the centres. The coordinators focused on creating safe community spaces at the centres and developed events for students to attend virtually and in person.

The Women's Centre ran social media campaigns about victim-blaming and drink spiking, and sexual violence prevention throughout the month. The centre also met with campus clubs to create discussion groups that will launch in the coming months.

The Pride Centre focused a lot of time and energy on solidifying group events at the centre. This includes Queer Women's Night in partnership with the Women's Centre, Intersectional Activism, and Lego and Let Go. Attendance for the events was strong, often reaching capacity.

The Help Centre hosted Mental Health Awareness Week. The week featured virtual sessions on a variety of topics that were well attended by students. Sessions included Post Pandemic Anxiety featuring Devan Moxley Teigrob from Student Wellness, Stigma Busters hosted by speakers from the Schizophrenia Society of Saskatchewan, and Mental Health and Wellness 101 hosted by Tracy Spencer from Student Affairs and Outreach.

The Food Centre continued to distribute the U-food emergency hampers. The centre partnered with Meal Exchange to offer \$25 Superstore gift cards as an option for the hampers. The gift cards will be limited to one per student and available to order through the online platform.

Vaccination Requirements

With the winter term vaccination requirement update from USask, we are working closely with students requiring religious or medical accommodations to continue their education next term. We remain strongly as union that encourages those who can be to get vaccinated. Our goal from the beginning has been to continue supporting students for a safe return to campus.

Looking Ahead

We have been thrilled to wrap up many of our critical campaign weeks for this term and have been ecstatic to see such high numbers of students involved with our initiatives. We look forward to a proactive and fulfilling upcoming month.

With Respect,

Tasnim Jaisee, President
Abhineet Goswami, Vice-President Operations and Finance
Tauqeer Iftikhar, Vice-President Academic Affairs
Nickol Saenz, Vice-President Student Affairs



University of Saskatchewan Graduate Students' Association
University Council Report, November 2021

Dear Members of Council,

The Graduate Students' Association is working to advocate for graduate students at the University of Saskatchewan in student needs, while connecting them with resources around campus.

In this report, we will present some initiatives that the Executives have been working on, which includes:

1. Bursaries for Fall 2021

The Graduate Students' Association with support from the College of Graduate and Postdoctoral Studies provides need-based bursaries each term to eligible graduate students. In the Fall term, the GSA has received 96 completed applications for bursary assistance. The Bursary Committee is currently evaluating the applications and is expected to finalize the bursary recipients names by the middle of November.

2. Working towards Enhancing Resources to Support Students' Mental Health and Well-Being

GSA is working with Studentcare to promote 'Empower Me', which is a mental health service available to all graduate students 24/7/365. The GSA is also going to organize events on "Yoga Philosophy" in partnership with Dr. Punam Pahwa, a faculty member in Community Health and Epidemiology. The GSA is also working with the Consumer Service Division to advocate for students' needs living in university residences.

3. Working towards Enhancing Students' Academic, Professional and Leadership Skills

The Graduate Students' Association is dedicated to providing support to students' experience at the University of Saskatchewan. The GSA is going to organize events on "Academic Integrity, Honesty, and Misconduct" and "All you need to know about scholarships" during the month of November.

4. Promoting the Student-Supervisor Agreement and Advocating for Optimum Degree Duration

The Graduate Students' Association continues its effort to promote the student-supervisor agreement and encourage both new and continuing students to have a student-supervisor agreement at the beginning of their academic journey. The GSA is also collaborating with the College of Graduate and Postdoctoral Studies to organize events dedicated to improving the student-

supervisor relationship during the winter 2022 term. The GSA is advocating for students to finish their degrees without further delay.

We look forward to working with graduate students and the University community while supporting the students during their academic journey.

Rifat
President, Graduate Students' Association

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UNIVERSITY COUNCIL
Joint Committee on Chairs and Professorships
REQUEST FOR DECISION

PRESENTED BY: Ken Wilson, Vice-Provost, Faculty Relations
Chair, Joint Committee For Chair and Professorship

DATE OF MEETING: November 18, 2021

SUBJECT: **WCVM Research Chair in Pollinator Health**

DECISION REQUESTED: *It is recommended:*

That Council approve WCVM Research Chair in Pollinator Health and recommend that the Board of Governors authorize the establishment of this chair effective January 1, 2022.

PURPOSE:

Developed in consultation with industry and the Western College of Veterinary Medicine, the purpose of the WCVM Research Chair in Pollinator Health is to establish a tenure-track faculty position at the Western College of Veterinary Medicine (WCVM) in order to investigate, enhance, educate and promote the pollinator health, which is essential for sustainability of agriculture and food security.

CONTEXT AND BACKGROUND:

The WCVM recognizes the high importance of pollinators for the long-term sustainability of agriculture and food security which, if compromised, will have compounding negative effects on public health, ecosystem health and biodiversity. At the same time, pollinator health has been deteriorating rapidly worldwide. Honeybee colony mortality has been increasing and often reaches unsustainable levels. Population and health declines of various wild pollinators have also been reported with alarming frequency in the scientific literature.

To address these pressing issues, the WCVM together with industry partners initiated the creation of a Research Chair in Pollinator Health. Working in collaboration with the Department of Veterinary Pathology, this new position will build substantially on the research and teaching program currently established at the University of Saskatchewan. For the first five years, salary expenses of the Chair will be covered by donation from

industry partners; subsequently, the Chair position will replace the next faculty position vacancy in the Department of Veterinary Pathology.

As of December 1, 2018, Health Canada requires veterinary oversight of the use of medically important antimicrobials administered to all animals (including honey bees) to minimize the development and spread of antimicrobial resistance. Previously, veterinarians in North America have not been trained in honey bee health/diseases. WCVM was the first veterinary college in North America to provide training in honey bee diseases to undergraduate veterinary students and veterinarians (through continuing education) to enable them to provide veterinary services to beekeeping industry. The Chair will continue and expand this undergraduate training at the WCVM, help other veterinary colleges to establish similar programs and share expertise with and provide continuing education to practicing veterinarians. In such a way, the undergraduate DVM curriculum at the WCVM will be enriched and expanded, and our graduates will be prepared to provide veterinary services to beekeeping industry and more importantly, they will be trained to promote and become ambassadors for global pollinator health and agricultural sustainability.

The WCVM Research Chair will focus on the health of pollinators (both managed and wild) and sustainable practices in agriculture. The Chair will lead a research team in the development of basic and applied research projects that identify and address pollinator health issues and areas needing improvement in sustainability of agriculture. This will be attained by building on the existing research strengths of UofS faculty who are involved in related research fields at the WCVM, College of Agriculture and Bioresources, Arts and Science etc. In addition, this team will identify unique opportunities for collaborative research projects at regional, national, and international levels, where the data collection and findings can improve pollinator health and agricultural sustainability that will ultimately have positive impact on food security, ecosystem health and biodiversity, and One Health.

CONSULTATION:

Approximately two years ago, the WCVM and the Saskatchewan Beekeeping Development Commission initiated exploration, discussion, and consultation about potential establishment of Research Chair in Pollinator Health at the WCVM. Based on mutual interest and multifaceted benefits, additional industry stakeholders (i.e. BASF, SaskCanola, British Columbia Blueberry Council and Manitoba Canola Growers) decided to join this partnership and contributed the funds to cover the salary for the first five year of the Chair position. These discussions and consultations were led by the WCVM Dean, Director of Development, and faculty delegate, and have been endorsed by the Head and all faculty members of the Department of Veterinary Pathology. The Terms of Reference for the Chair were developed in consultation with University Relations, and the Joint Committee on Chairs and Professorships has been consulted regarding the establishment of this position.

SUMMARY:

The WCVM Research Chair in Pollinator Health will contribute substantially to “*the University the World Needs*” through interdisciplinary and collaborative research and discovery, undergraduate and graduate teaching, continuing education, and outreach that address directly the following UofS signature and priority areas:

- One Health: Solutions at the Animal-Human-Environment Interface
- Agriculture: Food and Bioproducts for a Sustainable Future
- Sustainability: Supporting Ecological Health, Social Well-Being and Economic Prosperity

The following is a summary of the factual evidence that supports the above statements:

- Food security and one health: Three quarters of the leading global food crops and one third of the total global production volume are dependent upon animal pollination. Animal-pollinated crops contribute the majority of the available essential micronutrients (e.g. dietary vitamin A C and E, and a large portion of the minerals) to the human diet; accordingly, micronutrient deficiencies together with overall decrease of food availability could have a potentially drastic effect on human nutrition and public health if animal pollination is jeopardized
- Sustainable agriculture: The estimated value of honey bee pollination in the form of increased crop yields in Canada is ~\$4 billion, and in North America over \$17 billion. These estimates do not include value of honey, pollen, wax, and propolis produced by beekeeping industry.
- The overarching goal of the WCVM Research Chair in Pollinator Health is to investigate, enhance, educate, and promote the pollinator health, which is extremely important for and directly connected to sustainability of agriculture that provides food security to constantly increasing human population. At the large scale, the pollinator health is also very important for protection of overall ecosystem health and diversity.

Accordingly, it is clear that this position will substantially enhance and contribute to at least three University commitments and to the majority of 12 goals outlined in the University Plan 2025. At the same time this Pollinator Health Research and Teaching Program lead by the chair holder will also contribute positively and substantially to all WCVM’s strategic goals.

In conclusion, WCVM Research Chair in Pollinator Health, established by a strong multilateral industry-academia partnership, will enhance pollinator health and agricultural sustainability through innovative solutions and scientific evidence-based policies. This will enrich recognition of disciplinary strength and global impact of the WCVM and University of Saskatchewan, and newly generated discoveries and innovative solutions will enhance our global capacity to protect the environment and promote ecological health and diversity, while ensuring agricultural sustainability, food security and overall economic prosperity.

ATTACHMENT:

WCVM Research Chair in Pollinator Health Terms of Reference



The Post-Pandemic Way Forward

Dr. Debra Pozega Osburn (PhD)
Vice-President University Relations

University Council
October 2021

“What will the post-COVID-19 University of Saskatchewan look like?
I suggest we plan on learning from this crisis so that we emerge from it –
and we will – stronger, even more creative in what we do, reaching more
people around the world, having an even greater positive impact on the
province and the region and the country – full of the confidence that,
together, we respond to change very well.”

President Peter Stoicheff, in his annual GAA address, April 8, 2020

Our University Plan

We have committed, through our University Plan, to evolutionary change that will ensure the university is decidedly outwardly focused – that it achieves every day our intent to be **The University the World Needs.**

Project Goal

The Post-Pandemic Shift Project (PPSP) will help ensure our university is well informed as it makes decisions about how to be the university the world needs in a post-pandemic world.

The **Post Pandemic Shift Project** was designed to create a framework to guide decision-makers, a pathway that will **inform** and **support** the future realities of the University of Saskatchewan.

The project is grounded in the principles of **wahkotowin**, a Nêhiyaw (Cree) concept that teaches us that “everything is related,” that our shared kinship and interdependence will shape our future.

Methodology

The Post-Pandemic Shift Project involved engaging various “circles of voice” both external and internal to our university, linking the **genuine voice** of our broader community with the **critical thinking, pedagogic expertise, and informed experience** of the USask academic community to **inform** our change process.

The commission

The overall project was led by Vice-President University Relations, Debra Pozega Osburn and supported by Senior Strategist, Office of the President, Julian Demkiw.

Internal engagement was designed and implemented by co-chairs Vince Bruni-Bossio and Candace Wasacase-Lafferty and a commission of campus stakeholders: Angela Bedard-Haughn, Sarah Buhler, Pamela Downe, Marcy Hildebrand, Don Leidl, Kiefer Roberts, Vicki Squires, Nancy Turner and Candice Weingartner.

Discussions with stakeholders

Externally, we engaged with organizational stakeholders with close ties to USask across multiple sectors. We sought to understand how the phenomenon of the pandemic affected their lives, how they were personally and professionally experiencing the pandemic and what they thought was on the other side.

Internally, we used what we learned externally and designed a multilayered process to connect broadly and deeply. Through surveys, stakeholder engagement groups and thematic workshops, we ended up with almost 900 points of contact throughout the process.

Engagement by the Numbers

**External
Engagement**

200 INDIVIDUALS

**Internal
Survey**

379 RESPONSES

**Internal
Engagement
Groups**

23 SESSIONS WITH
152 PARTICIPANTS

**Internal
Workshops**

5 SESSIONS WITH
162 PARTICIPANTS

Through the process of internal conversations and combined with the understanding we gained through our external engagement, we further refined our learnings into a conceptual framework to guide decisions and actions in a post-pandemic reality.

What we heard
externally from...

individual
citizens and
organizational
partners



What we heard
internally from...

staff, students,
faculty, Elders,
researchers, and
senior leaders

PROJECT INSIGHTS

Four Fundamental **SHIFTS**

A shift in how we **INNOVATE**

EXPERIMENTATION

The pandemic has shown that we are willing and able to try new things when we don't have all the information and don't know the outcomes.

There will be increased expectations from the USask community and beyond for all of us to be open to trying new ideas about our work, about our classrooms, and how we operate.

Practical questions for action:

- *How am I investigating new ideas and ways of doing things?*
- *Am I creating an environment where others feel comfortable to fail?*
- *Even though we do not have all the information, can we try this idea out?*



FEEDBACK

Coupled with experimentation and “trying things” is the need to ensure robust systems of continuous evaluation are developed.

When trying new things, decision-makers must be purposeful about who they seek feedback from, how often, and in what formats. We must be prepared to go above and beyond to ensure the right voices are heard.

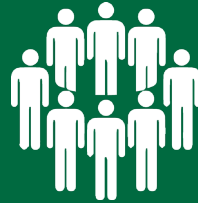
Practical questions for action:

- *Am I clear on who I am soliciting feedback from, how, and when?*
- *Have I made it easy for feedback to be given?*
- *Do I know how feedback will be incorporated into my decision-making process?*

A shift in how we **INNOVATE**

“The most important thing learnt is that we can actually change without taking 6 years of planning and processing. I hope we remember that we are not scared of making changes.”

“People are going to be emboldened. We are going to be confronted by our stakeholders about our thinking and our processes.”



What we heard from
our **community**...

“Can we change fast? Sure we can. We showed the world we could.”

“We have had to step outside of our comfort zone; everyone has had to learn new things. I hope we keep that.”

“Meeting people where they are means that we as an institution need to be better at listening, so ideal world is one where we take the time to truly listen.”

A shift in how we **INNOVATE**

“A complete return to what has long been considered “normal” would represent a failure for our campuses and our broader society.”

University Affairs, July 2021

“The pandemic has changed us. Our collective mindset has shifted toward being open and receptive to new opportunities and limitless possibilities.”

Forbes, July 2021

“Historically there has been a widely held belief, or “orthodoxy,” that companies cannot innovate in a remote work environment. The past 15 months have shown us that notion is untrue.”

Deloitte, Aug. 2021



“Now that people are once again gathering and mingling—the jet-fuel of creativity—this next decade is a prime time for creativity to flourish.”

RBC, July 2021

“Rapid responses to crises or societal changes can be slowed by ponderous program approval processes and the rigid mechanics of funding regimes. PSE institutions have managed to find some workarounds that have enabled rapid innovation at the edge, but these workarounds are not sustainable over the long term and need to be integrated into mainstream funding and credentialing systems to persist and spread.”

Public Policy Forum, June 2021

A shift in how we **ENGAGE**

INTERDEPENDENCY

More so than ever, the pandemic taught us that we are all in this together; how a decision on one side of the planet had a direct impact in our personal lives. With this increased recognition comes an increased expectation for decisions to be made in an integrated fashion, ensuring that those most impacted by the decision are involved in its outcome.

Practical questions for action:

- *How have I considered the full impact of my decisions on key stakeholders?*
- *Have I taken the time to consider any potential unintended consequences of decisions?*



EQUITY

The pandemic exposed and exacerbated the inequity inherent in society and within our own institution. Additionally, we heard that the “push to work and learn remotely” allowed many a more equitable playing field at USask.

How can we keep the equity gains made during the pandemic and shore up revealed gaps in our supports in the post-pandemic world?

Practical questions for action:

- *How am I ensuring that minority voices are heard?*
- *How am I ensuring that supports are provided for minority concerns?*
- *Where does accessibility factor into my decision-making priorities?*

A shift in how we **ENGAGE**

“I hope that post-pandemic we, proceed with more compassion for our students, faculty, and staff. The flexibility and understanding we require from each other during the pandemic isn't a new need - it is simply more exposed now that we're all feeling it at the same time . . . How can we ensure that compassion and mutual respect/responsibility drive our work going forward?”

“The idea of citizenship will resurface. I hope at the end of this we have a different sense on how we take care of others.”



What we heard from
our **community**...

“Connectivity is a human right.
Anytime, Anywhere.”

“Whether you think of it as compassion, empathy, or just plain understanding that everyone is different, the pandemic has shone a bright light on the benefits of walking the talk when it comes to appreciating both the essential contributions and the varying needs of employees.”

A shift in how we **ENGAGE**

“COVID-19 has exacerbated inequalities that were already in our sights and has illuminated more strongly the interdependencies of many of our social, cultural and economic structures.”

THE, July 2021

“As COVID-19 spreads across the country it continues to disproportionately impact the most vulnerable and marginalized employees. This puts pressure on companies to improve working conditions and adapt to unique needs.”

Brookefield Institute, “Yesterday’s Gone”, Feb. 2021

“Wahkotowin teaches us that, “everything is related” and that our shared kinship, our interdependence will shape our future.”

Louis Halfe, Elder and Canada’s Poet Laurete



“Interdependence has an important conceptual effect: it invalidates silo thinking. Since conflation and systemic connectivity are what ultimately matter, addressing a problem or assessing an issue or risk in isolation from others is senseless and futile.”

COVID-19: The Great Reset, 2021

“COVID-19 has aimed a greater spotlight on social justice issues, in Canada and around the world. It has become evident that, at the same time as they face financial challenges and disruption in their own institutions, universities need to be leaders in increasing equity.”

Universities Canada, 2020

A shift in how we **SUPPORT**

INTEGRATED

It is not uncommon for the units we lead to have detailed plans for support in areas such as information technology, health and wellness, and human resources. The pandemic has shown us, though, that our support strategies need to be front and centre and that it must be clear how each one connects with the other. In particular, it is recognized that special attention must be given to providing supports for managing and leading change itself.

Practical questions for action:

- *Have I asked all those involved what supports they need?*
- *Have I considered how supports connect and interact with each other?*



MUTUAL RESPONSIBILITY

Times of transition require a clear investment in support that is ongoing, agile, and provided by well-trained staff. It is an institutional responsibility to help community members navigate in this new world. Conversely, the community has a responsibility to avail itself of the supports necessary and to communicate those needs to ensure they are met.


Practical questions for action:

- *Have I asked for all the supports I need?*
- *Am I making use of all supports offered?*
- *How much time do I spend ensuring my team has the tools they need to do the work?*

A shift in how we **SUPPORT**

Faculty told us they were willing to change. Students told us they were willing to consider new ways of learning. Staff told us they were excited at the opportunity to try things differently.

A common thread among all stakeholders was that they just need support to do it. They need support to adapt to new technologies and new ways of teaching and learning. They need support to handle the demands and stresses of change in their lives. **They need to know that *someone* has their back.**



“I have never felt more supported by the university as during the pandemic. I hope that doesn’t go away.”

A shift in how we **SUPPORT**

“As hybrid work models become more entrenched, technology will be mission-critical to every HR strategy.”

RBC, 2021

“When you think about “innovation,” what business function comes to mind? Probably product development. Post-pandemic, it’ll likely be HR.”

Forbes, 2021



“Institutions will examine closely whether they’re making the most out of their physical spaces and face-to-face time. “We’re going to go into every room and we’re going to say, ‘Is meaningful connection going to happen in this space?’”

Chronicle of Higher Education, 2021

A shift in how we **LEAD**

ADAPTABLE

We have shown an incredible ability to be flexible during the pandemic. We have learned as a community that we can be adaptable in our policies and procedures as long as we continue to stay true to our values and principles. There will be an expectation from our stakeholders to show flexibility in many of our decision-making processes.

Practical questions for action:

- *What have I done to change my thinking and approach in new ways around a decision?*
- *What traditional approaches do I need to adhere to and which ones can/should be challenged in a post-pandemic world?*



INCLUSIVE

Although many of us were physically separated during the pandemic, extra-ordinary efforts were made to connect one another and connect everyone as much as possible.

We will need to ensure these inclusive decision-making practices are carried over to the post-pandemic world.

Practical questions for action:

- *Who has been included in the decision-making process?*
- *Am I including the voices around the table that are most impacted by this decision?*
- *Have I chosen to include my own voice when asked?*

A shift in how we **LEAD**

“I’ve appreciated how much easier it is to access decision-makers and feel part of the process – I hope we keep that.”

“I really appreciate how much trust the U of S has in employees by giving us the ability to work from home and carry on with that.”

“There’s still an element of the old command-and-control in a lot of organizations, and now that’s just not going to work.”



What we heard from
our **community**...

“Leadership in a post-pandemic world will be less bureaucratic, more reflective; it will genuinely allow people to lead from wherever they are in their organization or their community.”

“We have all become more adaptable and flexible and developed these ‘muscles’ for moving forward. With the scope and magnitude of change that is coming, we’ll need these muscles for sure. We need to keep pressing ourselves so we don’t lose these skills.”

A shift in how we **LEAD**

“One of the most important takeaways from the pandemic is that it has served as a catalyst for cultural transformation. For example, companies have witnessed an increase in trust, a flattening of hierarchies, and more rapid and agile decision-making.”

Cornell Chronicle, March 2021

“What many are imagining as a “great reset,” then, is a chance for universities to rethink how they fit into their communities – and how those communities can play a role in shaping the future of their institutions.”

Globe and Mail, July 2021



“During the pandemic a new style of leadership emerged, and new leaders emerged. The traditional structures got blown apart. As we prepare to return in person on campuses this fall, we have a unique opportunity to reimagine our universities as more inclusive, more flexible and ultimately more intellectually productive learning commons. Some of the ways in which we were organized pre-pandemic, and some of what we did as teachers and researchers still make sense, but some don’t. Whatever we are preparing for, it isn’t fall 2019. This will be different.”

University Affairs, July 5

Four Fundamental **SHIFTS**

A shift in how we **INNOVATE**

A shift in how we **ENGAGE**

A shift in how we **SUPPORT**

A shift in how we **LEAD**



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: November 18, 2021

SUBJECT: Master of Indigenous Land Based Education

DECISIONS REQUESTED:

(Oates/Deters): It is recommended that Council approve the Master of Indigenous Land Based Education, effective May 2022.

PURPOSE:

University Council has the authority to approve new degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the College of Education propose a new graduate degree – the Master of Indigenous Land Based Education. The program responds to the calls of the Truth and Reconciliation Commission and focuses on decolonizing education. This program recognizes the land as the site and source of knowledge and learning and is rooted in an Indigenous framework.

This is a course-based Master's program that will follow a cohort model. This new program will replace the current Indigenous land-based concentration in the M.Ed program with a degree that is fully rooted in an Indigenous framework. This current concentration is a popular program that has been in place since 2010 and consistently has a waiting list. With the development of this new degree program, students will have a more consistent tuition model, given that the high costs of the experiential land-based learning will be spread across the duration of the program, as opposed to having high fees associated with the land-based courses.

This program will be the first land-based graduate-level degree program in Canada. The program is a mix of online learning with intensive land-based learning and research. Strong relationships have been developed with multiple First Nations communities to support this program.

CONSULTATION:

This program has been in development for some time and has received support from the Planning and Priorities Committee of Council as well as the Graduate Programs Committee and the Executive Committee of CGPS.

The academic programs committee reviewed the proposal for this program at its October 20, 2021 meeting. The committee was supportive of the proposal for a new degree-program that is based in Indigenous paradigms. The committee had some questions about the cohort model and the minimum enrolments, sought clarity after the meeting, and were informed that there is a minimum target set for financial sustainability; however, the high demand in the past supports future predictions of meeting or exceeding the enrolment minimums. The committee subsequently voted electronically on October 26, 2021 to recommend the program to Council that the program be approved.

ATTACHMENTS:

- 1. Proposal for the Master of Indigenous Land Based Education**



MEMORANDUM

To: Graduate Programs Committee (GPC)
From: Debby Burshtyn, Chair - Executive Committee
Date: June 17, 2021
Re: New Master of Indigenous Land-Based Education

On June 17, 2021, the Executive Committee (EC) considered the noted proposal.

Heavin introduced this proposal as a course-based master's program comprised of 30 credit units of coursework, including field school courses. The proposed costing for the program included all expenses apart from the costs for travel to field schools, which could be quite variable. The tuition was proposed to be \$5,000 per term for seven terms.

Members of the EC noted that the field course tuition seemed significant – the committee also discussed tuition predictability which seemed to be evident. Tuition/fees are outside the scope of the graduate academic approval therefore the EC had no additional comments.

Heavin/Jones – proposal approved unanimously.

If you have questions or comments, please contact Dean Debby Burshtyn at 306-966-5759.

/II



MEMORANDUM

To: Executive Committee of CGPS

Copy: Vicki Squires, Interim Associate Dean, Research, Graduate Support and International Initiatives, College of Education

From: Graduate Programs Committee

Date: June 10, 2021

Re: New Master of Indigenous Land-Based Education

On June 7, 2021, the Graduate Programs Committee reviewed a proposal for a new Master of Indigenous Land-Based Education degree. The committee had seen earlier drafts of the proposal, and extensive feedback had been provided by committee members and CGPS staff.

Faculty in the Department of Educational Foundations had a strong history of delivering Indigenous Land-Based courses over the past decade. The coursework required for the new degree program has already been approved through Graduate Academic Affairs Committee and University Course Challenge processes. The program would be a course-based master's comprised of 30 credit units of coursework, including field school courses.

The proposed costing for the program included all expenses apart from the costs for travel to field schools, which could be quite variable. The tuition was proposed to be \$5,000 per term for seven terms.

The Graduate Programs Committee passed the following motion:

To recommend approval for the Master of Indigenous Land-Based Education program.
Da Silva/Morrison CARRIED unanimous

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Master of Education: Indigenous Land-Based Education

Degree(s): Master of Indigenous Land-Based Education

Field(s) of Specialization: Indigenous Land-Based Education

Level(s) of Concentration: N/A

Option(s): N/A

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Dr. Ryan Walker, Associate Dean, CGPS,
Kelly.clement@usask.ca, (306)-966-2229

Dr. Alex Wilson, Professor, Department of Educational Foundations,
alex.wilson@uask.ca (306) 966-7679

Proposed date of implementation: May 2022

PROPOSAL DOCUMENT

1. Academic Justification

a. Describe why the program would be a useful addition to the university, from an academic programming perspective.

In response to the findings of the Truth and Reconciliation Commission of Canada (TRC), federal, provincial and municipal governments in Canada have committed to improve Nation-to-Nation relationships with a large focus on decolonizing education at all levels (Chief & Smyth, 2017). Over Indigenous peoples' long history, the land has been an invaluable site of learning and source of knowledge (Cajete, 2015; Simpson, 2014; Wilson & Laing, 2019). This has been disrupted, however, by the colonization, settlement and creation of the nation state of Canada on Indigenous peoples' traditional territories – processes that start with and are continuously maintained by the displacement and dispossession of Indigenous peoples from their lands. As Wildcat et al. (2014) have convincingly argued, "if colonization is fundamentally about dispossessing Indigenous people from land, decolonization must involve forms of education that reconnect Indigenous peoples to land and the social relations, knowledges and languages that arise from the land" (p. 1)

With this in mind, the Department of Educational Foundations proposes the development and implementation of a new Master of Indigenous Land-Based Education within the College of Education. The proposed program will be offered as a course-based Master of Indigenous Land-Based Education beginning in the summer of 2022. The program, rooted in Indigenous epistemologies and frameworks, will be taught primarily by Indigenous faculty, and offered in partnership with Indigenous communities. The program will contribute to the University of Saskatchewan's reconciliation efforts and demonstrate the College's and Department's commitments to Indigenous education and land-based education.

A growing number of First Nations and Canadian school systems are now focusing on land-based education in their elementary and secondary programming. Land-based learning has been linked to improved learning experiences and improved academic and personal outcomes for both Indigenous and non-Indigenous students. It can be a process of self-discovery for students, one in which they might "become critical and creative participants in their own educational journeys" (Chief & Smyth, 2017, p. 17), uncover or acquire new strengths, skills, confidence or self-esteem, and strengthen their own individual and collective sense of identity (Chief & Smyth, 2017; Indigenous Services Canada, 2018).

As noted earlier, land-based education founded in Indigenous knowledge systems and life ways is seen as a critical component of decolonization (Simpson, 2014). Experiencing "land as pedagogy" (Simpson, 2014, p. 1) can regenerate students' social, spiritual and physical connections to the land, exposing them to "a system of reciprocal social relations and ethical practices" (Wildcat et al. p. 2) and to traditional practices that embody the foundational ethics, values, and teachings of living in balance with the land (Coulthard, 2014; Simpson, 2014). In these and other ways, Indigenous land-based education advances decolonization and, at the same time, offers learners experiences, knowledge, perspectives, skills and tools that can enable them to renew their relationships with the land and deepen their commitment to work to preserve and protect it in

the face of climate chaos and other existing and impending environmental threats (Chief & Smyth, 2017; Tait Neufeld, Luby, & Anderson, 2019).

While land-based education has been around for a long time and has seen a dramatic rise within elementary and secondary levels of education, there has been a significant lack of uptake within higher education institutions. The proposed Master's program will address this gap. Following the release of findings and calls to action from the Truth and Reconciliation Commission of Canada, elementary and secondary teachers have faced increasing expectation that they Indigenize their classrooms. There is also increasing expectation that they incorporate climate change education into their curriculum. The proposed program will offer formal educational opportunities that will teach Indigenous and non-Indigenous teachers how to meet these expectations.

The proposed Master of Indigenous Land-Based Education will be the first graduate level land-based degree, filling a significant gap not only at our university but also across Canada. Currently, no other post-secondary program offers a similar level of education and training within Indigenous paradigms in Canada. While several Canadian universities have introduced courses and other programming that incorporate Indigenous land-based activities, the University of Saskatchewan is the only institution with a graduate program focused on Indigenous land-based learning. The university's current Master of Education with a land-based Indigenous cohort was established in 2010. It runs with a wait-list every year, demonstrating significant interest in a land-based graduate program. Developing this concentration into a full program will allow us to:

- **Meet student demand:** Establishing the full Master of Indigenous Land-Based Education will allow the department to respond to the growing demand from national and international and Indigenous and non-Indigenous students¹ (as evidenced by the current cohort's waitlist) for a graduate program in Indigenous land-based education.
- **Accommodate students' needs:** At a practical level, replacing the existing M.Ed. with a land-based Indigenous concentration with the proposed Master of Indigenous Land-Based Education program would help resolve challenges that students have encountered in the Master of Education cohort, particularly in relationship to tuition and other costs. Many students in the current cohort are First Nations and, within that group, many rely on band funding. The current M.Ed. cohort includes field schools, which have higher fees than the rest of their courses and other costs associated with participation (e.g. equipment, etc.) that may not be covered by the educational funding available from bands or other sources. In the proposed Master of Indigenous Land-Based Education, students' total costs associated with participating will be distributed more evenly over the program, enabling students and First Nations that provide funding to these students to more easily plan for and secure funding to support their studies. Additionally, formalizing the proposed program is expected to open more opportunities for students to apply for on campus scholarships and awards, such as the Indigenous Graduate Leadership Award of \$20,000, as well as off campus scholarship opportunities.

¹ The last few cohorts in the current M.Ed. program with a land-based Indigenous focus have included students from all the western provinces of Canada, the Northwest Territories and New Brunswick, the Jemez Pueblo and Lakota Nation in the United States, and the Kingdom of Hawaii.

- **Meet community demand:** The department’s current M.Ed. program with a land-based Indigenous cohort, established in 2010, was developed in partnership with the Opaskwayak Cree Nation and other communities. Over the years, relationships have been developed with multiple First Nation communities in Canada and Hawaii, as well as the Government of the Northwest Territories. Developing the Master of Indigenous Land-Based Education will allow us to continue to meet the growing demands of our partners and other communities, and the schools, educators and students within those communities.
- **Create safe educational spaces:** The proposed program is founded within Indigenous paradigms and worldviews. It will contribute to creating and expanding spaces and programs where Indigenous students will feel welcome and comfortable, and see themselves reflected in the learning environment, curriculum and pedagogy.
- **Increase community and land-based research:** The proposed program will expand opportunities for students, community members and faculty to engage in land-based research.
- **Demonstrate leadership:** The innovative design and specialization of the proposed Master program will provide further evidence of the University of Saskatchewan’s leadership in Indigenous land-based education, as well as move the University towards its goal of being a leader in reconciliation and Indigenization amongst Canadian post-secondary institutions.

b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

The proposed Master of Indigenous Land-based Education aligns with priorities and supports the achievement of strategic objectives established by the Department of Educational Foundations, the College of Education, and the University of Saskatchewan:

- **Department:** The proposed program reflects the Department of Educational Foundations’ long-standing commitment to Indigenous education and to social and ecological justice education. Establishing the program will enable our department to build on its contributions to land-based learning and position us as a leader in teaching future land-based educators. The program embodies our department’s vision of shaping society through reconciliation, teaching, learning, and community engagement.
- **College:** The proposed program will support the College of Education in its mission of educating future teachers committed to decolonizing education systems, educating for social and ecological justice, and, ultimately, contributing to building healthier students and communities. The program also aligns with key components of the college’s most recent plan (College of Education, 2020). These include a strategic initiative to “formalize Indigenous and land-based scholarly programming and research” within the area focused on intensifying research and discovery. Establishing the program will provide both students and faculty members with invaluable “teaching, learning and research opportunities” and “address distinct purposes in Indigenization, reconciliation, discovery,

and outreach” (p. 9). The area focused on elevating respect, reputation and engagement includes a strategic initiative to “enhance structures that support the outward focused work of teaching and learning in education” (p. 26), which emphasizes the importance of aligning the college’s “working and resources to the needs of students, communities, partners, and the profession” (p. 26). As described in the previous section of this document, establishing the program will meet the distinct needs and interests of students, communities, and schools that the college partners with and serves. The strategic plan also presents the college’s statement of values, in which it affirms its commitment to and respect for Indigenous knowledges, the starting place for the proposed program.

- **College of Graduate and Postdoctoral Studies:** The proposed program aligns with the College of Graduate and Postdoctoral Studies strategic plan 2025 to Motivate and Support Program Innovation. The indigenous land-based learning in this program will support elementary and secondary teachers to meet the expectations of incorporating indigenization into their classrooms. The College of Graduate and Postdoctoral Studies took the University of Saskatchewan’s four principles of sustainability, diversity, connectivity, and creativity as their guide for developing their strategic plan (CGPS, 2018, *Strategic Plan 2018-2025*, p. 3). The Indigenous Land Based Education program is about re-creating and innovating sustainable practices on and with the land, through drawing on diverse views from Indigenous communities around the world, connecting to inter-nation beliefs and cultural practices, as innovative (CGPS, p. 6) solutions are imagined for getting along with all our relations. Interconnectivity can be seen when students and faculty learn about and value different communities, sharing and valuing who each other is, towards creating long term partnerships.
- **University:** The university’s signature areas of research include the engagement and scholarship of Indigenous peoples, understood as a “shared journey [that] will help advance Indigenous and non-Indigenous ways of knowing and prepare a new generation of Indigenous youth for the global knowledge economy” (University of Saskatchewan, n.d.). Its most recent strategic research plan includes the commitment to “uplift Indigenization” and “support flourishing Indigenous scholarship rooted in reciprocal, respectful and relational academic and community partnerships to guide our journey of transformative decolonization and reconciliation” (University of Saskatchewan, n.d., p. 9).

The university’s most recent strategic plan similarly emphasizes the importance of decolonization, reconciliation and Indigenization. In a news release associated with its launch, the plan is described as “built on the foundation of the USask’s commitment to Indigenization and reconciliation” (Shewaga, 2019). Commitments and goals identified in the plan include “uplifting the experience of indigenization in our lives as students, educators, scholars, and citizens” and “nurturing the innovative, accessible and welcoming spaces essential to meaningful engagement with our diverse communities” (University of Saskatchewan, 2018, p. 5). Aspirations for the year 2025 include “transformative decolonization leading to reconciliation” (p. 7), in which the spirit and methodologies of the university are strengthened by its relationships with Indigenous people (both inside

and outside the university) and communities. Other aspirations refer to establishing and maintaining productive collaborations with communities, to generating impacts that will help communities achieve their own goals, and to producing graduates who are highly sought after.

- The proposed M.Ed. in Indigenous Land-Based Education program aligns with the University's mission and values and will directly contribute to the achievement of commitments, goals and aspirations laid out (as described above) in its current strategic plan. With respect to Indigenization, the program's curriculum is framed within Indigenous knowledges and epistemologies. As with the current M.Ed. with a land-based Indigenous focus in the program, the new program is supported by and will include courses delivered in the territories of Indigenous communities in Canada and Hawaii. In addition to furthering the university's profile as an international leader within land-based education, the proposed program will also establish the university as a leader in the development and delivery of an educational system that furthers reconciliation. These factors will expand the university's ability to attract and retain national and international Indigenous students and faculty.

c. Is there a particular student demographic this program is targeted towards and, if so, what is that target?

The program targets graduates of Bachelor of Education programs, including educational administrators and practicing teachers, as well as students with a non-education or community education background.

As previously noted, the U of S stands to be a strong leader in this program offering. The Master of Indigenous Land-Based Education would be the first of its kind. The course structure and offerings will be designed with online offerings during the fall and winter terms of the academic year to accommodate students who are unable to leave their communities to study during the regular academic school year in person due to work and/or family commitments. To accommodate the K-12 school year, during the spring/summer academic term, two field-based courses on the land will be held. The program will be a 30-credit unit program, in this blended model of field-based and online courses. This structure is designed to maximize contact hours with faculty, with Indigenous communities, and with the land. Due to the unique structure of the program and the flexibility it will offer, this program stands to complement rather than compete with other programs on campus. Developing the Master of Indigenous Land-based Education will allow the department to respond to student demand by accommodating a greater number of students than the current M.Ed. cohort can support and will allow faculty to develop courses specific to this program, rather than applying to run courses each year. Moreover, as a full program, the department would be able to assess and charge a differential tuition specific to this offering to accurately cover program costs. As we have learned in the current M.Ed. cohort with a land-based Indigenous concentration, the approach of changing the fees each term depending on costs of courses imposes a significant administrative burden on department staff, and on those students who are funded by their First Nation. The fees of the Master of Indigenous Land-Based Education will include all associated costs at the site, but students will be responsible for the cost

of getting to and from the site. Establishing a differential fee structure for the proposed program will also support the appointment of a part-time coordinator.

The proposed Master of Indigenous Land-Based Education program is intended to complement other programs across the Department, College, and University. It will offer graduates of the Indian Teacher Education Program, the Saskatchewan Urban Native Teacher Education Program and other B.Ed. programs an opportunity to pursue graduate level studies at the U of S within Indigenist frameworks and epistemologies. It may also provide an opportunity for qualified applicants who hold bachelor degrees in areas other than education (from programs at the U of S, as well as across Canada) to study at the graduate level. Moreover, as the first land-based graduate program, it will attract graduates from other national and international programs that incorporate land-based education, bringing world class students and faculty to the University of Saskatchewan.

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

As noted earlier in this document, the proposed Master of Indigenous Land-based Education will be the first graduate level land-based degree program in Canada. Aside from the University of Saskatchewan's Master of Education with a Land-Based Indigenous cohort, only a handful of university programs in Canada include Indigenous land-based curriculum. The Dechinta Centre for Research and Learning in Yellowknife, NT, delivers land-based programming, led by Indigenous knowledge holders, artists and academics. The Centre offers both non-credited land-based programming, and, in partnership with the University of British Columbia, five accredited undergraduate land-based classes, which can be applied to a UBC undergraduate degree or to a Certificate in Land- and Community-Based Research. The University of Alberta's Faculty of Native Studies, in partnership with Dechinta, has offered 17 undergraduate courses and one Master's level course (Innovations and Perspectives for Northern Educators) at Dechinta's Bush University. McGill University has brought optional land-based courses into its Indigenous Studies program, and the University of Winnipeg has incorporated optional land-based courses into its baccalaureate program. The community-engaged learning division of the University of Manitoba now also offers land-based education.

The Department of Educational Foundations has had a significant role in the development and delivery of the land-based programming described above. Dr. Alex Wilson has assisted the University of Alberta in developing land-based programming, advised McGill University and Concordia University on the development of land-based programming, and sits on Dechinta's Advisory Circle. Our students and alumni have also played a key role. McGill's land-based courses are currently taught by Gabrielle Doreen, a graduate of our M.Ed. program with a land-based Indigenous focus, and currently a USask PhD student. The University of Winnipeg's land-based programming is led by College of Education alum Dr. Yvonne Vizina, and previously was taught by Tasha Spillett, a graduate of the M.Ed. program with a land-based Indigenous focus and now a student in our doctoral program. The land-based education offered by the University of Manitoba's community-engaged learning division is coordinated by current M.Ed. student, Nicki Ferland.

2. Admissions

a. What are the admissions requirements of this program?

Admission requirements for this program are consistent with those established for the Department of Educational Foundation's existing Master of Education program:

- Bachelor of Education (B.Ed.) from a recognized college or university, or documented and approved equivalency;
- Language proficiency, i.e., proof of English proficiency may be required for international applicants and for applicants whose first language is not English; and
- A cumulative weighted average of at least 70% (University of Saskatchewan grade system equivalent) in the last two years of study (i.e., 60 credit units).

3. Description of program

a. What are the curricular objectives, and how are these accomplished?

The curricular objectives are (drawn partially from the Learning Charter)

Through their intellectual and experiential learning in the program, the students will:

- develop understandings of Indigenous ontologies / epistemologies as they learn, practice, live with an understanding of their relationships with the land;
- understand the effects of colonization and neoliberalism on the land and Indigenous peoples locally and globally;
- use and teach critical thinking as they develop processes, independently, experientially, and collaboratively, for decolonization and to support reconciliation, with manacihtowin (respect for all);
- increase understanding of their background knowledges and interests;
- exercise intellectual integrity and ethical behaviour with kitimakeyichikewin (kindness by self to others);
- recognize and deliberate on moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews;
- develop and apply appropriate skills of research, inquiry, and knowledge creation and translation;
- communicate clearly, substantively and persuasively in different academic, professional, and cultural contexts; nihtâ-âcimowin (being a good story-teller);
- be able to locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness;
- commit to positive growth and change for oneself and for local, national and global communities;
- act with confidence and strength of purpose for the good of the community;
- embrace responsibilities to oneself and others in ways that are authentic and meaningful;
- share knowledges and exercise nîkânîwin (leadership).

We examined the program curricular objectives to determine if all were met in at least several courses. All courses provide opportunities to introduce, develop, or demonstrate mastery of the program objectives. The capstone project will demonstrate mastery of the program objectives.

b. Describe modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include info about whether program is being delivered in a distributed format.

There are objectives here that are more suited to learning through reading and discussing within the community of learners in the program. There are others that can only be introduced and developed through experiential learning on the land, and through discussion and learning with the broader community, including conversations with the land.

The students will meet one another during their first two summer courses, which take place on the land. There, they will learn much content, but also will develop intellectual, respectful, and trusting relationships with one another (it is the belief of the program designers that one cannot separate the learning of “content” from developing respectful and trusting relationships). The experiential land-based courses offer opportunities to learn from and with the land, as well as from Elders and members of Indigenous communities. They will have land-based experiential courses with a variety of Indigenous communities, including Opaskwayak Cree Nation, and the Kingdom of Hawaii. Typically, the fall and winter courses will be on-line. When the students take their courses on-line, they will have context and trust already developed with their peers for engaging in discussions regarding the text- and video –based content. There will be two land-based courses that are offered in winter or spring terms.

The students will begin their work towards their capstone project in the first course and will continue to work on this capstone regularly throughout the program. Their final land-based course gives them each the opportunity to apply their course learning and demonstrate their capstone project to their instructors and peers. The capstone project, and the steps on the path to this, give them the opportunity to act with strength of purpose for the good of the community, through embracing responsibility to themselves and others in authentic and meaningful ways, and to share knowledge and exercise nîkânîwin.

c. Provide an overview of the curriculum mapping.

Curriculum Map

Term	Courses	
2021 Summer	EFDT 990 Graduate Student Seminar	n.c.
	EFDT 479.3 (land-based) [a course, ILBE 879.3 will be developed later]	3 cu
	ERES 810.3 Indigenous Research Methods (land-based)	3 cu
2021 Fall	EFDT 844.3 Theory and Practice of Anti-Racist Education (online)	3 cu
	GPS 960 Introduction to Ethics and Academic Integrity (online)	n.c.

	GPS 961 Ethics and Integrity in Human Research (online)	n.c.
2022 Winter	EFDT 870.3 Interdisciplinary Seminar in Foundations of Education[Academic Writing- Capstone Course 1] (online)	3 cu
2022 Spring	EFDT 854.3 International Study Tour, Section 1 (land-based)	3 cu
2022 Summer	EFDT 845.3 Cross cultural Research Methodologies (land-based)	3 cu
2022 Fall	EFDT 817.3 Trends and Issues in Climate Change Education (online)	3 cu
2023 Winter	EFDT 854.3 International Study Tour, Section 2 (land-based)	3 cu
2023 Summer	ILBE 991.3 Capstone Course 2: Indigenous Land-Based Education (land-based)	3 cu
	ILBE 869.3 Queering Land-Based Education (land-based)	3 cu

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

In each course in the program, students will synthesize, analyze, apply, and think critically about the issues that face Indigenous peoples, and they will struggle with how best to support land-based education in different contexts, as they work for decolonization, and support reconciliation

e. Explain the comprehensive breadth of the program.

This program is a rigorous academic program because it draws on the intellectual history of humanity regarding education, the intellectual history and current knowings of Indigenous peoples, the backgrounds of the student-participants in the programs and their prior learnings, and the knowledge inherent in the land. The students understand the challenges facing the planet at this moment, related to neoliberalism and climate change, and injustices committed against “others”. They will be working in practical situations (each situation being unique to the person, but with similarities that all will be able to relate to) to find innovative approaches to decolonize education and work towards reconciliation.

Each annual student intake will start the program at the same time, get to know one another, and learn how the program will unfold. There are reasons that a student might have to miss a term. If a student does miss a term, with an appropriate leave, another student (not in the program) may take that course. The student who missed a term will find another course to take to make up for the missing one. The student will have the consequences of the change explained, but the students are adults, they often have complex lives, and there are reasons they might have to choose to take a term of leave from their program. Each intake of students will be expected to complete the program together in the last summer, when they present their capstone projects.

Once the program begins, other students in the College of Graduate and Postdoctoral Studies (specifically EFDT, ECUR, and Indigenous Studies) may take an individual course if there is room; however, there will be no more students admitted to that intake.

f. Referring to the USask “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

Learning objectives have been covered in 3 a. and are in alignment with the Learning Charter.

g. Describe how students can enter this program from other programs (program transferability)

Many of the graduate students who are in the current cohort program have completed their bachelor degrees sometime in the past, and thus, have not only the academic requirements, but also have understanding of their culture and language, as well as significant life experiences and maturity.

The program is a complete program, with almost all the courses being required courses. Thus, students will not be transferring from a different masters’ program into the Indigenous Land-Based masters’ program with the exception of the students currently participating in the ILBE cohort. They would have the opportunity to transfer or staying in the integrated masters.

If a MILBE student had to take a leave for a term, then students currently registered in a graduate program at the U of S would be able to register for the MILBE program’s course offering(s) in that term, with preference given to EFDT and Indigenous Studies and/or Indigenous students.

h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.

The number of students who graduate and then go on to create, lead, or support land-based learning in their home communities, their schools, or in higher education, will be the measure of success. Already, with the program running as a cohort within the M.Ed. in EFDT, there are significant numbers of graduates leading or supporting new, innovative, land-based programs.

i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria. Specify in the budget (Section 5) any costs that may be associated.

Teachers in Canada are certified as teachers by each province. In all provinces, teachers are required to have an approved B.Ed. In most provinces, teachers can have their level of certification increased through taking a masters’ program. For SK and MB, teachers are required to have the equivalent of 30 cu of course work to move up to the next level of certification. The Indigenous Land-Based masters’ program offers this in the course-based route (which is what this program addresses). A capstone course is part of the Indigenous Land-Based master program. For those graduate students who are teaching in BC (required) and AB (recommended), a capstone course in a graduate program is a consideration for improving the level of certification.

There are no costs for accreditation. The teachers demonstrate to their employers that they are now able to move up to the next level of certification, with their transcripts.

4. Consultation

a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?

The program is designed for a cohort of students, who apply, are accepted, and go through the program together. The courses will typically not be open to other students in the University. Students who have graduated from the current version of the program, the concentration, have gone on to do their PhDs in Indigenous Land-Based Education.

b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach relevant communication in an appendix.

Consulted with Professor Rob Innes, of Department of Indigenous Studies, U of S (Appendix A).

We consulted with the Indian Teacher Education program (ITEP), Saskatoon Urban Native Teacher program (SUNTEP) and the Aboriginal Teacher Education program (ATEP).

c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval

Letters included from Dachinta (Northwest Territories) and University of Hawaii, where both places have been sites for land-based learning courses (Appendix A).

d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

N/A

e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).

We received an Innovation Grant from the Gwenna Moss Centre to hold a gathering to develop the vision, principles and courses for an International Indigenous land-based Ph.D. One of the outcomes of our meetings with a range of land-based educators representing Dechinta Centre for Research and Learning, The Government of NWT, Southern Cross University, University of Alberta, University of Hawaii West Oahu, University of Hawaii Hilo, University of Manitoba and the World Indigenous Nations University, was the need to create a Master level program. We also consulted with ECUR, Indigenous Studies, and other USASK departments and other Universities doing land-based education (University of Winnipeg, Concordia University, McGill).

5. Budget

a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/breadth requirement or electives)? (estimate percentage time for each person).

Three instructors from the department will participate; teaching will be part of assignment of duties for in-department instructors. One sessional will be hired for each spring/summer term. There will be Teaching Assistants for some of the courses, and since the current thinking is to pay for TA for only 40 hours per course, the TA fee will be spread over 10 courses, most of which will require a TA, but some of which won't. In the past, we have had to hire two TA's because the courses require 24 hour support for the duration of the field schools. The program anticipates the hiring of a half-time program coordinator to manage advising and student support, to organize and coordinate details for field-based courses, and to support faculty.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

N/A

c. How are the teaching assignments of each unit and instructor affected by this proposal?

Four courses will be taught by faculty, and we will hire six sessional instructors. Having sessional instructors involved gives the opportunity for development and relationship building with / for leaders in land-based education.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms, laboratory/clinical or other instructional space requirements).

The cost of salaries for a half time admin support person, one or two TAs per course, and six sessionals per year will be paid through the tuition.

Locations change – costs covered by differential tuition, after doing this for 10 years, we have an estimate of how much each field school costs, this includes venue, Elders, local knowledge holders/guides, equipment rental, food, and accommodation. Local community partners provide in-kind donations.

The tuition does not cover travel to the field school locations; students must pay this for themselves (IE: ground travel and /or flights to and from field schools and International study tour). Students come from across North America and field schools and study tours are in various locations, so it is difficult to estimate these costs.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.

The program will be offered in blended learning: on-line for fall and winter, and field based for spring/summer terms (generally. There is one field course offered during regular U of S teaching term, and one offered in spring term.) The costs of each of the field courses is known, because these courses have been run in the first few iterations of the program. These costs/student have been calculated, and the costs have been spread across the program, so as to make the tuition for the program the same throughout.

f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.

N/A

g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

There are, as yet, no special scholarships associated with the program. There are national, University, and College scholarships, many dedicated to supporting Indigenous students. Students are eligible for GSA travel grants and previous students have been awarded Indigenous Graduate Leadership Awards to cover tuition and costs.

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

Tuition per student per term is **\$5000/student/term.**

Tuition remains the same, for the program, regardless of whether students take one course that term, or two, whether the course is on-line or land based. The reason for this tuition model is to remove complexity for staff and students regarding fees and fee payment. Although tuition remains the same, the costs for the land-based courses have to be covered by the students as well. Currently, this varies per term. With the new program plan, costs per student would remain constant each term, regardless of number of courses taken, and regardless of whether the course is on the land, or on-line. Many of the students are funded by their First Nations, and the First Nations need to have invoices, and need to know costs in advance. The predictability of tuition across all 3 years is advantageous for First Nations bands and other funding.

Students are responsible for their travel costs to the land-based learning sites including study tours. The costs at the site will be covered through tuition fees.

There are a total of seven terms in the program, starting July 1 (2022), and ending August 31 (2023). The second cohort of this unique program will begin July 1 (2023), and end August 31 (2026).

i. What are the estimated costs of program delivery, based on the total time commitment

	2021/22	2022/23	2023/24	2024/25	2025/26	TOTAL
Operating Grant/Tuition	\$368,042	\$357,000	\$346,290			\$1,071,332
Other Revenue	0	0	0			0
Salaries & Benefits	\$97,903	\$100,350	\$102,858			\$301,111
Non-Salary Expenses	\$5,000	\$5000	\$5000			\$15,000
Contracted Services	\$25,000	\$25,000	\$25,000			\$75,000
Indirect expenses	\$84,870	\$86,567	\$88,298			\$259,735
Surplus (Deficit)	\$155,269	\$140,083	\$125,134			\$420,486
Sessionals	6	6	6			
Administrative Support	.5	.5	.5			
TA	1	1	1			

estimates provided? (Use TABBS information, as provided by the College/School financial officer)

See table below. This table makes the following assumptions:

The operating grant decreases 3% each year.

The salaries and benefits increase 2.5% each year.

The indirect costs increase 2% each year.

Changes in any or all of these assumptions will change the values of each and impact the surplus/deficit.

The non-salary expenses are defaulted at \$5,000 each year for miscellaneous expenses such as marketing and promotions of program. However, there are contracted services that are not included in this non salary figure. Contracted services will be approximately \$25,000 per year. The table is based on 20 students per year, with no new students in year 2 and 3 as this is a cohort model.

The minimum enrollment is 15 per year for the program to be sustainable.

j. What is the enrolment target for the Program? How many years to reach this target? What is the minimum enrolment below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

The enrolment target is 20 students every three years, minimum enrolment per course 18. If a student is unable to attend one term, we will open spots to other University of Saskatchewan

graduate students, but only if a seat opens up. There will be a maximum of 20 students due to safety reasons.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

See table above. At the target enrolment level, the expected revenue, via tuition and unrestricted operating grant from the province. There will be 20 new students and there will be four new courses - ILBE 879, ILBE 854, ILBE 991, ILBE 869, as noted in section c, Curriculum map, above.

l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

See table above. The table above assumes an operating grant increase and indirect expenses increase of three percent and two percent respectively. Therefore, the surplus/deficit would change depending on actual decrease and increase of operating grant indirect costs.

Enrolment numbers cannot be higher than 20 for safety reasons.

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program; (ii) existing resources (including in-kind and tagged as such), applied against the total cost; and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

See table above.

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program.

The program will rely on a differentiated tuition model, however, as there is a one year lag in new tuition distribution, new tuition for the program will not be realized until year 2 of the program. The department has operating reserves to cover the majority of the contracted services expenses for the first year, however a deficit for salaries may be incurred. This will be offset however in years two and three.

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Master of Indigenous Land-Based Education (M.I.L.B.E.)

The Master of Indigenous Land-Based Education is the first degree program of its kind. The course structure and offerings are designed with online offerings during the fall and winter terms of the academic year to accommodate students who are unable to leave their communities to study during the regular academic school year in person due to work and/or family commitments. To accommodate the K-12 school year, during the spring/summer academic term, two field-based courses on the land are held. The program is a 30-credit unit program, in this blended model of field-based and online courses. This structure is designed to maximize contact hours with faculty, with Indigenous communities, and with the land.

Admission Requirements

- Bachelor of Education (B.Ed.) from a recognized college or university or documented and approved equivalency
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a Cumulative Weighted Average of at least 70% (University of Saskatchewan grade system equivalent) in the last two years of study (i.e., 60 credit units)

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies Academic Policies for more information.

Program Requirements

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research
- GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects
- EFDT 990 Graduate Student Seminar
- EFDT 479.3 (land-based)
- ERES 810.3 Indigenous Research Methods (land-based)
- EFDT 844.3 Theory and Practice of Anti-Racist Education (online)
- EFDT 870.3 Interdisciplinary Seminar in Foundations of Education[Academic Writing- Capstone Course 1] (online)
- EFDT 854.3 International Study Tour, Section 1 (land-based)
- EFDT 845.3 Cross cultural Research Methodologies (land-based)
- EFDT 817.3 Trends and Issues in Climate Change Education (online)
- EFDT 854.3 International Study Tour, Section 2 (land-based)
- ILBE 991.3 Capstone Course 2: Indigenous Land-Based Education (land-based)
- ILBE 869.3 Queering Land-Based Education (land-based)

Appendix A

Letters of Support



142 Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8 Canada
Telephone: (306) 966-6209
Facsimile: (306) 966-6242

January 21, 2021

To Whom It May Concern:

As the Head of the Department of Indigenous Studies, I am writing this letter in support of the Master of Indigenous Land-Based Education in the College of Education. This course-based graduate program will increase the number of Indigenous graduate students at the University of Saskatchewan and contribute to the reputation of the university as a premier site for Indigenous post-secondary education and research and to the College of Education's reputation as a leader in Indigenous education. With the experience and attention gained from the Master of Education with a Land-Based Indigenous concentration provides this program with a solid foundation in which to build a successful stand-alone course-based degree program. Dr. Alex Wilson is recognized locally, nationally, and internationally as an expert in land-based education. Though the program is unique among the many graduate education options, Dr. Wilson's continued leadership does add to the creditability and will draw students to the program.

The Department of Indigenous Studies wholeheartedly supports this initiative as it places perspectives of Indigenous people/communities at the centre of their pedagogy, will attract Indigenous graduate students, trains educational professionals to work towards improving education outcomes for Indigenous people, and therefore fits the indigenization imperatives of the College of Education and the university as a whole. Do not hesitate to contact me in you need more information or clarification.

Sincerely,

A handwritten signature in blue ink that reads "Robert Innes".

Robert Innes
Department Head

Appendix A

Letters of Support



Aloha mai kākou:

October 4, 2019

I am writing to support the development of the Masters in Indigenous Land-Based Education at the University of Saskatchewan. The inevitable expansion from the M.Ed. Concentration into this full stand-alone program is greatly anticipated and encouraged. The world is ready, waiting, and in need.

Dr. Alex Wilson kindly helped develop our unique Masters in Applied Indigenous Knowledge (He Waka Hiringa) in my last place of employment, Te Wānanga o Aotearoa. Her knowledge and experiences as a Land-Based Educator helped in our design and evaluation within this degree – located in New Zealand with 30,000+ students. It too was unique and needed.

I now work at the University of Hawaii West Oahu as the Indigenous Coordinator (Konohiki) to help transform our campus to be of true service to our lands/community. Dr. Wilson and I enjoy a productive and vital collaboration in this work of getting teachers exposed to the brilliance, beauty and depth of Aina-Based Education. Dr. Wilson has much experience in Hawaii and we look forward to seeing how our work can flower in other areas of cultural revitalization, water conservation, and food security – all aspects of land-based knowledge.

We also look forward to supporting our Native Hawaiian students in the continued enrollment in this M.Ed. They have had many productive cohorts come through Hawaii, and we have fully enjoyed their presentations and presence on our UH West Oahu campus in our January event: Aha Aina Aloha. I look forward to more exchanges with our native knowledge holders focusing on food security, rituals of engagement, and land-based understanding. It's an honor to support this evolution.

Please know that we are *committed* to continued collaboration with Dr. Alex Wilson as we see many intersections with our own Land-Based Education movement within Hawaii.

Me ke aloha,

Dr. Manulani Aluli Meyer
Konohiki – Kūlana o Kapolei
A Hawaiian Place of Learning @ UH West Oahu
manulani@hawaii.edu

Appendix A

Letters of Support



DECHINTA

Centre for Research and Learning

PO Box 633, Yellowknife, NT X1A-2N5,
(ph:) 867.445.1897
admin@dechinta.ca
dechinta.ca

October 5 2019

Dr Shaun Murphy
Chair, Department of Educational Foundations, College of Education
University of Saskatchewan

To Dr Murphy,

Dechinta Centre for Research and Learning offers the following letter in support of the development of a Master's in Indigenous Land-based Education. The University of Saskatchewan, and Dr Wilson, have developed good relationships with communities, and the current Masters of Education has a strong reputation in the field. The caliber of students who graduate from this program demonstrate the strength and success of this innovative programming.

As a leader in the field of Indigenous land-based education, Dechinta has been delivering land-based, Indigenous-led post-secondary education in Denendeh (Northwest Territories) for 10 years. The curriculum is community led and collaboratively designed with community input. Dechinta's record of success is a well-documented example of the critical importance of land-based pedagogies to support Indigenous learners of all ages.

Given our shared experience in innovative programming, Dechinta is excited to deepen the collaborative relationship with Dr Alex Wilson, and explore the co-delivery of land-based intensives as part of the stand-alone Master's program. Unique in the field of graduate students, this program stands to attract leading students, and have lasting impact in the fields of both education and Indigenous studies.

Across Canada there is growing recognition of the importance of supporting Indigenous-led education, both as clear drivers for student success, as well as means of putting the TRCs Calls to Action and UNDRIP into action. As a graduate level program, this fills a critical gap in place based education.

As a partner, Dechinta commits to facilitating collaborative curriculum development, and the co-delivery of Master's courses to support student success where appropriate.

Mahsi Cho-

Dr Kelsey Wrightson
Executive Director
Dechinta Centre for Research and Learning

APPENDIX A

Letters of Support



Enniska/February 18th, 2021

To Whom It May Concern:

As the Director for Decolonizing Curriculum and Pedagogy, it is with immense enthusiasm that I write this letter in support of Prof. Alex Wilson's proposal regarding a Master of Indigenous Land-Based Education in the College of Education, at the university of Saskatchewan.

This proposal is a great initiative that is so much needed and supported by many Indigenous communities and universities who are looking for direction on ways of how to approach and create an Indigenous-centered Land-Based education program at the Master's level. The work Prof. Alex Wilson is doing in forging ahead on this educational path is conducive and supportive that will ground graduate students with the essential Indigenous knowledge systems and skills required to support and build Indigenous communities' capacity training in the area of certified land-based educators.

I have been inspired and look to the brilliant work Prof. Wilson has done thus far. She is a brilliant education leader and her reputation precedes her on a local, national and international level moving forward in un-chartered territory in education. The creation of a Masters in Indigenous Land-Based education will no doubt serve as leading Indigenous-led education model Indigenous educators will look to for guidance as we attempt to create our own and-based education program in partnership with universities and local Indigenous communities.

As well, creating a Masters in Indigenous Land-Based education as a stand-a-alone program would be grounding breaking and reflective of the call for universities to decolonize their academic programs' in ways that fully support Indigenous-led programs such as this one. A program that would no doubt serve and meet the educational needs of Indigenous students upon their return home and contribute in their capacity as education leaders in their respective local communities.

In my capacity as Director of Decolonizing Curriculum and Pedagogy at the Centre for Teaching and Learning, Concordia university, Montreal, I offer my full support to Prof. Alex Wilson's ground - breaking initiative to create a Master in Indigenous Land-Based education. A program that will raise the profile of the university of Saskatchewan as an institution that is action-oriented and supportive to such programs designed to meet educational needs of Indigenous students, all students in general at the university of Saskatchewan.

Please do not hesitate to contact me at donna.goodleaf@concordia.ca should you have any questions or comments concerning this important initiative.

Respectfully,

Kahérakwas Donna Goodleaf

APPENDIX A

Letters of Support



UNIVERSITY OF SASKATCHEWAN
College of Education
EDUCATION.USASK.CA

Dean's Office
3046 - 28 Campus Drive
Saskatoon SK S7N 0X1 Canada
Telephone: 306-966-7647
Fax: 306-966-7624

February 8, 2021

College of Graduate and Postdoctoral Studies
University of Saskatchewan
Room 116
110 Science Place
Saskatoon SK S7N 5C9

Re: Master of Education in Land-Based Education

I am writing this letter in support of the proposal to create a Master of Education in Land-Based Education. A concentration in land-based education as a stream in the broader Master of Education has been available for some time; the creation of a distinct program will permit greater focus and definition in this area, better meet the specialized needs of students, and align with the goal of the college and the university to advance the calls to action made by the Truth and Reconciliation Commission.

As the proposal demonstrates, pedagogies based on the land and on Indigenous traditional knowledge related to the land have proven to support the learning of Indigenous students and to make it possible for them to retain and deepen their links with their communities. Non-Indigenous students also find stimulation and challenge in linking their studies to the land and to Indigenous traditions. These pedagogies have also made it possible for scholars within the university to forge rich partnerships with Indigenous communities and Indigenous Knowledge Keepers and Elders.

The College of Education takes seriously its responsibility to contribute to reconciliation and decolonization in the spirit of the Truth and Reconciliation report and the university's own priorities. The college has a long history of offering programs, such as the Indian Teacher Education Program and the Saskatchewan Urban Native Teacher Education Program, designed to support the learning and career development of Indigenous teacher candidates. We are working with renewed commitment to develop courses and programs that will meet our obligations in this regard. The proposal for a land-based Master's program should be seen in this context.

You will see from the documentation that the proponents are asking to be able to accept students into this program beginning in July 2021. I hope you will give serious consideration to this request. The feasibility of offering the program, and insight into the positive outcomes it achieves, have been tested through its current life as a concentration in the general Master of Education program. Any delays that have occurred in presenting the program for approval have not been the fault of the proponents, and they have now been able to put forward a well-considered and polished program proposal.

This proposal represents an opportunity for the university to make a distinctive contribution to the furtherance of partnership with Indigenous communities and the greater recognition of Indigenous knowledge as an enriching component of university scholarship and learning. The commitment of the proponents to a program of this kind is indicated by their acknowledgment that it may be necessary to support the development of the program at another institution if it cannot be introduced here in a timely way; this would certainly be unfortunate, but it underlines the importance they attach to land-based education.

I am delighted to be able to write in support of this proposal, and I urge you to give it timely approval.

Sincerely,



Beth Bilson, B.A., M.A., LL.B, Ph.D., Q.C.
Interim Dean, College of Education
University of Saskatchewan



UNIVERSITY OF
SASKATCHEWAN

MEMORANDUM

TO: Michelle Prytula, Dean, College of Education
Alex Wilson, Department of Education Foundations (EDFT)
Shaun Murphy, Department Head, EDFT/EPSE

FROM: Darrell Mousseau, Chair, Planning and Priorities Committee (PPC) of Council

DATE: January 27, 2020

RE: **Notice of Intent for a new Master's of Education degree in Indigenous Land-based Education**

We would like to begin by thanking Drs. Wilson and Murphy for attending the PPC meeting of January 15, 2020 to discuss the proposed Master's of Education in Indigenous Land-based Education.

The committee agrees that this an exemplary model for the practice of inclusion and land-based learning. The notice of intent was clear and compelling. The advantage of having run the courses already was that it enabled the program development team to take lessons learned and challenges seen, and apply any new insight to building a stronger program.

The committee suggests that a detailed budget for the program is needed. Additional information on the outputs of the program in terms of alumni employment (as discussed with the proponents) would also be helpful. Further, the implications for professional recognition for teachers should be included in the proposal.

Thank you for your work on this program's development. We encourage you to consider this feedback in the next iteration of the proposal that is presented to APC.

Please do not hesitate to contact me if you have any questions.

Kind regards,

A handwritten signature in blue ink, appearing to be 'Darrell Mousseau'.

December 03, 2019

Jacquie Thomarat, Associate Secretary
Planning and Priorities Committee of Council
c/o Office of the University Secretary
University of Saskatchewan

Re: Notice of Intent for Master's of Education: Indigenous Land-Based Education

Dear Planning and Priorities Committee:

The Department of Educational Foundations in the College of Education is proposing to develop the Master's of Education: Indigenous Land-Based Education. The program would begin in the summer of 2021. This proposed program will be offered as a course-based or thesis-based Master of Education and is suitable for Bachelor of Education graduates, educational administrators, and practicing teachers, as well as students with a non-education or community education background. This program is taught primarily by Indigenous faculty and offered in partnership with Indigenous communities.

In response to community requests, in 2010, the Land-Based Indigenous education cohort was started as a concentration within the Master's of Educational Foundations. Partnerships have been developed with Indigenous communities in Canada and the Kingdom of Hawaii, as well as with the Government of the Northwest Territories to offer the current concentration. Since then, the land-based concentration has experienced an ongoing waitlist, demonstrating significant interest in the proposed program. In response, the departmental advisory committee was struck. Over the past ten years, the committee has been working closely with Indigenous communities and other stakeholders to develop the concentration and to ensure that culturally respectful and relevant studies are offered. Through their work, the committee has received overwhelming support from students, staff, faculty, and community members. According to their feedback and the demonstrated need for a stand-alone program, the committee is presenting this notice of intent for the Master's of Education: Indigenous Land-Based Education.

In the following, we outline demand for the program, alignment with strategic priorities, and resource requirements for the Master's of Education: Indigenous Land-Based Education. Please contact Dr. Shaun Murphy with any questions.

Sincerely,



Dr. Shaun Murphy

Notice of Intent: Master's of Education: Indigenous Land-Based Education

Department of Educational Foundations, College of Education

Graduate degree

Committee members: Dr. Alex Wilson, Dr. Janet McVittie, Dr. Shaun Murphy, and Sherry Richert

1. Rationale and Demand

Within the context of the Truth and Reconciliation Commission of Canada (TRC), Canadian governments have committed to improving Nation-to-Nation relationships with a large focus on decolonizing education at all levels (Chief & Smyth, 2017). Considering that colonization relied on the severing of relationship to land and community, a new form of education committed to rebuilding land connections is an essential aspect for decolonization (Simpson, 2014). Therefore, if we are to achieve what the TRC has set out, there is an urgent need to offer education that is founded within frameworks of Indigenous intelligence and educational philosophies. In response, the Department of Educational Foundations is proposing to develop a Master's of Education: Indigenous Land-Based Education program that is rooted within Indigenous frameworks and epistemologies. This program will contribute to the University of Saskatchewan's reconciliation efforts, as well as to the College's and Department's commitments to Indigenous education and land-based education.

Land-based education is a growing focus across First Nations and Canadian school systems as it is seen as a catalyst for decolonization. It also has the capacity to equip learners with tools to address climate change as the core occupations of land-based education are facilitating the regeneration of social, spiritual, and physical land connections (Wildcat et al., 2014). Doing so mends and restores traditional relationships and practices that embody the foundational ethics, values, and teachings of living in balance with the land (Coulthard, 2014; Simpson, 2014). Considering that Indigenous ways of knowing acknowledge that we are only as healthy as our environments, land-based education offers an avenue for renewed relationships and action to protect and preserve the land in the face of impending climate realities (Tait Neufeld, Luby, & Anderson, 2019).

While land-based education has been around for a long time (Chief & Smyth 2017), and has seen a dramatic rise within elementary and secondary levels of education, there remains a significant lack of uptake within higher education institutions. This program aims to address this gap in Canadian higher education. Moreover, as elementary and secondary teachers are increasingly expected to incorporate climate change education and Indigenize their classrooms to meet the demands of the TRC, this program offers formal educational opportunities for Indigenous and non-Indigenous teachers to learn how to achieve these goals. Currently, there is no other program offering the same level of education and training within Indigenous paradigms in Canada.

While there are many universities that now offer land-based courses, across Canada there are only four programs offering a land-based focus; the Dechinta Campus in Yellowknife (undergraduate level), the University of British Columbia's Indigenous land-based studies (undergrad at Dechinta), the University of Alberta's Native Studies undergrad stream which is just being developed, and our own Land-Based Indigenous concentration in the Master's of Educational Foundations. This proposed full Master's of Education: Indigenous Land-Based

Education will be the first graduate level land-based program, filling a significant gap not only at our university, but across Canada as a whole. Dr. Wilson has assisted the University of Alberta with the development of their undergraduate land-based programming and sits on the Advisory Circle for the Dechinta Centre for Research and Learning. She is also currently advising McGill University and Concordia University on the development of land-based programming.

There is a demonstrated interest in the land-based education concentration in the Master's of Educational Foundations as it runs every year with a wait-list. Developing this concentration into a full program will allow us to:

- **Meet student demand** - Developing the full Master's of Education: Indigenous Land-Based Education will allow the department to respond to the growing demand (evidenced by the annual wait list) of national and international students, who are both Indigenous and non-Indigenous.
- **Meet community demand** - The existing Land-based Indigenous concentration in the Master's of Educational Foundations was developed in partnership with the Opaskwayak Cree Nation and other communities. Over the years, relationships have been developed with multiple First Nation communities in Canada and Hawaii, as well as the Government of the Northwest Territories. Developing the Master's of Education: Indigenous Land-Based Education will allow us to continue to meet the growing demands of our partners and other communities
- **Increase community and land-based research** - This proposed program will support increased land-based research by providing research opportunities for students, community members, and faculty
- **Create safe educational spaces** - This proposed program, founded within Indigenous paradigms and worldviews, will contribute to creating spaces and programs where Indigenous students feel comfortable and can see themselves reflected in the learning environment
- **Be a leader** - With the innovative design and specialization, this program will support the University's goal of being a leader in reconciliation and Indigenization amongst Canadian post-secondary institutions

2. Alignment with Department, College, and University priorities

Department. The Department of Educational Foundations is committed to Indigenous education. This program will enable our department to exceed our mission to contribute to land-based learning as it will propel us into a position as a leader teaching future land-based educators. This program is the embodiment of our department's vision, aiming to shape society through reconciliation, teaching, learning, and community engagement.

College. This program will support the College of Education in its mission of educating future teachers committed to decolonizing education systems and educating for social and ecological justice, thus contributing to building healthier students and communities. A land-based program will support the research focus of a number of College faculty members.

University. With the University's significant commitments to reconciliation, this program will support Indigenization of the curriculum. Specifically, this program's curriculum is framed within Indigenous knowledges and epistemologies, is supported by Indigenous communities in Canada and Hawaii, and will stand as a leader in the development and delivery of an educational

system that supports reconciliation. Additionally, this course will help the University be seen as an international leader within land-based education, continuing to attract and retain national and international Indigenous students and faculty.

3. Relationship to other programs

As previously noted, the U of S stands to be a strong leader in this program offering. The Master's of Education: Indigenous Land-Based Education would be the first of its kind. The course structure and offerings will be designed with online offerings during the fall and winter terms of the academic year to accommodate students who are unable to commit to studying during the regular academic school year in person due to work and/or family commitments. During the spring and summer academic terms two week-long field-based courses on the land will be held. The program will be a 30-credit unit program, in this blended model of online, on campus, and field-based courses. This structure is designed to maximize contact hours with faculty, with Indigenous communities, and with the land. Due to the unique structure of the program and the flexibility it will offer, this program stands to complement rather than compete with other programs on campus. Developing the Master's of Education: Indigenous Land-Based Education will allow the department to respond to student demand by accommodating a greater number of students than the current MEd concentration can support and will allow faculty to develop courses specific to this program, rather than applying to run courses each year. Moreover, as a full program, the department would be able to assess and charge a differential tuition specific to this offering to accurately cover program costs.

Due to the unique structure of the proposed Master's of Education: Indigenous Land-Based Education this program is intended to complement other programs across the Department, College, and University. The proposed program will offer graduates of the Indian Teacher Education Program and the Saskatchewan Urban Native Teacher Education Program an opportunity to pursue graduate level studies at the U of S within Indigenist frameworks and epistemologies. It also provides an opportunity for bachelor degree holders from non-education backgrounds to study at the graduate level (from programs at the U of S as well as across Canada). Moreover, as the first land-based graduate program, it will attract graduates from other land-based focused national and international programs, attracting world class students and faculty to the University of Saskatchewan.

4. Resource requirements

Tuition model. This program will operate on a non-standard tuition model to cover program fees. The tuition and program fees will be calculated to cover the cost of land-based research and activities and remain competitive.

Faculty and administrative resources. Current planning anticipates one future faculty hire who has knowledge of land-based education and meets other needs in the department as we begin to have faculty members retire. While there is not a need at the start of the program, it is evident that we will need to hire a faculty member to support this program in the future. The program will require additional administrative support to develop strong relationships with Indigenous communities as well as coordinate the logistics for field schools. The administrative support will facilitate student recruitment and the management of their programs of study, including

streamlining payment processes with funding agencies, enrollment support, working with the coordinator, assisting in getting the safety plan(s), booking flights, and setting up contracts for community support.

Academic infrastructure. Existing College of Education classroom space, Library, and IT resources are expected to meet the needs of this proposed program. Additional land-based infrastructure will be covered by tuition.

5. Risks.

Enrolment. We do not anticipate any risks with enrolment as we currently operate with a significant wait list of academically qualified potential students for the current Land-based Indigenous concentration. This new program does not intend to increase enrollment. Our enrolment in courses is shaped by the need to offer experiences with attention to safety policies and procedures.

Reputational risk. Saskatchewan is seen as a leader in Indigenous programming across elementary and secondary educational levels. Ignoring the opportunity to also be a leader at the tertiary level would represent a significant risk of lost opportunity for the University.

6. Anticipated Start Date.

The proposed start date is summer 2021.

References

- Chief, D., & Smyth, B. (2017). The Present and Future of Land-based Education in Treaty# 3. *WINHEC: International Journal of Indigenous Education Scholarship*, (1), 14-23.
- Coulthard, G. S. (2014). *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis, MN: University of Minnesota Press.
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- Tait Neufeld, H., Luby, B., & Anderson, K. (2019). How Indigenous land-based learning can help fight climate change. Retrieved from <https://www.tvo.org/article/how-indigenous-land-based-learning-can-help-fight-climate-change>
- Wildcat, M., McDonald, M., Irlbacher-Fox, S., & Coulthard, G. (2014). Learning from the land: Indigenous land-based pedagogy and decolonization. *Decolonization: Indigeneity, Education & Society*, 3(3).



UNIVERSITY OF SASKATCHEWAN

Office of the Dean
College of Education
28 Campus Drive
Saskatoon SK S7N 0X1

November 28, 2019

To whom it may concern,

Please accept this letter in support of the development of the Master's of Education: Indigenous Land-Based Education program in the Department of Educational Foundations, College of Education.

Although the Department of Educational Foundations has historically taught a land-based stream through its existing Master of Education in Educational Foundations program, it has become increasingly important that the Department and College formalize this "stream" into an appropriately named and titled program. While several years ago the cohort or stream approach may have been a suitable way to begin a land-based offering (it was flexible and allowed an offering without committing to the long-term), it is now necessary that the Department and College formalize this offering and appropriately title it the Master's of Education: Indigenous Land-Based Education program.

The reasons for this are several, and include:

- a) responding to the continuous demand for a consistent Land-based *program of study*
- b) *elevating the importance* of this area of specialization through its formalization
(although the Department and community call the current stream a program, it has yet to be formalized)
- c) ensuring that all courses for the program *undergo academic approval and oversight*
- d) *reducing uncertainty* in future offerings (program planning and composition of courses)
- e) allowing for the *establishment of a program fee*, rather than continuously applying for PCIP approval for ad hoc course fees

The NOI describes well the demand for land-based programming. Supported by the expertise of Dr. Alex Wilson, the department has offered a Master's stream, which has been called a land-based program for several years. As a result, the College and Department understand well the demand for the program both on- and off-campus, as determined through enrolments and wait lists.

Specific and intentional land-based programming (rather than cohorts off the main program) represents a direct response to the TRC Calls to Action. Land-based programming is furthermore aligned with the University's Plan 2025 and the College of Education's Strategic Plan. Land-based programming is also directly aligned to the work of the Department of Educational Foundations. Formalizing the program will ensure that the program receives its deserved academic approval and oversight and that intentionally designed courses constitute the make-up of a previously ad hoc stream model. Formalizing the program will ensure that students

understand program composition and will further reduce the variances that often accompanied the streamed model.

Lastly, because much of this program is delivered on the land, there are associated course fees. This has previously resulted in annual applications to PCIP for course fee approval. A formal program would allow for the simplification of this process through an overall program fee.

Human and financial resources are provided for the program through the College's existing resource allocation model. Resourcing for graduate programming such as this is supported by allocations through the College's operating grant. As indicated in the NOI, I am aware that as faculty members in the Department of Educational Foundations retire, it is likely that some will need to be replaced by faculty with land-based knowledge in order to support the program in the future; however, at the current time, the Department is able to offer the program through its existing faculty. I am also aware that the program requires staff support. This is also again currently supported through the department, but as demand increases, additional staff support may be necessary in the future.

As I emphasize through all College efforts, the College of Education strives to advance its reputation locally as a valued partner in education, and globally as a premier institution for teaching and learning. At the College, we realize that our reputation rests on the collaborative and interdisciplinary efforts we make to engage in the work we do with Indigenous, local, and international communities. This program is an important part of that work.

The proposal for the Master's of Education: Indigenous Land-Based Education program has my full support. Please contact me if you have further questions.

Respectfully,

A handwritten signature in black ink, appearing to read 'MPrytula', with a long horizontal stroke extending to the right.

Michelle Prytula
Dean, College of Education

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Master of Indigenous Land-Based Education (MILBE - suggested Banner code and MasterIndigenousLandBasedEduc - suggested Banner description (maximum of 30 characters for short description))

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

M.I.L.B.E.

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

N/A

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

Degree level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☐ No ☐

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

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

College of Graduate and Postdoctoral Studies

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

N/A

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

ILBE (suggested Banner code and Indigenous Land-Based Education - suggested Banner description (limit of 30 characters))

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

Course-based

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

3 What is the name of this new/revised program?

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☒ No ☐

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☒
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☒

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒

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

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

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

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

5

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

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

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

Section 7: Course Information

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

Yes - ILBE (suggested Banner code and Indigenous Land-Based Education - suggested Banner description (maximum of 30 characters)

2

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

College of Graduate and Postdoctoral Studies (GP) / Department of Educational Foundations (EFDT)

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

yes - ILBE (suggested Banner code and Indigenous Land-Based Education - suggested Banner description (maximum of 30 characters)

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☒

If NO, please describe.

Fall and winter term classes will follow standard class time slots, while spring/summer class offerings will be condensed.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☒

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

XX07

3 What is the application deadline for each term(s) students can be admitted to?

15-Feb

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

Minimum enrollment is 15 per year for the program to be sustainable; minimal increase

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

Refer to the Department of Educational Foundations

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

yes, though extremely unlikely

9 What is the application deadline?

15-Feb

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

Same as those for the Master of Education program offered by the Department of Educational Foundations

- Bachelor of Education (B.Ed.) from a recognized college or university, or documented and approved equivalency
- Language proficiency; proof of English proficiency may be required for international applications and for applicants whose first language is not English
- a cumulative weighted average of at least 70% (USask grade system equivalent) in the last two years of study (60 cu's)

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

N/A

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

N/A

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

online application and checklist items sent to CGPS

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

CGPS

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

no

16 Will the standard application fee apply?

yes, \$120 standard application fee

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

all applicants will be charged

18 Are international students admissible to this program?

Yes ☒ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

\$27,150

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

Yes - this is a new degree

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

yes

- 3 When is the first class expected to graduate?

202409 term - fall 2024

4

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

15 students per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 (May 2022)

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

Not applicable as a graduate program

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input checked="" type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input checked="" type="checkbox"/>

* See attached documents for further details

NOTE: Tuition is proposed at \$5000 in the 09, 01 and 07 terms. No tuition charged in the 05 term. If students require longer than 7 terms to complete, they will be assessed the standard M.Ed.Tuition rate.

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes - they will pay the international tuition differential.

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

From: [Wilson, Alex](#)
To: [Storey, Amanda](#); [Walker, Ryan](#)
Cc: [Oates, Alison](#)
Subject: Re: APC question about the Master of Indigenous Land Based Education
Date: Friday, October 22, 2021 8:24:26 AM

Good morning-

Thank you for the positive feedback and support. Regarding the student enrolment numbers:

-an enrolment of 15 minimum was the break even point to cover costs and be financially stable

-We set 18 as the target enrolment. There is tremendous interest in the program so we do not anticipate challenges in meeting our enrolment target. On occasion there are students who cannot make it to a course, for a range of reasons but usually because they are in late term pregnancy or have recently had a child or because of a death in the family. Setting 18 as the target number allows for some wiggle room in case some can not attend, so that we would still meet the minimum enrolment number of 15. We could run the courses with less than 18.

-For safety purposes and logistical issues, 20 is the maximum enrolment per cohort. Anything over 20 becomes challenging to have high quality graduate level discussions and land-based experiences and the group size also becomes more intrusive in a host community.

Please do not hesitate to contact if there are more questions or further clarification needed.

Respectfully,
Alex Wilson

From: Storey, Amanda <amanda.storey@usask.ca>
Sent: Thursday, October 21, 2021 10:12 AM
To: Wilson, Alex; Walker, Ryan
Cc: Oates, Alison
Subject: APC question about the Master of Indigenous Land Based Education

Good morning Alex and Ryan,

Thank you for attending APC to present the proposal for the Master of Indigenous Land Based Education. The committee is really excited about this program and appreciated the detail in the proposal. The committee recognizes that this is an opportunity for USask to cement its role as a leader in Indigenous education and that this program addressed some of the TRC's calls to action.

The committee had one lingering question on which it seeks clarity before proceeding to a vote on this well-developed and thoughtful proposal. Can you provide clarifying information about student numbers in terms of minimum enrollment to be sustainable (noted as 15), minimum enrollment to run a course (noted as 18), and maximum enrollment in a course (noted as 20)? For example, would you run a course with fewer than 18 students? The committee recognizes the depth of experience with these courses the unit has and is seeking help to understand these numbers.

The committee looks forward to clarification on this point prior to its vote, which will occur either electronically before our next scheduled APC meeting (Nov 3), or at our Nov 3 meeting. Please note that either approach will not delay this proposal moving forward to University Council for final academic approval at its November meeting.

Aside from lingering confusion about minimum and maximum enrollments, the committee whole-heartedly supports this program and appreciated the engaging proposal and presentation at APC.

Regards,

Amanda Storey, MA
Academic Governance and Hearings Advisor
University of Saskatchewan Governance Office
E289 Administration Building
105 Administration Place, Saskatoon, SK S7N 5A2
Ph: 306-966-5036
Web: governance.usask.ca

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UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: November 18, 2021

SUBJECT: Bachelor of Science in Food and Nutrition

DECISIONS REQUESTED:

(Oates/Deters): It is recommended that Council approve the Bachelor of Science in Food and Nutrition, effective May 2022.

PURPOSE:

University Council has the authority to approve new degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Agriculture and Bioresources are proposing a new Bachelor of Science degree in Food and Nutrition.

The program will provide training in food science and nutrition for students who are seeking a variety of careers in a variety of fields and could serve as a good preparatory program for students planning to enter health science or veterinary medicine programs. This new B.Sc in Food and Nutrition is a direct-entry program and will not be an accredited health professional program like the existing Nutrition Program offered by the College of Pharmacy and Nutrition.

Currently, there are no competing programs in Saskatchewan that offer students the opportunity to develop an interdisciplinary understanding linking food production with human health science. Comparator institutions such as University of British Columbia and University of Alberta offer similar programs which have strong enrolments.

In developing this program, there has been significant consultation with the College of Pharmacy and Nutrition's Division of Nutrition and Dietetics to ensure the initiative, with programming in both nutrition and food science, is well placed in the College of Agriculture and Bioresources.

This 120 c.u. program will be open to students applying directly from high school and does not currently have an enrolment limit. Tuition will be standard and the same as the Food and Bioproduct science program in the College of Agriculture and Bioresources.

CONSULTATION:

In addition to extensive consultation with the College of Pharmacy and Nutrition to develop this program, proponents also consulted with the College of Arts and Science and the College of Kinesiology regarding courses that will be a part of the program requirements or elective options.

The academic programs committee reviewed the proposal for this program at its October 20, 2021 meeting. The committee was supportive of the proposal though had some concerns about possible confusion between this new program and the existing accredited B.Sc. in Nutrition. Proponents assured the committee that they will work diligently with students and applicants to minimize confusion and felt assured that this direct-entry program will not be confused with the non-direct entry accredited program. The committee voted to recommend this program to Council for its approval.

ATTACHMENTS:

1. **Proposal for the Bachelor of Science in Food and Nutrition**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: New Degree Program: B.Sc. in *Food and Nutrition*

Degree(s): B.Sc.

Field(s) of Specialization: Food Science and Nutrition

Level(s) of Concentration: Major

Option(s):

Degree College: Agriculture and Bioresources

Contact person(s) (name, telephone, fax, e-mail): Darren Korber, 966-7786 (office), 966-8898 (fax), darren.korber@usask.ca

Proposed date of implementation: Sept 2022

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

There has been an increasing movement in North America, and indeed globally, where people are more health conscious than ever, with the core of such a philosophy centering on what foods we put into our bodies and how they function to promote health. Indeed, consumer studies have shown that young consumers, and in particular millennials, are more health conscious than previous generations, making health-promoting diets and lifestyle choices a priority. Furthermore, services offering "healthy aging" advice and programs for older demographics (e.g., the boomer generation) with disposable income have already turned into one of the fastest growing healthcare sectors today. The basis for our proposed academic

degree program entitled *Food and Nutrition* integrates aspects of both food science and nutrition. This degree will provide students with an in-depth understanding of food, its chemistry, how it's processed, produced, preserved, and packaged, and how new ingredients are integrated into products. Students will also gain an in-depth understanding of the nutrition aspects of food and the role of nutrients in our body. Such a degree would be distinct from any of the programs we currently offer - it would not be an accredited health professional program like the Nutrition program (where graduates become registered dietitians), nor would deliver the same degree of hands-on laboratory training that students receive in either the Food and Bioproduct Sciences (College of Agriculture and Bioresources) or Food Science (College of Arts and Science) degree programs, to prepare them for careers in laboratory settings. This program is anticipated to attract students interested in the applied food science and nutrition fields looking to move into the food science, food industry, agriculture, health or lifestyle industries, or as a preparatory degree for those planned to entry into medicine, pre-vet, or post-graduate studies. This program is especially timely, as shifting demographics towards the interface between food and health is at the forefront of people's minds, industry trends and preventative medicine.

- b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

This proposed interdisciplinary program responds to the University Plan 2025 (n.d.) as it encourages creativity, diversity, and connectivity. The program will be delivered via a cross-college collaboration between Food and Bioproduct Sciences (Agriculture and Bioresources) and Nutrition and Dietetics (Pharmacy and Nutrition), to offer students a unique experience from different perspectives associated with food production, formulation, processing and linkages to human health. It builds on university goals associated with boundless collaboration to offer multi-disciplinary content to our students while streamlining academic/administrative program delivery. The program also includes aspects of Indigenization with planned integration of Indigenous foods and culture into the curriculum. The program also fits into signature research areas of the university, in particular: 1) Agriculture – Food and Bioproducts for a Sustainable Future, as we gift students with knowledge and processes to help feed a growing world's population, to meet changing market trends in foods, and to understand dietary linkages to human health, and 2) One Health – Solutions at the Animal-Human-Environment interface, where students will understand the linkages between diet, emerging diseases, preventative medicine and human health. The program also fits within the College of Agriculture and Bioresources signature area in Food, Feed and Bioproducts where students will learn about how agricultural commodities can be transformed into safe, nutritious and sustainable food sources for both humans and animals and also the College of Pharmacy and Nutrition, where a broad overarching focus includes how foods nourish the body (including metabolism), the interrelationship between food and culture, how food is prepared and impact on nutritional content, and management of food preparation and service delivery in institutional environments. With students taking courses from the two disciplines, they will be exposed to interdisciplinary perspectives and knowledge to promote creativity and connectivity, traits needed to give graduates the critical thinking and problem-solving skills to address the emergent needs in this, and other, fields post-graduation. The program also aims to attract self-identified Indigenous students to the program, to help address diet-related health challenges and food security issues facing many Indigenous communities in Saskatchewan and farther north.

- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The program targets several student demographics, in particular younger generations who are more conscious of how the foods we consume impact human health. This cohort of students are concerned about environmentally-sustainable practices, technologies and ingredients used in food production, and nutritional impacts and lifestyle choices on human health and aging. These are strong global trends, therefore we expect to attract both Canadian and International Students into this degree program. For instance, our current programs in Food Science, as well as Food and Bioproduct Sciences, are dominated by international students reflecting our ability to attract the cohort from around the globe. We also believe this program will attract Indigenous students from the north, where food security, dietary choices and health challenges are at the forefront of remote community needs. The program will also attract students looking for entrance into Medicine or the College of Veterinary Medicine, as the curriculum will provide a solid foundation on how food and diet relates to health outcomes, and with planning, can meet the entrance requirements for either program.

- d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

There is no competing program in Saskatchewan that provides an integrated academic training experience in the area of food and nutrition. Obviously, some aspects are covered in the individual programs in Food Science (College of Arts and Science), Food and Bioproduct Sciences (College of AgBio) and Nutrition (College of Pharmacy and Nutrition); however, these students would not develop the same interdisciplinary perspective that links food production, its underlying science together with human health that subsequently will make them more competitive in the workforce. The College of Pharmacy and Nutrition is also developing an undergraduate program in Nutrition Science which primarily focuses on a very deep understanding of the role of diet and nutrition in health and in the prevention of major diseases. It is revealing that a cross-Canada survey (conducted by a private consultant) revealed that similar programs (to the proposed Food and Nutrition program) are currently offered at the University of British Columbia, University of Alberta, University of Manitoba, and McGill University, each with strong enrolment numbers of students (obtained via personal communications with heads of programming in these campuses) in their respective program. This successes and strong enrolment in these other programs speaks to the relevancy, deep interest, and job prospects within this field. Many students that come to the University of Saskatchewan want to remain in Saskatchewan, as our programs can address distinct local needs from a regional and community perspective. However, training in this proposed degree program will make our students market-ready for jobs both provincially and nationally. We also feel that we may be able to deliver some of the curriculum for remote delivery, especially for residents of northern communities, to reduce travel and accommodation expenses for students, as many of our courses were recently converted to online offerings in response to the COVID-19 crisis. We thus feel this is an excellent opportunity for developing a hybrid-type delivery model for select classes to attract more students and reduce time away from home communities along with the overall expense of obtaining this degree.

2. Admissions

- a. *What are the admissions requirements of this program?*

Regular Admission – High School (less than 18 credit units of transferable post-secondary)

- Grade 12 standing or equivalent.

- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
- Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 and Chemistry 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.

*Applicants may be admitted with one subject deficiency that must be cleared before second year of study

Regular Admission – Post-Secondary (18 credit units or more transferable post-secondary)

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 and Chemistry 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.

*Applicants may be admitted with one subject deficiency that must be cleared before second year of study

Provisional Admission

- Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.

Special (Mature) Admission

- Proof of age (21 or older).
- Biology 30 or Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or post-secondary coursework.
- Less than 18 credit units of transferable post-secondary coursework.
- Resume
- Proficiency in English

Selection Criteria

- Regular Admission: Academic average – 100% weighting
 - Competitive average is set each year in consultation with the College to manage enrolment. An early admission deadline and average will be set in consultation with the College. After the early admission deadline, applications will continue to be accepted until the final deadline. All applicants will be ranked by admission average and spaces will be offered to the top applicants.
- Provisional Admission: Declaration form – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.
- Special (Mature) Admission: Special admission package – 100% weighting

- Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at recognized and/or accredited post-secondary institution, with an average of at least 60%.

Provisional Admission

Provisional Admission is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university-level course.

Admission is for one academic year only. Applicants are restricted to a maximum of 6 credit units of study per term.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

3. Description of the program

a. What are the curricular objectives, and how are these accomplished?

The proposed curriculum will expose students to foundational knowledge related to food science and nutrition. For instance, the curriculum will provide students with an advanced knowledge and understanding of agricultural outputs and by- and co-products (proteins, carbohydrates, fibre, lipids and other components) for food use, with targeted instruction on the science governing food quality, safety, processing, preservation, security and health. The program will also give students an understanding of how foods nourish the body (including metabolism), the interrelationship between food and culture, how food is prepared and impact on nutritional content, and management of food preparation and service delivery in institutional environments. It will also enable integration of how dietary patterns impact one's health, community nutrition, food culture and overall lifestyle choices.

This interdisciplinary program will enable students of diverse backgrounds to participate in group assignments or projects within the classes, and in class laboratories (e.g., FABS 325 - Food Microbiology and Safety; FABS 345 - Unit Operations in Food Processing; NUTR 221 - Advanced Nutrition Micronutrients; NUTR 321 - Advanced Nutrition Macronutrients and Energy; NUTR 298 - Introductory Food Preparation) and tutorials. The laboratories will provide students with hands-on experiential learning,

whereas tutorials and group assignments will impart students with management, communication and problem-solving skills.

Students completing this program will be expected to:

- Understand advanced knowledge about food safety and quality control, food processing, preparation, analysis and food chemistry,
- Be able to analyze the role of food ingredients, and their impact on human health,
- Understand the role of micro- and macronutrients on ones' health and, emerging and chronic diseases,
- Understand the relationship between dietary patterns, and human/community nutrition and lifestyle choices, and
- Be effective communicators, decision makers and problem solvers.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Modes of delivery: We plan to deliver this program primarily using an on-campus model for course offerings; however, we may also deliver some courses online using a hybrid model to allow students to take some of their credit units remotely. For instance, FABS 110 (The Science of Food) was developed as a fully-remote course due to COVID-19, and thus an option could be developed for continued remote delivery, while simultaneously providing face-to-face in person instruction for on-campus students. NUTR 120 (Basic Nutrition) has had an online/distance delivery option for many years available to students. We see this as being advantageous for attracting students from both northern communities or other remote settings. With the exception of FABS 110 (Science of Foods) and FABS 212 (Agri-food and Resources Microbiology) which are offered annually, the FABS required and non-required electives are currently delivered in an alternate-year format. In contrast, all NUTR courses to be delivered in the program would occur annually. We will also collaborate with other stakeholder colleges to offer sections that complement the core requirements for our students. The program is designed to be flexible to allow students from other disciplines to transfer into our program with minimum disruptions to a student's program schedule.

Experiential learning opportunities: Several courses in this proposed program will involve group assignments and tutorials to teach problem solving, people management and communication skills, and several will further include a laboratory component. These labs will include FABS 212 (Agri-food Resources and Microbiology), FABS 325 (Food Microbiology) and FABS 345 (Unit Operations in Food Processing), NUTR 221 (Advanced Nutrition Micronutrients), NUTR 298 (Food Fundamentals and Preparation), and NUTR 321 (Advanced Nutrition Macronutrients and Energy). These courses will provide hands on experience in addressing topics and skills important to industry upon graduation. The degree option will also have a capstone course (FABS 492) in which students will learn critical thinking skills by reviewing scientific literature on a current or emerging topic at the nexus of food science and nutrition. The students will also have an opportunity to present their final year thesis to their graduating class and faculty within the Department of Food and Bioproduct Sciences and Division of Nutrition and Dietetics.

General teaching philosophy: The mission of our interdisciplinary program is to develop students fluent in skills, theory and concepts at the interface between food science and nutrition, such that they will have a broad understanding of the relationships between food development, processing and preparation, and its impact on human health. The two collaborating units (FABS and NUTR) feel strongly that providing such an interdisciplinary perspective within the curriculum will yield a new student cohort that thinks differently about food, nutrition, and the food/health environment. We will also provide experiential learning opportunities through group assignments, tutorials and laboratory experiences to give practical skills that

they will need to problem solve, communicate and address real world problems and challenges when they graduate. An opportunity for students to engage in a summer term work-placement for credit in food science will also be an elective option for students who are able to obtain summer employment from local employers who meet the program's criteria. This will be organized by the Department of Food and Bioproduct Sciences.

c. Provide an overview of the curriculum mapping.

The following is our curriculum mapping of the proposed program to our learning objectives:

Core course	Experiential learning		Understand advanced knowledge about food science	Understand advanced knowledge about nutrition	Be effective decision makers and problem solvers	Be effective communicators
	Group activities or tutorials	Lab practicum				
FABS 110			X			X
NUTR 120				X	X	
FABS 212		X	X		X	X
FABS 222			X			
NUTR 221		X		X	X	
NUTR 298		X	X	X	X	
FABS 315			X			
FABS 325		X	X		X	X
FABS 345		X	X		X	X
FABS 362			X			
NUTR 305	X			X	X	
NUTR 310	X			X	X	X
NUTR 321		X		X	X	X
NUTR 322				X	X	X
NUTR 365	X			X	X	X
FABS 417			X			
FABS 452	X		X		X	X
FABS 492			X	X	X	X
NUTR 420				X	X	X

An external curriculum mapping exercise was also done by our consultant (Lenore West) whereby the curricula of similar programs offered across Canada were compared to our proposed curriculum. Our conclusions from that comparison were that the scope and content of the comparator programs were largely consistent with what we're currently proposing.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

Based on our curriculum mapping, there are several classes that provide experiential learning in terms of group assignments, tutorials or laboratory practicum. These provide an opportunity for students to develop their critical thinking and problem-solving skills. For instance, the laboratory component of FABS 212 (Agri-food and Resource Microbiology) and 325 (Food Microbiology and Safety) provide students with practical techniques for understanding and testing food microbiology and safety, with students completing formal laboratory reports and group assignments. FABS 452 (Quality Assurance and HACCP) provides a group learning environment where students work as teams to address common industrial problems such as developing food safety and quality assurance plans or conducting audits. FABS 345 (Unit Operations in Food Processing) teaches practical theory and knowledge for food processing. For NUTR 298 (Introductory Food Preparation), students participate in various food preparation activities in a laboratory setting. For NUTR 310 (Food Culture and Human Nutrition), there is a focus on understanding the intersection between food and culture by doing research and presentations on different aspects related to this topic. In NUTR 365 (Quantity Food Production and Service), students learn about method and principals of preparing foods in large quantities and are provided with the skills to assess various types of institutional food settings. The final capstone course, FABS 492 (Literature Thesis), provides students the opportunity to critically evaluate literature, bring together knowledge from multiple sources and communicate them in both a written thesis form, and a final presentation.

e. Explain the comprehensive breadth of the program.

The breath of our program spans a core of courses from Food Science and Nutrition, providing a balance of educational content from both disciplines. This will be complemented by restrictive and open electives, as well as stakeholders from other colleges to form a well-rounded program.

The following is a proposed course profile for a student in the Food and Nutrition program:

Year 1 (30 c.u.): BIOL 120.3 (The Nature of Life), BIOL 121.3 (The Diversity of Life), CHEM 112.3 (General Chemistry 1), CHEM 250.3 (Intro to Organic Chemistry), ECON 111.3 (Introduction microeconomics) [or COMM 102.3, 204.3, 201.3, AREC 230.3], NUTR 120.3 (Basic Nutrition), FABS 110.3 (The Science of Food), 3 c.u. ENG and 3 c.u., AREC 220 (History of Indigenous Agriculture in Canada) or INDG 107.3 (Introduction to Canadian Indigenous Studies), and 3 c.u. Social Sci or Humanities.

Year 2 (30 c.u.): BMSC 200.3 (Biomolecules), BMSC 230.3 (Metabolism), NUTR 221.3 (Advanced Nutrition Micronutrients), FABS 212.3 Agri-food and Resources Microbiology [or BMSC 210.3], PLSC 214.3 (Statistical Methods) [or STAT 245.3], FABS 222.3 (Food Security), NUTR 298.3 (Introductory Food Preparation), NUTR 305.3 (Food Research Methods), 3 c.u. of MATH (104.3, 110.3 or 125.3) and 3 c.u. Open Electives.

Year 3 and 4 (60 c.u.):

Core Required Courses (36 c.u.): FABS 315.3 (Food Chemistry), FABS 325.3 (Food Microbiology and Safety), FABS 345.3 (Unit Operations in Food Processing), FABS 417.3 (Food and Bioproduct Analysis), FABS 362.3 (Functional Foods and Nutraceuticals), FABS 452 (Quality Assurance and HACCP), NUTR 310.3 (Food Culture and Human Nutrition), NUTR 321.3 (Advanced Nutrition Macronutrients and Energy), NUTR 322.3 (Nutrition Throughout the Lifespan), NUTR 365.3 (Quantity Food Production and Service), NUTR 420.3 (Current Issues in Nutrition) and FABS 492.3 (Literature thesis) or FABS 494.6 (Research Thesis).

Restrictive Electives (15 c.u.): NUTR 350.3 (Introduction to Public Health and Community Nutrition), FABS 360.3 (Water Microbiology and Safety), FABS 371.3 (Food Biotechnology), FABS 401 (Dairy Science and Technology), FABS 411.3 (Lipid Science and Technology), FABS 457.3 (Meat Science and Technology), FABS 460.3 (Protein Science and Technology), FABS 474.3 (Food Enzymology), FABS 493 (Product Development), PLSC 201.3 (Field Crops of Western Canada), PLSC 235.3 (Urban Agriculture), PLCS 420.3 (Grain Chemistry and Technology), FABS 298.3, 398.3 or 498.3 (Special Topics), KIN 121.3 (Functional Basis of Physical Activity), KIN 122 (Social Behavioural Foundations of Physical Activity), BMSC 240.3 (Laboratory Techniques), BMSC 320.3 (Nucleic Acids from Central Dogma to Human Disease), CHEM 115.3 (General Chemistry II), CHEM 221.3 (Analytical Chemistry I), CHEM 231.3 (Inorganic Chemistry I), CHEM 242.3 (Thermodynamics and Kinetics) and CHEM 255.3 (BioOrganic Chemistry).

Open electives (9 c.u.).

- f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

Discovery goals: Students taking part in this program will learn from a diverse interdisciplinary group of instructors using a wide range of teaching styles and methods. Experience will be gained as result of working on group assignments, tutorials and lectures; laboratories will provide enhanced practicum and learning outcomes. The capstone (FABS 492.3) course will allow students to integrate knowledge obtained from their program to tackle diverse topic areas and present their findings to the NUTR and FABS faculty and students.

Knowledge goals: Students taking part in this program will receive advanced knowledge of agricultural outputs and by- and co-products (proteins, carbohydrates, fibre, lipids, and other components) for food use, with targeted instruction on the science governing food quality, safety, processing, preservation, security and health. The program will also give students an understanding of the role micro- and macronutrients have on the body, and the impact they have on overall health as well as in development of disease. The ways in which nutrition and lifestyle choices contribute to one’s health, community nutrition, food culture and overall well-being will also be obtained. Given the diverse enrolment of Canadian, Indigenous, and International students, the learning environment should be such that the cohort of students will be able to apply interdisciplinary and intercultural perspectives to real-life situations.

Integrity goals: Students will be exposed to concepts associated with ethics and integrity within our courses, especially the ones with laboratory-based components and group assignments.

Skills goals: Through written assignments (e.g., formal laboratory reports, term papers) and in-class presentations, students will require the necessary written and oral communication, as well as critical thinking skills to make a significant and positive contribution to the workforce upon graduation. These skills will be re-affirmed in their Capstone literature thesis, where students will bring together concepts from the interface of food science and nutrition to discuss emerging and hot topic areas. Students will also learn skills to work effectively in groups/teams, as well as becoming independent learners.

Citizenship goals: Graduates from this program will be prepared to make positive impacts to the workforce immediately after graduation. The program values interdisciplinary and multi-cultural perspectives in the curriculum, so graduates will be able to work with people with diverse background and understand different perspectives around the table in order to achieve solutions for the workplace.

- g. Describe how students can enter this program from other programs (program transferability).*

Students may enter this program directly from high school or transfer into the program after taking courses elsewhere on campus. Given the cross-cutting, interdisciplinary nature of this new program, we envision a significant number of these students would choose the Food and Nutrition option. The first year's courses would largely serve to enable a seamless transition to our proposed program, without requiring an additional year to complete the program. Furthermore, there has been a lot of interest for Food Science students taking the Nutrition minor as part of their B.S.A. program over the years. We feel that there will be an interest of some, to expand their nutritional education, and enter into this program. We feel this program is ideally suited to meeting the demand of new UofS students, and students looking at the applied sciences involved with the area of food, nutrition and health.

- h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

The Food and Nutrition program will be delivered using existing courses within the respective colleges. We aim to have this program in place by Sept. 2022, and will ensure extra laboratory sections and TA support are in place (for laboratories) to accommodate the increased number of students. Measures of success will include: a) tracking student enrolment and completion (we are aiming for a total of approximately 100 students across all 4 years once established); b) conduct a survey of graduating students to understand the perceived value of the program; and c) conduct a survey of workplace stakeholders of the quality of graduates being produced. A full program review will be undertaken internally every 4 years to modify the program as we move forward.

- i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

Not applicable. This is not going to be an accredited program.

4. Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

There has been a long-term interest between faculty members of Food and Bioproduct Sciences and the Division of Nutrition and Dietetics in developing a shared/collaborative degree option in Food and Nutrition, a program which has generated considerable enrolment numbers at other Universities offering similar programs over the past several decades. While nothing materialized from those initial discussions, several years ago, President Peter Stoicheff and the Dean's executive renewed conversations on how cross-college collaborations could serve the University's future enrolment and training goals. From this, the idea of a joint program in Food and Nutrition between our two units was resurrected, and a series of meetings,

initially between Jane Alcorn (Dean of College of Pharmacy and Nutrition), Carol Henry, Brian Bandy, Fran Walley (Associate Dean Academic, College of Agriculture and Bioresources). Michael Nickerson and Darren Korber, were held to discuss the possibility of this vision of an interdisciplinary Food and Nutrition degree restarted. From those meetings, it was agreed that this kind of programming could provide options for those students who were looking for a program that focused on both food science and nutrition, and not nutrition or food science alone. These meetings were followed by a presentation of the initiative to the Planning and Priorities Committee, and a series of ongoing meetings between faculty from Food and Bioproduct Sciences and the Division of Nutrition and Dietetics.

As indicated previously, this program is intended for students that wish to focus on the integrated field of food science and nutrition and who do not want to focus on nutrition/dietetics or food science alone. For example, the College of Arts and Science and College of Agriculture and Bioresources have programs in Food Science and, Food and Bioproduct Sciences, respectively. These programs place a greater emphasis on laboratory training necessary to meet the needs of the food industry compared to the proposed Food and Nutrition program. We expect some students will move out of our FABS/Food Science programs in favour of this new program (estimating a 20% reduction in total numbers); however, there will be a net gain overall in enrolment across all programs. Students will also provide a greater pool of potential students for graduate research opportunities for both Departments, as well as summer student internships in food science.

- b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

Several units that offer key “service” courses were contacted (Departments of Biochemistry, Biology, Chemistry, Economics, English, and Mathematics) to explore the possibility that this new offering may cause problems with respect to class or lab sizes and thus the number of sections (and associated resources) that need to be offered. After consultations, it is our impression that our new program will not place an inordinate stress on these units and these courses, since we predict that some students that enter this program will already be in the College of Arts and Science. Thus, they will either make a decision on their major in choosing our new program (or switch majors). In addition, Dr. David Natcher, the instructor of AREC 220.3 (History of Indigenous Agriculture in Canada), was also consulted and he indicated that student limits were not an issue. The College of Kinesiology was also contacted with respect to restricted elective offerings which may be complimentary to this program (i.e., KIN 121.3, 122.3); their response was positive and they indicated that they could accommodate all of our students who wanted to exercise these restricted elective options.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

The following courses are from outside of the College of Agriculture and Bioresources, or Pharmacy and Nutrition. They include primarily courses offered through the College of Arts and Science, including: BIOL 120.3, 121.3, CHEM 112.3., 250.3, ECON 111.3, ENG 1XX.3 (there are many satisfactory options), MATH 104.3 OR 110.3 OR 125.3, and BMSC 200.3, 230.3. While this is a direct entry program, we believe that some of the students entering this new program will initially come from the Arts and Science student pool (e.g., transfer from other programs into Food and Nutrition). See above regarding consultations regarding demands on service courses.

- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Our respective College librarians (Virginia Wilson – Agriculture and Bioresources; Kevin Read – Nutrition and Dietetics) were consulted in the process of evaluating whether our resources were sufficient to meet the needs of this new program. Since similar materials will be used as for already established programs (e.g., Nutrition, Food Science, and Food and Bioproduct Sciences), no additional resources will be needed.

- e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

5. Budget

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

This program will engage all of our faculty and staff from Food and Bioproduct Sciences, as the core courses of this new program are also required courses in our current programming in Food and Bioproduct Sciences/ Food Science that will be expanded to accommodate new students from the new Food and Nutrition degree program. The courses from Nutrition and Dietetics will be taught by current faculty who already teach those courses. Increased course enrolment may increase the workload of faculty teaching these courses and the need for additional TA support. Food and Bioproduct Sciences currently has two laboratory instructors that would contribute to the lab courses that would be affected; this will be managed by increasing the number of sections beyond what we currently offer (we have unused capacity in this regard). Nutrition and Dietetics currently has two professional nutrition staff (0.75 FTE total) who coordinate the current labs that these students would take. With the anticipated increase in student numbers, additional hours would be required to handle anticipated increases in class and laboratory sizes. Also, we plan on having one undergraduate program advisor from FABS who would be able to advise students entering this new program. We believe it would represent an increase of up to ~40% advising time for the advisor. An advisor from the Division of Nutrition and Dietetics would assist with inquiries related to Nutrition and Dietetics courses and course overrides, etc.

A summary of faculty, their specializations and courses instructed, as well as academic staff, from both programs, are given below:

The Division of Nutrition and Dietetics currently has 7.5 FTE faculty members, all of whom have various teaching assignments in the B.Sc. Nutrition program. Not all of these courses are included in the proposed Food and Nutrition program.

NUTRITION AND DIETETICS:

Name	Rank	Specialization	Undergraduate teaching responsibilities in current B.Sc. Nutrition program
Bandy, Brian	Associate Professor	Bioactive components of plants, and on the roles of oxidative metabolism in health and disease. Plant components of interest include antioxidant vitamins (such as vitamins C and E) and flavonoids	NUTR 221.3 – Advanced Nutrition NUTR 305.3 – Research Methods Micronutrients NUTR 420.3 – Current Issues in Nutrition
Cammer, Allison	Assistant Professor	Nutrition and dementia, caregiving, long-term care, and older adult nutrition	NUTR 420.3 – Current Issues in Nutrition NUTR 430.3 – Professional Practice III NUTR 450.3 – Nutrition Program Planning and Evaluation
Henry, Carol	Assistant Dean	Community-engaged research, capacity building, nutrition, food security, coco-cultural health, nutrient quality – soil and human; food processing; consumer acceptability and food choice behaviours	NUTR 298.3 –Food Fundamental and Preparations NUTR 365.3 – Quantity Food Production and Service Quantity Food Production and Service NUTR 466.3 – Organization and Management of Nutrition Services
Lieffers, Jessica	Assistant Professor	Linkages between nutrition and dental diseases; issues related to professional practice in dietetics	NUTR 298.3 –Food Fundamental and Preparation NUTR. 230.3 – Professional Practice I NUTR 330.3 – Professional Practice II
Moisey, Lesley	Assistant Professor	Nutrition in critically ill patients over the trajectory of illness, body composition assessment, and use of combined nutrition and exercise programs to enhance outcomes in various clinical populations	NUTR 420 – Current Issues in Nutrition NUTR 425.3 – Nutritional Assessment NUTR 442.3 – Clinical Nutrition II
Rozwadowski, Melanie	Assistant Professor		NUTR 120 – Basic Nutrition NUTR 322 – Nutrition Through the Life Cycle NUTR 420.3 – Current Issues in Nutrition
Vatanparast, Hassan	Professor	Nutritional epidemiology with emphasis on nutrition-related non-communicable disease; community-based health promotion; public health nutrition; nutritional assessment; analysis of complex health survey	NUTR 350.3 – Introduction to Public Health and Community Nutrition NUTR 420.3 – Current Issues in Nutrition

		data; and nutrition and health status of immigrant and refugee populations	
Zello, Gordon	Professor	Metabolism, clinical nutrition and dietary assessment, specifically integration and regulation of metabolism; protein/amino acid metabolism and requirements; organic acid metabolism; stable isotope technology and liquid chromatography methodology in nutrition research; energy requirements, body composition and nutrient intakes in healthy and clinical populations; and the effect of nutrition knowledge, beliefs and attitudes on behaviour	NUTR 310.3 – Food Culture and Human Nutrition NUTR 321.3 – Advanced Nutrition Macronutrients and Energy NUTR 420.3 – Current Issues in Nutrition

FOOD AND BIOPRODUCT SCIENCES:

Name	Rank	Specialization	Undergraduate teaching responsibilities
Ai, Yongfeng	Assistant Professor	Carbohydrate chemistry, nutrition and utilization, Crop quality and utilization, Extrusion processing, Pet food, Dietary fiber	AGRC 112.3 – Animal Agriculture and Food Science; FABS 498.3 – Advanced Carbohydrates; FABS 417.3 – Food Analysis
Eskiw, Christopher	Associate Professor	Nutrigenomics, Molecular gerontology, Genome organization	FABS 212.3 – Agri-food and Resource Microbiology; FABS 323.3 – Food Additives and Toxicants; FABS 362.3 Functional Foods and Nutraceuticals;
Ghosh, Supratim	Associate Professor	Food nanotechnology, Emulsions, Fat crystallization, Rheology, Encapsulation and delivery systems, Bioavailability	FABS 110.3 – The Science of Food; FABS 417.3 – Food Analysis
Korber, Darren	Professor, Dept. Head (FABS)	Biofilm communities, Microbial stress response and antimicrobial resistance, Food fermentation	FABS 212.3 – Agri-food and Resource Microbiology FABS 360.3 – Water Microbiology FABS 325.3 – Food Microbiology; FABS 452.3 – QA and HACCP FABS 450.3 – Rumen Microbiology
Nickerson, Michael	Professor	Protein quality and utilization	FABS 110.3 – The Science of Food; FABS 417.3 – Food Analysis; FABS 460.3 – Protein Science and Technology; FABS 493.3 – Product Development
Qiu, Xiao	Professor	Molecular biology and biotechnology of nutraceuticals, Bioactive lipids and industrial biochemicals	FABS 211.3 – Intro Bioproduct Science; FABS 411 – Lipid Science and Technology; PLSC 416.3 Applied Plant Biotechnology; FABS 492.3/494.6 Literature-/Project-based theses
Shand, Phyllis	Professor	Quality and processing of meat and meat products, Protein functionality	AGRC 112.3 – Animal Agriculture and Food Science; FABS 210.3 – The Science

		and gelation, Utilization of pulses in meat processing	of Food; FABS 457.3 – Meat Science and Technology; FABS 486.3 – Sensory Evaluation of Food; FABS 345.3 – Unit Operations in Food Processing
Tanaka, Takuji	Associate Professor	Enzyme structure-function relationship studies, Enzyme utilization in food and bioproduct processing	FABS 222.3 – Food Security; FABS 334.3 – Industrial Microbiology; FABS 371.3 – Food Biotechnology; FABS 401.3 – Dairy Science and Technology; FABS 474.3 – Food Enzymology
Tyler, Robert	Professor, Dept. Head (ANPS)	Crop utilization	AGRC 112.3 – Animal Agriculture and Food Science; PLSC 420.3 – Grain Chemistry and Technology; FABS 417.3 – Food Analysis
Vujanovic, Vladimir	Professor	Molecular mycology and biotechnology, Microbiome and endosymbionts, Biocontrol, Mycotoxins	FABS 212.3 – Agri-food and Resource Microbiology; FABS 222.3 – Food Security; FABS 334.3 – Industrial Microbiology

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

No courses or programs will be deleted from the programming offered by either unit in order to make room for the new program. Accordingly, the Nutrition degree (to become a Registered Dietitian degree; Pharmacy and Nutrition), the Food and Bioproduct Sciences (Agriculture and Bioresources) degree, and the Food Science degree (Arts and Science) degrees will all be offered in parallel with the new Food and Nutrition degree. In addition, a Notice of Intent is currently being prepared for a Nutrition Science program offered by Pharmacy and Nutrition.

c. How are the teaching assignments of each unit and instructor affected by this proposal?

While there may be scheduling changes required to deliver this program in concert with existing programs, it is not anticipated that the teaching duties of individual faculty from either the Food and Bioproduct Sciences/Nutrition and Dietetics departments will change because of offering this new program. It is noteworthy that faculty have generally been responsible for the same courses for several years. Maintaining these assignments will ensure that the experience accrued by faculty, as well as teacher-scholar value-added elements, will not be sacrificed/will be preserved. There may be needs for additional laboratory instructors and TAs with increased course enrolments.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

While it is not anticipated that significant budget resources will be needed to deliver this program, some extra support may be needed to accommodate this new program in the following ways: i) need for larger

classrooms to accommodate larger student numbers, ii) additional TA hours to assist professors in marking of assignments and projects, iii) additional resources (consumables, laboratory instructor hours, TA hours) in support of extra laboratory sections or larger lab sizes. It's not anticipated there will initially be significant increases in administrative load but there is existing capacity to assume this extra administrative requirement. It is notable that the FABS department presently has unused laboratory capacity which may be accessed by offering more lab sections or filling individual lab sections more fully; but this is not the case for Nutrition, where additional support would be required.

- e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

The plan for delivery of this program is using the face-to-face model of instruction, as traditionally used for our existing programs. However, we may also deliver some courses online to allow students to take some of their credit units remotely. For instance, FABS 110 (The Science of Food) was developed as a fully-remote course due to COVID-19, and thus an option could be developed for continued remote delivery, while simultaneously providing face-to-face in person instruction for on-campus students. NUTR 120 (Basic Nutrition) has had an online/distance delivery option for many years available to students. We see this as being advantageous for attracting students from both northern communities or other remote settings, as well as introducing and attracting them to the subject area.

- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

This will be an interdisciplinary program; however, both programs will rely on instructors and resources that are currently available for delivery of their respective programs. That said, some incremental costs of delivering larger classes and labs, with possibly additional sections, would likely be incurred.

- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

For University-level awards, scholarships and bursaries are available to all qualified students. For college-level awards, eligibility will be dependent on award conditions as determined by the respective Student Finance and Awards adjudication committees.

- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Tuition will be the same (standard category) as for the Food and Bioproduct Sciences within the College of Agriculture and Bioresources degree program (Agriculture and Bioresources being the academic home for the program).

- i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The cost of program delivery will, as indicated previously, experience relatively-low costs associated with TA and laboratory support that would be proportional to increases in student numbers in the program, as outlined below:

Estimated costs of program delivery:

Agbio

Laboratory staff	20,000
Teaching assistants	8,349
Laboratory supplies	<u>5,480</u>

Total Agbio 33,829

Pharmacy and Nutrition

Laboratory staff	24,000
Teaching assistants	2,085
Laboratory supplies	<u>4,000</u>

Total Pharmacy and Nutrition 30,085

- j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible ? is there a minimum. What is the maximum enrolment, given the limitations of the resources allocated to the program*

The enrolment target for this new program is ultimately 25-30 students per year. We anticipate that enrolment will likely start slowly with uptake around 10 students in the first year, and then increasing year over year to a maximum of 25-30. We believe the FABS unit could handle a total of ~100 more students than currently in our programs (across all years) without significantly affecting our ability to operate with current resources of faculty and lab instructors (this would reflect 5 sections of FABS 325 lab with 30 students per section) and the delivery of our existing programs. Note that additional lab resources and TA support would rise in proportion with program uptake. With current faculty and staff in the Division of Nutrition could handle an additional 20 students in each year of the new program with additional TA and laboratory staff resources. Target intake is expected to be achieved in the fourth year (2025/26) and program enrolment would be full strength at 108 in 2028/29.

- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Revenues would be shared between the Department of Food and Bioproduct Sciences, the College of Pharmacy and Nutrition, the College of Arts & Science, and the College of Kinesiology in accordance with the TABBS model. The College of Agriculture and Bioresources will house and administer this new B.Sc. degree program. All students will be enrolled in the College of Agriculture and Bioresources and will take courses in Nutrition offered by the College of Pharmacy and Nutrition.

<u>Student Data (FTE)</u>	<u>Full program</u>
Total Yr 1 students	27.00
Total Yr 2 students	27.00
Total Yr 3 students	27.00
Total Yr 4 students	27.00
Total program	108.00
<u>Tuition rate per credit unit</u>	
AgBio Classes	222.40
Pharmacy and Nutrition	219.90
Arts & Science	221.66
Kinesiology	222.50
<u>Program tuition generated</u>	
AgBio Classes	264,962
Pharmacy and Nutrition	171,440
Arts & Science	273,806
Kinesiology	7,509
Total tuition	<u>717,717</u>
Core Program	540,845
Electives and restricted electives	<u>176,872</u>
Total Tuition	<u>717,717</u>

Given current assumptions on students and course enrolment, approximately one-third of the tuition is considered new to the university.

- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

This program will be supported initially through the independent programming of the respective units, and thus any incremental gains in terms of enrolment will improve fiscal sustainability of Food and Bioproduct Sciences and Nutrition and Dietetics, overall.

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

As indicated above, additional resources may be needed to cover increased enrolment in the courses; however, additional faculty are not required at the predicted intake level.

- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

The program will start from a cost-neutral position due to the fact that both units are currently offering separate programs in the two colleges and some capacity exists in the courses.

Direct costs for teaching assistants, laboratories and supplies in AgBio are expected be about \$14,000. Funding would be provided by the college based on its current budget formula. If student numbers warrant, an increase for laboratory instructional support of about \$20,000 could be funded by the tuition allocations.

No new funding sources exist in support of development of this program. However, should the program prove successful, a possible new shared faculty member position between the two colleges could be considered for hire in the future.

Overall, a number of factors have aligned which make this new program an excellent opportunity. The opportunity for development of this program is exemplified by the fact that similar programs by comparable institutions in Canada are popular and well subscribed, and with successful student outcomes post-graduation. The classes needed to offer this program are already being offered by our respective units at the University of Saskatchewan, so with a small amount of financial support, such a program would present a low-risk in the event that enrollment doesn't meet expectations. Further, the cross-college collaboration model presents a useful strategy for maximizing the productivity and impact of our existing faculty complement, as well as other resources in support of undergraduate teaching in our respective units. It will also offer a supply of qualified undergrads potentially interested in graduate studies in either of our disciplines, feeding into the local food and value-added marketplaces that our stakeholders are asking for. The program will help fill the employment market gap emerging in the food, health and lifestyle sectors.

College Statement

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

- Recommendation from the College regarding the program – **see attached**
- Description of the College process used to arrive at that recommendation – **see attached**
- Summary of issues that the College discussed and how they were resolved – **see attached**



To: Academic Program Committee, University of Saskatchewan
From: Eric Micheels, Acting Associate Dean Academic, College of Agriculture and Bioresources
Re: Letter of Support from College of Agriculture and Bioresources for B.Sc. in Food and Nutrition from Department of Food and Bioproduct Sciences
Date: August 30, 2021

The College of Agriculture and Bioresources fully supports the development of the B.Sc. in Food and Nutrition developed by the Department of Food and Bioproduct Sciences. This new program meets the needs of a distinct group of prospective students who are keen to build knowledge in both food chemistry, food processing, and other related areas along with foundational knowledge of food nutrition and the role that nutrients play in human health.

This program is distinct from other degrees on campus currently offered on campus. It is projected that this program will attract a distinct student who is not interested in becoming a registered dietician nor are they interested in working in a laboratory setting. This new program will help the College of Agriculture and Bioresources meet enrolment targets while also maintaining alignment with the University Plan 2025.

The program is developed in such a way to build upon resources that are already in place. Existing courses that are offered in both the Department of Food and Bioproduct Sciences and the Division of Nutrition and Dietetics comprise required and elective course set. Also, as this degree will be offered in parallel to existing degrees within the College of Agriculture and Bioresources, we feel this provides the College with additional opportunities to attract and retain high quality students interested in food and health related issues.

The process that the College of Agriculture and Bioresources used to evaluate this program follows prescribed guidelines by the University of Saskatchewan. The Degree Program was discussed at the College level at both the Undergraduate Affairs Committee (held on June 2, 2021) and at the most recent meeting of the College of Agriculture and Bioresources faculty (held on June 16, 2021). The proposed program received strong support at both the UAC and the faculty meeting.

During the approval process within the College of Agriculture and Bioresources, few issues were raised with the development of this course. This is largely a result of the due diligence undertaken by leadership within the Department of Food and Bioproduct Sciences. At the UAC meeting, it was raised that some courses within AgBio departments could also fit within as restricted electives for students registered for this program. This minor issue was resolved by adding these courses to the list of restricted electives for students in this program.

Overall, we in the College of Agriculture and Bioresources are excited about this new program developed by the Department of Food and Bioproduct Sciences. The program effectively utilizes existing faculty and courses to deliver a distinct program aimed a growing population of incoming students who are interested food and nutritional issues.

Dear Dr. Darren Korber:

I am pleased to support the proposal to create a Bachelor of Science program in Food and Nutrition.

Although your department represents the academic home, the BSc Foods and Nutrition is a joint program between Colleges of Agriculture and Bioresources and Pharmacy and Nutrition (CoPN). The proposed BSc program complements the existing AgBio Food and Bioproduct Science or Food Science programs and CoPN Nutrition and Dietetics program. However, it is unique from these programs as it fills an important gap in programming integrating both the fields of food science and nutrition, an approach lacking in the current programs of our respective colleges.

I understand this program is designed to capitalize on existing resources within our college, in particular building a curriculum based on existing courses. The program can be largely accommodated within the faculty of the Division of Nutrition's assignment of duties. However, the anticipated increased enrolment will create additional workload. The CoPN is committed to provide additional TA and Lab Instructor support as appropriate for the delivery of this new program.

I look forward to our two colleges working together to offer this unique integrated academic training experience in the area of food and nutrition.

Sincerely,



Jane Alcorn, DVM, PhD
Dean and Professor
College of Pharmacy and Nutrition

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

Strategic plan alignment:

As indicated elsewhere in this proposal our new interdisciplinary program fits with the University Plan 2025 (n.d.) as it encourages creativity, diversity, and connectivity. Involving cross-collaboration between Food and Bioproduct Sciences (Agriculture and Bioresources) and Nutrition and Dietetics (Pharmacy and Nutrition), this program will provide a unique training experience from different perspectives associated with food production, formulation, processing and linkages to human health. It further will encompass university goals associated with boundless collaboration to offer multi-disciplinary content to our students, while streamlining academic/administrative program delivery. In addition, our proposed program aligns with the signature research areas of the university, including: 1) Agriculture – Food and Bioproducts for a Sustainable Future, as we gift students with knowledge and processes to help feed a growing world's population, to meet changing market trends in foods, and to understand dietary linkages to human health, and 2) One Health – Solutions at the Animal-Human-Environment interface, where students will understand the linkages between diet, emerging diseases, preventative medicine and human health. The program also fits within the College of Agriculture and Bioresources signature area in Food, Feed and Bioproducts where students will learn about how agricultural commodities can be transformed into safe, nutritious and sustainable food sources for both humans and animals and also the College of Pharmacy and Nutrition, where a broad overarching focus includes how foods nourish the body (including metabolism), the interrelationship between food and culture, how food is prepared and impact on nutritional content, and management of food preparation and service delivery in institutional environments. Furthermore, it will enhance the student experience through engagement with our partners and communities; in particular those regional employers and businesses who are leaders in the food/bioproduct sector who employ both our students and graduates. Lastly, it will continue, in an ongoing manner, to re-examine its relevance to our academic programs to ensure that it's adapting to address both emerging issues and future opportunities to provide graduates with theoretical, technical and soft-skills that employers need to drive their current and future business goals.

- SPR recommendations – [see below](#):

The following comments are quotes from the SPR external examiners who reviewed our unit's graduate/undergraduate programming:

"Food and Bioproduct Science programs should continue to be promoted to ensure their visibility. The intention to develop a Food Science and Nutrition program should favorably position the department in this perspective, while another angle is certainly the sustainability aspects which have gained interest in the recent years and will continue to be of importance for the population to be able to feed the world."

“The Department is innovative and proactive with regards to the development of new programs in collaboration with other colleges, e.g. the development of a Nutrition and Food Science program.”

“While it was noted that substantial – and successful – recruitment efforts are made for the undergraduate programs in Food Science / Food and Bioproduct Sciences, additional recruitment efforts and / or additional programs, e.g. Nutrition and Food Science, may be helpful to increase enrolment in undergraduate programs, particularly because the international students in the program are predominantly coming from one country, the P.R. China, and changes in the political situation that are beyond control of Canadian Universities may impact this stream of students.”

- Relevant sections of the College plan - see “Excerpts from the College Plan and Planning Parameters” above
- Accreditation review recommendations – Not applicable
- Letters of support – see attached
- Memos of consultation – see below:

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.

Units that offer key “service” courses were contacted (Departments of Biochemistry, Biology, Chemistry, Economics, English, and Mathematics) to explore the possibility that this new offering may cause problems with respect to class or lab sizes and thus the number of sections (and associated resources) that need to be offered. After consultations, it didn’t seem that our planned program will not place an inordinate stress on these units and these courses. In addition, Dr. David Natcher, the instructor of AREC 220.3 (History of Indigenous Agriculture in Canada) was consulted and he indicated that student limits were not an issue. However, at the advice of our College UAC, we have included INDG 107.3 (Introduction to Canadian Indigenous Studies) as an alternate option for AREC 220.3 to facilitate student registration should there be limited space in AREC 220.3. The College of Kinesiology was also contacted with respect to restricted elective offerings which may be complimentary to this program (i.e., KIN 121.3, 122.3); their response was positive and they indicated that they could accommodate all of our students who wanted to exercise these restricted elective options. See email correspondences from various University units below:

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From: Korber, Darren <drk137@mail.usask.ca>
Sent: Friday, May 7, 2021 9:31 PM
To: Paige, Matthew <matthew.paige@usask.ca>
Subject: Updated numbers: Proposed NEW Food and Nutrition Program

Dear Dr. Paige

I hope you are well.

As communicated several months ago, the Department of Food and Bioproduct Sciences and the Division of Nutrition and Dietetics are proposing a new, joint B.Sc. program in *Food and Nutrition* for the academic year starting 2022.

The requirement, as far as our planning consultations are concerned, is whether the influx of our new students taking introductory chemistry delivered by your unit (our program requires both Chemistry 112.3 and 250.3) would cause excessive demands on your faculty and staff.

In our planned program, we estimate that from 10-15 new-to-the-university students would enroll per year once the program has become established (e.g., in about 4 or 5 years); the remainder being students already being registered in Arts and Science options and transferring into our new option.

As before, I ask that you reflect on whether or not you feel that this number of new students would put an unreasonable burden on your instructors teaching these courses, or on your department. We remain hopeful that in light of the university's plan to increase student numbers that our plans to expand numbers in our new program could be supported.

If you have any questions or concerns, please don't hesitate to contact me.

All the best,

Darren

Hi Darren,

Thanks for the email. I think that an additional 10-15 students in Chem 115 and Chem 250 could be reasonably absorbed.

Good luck with the program!

- Matt.

Matthew Paige, BSc, MSc, PhD

Thorvaldson Professor and Department Head

Department of Chemistry

Ph: 306-966-4665



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From: Korber, Darren <drk137@mail.usask.ca>

Sent: Friday, May 7, 2021 9:34 PM

To: Todd, Christopher <chris.todd@usask.ca>

Subject: updated numbers: Proposed NEW Food and Nutrition Program

Dear Dr. Todd

I hope you are well.

As communicated several months ago, the Department of Food and Bioproduct Sciences and the Division of Nutrition and Dietetics are proposing a new, joint B.Sc. program in *Food and Nutrition* for the academic year starting 2022.

The requirement, as far as our planning consultations are concerned, is whether the influx of our new students taking introductory biology delivered by your unit (our program requires both Biol 120.3 and Biol 121.3) would cause excessive demands on your faculty and staff.

In our planned program, we now estimate that from 10-15 new-to-the-university students would enroll per year once the program has become established (e.g., in about 4 or 5 years); the remainder being students already being registered in Arts and Science options and transferring into our new option.

As before, I ask that you reflect on whether or not you feel that this number of new students would put an unreasonable burden on your instructors teaching these courses, or on your department. We remain hopeful that in light of the university's plan to increase student numbers that our plans to expand numbers in our new program could be supported.

If you have any questions or concerns, please don't hesitate to contact me.

All the best,

Darren

[Hi Darren,](#)

10 to 15 students in the future should be no problem and is within estimates of enrolment growth that we have projected for the lower level Biology courses. I should make you aware that in the short term we are going to undergo some renovations of the entire Thompson building, including all of the teaching labs, and it is not yet clear what this will mean for our first year numbers over the next several years.

Best wishes,

Chris

Professor/Head of Biology Department

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From: Korber, Darren <drk137@mail.usask.ca>
Sent: Friday, May 7, 2021 9:42 PM
To: Bruneau, Joel <joel.bruneau@usask.ca>
Subject: Updated numbers: Proposed NEW Food and Nutrition Program

Dear Dr. Bruneau

I hope you are well.

As communicated several months ago, the Department of Food and Bioproduct Sciences and the Division of Nutrition and Dietetics are proposing a new, joint B.Sc. program in *Food and Nutrition* for the academic year starting 2022.

The requirement, as far as our planning consultations are concerned, is whether the influx of our new students taking introductory economics delivered by your unit (our program currently requires ECON 111.3 (Intro Microeconomics)) would cause excessive demands on your faculty and staff.

In our planned program, we now estimate that from 10-15 new-to-the-university students would enroll per year once the program has become established (e.g., in about 4 or 5 years); the remainder being students already being registered in Arts and Science options and transferring into our new option.

As before, I ask that you reflect on whether or not you feel that this number of new students would put an unreasonable burden on your instructors teaching these courses, or on your department. We remain hopeful that in light of the university's plan to increase student numbers that our plans to expand numbers in our new program could be supported.

If you have any questions or concerns, please don't hesitate to contact me.

All the best,

Darren

Hello Darren.

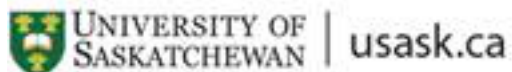
The increase in students from your program is not a problem. We typically offer multiple courses and have over 1000 ECON 111 students. So accommodating your students is a non-issue.

Dr. Joel Bruneau
Associate Professor and Head
University of Saskatchewan
Department of Economics

ARTS 820, 9 Campus Drive
Saskatoon, SK, S7N 5A5
CANADA

joel.bruneau@usask.ca

Office: 306-966-5198



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From: "Korber, Darren" <drk137@mail.usask.ca>
Date: Friday, May 7, 2021 at 9:37 PM
To: "Roesler, Bill" <bill.roesler@usask.ca>
Cc: "Eskiw, Christopher" <c.eskiw@usask.ca>
Subject: Re: Food and Nutrition program

Dear Dr. Roesler

I hope you are well.

As communicated by Dr. Eskiw several months ago, the Department of Food and Bioproduct Sciences and the Division of Nutrition and Dietetics are proposing a new, joint B.Sc. program in *Food and Nutrition* for the academic year starting 2022.

The requirement, as far as our planning consultations are concerned, is whether the influx of our new students taking introductory biochemistry delivered by your unit (our program requires students take both BMSC 200.3 (Biomolecules) and BMSC 230.3 (Metabolism)) would cause excessive demands on your faculty and staff.

In our planned program, we now estimate that from 10-15 new-to-the-university students would enroll per year once the program has become established (e.g., in about 4 or 5 years); the remainder being students already being registered in Arts and Science options and transferring into our new option.

As before, we ask that you reflect on whether or not you feel that this number of new students would put an unreasonable burden on your instructors teaching these courses, or on your department. We remain hopeful that in light of the university's plan to increase student numbers that our plans to expand numbers in our new program could be supported.

If you have any questions or concerns, please don't hesitate to contact myself or Dr. Eskiw.

All the best,

Darren

Hi Darren,

We deliver both BMSC 200 and 230 to close to 900 students annually, so an extra 10 or students is not an issue. We have also developed web-based versions of these courses that are offered through DEU in multiple terms throughout the year, including during the Spring/Summer session. So there are ample opportunities for students to take these two courses without any issues of capacity.

Best wishes on your new program.

Bill

Bill Roesler
Professor and Head,
Department of Biochemistry, Microbiology & Immunology
University of Saskatchewan
Saskatoon, SK S7N 5E5 Canada
Phone: 306-966-4375
Email: bill.roesler@usask.ca

I live and work on Treaty 6 Territory and Homeland of the Métis

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From: "Korber, Darren" <drk137@mail.usask.ca>
Date: Monday, March 22, 2021 at 12:31 PM
To: Kent Kowalski <kent.kowalski@usask.ca>
Subject: Proposed NEW Food and Nutrition Program

Dear Dr. Kowalski

I hope you are well and that the optimism that comes with warmer weather continues!

The Department of Food and Bioproduct Sciences and the Division of Nutrition are proposing a new joint B.Sc. degree option in **Food and Nutrition Science** for the academic year starting 2022.

We believe that KIN 121.3 (Functional Basis of Physical Activity) and KIN 122 (Social Behavioural Foundations of Physical Activity), as restricted electives, would both offer material quite relevant to the theme of our planned degree. For approval, we are required to provide evidence that this will not put a burden on course/units outside of departments not at the core to this program. As these would be restricted electives, we do not anticipate that demand would greatly swell the numbers of students that would normally be enrolled, as not all students in this new program would elect to take these from the larger list of options.

At this time, this is only a preliminary note on our plans for proposed program (and I apologize for not contacting you sooner). We will send a more formal request (and more information on the planned program) as we further develop the program.

We would greatly appreciate your feedback on the possible inclusion of these courses.

If you have any questions or concerns please don't hesitate to contact me.

All the best,

Darren

Hi Darren,

Thank you for contacting me, and we're excited that KIN 121 and KIN 122 are being considered as restrictive electives. We have two large sections of each for non-KIN students, so I'm not concerned over not having capacity. If at some point your students do have challenges getting into the course, please reach out and I'm confident that we can come up with a strategy to meet student needs in these courses.

I have cc-ed our Dean, Chad London, so that he's aware that I'm providing a supportive response to your request.

Kent

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From: Korber, Darren <drk137@mail.usask.ca>
Sent: Sunday, January 31, 2021 1:54 PM
To: Sowa, Artur <sowa@math.usask.ca>
Subject: Proposed NEW Food and Nutrition Program

Good afternoon Dr. Sowa

I hope you are well.

The Department of Food and Bioproduct Sciences and the Division of Nutrition are proposing a joint program in Food and Nutrition for the academic year starting 2022. As part of the program, we are requesting that students be required to take mathematics content (either Math 104, 110, or 125). For approval, we are required to provide evidence that this will not put a burden on course/departments outside of departments not at the core to this program. We do not anticipate this to greatly swell the numbers of students that would normally be enrolled, only to give students other program options in addition to the Nutrition and FABS pathways

already offered. It is most likely these students would already be enrolled in the college of Arts and Science.

At this time, this is only a preliminary note on our plans for proposed program. We will send a more formal request as we further develop the program.

If you have any questions or concerns please don't hesitate to contact me.

All the best,

Darren

Dear Darren,

I appreciate the heads up about this new program being phased in. Based on your preliminary analysis and assurance that the change will not swell our enrolment numbers to excess, I do not force any difficulties.

I wish you the best of luck with the process!

Best regards,

Artur

Professor and Dept. Head

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Hi Darren,

Thanks for this information. If, in the development of this program, you come across any monograph resources that you would like (hard copy books, e-books) please let me know. I have an end of Feb deadline for ordering print books and an April 1 deadline for ordering e-books. Of course, that's only for this fiscal year. But, I do have funds and would be able to make these purchases as needed. In terms of databases and other electronic resources, you are correct – with the program being made up of existing courses, we should be providing good coverage already.

Good luck with the program. It sounds great!

All the best,

Virginia

Virginia Wilson, MA MLIS

Liaison Librarian – College of Agriculture and Bioresources, School of Environment and Sustainability

Treaty 6 Territory and the Homeland of the Métis

Pronouns: she/her

Ph: 306-966-4599

<https://orcid.org/0000-0002-5511-1264>

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Hi Darren,

Thank you for keeping me informed about the joint degree program – what an ambitious project to take on during this time! I'm glad you are making headway.

I am happy to support any nutrition-related information needs of the program as it begins to take shape. Please let me know what you might need from me when the time comes.

I look forward to hearing from you, and good luck with the next phase of the process.

Best,
Kevin

Kevin Read MLIS MAS

Health Sciences Librarian

University of Saskatchewan

Ph: 306-966-1643

ORCID: <https://orcid.org/0000-0002-7511-9036>

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Hello again,

Stryker and I had a chance to chat, and he identified some folks in addition to Jordie, who also may have good connections for you in AgBio. He agreed that leveraging existing relationships as a way to begin relationships for your program is wise—so you are on the right track. Stryker thought there could be quite a few people who could be supportive, e.g., Melissa Arcand, Tom Yates, Ken Van Rees, Katherine Stewart, Ryan Brook, Colin Laroque.

I don't know if this is helpful, but some kinds of questions that might be useful occur to me (your colleagues might suggest others). Something like this could be appropriate once you've established a relationship and some understanding of the program direction with those you are meeting with, fwiw:

- How do you see graduates of a program like this contributing to communities and wellbeing in communities? What would they especially need to know and be able to do?
- How could Indigenous knowledges and practices with respect to foods become part of the learning in this program for Indigenous and non-Indigenous students?
- What should we be paying attention to as we develop this program in a way that will serve Indigenous people and communities well?
- What, if any, ongoing connection to our work on this would be beneficial, of interest to you?

Do let me know if other questions or ideas come up.

Susan (Bens)
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Indigenous consultations

We have reached out, via Jordie Gagnon (Senior Strategic Officer, Indigenous Program and Partnerships of the College of Agriculture and Bioresources) to various leaders of First Nations communities in the Saskatoon area to gauge interest in our proposed program. Through his efforts, we feel we are starting to gain some visibility of the program, as well as getting limited responses as to how it might be received. For example, Jordie Gagnon communicated with Grant Beaudry/CEO of Mosquito Lean Man Grizzly Bear First Nation Economic Development Corporation about our program and he responded that it sounded like an interesting and beneficial program; however, in his opinion, it would be beyond any community leader's ability to predict how this might be received by individuals who enrol in university. While Jordie Gagnon continues to speak to other communities and their leaders about this new program, it ultimately will fall on our Department to continue to reach out to more communities and their leaders. In particular, we must work to capture the imagination of grade school/high school age students about our program and its benefits via in-person contacts at schools and communities (once Covid permits), remote webinars, along with other strategies.

For example, there is a lack of Indigenous undergraduate students registered in our existing programs within the Department of Food and Bioproduct Sciences and the Division of Nutrition that we can draw from. In order to raise the visibility of our new Food and Nutrition program to potential Indigenous students, we are working to develop high school curriculum to introduce Food and Nutrition from an Indigenous perspective. This work is funded through an NSERC CREATE project, which is currently funds a newly-recruited Indigenous graduate student in the area, co-supervised by Drs. Nickerson (FABS) and Henry (NUTR). The curriculum will be piloted in a few Northern communities in SK or NWT. Although output from this project would not be immediate, we are hopeful that this will allow us to build greater ties within the community and achieve longer term sustainability of our new program.

August 17, 2021

Darren R Korber
Professor and Department Head
Food and Bioproduct Sciences
51 Campus Drive
University of Saskatchewan

Dear Dr. Korber

Thank you for your insight regarding the new undergraduate program you are delivering with Food and Nutrition at the University of Saskatchewan, I believe it is very forward thinking. As you are aware, the Food Centre works with a wide variety from startups to multinational companies in the Agri-Food sector. Our industry is evolving as the demand for diverse foods that provide both satiety and beneficial nutrition increases. Formulating and new product development requires a broader knowledge of the interaction and positive relationship between food and health as it relates to consumers. Programs that provide insight into the linkages between the two sciences will benefit students as they further pursue careers in the Food Industry.

The Food Centre is very pleased to support your planned Food and Nutrition B.Sc. degree program. We believe that such a program would offer benefits to our growing and evolving work force requirements. This is particularly with respect to providing improved knowledge and understanding of the nutritional role that modified food ingredients play in various food systems.

From our industry liaisons, I feel that an employee with this blended-training background could provide an advantage in a competitive marketplace in which our clients work. I appreciate this opportunity to support the program as an industry partner and can be contacted at any time if you require further comment.

Regards,



Dan Prefontaine, President
Saskatchewan Food Industry Development Centre Inc.



Key Leaf

118 Veterinary Road
Saskatoon, SK, S7N 2R4
Canada

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TOLL FREE	+1-800-230-2751
FAX	+1-306-975-3766
EMAIL	keyleaf@keyleaf.ca
WEB	www.keyleaf.ca

August 26, 2021

Dr. Darren Korber
Professor and Department Head
Food and Bioproduct Sciences
University of Saskatchewan
51 Campus Drive
Saskatoon, SK

Dear Professor Korber,

I am writing this letter to indicate our interest and support of your new B.Sc. Food and Nutrition degree program. As our company is invested in producing consumable products to meet the needs of our customers in a dynamic marketplace, we feel that graduates of this new cross-disciplinary program could offer tangible benefits to our company. In particular, to assist in the development of products or processes that improve our product's organoleptic profile as well as functionality.

Thus, we believe that graduates from a Food and Nutrition degree would be both employable in our company, as well as offer a distinction in terms of their potential role(s) in our company between graduates that have primarily Food Science training.

Best regards,

Rick Green, Ph.D.
Vice President, Scientific Development
Canopy Growth Corporation/KeyLeaf



Aug. 19, 2021

Dr. Korber
Department of Food and Bioproduct Sciences
University of Saskatchewan
51 Campus Drive, Saskatoon, SK, Canada, S7N 5A8

Dear Dr. Korber:

I am writing in support of your proposal for a new undergraduate program in Food and Nutrition at the University of Saskatchewan.

InfraReady Products (1998) Ltd., as an industrial food ingredient manufacturer, processes whole grain ingredients from a wide variety of world crops. Our scientific platform is based on health and wellness, while as a business our mission is to create value through innovation, quality and commitment.

As an employer of many of your graduates, we feel such training will help differentiate students from the current cohort of Food Scientist to be more focused on the growing consumer trends in the area of food and health. As you know there is a strong connection between the foods we consumer, how foods are prepared and what impact that has on our body and metabolic functions. Graduates from this program will be more health conscious, and have a different perspective towards product and process development with nutrition on their minds. These new students will help support growth in the emerging healthy foods and lifestyle sectors.

"Health is Wealth" and the new undergraduates will be instrumental in helping the food industry recognize and improve both aspects of our lives.

Sincerely,

A handwritten signature in black ink that reads "Mark D. Pickard".

Mark D. Pickard
President
InfraReady Products Ltd.



101-203 Stonebridge Blvd.
Saskatoon, SK CANADA S7T 0G3 Tel: (306) 244-5645
www.agtfoods.com Fax: (306) 244-5645

From Producer to the World

Date: August 20, 2021

Dear Dr. Korber,

I am very pleased and excited to hear about the new Undergraduate Program in Foods and Nutrition at University of Saskatchewan.

As you are aware AGT Food and Ingredients Inc. has a dedicated Research and Development Centre in Saskatoon. We have very strong ties with University of Saskatchewan Department of Food and Bioproduct Sciences and our entire R&D team and interns are graduates or current students of this program. Over the years we have developed a strong mutual partnership which we plan to continue in the next decades.

AGT Foods' core business focuses on Food, Nutrition and Health as we work to develop ingredients and products to meet the market gaps. Having access to students with the unique dual training in Food Science and Nutrition will better help support our growth, complement our research teams, and reach our sustainability goals. I am also happy to hear about the significant amount of experiential learning as part of the program through laboratory and tutorial training. This will help new graduates to be more market ready upon graduation.

I strongly support the new Undergraduate Foods and Nutrition Program and would be pleased to get engaged with students, staff, and faculty in the future.

Sincerely,

Mehmet Tulbek, Ph.D.
Director, AGT Foods R&D Centre

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

Required for all submissions:

- Consultation with the Registrar form – consultation with Registrar completed Aug 10, 2021
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red – see below

Required for all new courses:

- New Course Proposal forms – none required
- Calendar-draft list of new and revised courses – none required

Required if resources needed:

- Information Technology Requirements form – none required
- Library Requirements form – none required (see above consultations notes from Virginia Wilson and Kevin Read)
- Physical Resource Requirements form – None required
- Budget Consultation form – see attached

Complete Catalogue entry

Food and Nutrition

Bachelor of Science in Agribusiness [B.Sc.(F&N)]

People are more health conscious than ever, with the core of healthy living philosophies centering on what foods we put into our bodies and how they function to promote health. The B.Sc. in Food and Nutrition provides interdisciplinary training in both food science and nutrition. This program provides students with a comprehensive scientific understanding of food, its chemistry, how it's processed, produced, preserved, and packaged to produce reliably consistent, stable, and safe products together with an in-depth understanding of how foods nourish the body (including metabolism), the interrelationship between food and culture, how preparation impacts nutritional content, and management of food preparation and service delivery in institutional environments.

Minimum Requirements for Degree (120 credit units)

Year 1 - (30 credit units)

- AREC 220.3 History of Indigenous Agriculture in Canada or INDG 107.3 Introduction to Canadian Indigenous Studies
- BIOL 120.3 The Nature of Life
- BIOL 121.3 The Diversity of Life
- CHEM 112.3 General Chemistry I Structure Bonding and Properties of Materials
- CHEM 250.3 Introduction to Organic Chemistry
- ECON 111.3 Introductory Microeconomics
- FABS 110.3 The Science of Food

- NUTR 120.3 Basic Nutrition
- **Choose 3 credit units from the following:**
 - ENG 111.3 Literature and Composition Reading Poetry
 - ENG 112.3 Literature and Composition Reading Drama
 - ENG 113.3 Literature and Composition Reading Narrative
 - ENG 114.3 Literature and Composition Reading Culture
 - ENG 120.3 Introduction to Creative Writing
- **Choose 3 credit units from the areas of Social Science, Humanities or Fine Arts:**

Humanities

- CHIN — 100-Level, 200-Level, 300-Level, 400-Level
 - CLAS — 100-Level, 200-Level, 300-Level, 400-Level
 - CREE — 100-Level, 200-Level, 300-Level, 400-Level
 - ENG — 100-Level, 200-Level, 300-Level, 400-Level
 - FREN — 100-Level, 200-Level, 300-Level, 400-Level
 - GERM — 100-Level, 200-Level, 300-Level, 400-Level
 - HEB — 100-Level, 200-Level, 300-Level, 400-Level
 - HIST — 100-Level, 200-Level, 300-Level, 400-Level
 - HNDI — 100-Level, 200-Level, 300-Level, 400-Level
 - INTS — 100-Level, 200-Level, 300-Level, 400-Level
 - JPNS — 100-Level, 200-Level, 300-Level, 400-Level
 - LATN — 100-Level, 200-Level, 300-Level, 400-Level
 - LIT — 100-Level, 200-Level, 300-Level, 400-Level
 - PHIL — 100-Level, 200-Level, 300-Level, 400-Level
 - RLST — 100-Level, 200-Level, 300-Level, 400-Level
 - RUSS — 100-Level, 200-Level, 300-Level, 400-Level
 - SNSK — 100-Level, 200-Level, 300-Level, 400-Level
 - SPAN — 100-Level, 200-Level, 300-Level, 400-Level
 - UKR — 100-Level, 200-Level, 300-Level, 400-Level
 - WGST — 100-Level, 200-Level, 300-Level, 400-Level
- Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the Class Search.
 - MUS 111 is acceptable toward the Humanities requirement.

Social Sciences

- ANTH — 100-Level, 200-Level, 300-Level, 400-Level
- ARCH — 100-Level, 200-Level, 300-Level, 400-Level
- ECON — 100-Level, 200-Level, 300-Level, 400-Level
- GEOG 130.3 Environment Health and Planning
- INDG — 100-Level, 200-Level, 300-Level, 400-Level
- IS — 100-Level, 200-Level, 300-Level, 400-Level
- LING — 100-Level, 200-Level, 300-Level, 400-Level
- PLAN — 100-Level, 200-Level, 300-Level, 400-Level
- POLS — 100-Level, 200-Level, 300-Level, 400-Level
- PSY — 100-Level, 200-Level, 300-Level, 400-Level
- SOC — 100-Level, 200-Level, 300-Level, 400-Level
- SOSOC — 100-Level, 200-Level, 300-Level, 400-Level
- WGST — 100-Level, 200-Level, 300-Level, 400-Level

- Any senior-level social science course, provided the prerequisite is met. Please note that certain GEOG courses are considered Science courses. Refer to the Class Search.
- Statistics courses in social sciences are not accepted for credit toward the Social Science Requirement (eg. ECON 204, PSY 233, PSY 234, SOC 225 and SOC 325).
- Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the Class Search.

Fine Arts

- ART — 100-Level, 200-Level, 300-Level, 400-Level
- ARTH — 100-Level, 200-Level, 300-Level, 400-Level
- DRAM — 100-Level, 200-Level, 300-Level, 400-Level
- MUS — 100-Level, 200-Level, 300-Level, 400-Level

Year 2 (30 credit units)

- BMSC 200.3 Biomolecules
- BMSC 230.3 Metabolism
- FABS 212.3 Agrifood and Resources Microbiology or BMSC 210.3 Microbiology
- FABS 222.3 Improving Food Security through Food Science and Technology
- MATH 104.3 Elementary Calculus or MATH 110.3 Calculus I or MATH 125.3 Mathematics for the Life Sciences
- NUTR 221.3 Advanced Nutrition Micronutrients
- NUTR 298.3 Special Topics –Topics in Introductory Food Preparation
- NUTR 305.3 Research Methods
- PLSC 214.3 Statistical Methods or STAT 245.3 Introduction to Statistical Methods
- **Open Electives**
 - Choose 3 credit units of Open Electives

Years 3 and 4 (60 credit units)

- FABS 315.3 Food Chemistry
- FABS 325.3 Food Microbiology and Safety
- FABS 345.3 Unit Operations in Food Processing
- FABS 362.3 Functional Foods and Nutraceuticals
- FABS 417.3 Food and Bioproducts Analysis
- FABS 452.3 Quality Assurance and HACCP
- FABS 492.3 Literature Thesis or FABS 494.6 Research Thesis (3 credit units of FABS 494.6 Research Thesis count as restricted electives)
- NUTR 310.3 Food Culture and Human Nutrition
- NUTR 321.3 Advanced Nutrition Macronutrients and Energy
- NUTR 322.3 Nutrition Throughout the Lifespan
- NUTR 365.3 Quantity Food Production and Service
- NUTR 420.3 Current Issues in Nutrition

Choose 15 credit units of restricted electives from the following:

- BMSC 240.3 Laboratory Techniques
- BMSC 320.3 Nucleic Acids From Central Dogma to Human Disease
- CHEM 115.3 General Chemistry II Chemical Processes
- CHEM 221.3 Analytical Chemistry I

- CHEM 231.3 Inorganic Chemistry I
- CHEM 242.3 Thermodynamics and Kinetics
- CHEM 255.3 Bio Organic Chemistry
- FABS 298.3 Special Topics
- FABS 360.3 Water Microbiology and Safety
- FABS 371.3 Food Biotechnology
- FABS 398.3 Special Topics
- FABS 401.3 Dairy Science and Technology
- FABS 411.3 Lipid Science and Technology
- FABS 457.3 Meat Science and Technology
- FABS 460.3 Protein Science and Technology
- FABS 474.3 Food Enzymology
- FABS 493.3 Product Development
- FABS 498.3 Special Topics
- KIN 121.3 Functional Basis of Physical Activity
- KIN 122.3 Social Behavioral Foundations of Physical Activity
- NUTR 350.3 Introduction to Public Health and Community Nutrition
- PLSC 201.3 Field Crops of Western Canada
- PLSC 235.3 Urban Agriculture
- PLSC 420.3 Grain Chemistry and Technology

Open Electives

Choose 3 credit units of Open Electives



UNIVERSITY OF
SASKATCHEWAN

Budget Requirements for New Programs and Major Revisions

This form is to be completed with the assistance of the Financial Analyst that is assigned to your College by the Financial Services Division. The Financial Analyst should be contacted early in the process and will assist you in completing a budget template that is appropriate for your proposal.

This form identifies the relevant financial issues that should be summarized in your proposal and is to be completed for all new programs and major revisions regardless of whether new budgetary resources or budget reallocations are required from outside the sponsoring unit.

In particular, as well as summarizing capital and start-up, and permanent or ongoing resource requirements, this form facilitates a summary of the impact of the proposal on the university's tuition and fee revenue. In addition, all relevant funding sources must be identified, with appropriate letters of support from each funding source.

The information provided herein must be consistent with the financial information required on all other forms that are submitted with the program proposal. In that regard, this form should be finalized after all other required forms are completed and attached to the proposal.

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Financial Services Division. As noted above, contact the Financial Analyst responsible for your College for assistance. (Dial #8303 if you have questions regarding Financial Analyst assignments.)

1. Proposal Identification

Full name of program: B Sc. Food and Nutrition

Short form (degree abbreviation):

Sponsoring Dept/College: Agriculture and Bioresources

2. Full costing of resource requirements

The resource requirements summarized in this section are to be consistent with the information required in all other forms attached to the proposal.

a) Capital and Start-up Costs:

Examples of capital and start-up costs include new space, renovations, equipment, computer hardware and software, media and technology, and faculty costs for course development. Specifically, the resource requirements should agree to the Library, Information Technology, and Physical Resource requirement forms. If any of the capital and/or start-up costs also permanent operating cost implications, the permanent resource requirements should be summarized below.

No capital or start up costs are identified.

b) **Permanent Operating Costs:**

Examples of permanent operating costs include costs for faculty, administrative, technical and other support staff, materials and supplies, and media and technology costs. While salary and benefit requirements for faculty and support staff are significant items, the resource requirements noted in the Registrar's, Library and/or Information Technology forms and ongoing operating or maintenance costs noted in the Physical Resources form, must also be summarized in this section.

Based on projected enrolment operating costs are minimal. No additional faculty or staff are required initially but would be added as activity levels warrant.

Marginal increase in AgBio teaching and laboratory supplies, and teaching assistant time are \$5,480 and \$8,349 per year respectively. When target enrolment is achieved, a laboratory staff position may need to increase to full time, an additional .25 FTE and \$20,000 cost.

Similarly, Pharmacy and Nutrition is expecting an increase of \$4,000 for laboratory supplies, \$2,085 for teaching assistants, as well as increased demands on current lab staff which presently operate at .75FTE (\$80,043 per year).

3. Sources of funding

For the total amount of resources required for both capital and start-up costs, and for permanent operating costs, identify the amount required from each funding source and provide documentation from the funding source to support the amount.

The sources of funding could include the sponsoring college/departments base operating budget, other college/department sources of internal funding, special internal funding allocations such as priority determination, central university funds, and external sources as appropriate. Where the source of funding includes one or more colleges/departments, each individual college/department should be reported separately.

The program activity should create additional envelope funding through the resource allocation process. The increased costs in Food and Bioproduct Sciences will be allocated from the college operating envelope through the college's current allocation method.

4. Enrolment (tuition revenue)

The enrolment data summarized in this section is to be consistent with the information required in the New Courses form. Where enrolment growth is projected, the amount and the related time period should be identified and explained.

The enrolment data should be provided in a manner that can be easily used to calculate tuition revenue. For example, enrolment data for degree courses should be presented as either 3-cu or 6-cu equivalents. The information presented should clearly differentiate between actual enrolment levels before the change and expected enrolment levels following the change, including growth as noted above.

a) **Sponsoring college/department**

The enrolment increases and decreases in courses in the sponsoring college/department must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

This table shows the growth in enrolment from the first intake of 10 students, which increases each year until a maximum of 27 in 2025/26. The program reaches full projected enrolment in 2028/29 with 27 students in each year of program.

	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>	<u>2028/29</u>
Total Headcount	10.00	30.00	55.00	82.00	99.00	106.00	108.00
AgBio 3 cue	20.00	70.00	158.54	274.63	353.44	387.42	397.13
Incremental AgBio 3 cue	14.44	47.77	107.84	188.09	242.81	266.58	273.38

b) *Other college/department:*

The enrolment increases and decreases in courses in the other colleges/departments must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

If enrolments will increase or decrease in other colleges/departments, the change in resources requirements, if any, resulting from the increase or decrease should be included in section 2.

	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>	<u>2028/29</u>
Pharmacy and Nutrition 3 cue	10.00	50.00	113.13	186.38	234.56	254.25	259.88
Incremental Pharmacy and Nutrition 3 cue	10.00	50.00	113.13	186.38	234.56	254.25	259.88
Arts & Science 3 cue	70.00	180.00	276.25	352.75	392.63	407.50	411.75
Incremental Arts & Science 3 cue	8.89	2.22	(39.73)	(107.40)	(156.77)	(178.35)	(184.52)
Kinesiology 3 cue	-	-	2.08	6.25	9.38	10.83	11.25
Incremental Kinesiology 3 cue	-	-	2.08	6.25	9.38	10.83	11.25

This projection assumes that of the 65 students who transfer into our option from other options in Arts & Science, and that approximately 30 students would be new to the University, and would thus actually enhance their (Arts and Science's) instructional tuition.

5. Additional Comments

Please provide and additional comments to support the program budget.

Date: June 8, 2021

Financial Analyst (assisting in form preparation
on behalf of the Financial Services Division): Laurel Sawatzki, Agriculture and Bioresources

Faculty member (for the sponsoring college/dept):

Darren Korber, Food and Bioproduct Sciences, Agriculture and Bioresources



Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal

Requirements: To be completed for proposals of new academic programs or revisions to existing academic programs (including termination).
Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission.

Instructions:

- 1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
- 1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

Name of Program:

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Revenue						
Tuition revenue:						Based on program enrolment not incremental activity
Total # of domestic students (headcount)	10	30	55	82	99	forecast full target enrolment achieved in year 7 at 108 (27x4years)
Domestic tuition rate	\$ 6,649.00	\$ 6,646.18	\$ 6,645.43	\$ 6,645.44	\$ 6,645.45	tuition rate based on instructing college
Total tuition revenue - domestic	\$ 66,490.00	\$ 199,385.40	\$ 365,498.65	\$ 544,926.08	\$ 657,899.06	
Total # of international students (headcount)						
International tuition rate						
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Student fees*						
Excursion						none
Lab						
Other (list in Comments)						
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
Total Revenue	\$ 66,490.00	\$ 199,385.40	\$ 365,498.65	\$ 544,926.08	\$ 657,899.06	
Expenditures						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty						No incremental faculty costs. Capacity in current courses.
Sessionals or limited term instructional support						
Students	\$ 530.00	\$ 1,855.00	\$ 4,201.00	\$ 7,278.00	\$ 9,366.00	
Staff					\$ 44,000.00	
Honoraria						
Total salary and benefits	\$ 530.00	\$ 1,855.00	\$ 4,201.00	\$ 7,278.00	\$ 53,366.00	
Scholarships and bursaries						Students will participate in eligible college and university awards



Planning & Priorities Committee of Council
Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

Requirements: Itemize start-up costs for proposals of new academic programs or revisions to existing academic programs (including termination).
Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Instructions:

1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment	\$ -	
Marketing and promotion	\$ -	
Curriculum development	\$ -	
Facilities refurbishment	\$ -	
Equipment and IT	\$ -	
Library enhancements	\$ -	
Other (<i>list in Comments</i>)	\$ -	
Total Start-Up Costs	\$ -	

Notes:

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.



Planning & Priorities Committee of Council
Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

Requirements: Provide detailed information to support the financial information noted in the worksheets.

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Name of Program:

Enrolment: What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)?

Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

The program targets younger generations who are conscious of food and human health. Since both units are currently offering separate programs with some capacity, lower enrolment will not likely affect whether or not the program will continue. A full program review will occur after 4 years to determine if changes are desired.

Faculty and staff: List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program.

This should include new and existing faculty and staff resources.

Faculty and staff support all college programs, not just the new proposed program

Year

1:USFA 17.5 existing, ASPA 2.5 existing

Year 2USFA 17.5 existing, ASPA 2.5 existing:

Year 3:USFA 17.5 existing, ASPA 2.5 existing

Year 4: USFA 17.5 existing, ASPA 2.5 existing

Year

Indirect costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).

Planned to be face to face and rely on resources currently available. We do not expect stress on other colleges as many students would be in programs that access similar core courses and/or will select from electives that have open seats.

Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Bachelor of Science in Food and Nutrition (BSCFN - suggested Banner code for credential and Bachelor of Sc Food Nutrition for short degree description)

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

B.Sc. (F&N)

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

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

Degree level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☐ No ☐

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

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

College of Agriculture and Bioresource

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

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

Food and Nutrition (FDNR)

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

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

3 What is the name of this new/revised program?

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

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

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

Section 7: Course Information

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

No

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

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

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☒ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☒

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY07, YYYY09, and YYYY01

3 What is the application deadline for each term(s) students can be admitted to?

Applicants will be considered up until the deadline; admission will be offered on an ongoing basis until all seats are filled

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

Admitted to major on program

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

N/A

6 Does this impact enrollment?

Slight increase as estimate from 10-15 new-to-the-university students would enrol per year once the program has become established (about 4 or 5 years); the remainder being students already registered in Arts and Science or Agriculture & Bioresources options and transferring into our new option

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

Refer to the College

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

Yes

9 What is the application deadline?

Same as the BSA-AB program

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

Foundations of Mathematics 30 or Pre-Calculus 30

Biology 30

Chemistry 30

One prerequisite deficiency will be allowed which must be cleared before the student enters their second year of study.

A minimum admission average of 70% for high school applicants and 60% for post-secondary transfer applicants will be required.

If a student's first language is not English, they may be required to provide proof of proficiency in English before admission. **For complete admission requirements, see the approved Proposal.**

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

Same as the BSA-AB program

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

Same as the BSA-AB program

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

Admissions Office

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

Admissions Office

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

Same as other undergraduate programs in the College of AB

- 16 Will the standard application fee apply?

Yes

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

Same as other undergraduate programs in the College of AB

- 18 Are international students admissible to this program?

Yes ☒ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here). The 1st year requirements are identical to the BSA and the estimate for international student tuition for the BSA degree is \$20,631.

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

Yes - new degree hood

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

Yes - they've been contacted

- 3 When is the first class expected to graduate?

Spring Convocation 2024 or Spring Convocation 2025

4

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

Approximately 30

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 (May 2022)

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

Same priority groups as other undergraduate degree programs in the College of AB

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Yes

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input checked="" type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

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

Yes, current tuition code for subject areas applies (examples - FABS = TC13; NUTR = TC11)

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☒ No ☐

If NO, please describe.

Proposal includes document "Budget Requirements for New Programs and Major Revisions"

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

not applicable

6 IPA Additional comments?

Confirmed response to #5 with Lucy Vuong 21-Jul-2021

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

As per current set-up on the classes

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

As per current set-up on the classes

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No new fees; if existing courses have fees those fees will apply

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, they will pay the international tuition differential

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Warrington, Seanine

From: Micheels, Eric
Sent: Thursday, August 12, 2021 10:37 AM
To: Warrington, Seanine; Isinger, Russ; Doell, Jason
Cc: Shirkie, Amie; Zagiel, Eileen; Beck, Jennifer
Subject: RE: New Bachelor of Science in Food and Nutrition [B.Sc. (F&N)] - Signed CWR Form

Hi Seanine,

Approved.

Eric

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: August-11-21 2:47 PM
To: Isinger, Russ <russell.isinger@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Micheels, Eric <eric.micheels@usask.ca>
Cc: Shirkie, Amie <amie.shirkie@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: New Bachelor of Science in Food and Nutrition [B.Sc. (F&N)] - Signed CWR Form

Good afternoon,

Please see the completed Consultation with the Registrar Form that outlines setup details for a new Bachelor of Science in Food and Nutrition [B.Sc. (F&N)] degree program in the College of Agriculture and Bioresources. Note that no new courses are included in the proposal and that both the tuition amount and method of assessment are standard.

Please “reply-all” with your approval of the details in this form. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Warrington, Seanine

From: Isinger, Russ
Sent: Thursday, August 12, 2021 6:50 AM
To: Warrington, Seanine
Cc: Doell, Jason; Micheels, Eric; Shirkie, Amie; Zagiell, Eileen; Beck, Jennifer
Subject: Re: New Bachelor of Science in Food and Nutrition [B.Sc. (F&N)] - Signed CWR Form

Approved

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan
E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - [306-966-6723](tel:306-966-6723)
Cell Phone - [306-280-6178](tel:306-280-6178)
Fax - [306-966-6730](tel:306-966-6730)

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Make your mark on a student's life with a gift today at give.usask.ca/students

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Sent from Russell Isinger's iPhone XSMAX

On Aug 11, 2021, at 2:46 PM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good afternoon,

Please see the completed Consultation with the Registrar Form that outlines setup details for a new Bachelor of Science in Food and Nutrition [B.Sc. (F&N)] degree program in the College of Agriculture and Bioresources. Note that no new courses are included in the proposal and that both the tuition amount and method of assessment are standard.

Please “reply-all” with your approval of the details in this form. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.

Senior Editor and Coordinator

Catalogue and Academic Programs

Registrarial Services

University of Saskatchewan

Teaching, Learning and Student Experience

Ph: 306-966-1874

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

<BSCFN - FINAL Consultation with the Registrar Form.xls>

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Alison Oates, Chair, Academic Programs Committee

DATE OF MEETING: November 18, 2021

SUBJECT: Degree-level certificates in the College of Arts and Sciences

- Certificate in Formal Reasoning
- Certificate in Mathematical Modelling
- Certificate in Applied Gender Justice
- Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
- Certificate in French-English Translation
- Certificate in Religious Literacy
- Certificate in Peace Studies
- Certificate in Ukrainian Studies and Deletion of the Minor in Ukrainian Studies

COUNCIL ACTION: For Information Only

SUMMARY:

The Academic Programs Committee (APC) has the authority to approve degrees and degree-level programs for colleges that have an approved template. The College of Arts and Science has an approved template for Certificates.

At its November 3, 2021 meeting APC reviewed the proposals submitted by the College of Arts and Science for the following certificates Degree-level certificates:

- Certificate in Formal Reasoning
- Certificate in Mathematical Modelling
- Certificate in Applied Gender Justice
- Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
- Certificate in French-English Translation
- Certificate in Religious Literacy
- Certificate in Peace Studies
- Certificate in Ukrainian Studies and Deletion of the Minor in Ukrainian Studies

Proponents for these thoughtful and innovative programs provided the committee with information about the fit of these proposed programs with current offerings in their departments and the fit of these programs with the wider goals of the institution. The committee was excited to see so many certificates that will enhance learning opportunities in a variety of areas and that will open up unique programming in the College of Arts and Science to student from across campus as well as from outside the institution.

The committee was supportive of all these programs and passed the following motions:

- *That the Academic Programs Committee approve the degree-level certificate in Formal Reasoning, effective May 2022*
- *That the Academic Programs Committee approve the degree-level certificate in Mathematical Modelling, effective May 2022*
- *That the Academic Programs Committee approve the degree-level certificate in Applied Gender Justice, effective May 2022*
- *That the Academic Programs Committee approve the degree-level certificate in Queer Theory, Gender Diversity, and Sexualities Studies, effective May 2022*
- *That the Academic Programs Committee approve the degree-level certificate in French-English Translation, effective May 2022*
- *That the Academic Programs Committee approve the degree-level certificate in Religious Literacy, effective May 2022*
- *That the Academic Programs Committee approve the degree-level certificate in Peace Studies, effective May 2022*
- *That the Academic Programs Committee approve the degree-level certificate in Ukrainian Studies, effective May 2022*
- *That the Academic Programs Committee approve the deletion of the minor in Ukrainian Studies, effective May 2022*

ATTACHMENTS:

1. Proposal for a degree-level Certificate in Formal Reasoning
2. Proposal for a degree-level Certificate in Mathematical Modelling
3. Proposal for a degree-level Certificate in Applied Gender Justice
4. Proposal for a degree-level Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
5. Proposal for a degree-level Certificate in French-English Translation
6. Proposal for a degree-level Certificate in Religious Literacy
7. Proposal for a degree-level Certificate in Peace Studies
8. Proposal for a degree-level Certificate in Ukrainian Studies and proposal for the deletion of the minor in Ukrainian Studies



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Formal Reasoning

Field(s) of Specialization: Formal Reasoning

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Derek Postnikoff
Lecturer, Department of Art and Art History
306-966-6098

Artur Sowa
Professor and Head, Department of Mathematics and Statistics
alec.aitken@usask.ca
306-966-6114

Proposed date of implementation: May 2022

Proposal Document

In Fall 2020, the College of Arts and Science introduced a quantitative reasoning requirement to all its undergraduate programs. This requirement recognizes a fundamental skill needed to function in contemporary Canadian society — the ability to reason using quantitative data. Though the need to grapple with concrete large-scale data is a by-product of the information age, the methods used to reason in the abstract about such data are rooted in the traditional heart of the Academy: philosophy and mathematics.

To provide training in abstract formal reasoning, the Department of Philosophy and the Department of Mathematics and Statistics propose to offer a jointly administered Certificate in Formal Reasoning beginning in Fall 2022. Such a certificate will be the first of its kind offered by a Canadian university and will draw further into focus the college's commitment to promoting quantitative reasoning as a necessary skill to participate fully in contemporary Canadian society.

The interdisciplinary training provided by this certificate cultivates careful thinking in axiomatic systems, a vital skill in both graduate-level research and in professions requiring adherence to fine-grained policy. As such, graduates from this certificate will be well-positioned for success both in further academic pursuits and in industries involving logical argumentation ranging from government to systems design to health-care administration to the law. Moreover, the content knowledge in the required upper-level mathematics courses has application in a wide variety of technology-based industries. The interdisciplinarity of the certificate will expose students to diverse perspectives on and motivations for formal reasoning, providing them with a usefully broad context for situating and applying their training.

As foundational parts of a liberal arts education, undergraduate programs in both Mathematics and Philosophy are ubiquitous across the landscape of Canadian post-secondary institutions. However, the proposed interdisciplinary Certificate in Formal Reasoning will be the first of its kind at a Canadian post-secondary institution.

The language and study of abstract formal reasoning finds its roots in both mathematics and philosophy. The deep commitments to systematic foundational understanding and logically consistent reasoning shared by these disciplines is evidenced by a long line of scholars contributing in the intersection of the two: Thales, Pythagoras, Descartes, Leibniz, Pascal, Hilbert, Frege, and Russell and Whitehead, to name a few prominent examples. The Department of Philosophy has several professors and sessional lecturers who teach logic courses and/or have a background or research interest in mathematics and its philosophical foundations. All faculty in the Department of Mathematics and Statistics employ formal reasoning professionally in their research and teaching, and one member is an interdisciplinary scholar with a background in both mathematics and philosophy. As such, the Department of Philosophy and the Department of Mathematics and Statistics together form a natural home for this interdisciplinary certificate.

The required courses for the certificate are each offered as part of the regular annual offerings of the Department of Philosophy and the Department of Mathematics and Statistics. As a result of the offering of this certificate, we expect an increase in the enrollment in PHIL 241 and PHIL 243, which will be able to be accommodated without impact on the department.

Impact on the Department: All of the required courses for the certificate are offered as part of the regular annual offerings of the Department of Mathematics and Statistics and the

Department of Philosophy and thus will have minimal impact on department activities and on existing students majoring in mathematics or philosophy. Philosophy or mathematics students completing this interdisciplinary certificate concurrently with their bachelor's degree will receive beneficial exposure to a discipline other than the one they are primarily interested in, providing welcome breadth.

Resources: The certificate will consist entirely of courses that are already being offered annually by the Department of Mathematics and Statistics and the Department of Philosophy. The certificate will not require new courses to be designed specifically for the certificate program. Small increases in enrollments in the courses required for the certificate can be accommodated without incurring additional costs.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Formal Reasoning.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to develop a strong understanding of symbolic logic and axiomatic systems, helping them to develop critical thinking skills that are needed to identify logical fallacies/invalid inferences in research, policies, and media reports/posts. Students will benefit from the collaboration between Mathematics and Statistics, and Philosophy, gaining complementary insights.

The Academic Programs Committee (BSc) approved the proposal on September 8, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in Formal Reasoning

The ability to recognize and avoid problematic forms of reasoning in favour of valid patterns of inference is of paramount importance in the ongoing construction of our knowledge structures. This interdisciplinary Certificate in Formal Reasoning provides University of Saskatchewan students an opportunity to develop a foundational understanding of symbolic logic and axiomatic systems and earn a credential recognizing their proficiency in the arts of formal reasoning and critical thinking.

Major Average

The major average in the Certificate in Formal Reasoning includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Formal Reasoning, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

Requirements (21 credit units)

- PHIL 140.3 Critical Thinking
- MATH 163.3 Introduction to Mathematical Reasoning
- MATH 164.3 Linear Algebra I
- MATH 266.3 Linear Algebra II
- PHIL 241.3 Introduction to Symbolic Logic I
- PHIL 243.3 Introduction to Symbolic Logic II

Choose 3 credit units from the following:

- MATH 361.3 Group Theory
- MATH 362.3 Rings and Fields
- MATH 364.3 Number Theory

Note: Students who completed MATH 266.3 prior to September 2019 can receive a Certificate in Formal Reasoning by completing the all of the required courses listed above except MATH 164.3 (18 credit units total).



UNIVERSITY OF SASKATCHEWAN

College of Arts and Science

ARTSANDSCIENCE.USASK.CA

To: Academic Programs Committee (BSc), College of Arts and Science

Re: Notice of Intent, Certificate in Formal Reasoning

From: Peter Alward, Head, Department of Philosophy

Artur Sowa, Head, Department of Mathematics and Statistics

Date: June 15, 2021

In September 2020, the College of Arts and Science introduced a quantitative reasoning requirement to all of their undergraduate programs. This requirement recognizes a fundamental skill needed to function in contemporary Canadian society — the ability to reason using quantitative data. Though the need to grapple with concrete large-scale data is a by-product of the information age, the methods used to reason in the abstract about such data are rooted in two of the academy's historically fundamental disciplines: philosophy and mathematics.

To provide training in abstract formal reasoning, the Department of Philosophy and the Department of Mathematics and Statistics propose to offer a jointly administered Certificate in Formal Reasoning beginning in Fall 2022. Such a certificate will be the first of its kind offered by a Canadian university and will draw further into focus the college's commitment to promoting quantitative reasoning as a necessary skill to participate fully in contemporary Canadian society.

Students from across all colleges and departments at the University of Saskatchewan will be eligible to complete this certificate program as part of their undergraduate studies. Additionally, this certificate program is designed to be accessible to community members outside of the traditional undergraduate cohort. Because the certificate courses are required/optional in bachelor's programs offered by the respective departments, this new program provides a pathway for learners in this latter cohort to complete an undergraduate degree.

Representatives from the two constituent departments communicated regularly throughout the 2020/2021 academic year about this proposal. Much of the planning and administrative work was completed by Dr. Derek Postnikoff (Math and Stats), Dr. Peter Alward (Philosophy), and Dr. Sarah Hoffman (Philosophy). The proposed certificate program has received enthusiastic approval from faculty in both departments.

The certificate program includes courses from the Department of Philosophy and the Department of Mathematics and Statistics. Together these courses chart a path through formal methods of knowing in axiomatic systems. Through the courses offered by the

Department of Mathematics and Statistics, students will study mathematical ways of knowing through a study of algebraic objects that model a wide variety of real-world phenomena and have broad applicability in industry. Through the courses offered by the Department of Philosophy, students will learn the language and laws of formal logic, the axiomatization required to study the process of deductive reasoning. Courses in this latter domain make up the two core courses in this certificate: PHIL 241 and PHIL 243 (Introduction to Symbolic Logic I and II).

Though administrative realities require the certificate program to have a home department, this certificate is truly an interdisciplinary effort. The certificate program will find its home in department in the Department of Mathematics and Statistics. The program committee will consist of the respective undergraduate chairs of the two departments (or as otherwise delegated by the persons in these roles).

As the list of required courses for this certificate are part of the regular course offerings of both departments, there will be no additional costs, resources or risk associated with offering this certificate. We anticipate enrolment of approximately 10-15 students per year. We expect many of these students to be those already completing an undergraduate degree in mathematics, philosophy, or other cognate subject areas.

Formal Reasoning – Consultation

MEMORANDUM

TO: Derek Postnikoff
FROM: Peter Alward
SUBJECT: Certificate in Formal Reasoning
DATE: July 17, 2021
CC: Alexis Dahl, Sarah Hoffman

This is to confirm that consultations between members of the Mathematics Department (Derek Postnikoff, Christopher Duffy) and the Philosophy Department (Peter Alward, Sarah Hoffman) regarding the proposed certificate in Formal Reasoning have been ongoing since as far back as October, 2016. I can also confirm that the required courses – PHIL 140, PHIL 241, and PHIL 243 – have been and will continue to be offered regularly by the Philosophy Department and that we will have no difficulties accommodating the anticipated numbers of additional students.

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in Formal Reasoning [CFR - Cert in Formal Reasoning] - suggested Banner code and description

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.

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

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

Degree Level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

CFR - In Cert in Formal Reasoning - suggested Banner code and description

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

Arts and Science [AR]

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

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

FMRS [Formal Reasoning] - suggested Banner code and description

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

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

- 1

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

Yes

☒

No

☐

Yes

☐

No

☒
- 2

If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
Certificate in Formal Reasoning [CFR - Cert in Formal Reasoning] - suggested Banner code and description
- 3

What is the name of this new/revised program?
Certificate in Formal Reasoning [CFR - Cert in Formal Reasoning] - suggested Banner code and description
- 4

What other program(s) currently exist that will also meet the requirements for this same degree(s)?
n/a
- 5

What College/Department is the academic authority for this program?
Arts and Science [AR] / Mathematics and Statistics [MATH]
- 6

Is this a replacement for a current program?

Yes

☐

No

☒
- 7

If YES, will students in the current program complete that program or be grandfathered?
- 8

If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 9

If this is a new non-degree or undergraduate level program, what is the expected completion time?
1 year (total of 21 credit units)

Section 3: Mobility

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

- 1

Does the proposed degree, program, major, minor, concentration, or course involve mobility?
If yes, choose one of the following:
Domestic Mobility (both jurisdictions are within Canada)
International Mobility (one jurisdiction is outside of Canada)

Yes

☐

No

☒

☐

☐
- 2

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

☐

Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

Yes ☐ No ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

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

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

3

Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4

Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a

Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5

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

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

1

Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2

What is the name of the new (or renamed or deleted) college, school, center, or department?

3

If you have renamed an existing college, school, center, or department, what is the current name?

4

What is the effective term of this new (renamed or deleted) college, school, center, or department?

5

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

6

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

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

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

- 3 What is the application deadline for each term(s) students can be admitted to?

- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program?

Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?
- 2 If this is a new program, do you intend that students be eligible for student loans?

Yes

Section 10: Convocation Information (only for new degrees)

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

No
- 2 If YES, has the Office of the University Secretary been notified?
- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022
- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Approximately 10 to 15 students enrolled per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]
- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?
If YES, what and by what date?
- Yes ☐ No ☒

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

- 1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.

Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

X

Standard Graduate per credit

--

Standard Graduate per term

--

Non standard per credit*

--

Non standard per term*

--

Other *

--

Program Based* ☐

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?

Yes ☐ No ☐

2 Has TLSE, Admissions, been informed about this new / revised program?

Yes ☐ No ☐

3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Mathematical Modelling

Field(s) of Specialization: Mathematical Modelling

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Derek Postnikoff
Lecturer, Department of Art and Art History
306-966-6098

Artur Sowa
Professor and Head, Department of Mathematics and Statistics
alec.aitken@usask.ca
306-966-6114

Proposed date of implementation: May 2022

Proposal Document

Mathematical models pervade all aspects of the pure and applied sciences. Advances in science and technology require not only specialized knowledge in a particular discipline but also a deep understanding of the mathematical tools that underpin models in the discipline.

Training students in the formulation, analysis, and evaluation of these models requires the synergy of the traditional Bachelor of Science education, delivering core scientific knowledge and content and training in techniques in applied mathematics. The Certificate in Mathematical Modelling to be offered by the Department of Mathematics and Statistics will provide formal recognition of this latter learning objective.

Many of the first- and second-year courses in this certificate are taken by undergraduate students majoring in the sciences, engineering, or math education as part of their degree requirements. The certificate's core course, MATH 336, and the choice of the final upper-year mathematics or statistics course provides explicit instruction in mathematical modelling. The breadth of options in completing the certificate permit students to receive enhanced training in mathematical modelling with an eye towards applications in their primary discipline.

The training provided in this certificate beyond the core content of the student's bachelor's degree will increase their competency in applying mathematical models in their chosen discipline or industry. In many cases, well-advised students are already completing this training. This certificate provides formal recognition of competency and fluency in mathematical modelling and signals this proficiency to private and public sector employers.

Many of the courses in this certificate program are a subset of the required courses in the Department of Mathematics and Statistics four-year program in Applied Mathematics. The design and implementation of this certificate has been undertaken in consultation with the Applied Mathematics group in the Department of Mathematics and Statistics.

The required courses for the certificate are each offered as part of the regular annual offerings of the Department of Mathematics and Statistics. As a result of the offering of this certificate, we expect an increase in the enrollment in MATH 336, which will be able to be accommodated without impact on the department.

Though Bachelor of Science programs in Applied Mathematics are ubiquitous on campuses across Canada, there are few certifications in mathematical modelling that a undergraduate student can complete complementarily to an bachelor's degree in another discipline. We believe this certificate program to be unique in western Canada. As such, we expect this certificate to attract a cohort of students seeking to maximize their time as an undergraduate student.

MATH 266 is included as an alternative to MATH 164, as there will be students who were able to take MATH 266 in the past without having taken MATH 164 first, who now cannot go back and take MATH 164 for credit.

Impact on the Department: The courses required for the certificate are part of the regular offerings of the Department of Mathematics and Statistics and appear as program requirements for students anticipated to find interest in this certificate.

The core course, MATH 336, is offered annually. We expect the creation of this certificate will lead to a moderate increase in enrollment in this course. However, we expect the increase to be easily accommodated by the usual course instructors.

That the courses in this certificate intersect heavily with the required courses in the department's Applied Mathematics program presents both a risk and an opportunity to the department. We accept the possibility that some students who had originally intended on completing a degree in applied mathematics may instead opt to complete a degree in another discipline and instead opt to complete this certificate. However, we believe this risk to be offset by the benefits of this intersection. In some cases, students who had originally intended to complete the Certificate in Mathematical Modelling in concert with a Bachelor of Science degree may instead opt to complete a three-year Bachelor of Science degree in Applied Mathematics in addition to their four-year Bachelor of Science degree.

Resources: As the courses required in this certificate are offered as part of the department's regular offerings, we anticipate no extra required resources in delivering this program.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Mathematical Modelling.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will allow students to develop foundational knowledge of mathematical modelling tools that are used to further research in many disciplines, and therefore this program will be an excellent complement to a large number of degree programs.

The Academic Programs Committee (BSc) approved the proposal on September 8, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in Mathematical Modelling

Mathematical models pervade all aspects of the pure and applied sciences. Advances in science and technology require not only specialized knowledge in a particular discipline but also a deep understanding of the mathematical tools that underpin models in the discipline. The Certificate in Mathematical Modelling equips students with the mathematical fluency required to formulate, analyze, and evaluate models arising in a wide variety of scientific and industrial contexts.

Following completion of MATH 336 (Mathematical Modelling I), students are invited to complete their training by continuing a broad study of mathematical models in MATH 436 (Mathematical Modelling II) or by exploring in depth an area of mathematical modelling that appeals to their particular interests (discrete, continuous, probabilistic, or quantum modelling).

Major Average

The major average in the Certificate in Mathematical Modelling includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Mathematical Modelling, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See **Residency** for additional details.

Requirements (30 credit units)

- MATH 211.3 Numerical Analysis I
- MATH 238.3 Introduction to Differential Equations
- MATH 223.3 or MATH 225.3 or MATH 276.3
- MATH 224.3 or MATH 226.3 or MATH 277.3
- STAT 241.3 Probability Theory
- MATH 336.3 Mathematical Modelling I

Choose **3 credit units** from the following:

- MATH 110.3 Calculus I
- MATH 133.4 Engineering Mathematics I
- MATH 176.3 Advanced Calculus I

Choose **3 credit units** from the following:

- MATH 116.3 Calculus II
- MATH 134.3 Engineering Mathematics II
- MATH 177.3 Advanced Calculus II

Choose **3 credit units** from the following:

- MATH 164.3 Introduction to Linear Algebra
- MATH 266.3 Linear Algebra II

Choose **3 credit units** from the following:

- MATH 313.3 Numerical Linear Algebra
- MATH 314.3 Numerical Solution of Ordinary Differential Equations
- MATH 325.3 Introduction to Optimization
- MATH 327.3 Graph Theory
- MATH 328.3 Combinatorics and Enumeration
- MATH 331.3 Applied Differential Equations
- MATH 339.3 Differential Equations and Special Functions
- MATH 436.3 Mathematical Modelling II
- STAT 341.3 Probability Theory
- STAT 342.3 Statistical Theory and Methodology
- STAT 344.3 Applied Regression Analysis
- STAT 345.3 Design and Analysis of Experiments
- STAT 346.3 Multivariate Analysis
- STAT 348.3 Sampling Techniques
- STAT 349.3 Time Series Analysis
- STAT 447.3 Statistical Machine Learning for Data Science



UNIVERSITY OF SASKATCHEWAN

College of Arts and Science

ARTSANDSCIENCE.USASK.CA

To: Academic Programs Committee (BSc), College of Arts and Science

Re: Notice of Intent, Certificate in Mathematical Modelling

From: Artur Sowa, Head, Department of Mathematics and Statistics

Date: June 15, 2021

Mathematical models pervade all aspects of the pure and applied sciences. Advances in science and technology require not only specialized knowledge in a particular discipline, but also a deep understanding of the mathematical tools that underpin models in the discipline. To provide this latter training, the Department of Mathematics and Statistics proposes to offer a Certificate in Mathematical Modelling, starting in Fall 2022.

Students from across all colleges and departments at the University of Saskatchewan will be eligible to complete this certificate program as part of their undergraduate studies. Additionally, this certificate program is designed to be accessible to community members outside of the traditional undergraduate cohort. As the certificate courses heavily intersect with the requirements for a bachelor's degree in Applied Mathematics, this new program provides a pathway for learners in this latter cohort to complete an undergraduate degree.

The required first and second year courses for the certificate primarily consist of the prerequisite courses for the certificate's core course MATH 336 (Mathematical Modelling I). Following their work in this course, students then have the option to explore in depth an area of mathematical modelling that appeals to their particular interests (discrete, continuous, probabilistic, or quantum) or continue to explore the breadth of techniques of mathematical modelling by taking MATH 436 (Mathematical Modelling II).

The design of the certificate was led by the Undergraduate Committee within the Department of Mathematics, with the initial proposal prepared by Dr. Gary Au, Dr. Derek Postnikoff, and Dr. Alexey Shevyakov. Following departmental consultation, the proposed certificate program has received enthusiastic approval from the faculty of the Department of Mathematics and Statistics.

This certificate program is aimed at undergraduate students completing bachelor's degrees in the sciences, engineering, education, and other disciplines involving mathematical modelling. Through their primary program, these students gain a deep understanding of the use of mathematical models in their chosen field. This certificate program provides these students with the necessary training to understand why these models work and to design mathematical models relevant to their chosen field.

Many of the courses in this certificate program are a subset of the required courses in the Department of Mathematics and Statistics four-year program in Applied Mathematics. Students who find particular interest in mathematical modelling can then use these courses towards the completion of a degree in Applied Mathematics.

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

- 1 Is this a new degree, diploma, or certificate? Yes ☒ No ☐
Is an existing degree, diploma, or certificate being renamed? Yes ☐ No ☒
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new degree, diploma, or certificate?
Certificate in Mathematical Modelling [CMM - Cert in Mathematical Modelling] - suggested Banner code and description
- 3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]
Cert.
- 4 If you have renamed an existing degree, diploma, or certificate, what is the current name?
- 5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?
Degree Level
- 6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes ☒ No ☐
- 7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:
CMM - In Cert in Math Modelling - suggested Banner code and description
- 8 Which College is responsible for the awarding of this degree, diploma, or certificate?
Arts and Science [AR]
- 9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.
- 10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
MMOD [Mathematical Modelling] - suggested Banner code and description
- 11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

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

- 1

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

Yes

☒

No

☐

Yes

☐

No

☒
- 2

If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
Certificate in Mathematical Modelling [CMM - Cert in Mathematical Modelling] - suggested Banner code and description
- 3

What is the name of this new/revised program?
Certificate in Mathematical Modelling [CMM - Cert in Mathematical Modelling] - suggested Banner code and description
- 4

What other program(s) currently exist that will also meet the requirements for this same degree(s)?
n/a
- 5

What College/Department is the academic authority for this program?
Arts and Science [AR] / Mathematics and Statistics [MATH]
- 6

Is this a replacement for a current program?

Yes

☐

No

☒
- 7

If YES, will students in the current program complete that program or be grandfathered?
- 8

If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 9

If this is a new non-degree or undergraduate level program, what is the expected completion time?
1 year (total of 30 credit units)

Section 3: Mobility

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

- 1

Does the proposed degree, program, major, minor, concentration, or course involve mobility?
If yes, choose one of the following:
Domestic Mobility (both jurisdictions are within Canada)
International Mobility (one jurisdiction is outside of Canada)

Yes

☐

No

☒

☐

☐
- 2

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

☐

Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes

No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes

No

☒

Revised

☐

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes

No

☒

Revised

☐

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

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

- 3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)
- 4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?
- 4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)
- 4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)
- 5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

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

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

- 2 What is the name of the new (or renamed or deleted) college, school, center, or department?
- 3 If you have renamed an existing college, school, center, or department, what is the current name?
- 4 What is the effective term of this new (renamed or deleted) college, school, center, or department?
- 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

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

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

- 3 What is the application deadline for each term(s) students can be admitted to?

- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program? Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022

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

Anticipate 8 students per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

- 1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.

Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input checked="" type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>

Program Based* ☐

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?

Yes ☐ No ☐

2 Has TLSE, Admissions, been informed about this new / revised program?

Yes ☐ No ☐

3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Applied Gender Justice

Field(s) of Specialization: Applied Gender Justice

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Marie Lovrod
Associate Professor, Department of English
Program Chair, Women's and Gender Studies
306-966-7538

Proposed date of implementation: May 2022

Proposal Document

There are currently 68 undergraduate programs in Women's and Gender Studies in Canada, ten of which offer certificates, with seven offering diplomas, and four offering co-op programs of various intensities. None is as focused on preparing equity, diversity, inclusion and decolonization specialists across the professions. Thus, our goal is to support students in developing distinct equity specializations that will support their career planning, distinguishing and elevating our certificate in meaningful ways.

- We plan to track both traditional-aged students as well as uptake among community leaders and professionals who may seek the credential, while bringing knowledge from the frontlines. Thus, this certificate will both advance diversity training and support those with expertise developed within and beyond the institution in order recognize and support ongoing vital contributions to the field.
- A focus on professionalization helps students to take the long view, positioning themselves in career pathways where their critical diversity perspectives can enhance the effectiveness of their work environments.
- This certificate emphasizes peer and professional networking and will underscore all aspects of the university that support teaching, learning, research and professionalization in our discipline.

All of the courses except for the new final capstone course (WGST 375.3 – which is being submitted simultaneously through Course Challenge) contributing to this certificate are taught regularly through WGST's DEU online programming and are well subscribed (see Appendix for enrollments). Our Online Program Coordinator, Dr. Carrie Prefontaine, routinely receives student requests for more advanced courses and for an online credential (see accompanying materials), owing – in part - to a deep need for Equity, Diversity, Inclusion and Decolonization training. We project a conservative first year enrollment of 10 students, and anticipate steady growth, as word gets out.

Impact on the Department: All of the courses contributing to this certificate except for the new final capstone course (WGST 375.3 – which is being submitted simultaneously through Course Challenge) are taught regularly through WGST's DEU online programming and are well subscribed (see Appendix for enrollments). Our Online Program Coordinator, Dr. Carrie Prefontaine, routinely receives student requests for more advanced courses and for an online credential (see accompanying materials), owing – in part - to a deep need for Equity, Diversity, Inclusion and Decolonization training across all fields. We project a conservative first year enrollment of 10 students, and anticipate steady growth, as word gets out.

WGST sees this Certificate in Applied Gender Justice as strengthening and enhancing existing offerings. To be the university the world needs, our unit, college and institution must take leadership in providing programming that engages all axes of diversity, producing better public education on all related issues. No programs will be deleted as a result of adding this primarily online credential.

Resources: As is the case with all of our online offerings in WGST, this certificate will run as a cost-recovery operation. The College of Arts and Science manages the resource base arising from this certificate, which, as indicated, can be completed entirely online, or through a mix of face-to-face and online offerings by campus students. As noted, we plan to offer the university's

first stable feminist critical disabilities studies class through our regular online rotation, in an effort to facilitate widest possible access to learning about one of the largest minoritized demographics on earth, a contribution we consider vital for a 21st-century medical-doctoral institution.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Applied Gender Justice.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to learn to use a variety of research methods, allowing them to understand and continue the work to change the ways that personal and systemic understandings of gender are used to enable various types of mistreatment in mainstream environments. Graduates of the program will be able to apply their skills and knowledge in a wide variety of work and personal contexts.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 7, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in Applied Gender Justice

The Certificate program in Applied Gender Justice can be completed online, as a stand-alone credential or concurrently with other degree programs. Students in Applied Gender Justice will learn to use mixed qualitative, quantitative, community engaged, and creative methods. They will be trained critically to engage with the ways sexism, racism, colonialism, ableism, queer and xenophobias enable and facilitate micro and macro-aggressions in mainstream environments. Students will acquire transferable skills that enhance their capacities to contribute to professional roles invested in equity, diversity, inclusion and decolonization, obtaining specialized credentialing that is vital to securing and upgrading for human services careers.

Major Average

The major average in the Certificate in Applied Gender Justice includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Applied Gender Justice, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum program requirements.

See [Residency](#) for additional details.

Requirements (15 credit units)

- WGST 112.3 Introduction to Womens and Gender Studies
- WGST 375.3 Intersectional Gendered Analyses of Professional Life

Choose **9 credit units** from the following:

- WGST 201.3 Images of Gender and Sexuality in Popular Culture
- WGST 210.3 Gendered Perspectives on Current Events
- WGST 265.3 Feminist Critical Disabilities Studies
- WGST 305.3 Geographies of Gender and Ecology

APPLIED GENDER JUSTICE CERTIFICATE

Notice of Intent

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?

We propose a 15-credit online Certificate program in Applied Gender Justice, to be completed as a stand-alone credential or concurrently with other degree programs. Students in Applied Gender Justice will learn to use mixed qualitative, quantitative, community engaged, and creative methods. They will be trained critically to engage the ways sexism, racism, colonialism, ableism, queer and xenophobias enable micro and macro-aggressions in mainstream environments. Students will acquire transferable skills that enhance their capacities to participate in SSHRC-funded faculty research or contribute to other professional roles invested in equity, diversity, inclusion and decolonization. This specialized credentialing is vital to human services careers, and has already been endorsed, together with the Queer Theory, Gender and Sexual Diversities Certificate as a potential professional credential for teachers, since together, they meet the 30-credit requirements for that purpose. We have been invited to apply for credential designation, once the certificates are available. The University of Saskatchewan has extensive library collections in Women's and Gender Studies.

The proposed online certificate program has been brewing in Women's and Gender Studies for many years. Our survey of similar programs (see Appendix) shows that while peer institutions offer similar undergraduate degree programs to our own, few are offering a stand-alone certificate like the one proposed here. Building capacity in critical analysis across all axes of diversity builds the critical rigor of institutional investments in Equity, Diversity, Inclusion and Decolonization (EDID).

There are currently 68 programs in Women's and Gender Studies in Canada, ten of which offer certificates, with seven offering diplomas, and four offering Co-op programs of various intensities. None is as focused on preparing equity, diversity, inclusion and decolonization specialists across the professions. Thus, our goal is to support students in developing distinct equity specializations that will support their career planning, distinguishing and elevating our certificate in meaningful ways.

- We plan to track both traditional-aged students as well as uptake among community leaders and professionals who may seek the credential, while bringing knowledge from the frontlines. Thus, this certificate will both advance diversity training and support those with expertise developed within and beyond the institution in order recognize and support ongoing vital contributions to the field.
- A focus on professionalization helps students to take the long view, positioning themselves in career pathways where their critical diversity perspectives can enhance the effectiveness of their work environments.
- This certificate emphasizes peer and professional networking and will underscore all aspects of the university that support teaching, learning, research and professionalization in our discipline.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

All of the courses except for the new final capstone course (WGST 375.3 – which will be submitted simultaneously through Course Challenge) contributing to this certificate are taught regularly through WGST's DEU online programming and are well subscribed (see Appendix for enrollments). Our Online Program Coordinator, Dr. Carrie Prefontaine, routinely receives student requests for more advanced courses and for an online credential (see

accompanying materials), owing – in part - to a deep need for Equity, Diversity, Inclusion and Decolonizing training. We project a conservative first year enrollment of 10 students, and anticipate steady growth, as word gets out.

3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the University Plan 2025, and the university's Vision, Mission and Values?

As is the case with all of our online offerings in WGST, this certificate will run as a cost-recovery operation. The College of Arts and Science provides the resource base for this certificate, which can be completed entirely online, or through a mix of face-to-face and online offerings. We will also be offering a stable feminist critical disabilities studies class in the regular online rotation, to facilitate wide access, a must for a 21st-century medical-doctoral institution.

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)?

The Applied Gender Justice Certificate is self-contained within Women's and Gender Studies, although some courses may be of interest to other units. The professionalization course, for example, could attract a wide range of students. While the feminist critical disabilities class could be of interest to students in health studies or related programs.

- What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs?
 - Because the majority of courses are already on the books in WGST, and the two that will be added will simply enhance our offerings, we anticipate minimal impact on other units.
- Is there justification to proceed regardless of any perceived duplication?
 - We do not perceive any duplication; rather, we see this Certificate as strengthening and enhancing existing offerings. To be the university the world needs, ours needs to take leadership in programming that engages all axes of diversity, producing better public education on all related issues.
 - Will a program be deleted as a result of offering the new program? No.

5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.

- What tuition will be assessed for the program and what is the rationale for the tuition proposed?
 - Standard tuition.
- Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)?
 - Because the new courses will be taught in a rotation, but will be available at least once per year, current resources will sustain the certificate, which is likely to grow, and generate its own supports over time, likely in the form of tutor markers or subject experts who can share the teaching load with Dr. Prefontaine.
 - The capstone course has already passed course challenge and been taught successfully as a spring intensive, so the preparation for online delivery is very straightforward.
 - The new feminist critical disabilities class will be available for spring/summer or fall 2022
 - Additional courses are expected to emerge over time and will be added as options.
- Will additional university resources be required, for example, library or laboratory resources, or IT support?
 - As indicated, we have an outstanding resource in the Murray Library collections. Standard IT support will be sufficient.

- Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources?
 - Not yet
- Please attach a letter of support outlining the resource commitments that have been made to the new program.
 - TBD

6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. The biggest risk is to drag our feet in training undergraduate students for careers in organizations and institutions with increasingly intersectional equity commitments.

Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that influence the likelihood of success?

- Given current enrollments, the cost-recovery model and ongoing requests for online credentialing, risks are minimal.

What risks are associated with not proceeding with the program at this time?

- With more online learning available, it makes sense to provide such opportunities at our institution, rather than driving our students elsewhere.

7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

- We anticipate starting this program in Winter or Spring of 2022, using standard institutional processes and timelines.

Please see Accompanying documents: Environmental Scan; Recent Enrolments Table; Supporting letters/e-mails from internal and external stakeholders

Environmental Scan: Canadian Women's and Gender Studies Certificates, Diplomas, Co-op Programs

University Name	Gender Program(s)	Program Type	Faculty	Website
Alberta				
Athabasca University	Women's and Gender Studies	B.A. 4 year, 3 year, Minor, Certificate	Faculty of Humanities and Social Sciences	http://wgst.athabascau.ca/index.php
British Columbia				
Langara College	Women's Studies	Associate of Arts Degree in Women's Studies Diploma in Arts and Science (Women's Studies)	Faculty of Arts and Science Division: Humanities Dept: Interdisciplinary Studies	http://langara.ca/programs-and-courses/programs/womens-studies/index.html
Okanagan College	Gender, Sexuality and Women's Studies	Associate of Arts Degree (2 year)	Department of Interdisciplinary Studies	https://www.okanagan.bc.ca/arts/Interdisciplinary-Studies
Simon Fraser University	Gender, Sexuality and Women's Studies	B.A. Major, Joint Major, Minor, Co-op option, M.A, Ph.D.	Faculty of Arts and Science	http://www.sfu.ca/gsws/index.html
Nova Scotia				
Acadia University	Women's and Gender Studies	B.A. Major Minor, Co-op Option	Faculty of Arts	http://womenstudies.acadiau.ca/Home.html
Ontario				
Brock University	Centre for Women and Gender Studies	B.A. Major, Combined Major Certificate in Women's Studies, Social Service Worker Diploma	Faculty of Social Sciences	http://www.brocku.ca/social-sciences/undergraduate-programs/womens-studies
Seneca College	Women's Studies	Women's Studies (Recognition of Achievement); 5 courses	Continuing Education	http://www.senecacollege.ca/ce/humanities/womens-studies.html#Overview
St. Jerome's University	Gender and Social Justice	Major 3 year, 4 year, Minor, Honours, Diploma	Faculty of Arts	http://www.womensstudies.uwaterloo.ca/
University of Toronto-Scarborough	Women's and Gender Studies	B.A. Major, Minor, Major Co-op	Department of Historical and Cultural Studies	https://www.utoronto.ca/hcs/womens-and-gender-studies

University of Waterloo University of Windsor	Women's Studies	B.A. 3 year, 4 year General, Honours, Joint Honours, Minor, Diploma	Faculty of Arts	https://uwaterloo.ca/womens-studies/about
	Women's and Gender Studies	B.A. General, Honours, B.S.W., Concurrent B.A. in Women's Studies, Certificate Minor in Women's Studies	Arts and Social Sciences	http://www.uwindsor.ca/wgst/CoursesAndPrograms
York University	School of Gender, Sexuality and Women's Studies	Women's Studies B.A. General, Honours, Specialization Honours, Honours Double Major, Honours Major/Minor, Honours Minor	Faculty of Liberal Arts and Professional Studies	http://gsws.laps.yorku.ca/about/
		Sexuality Studies B.A. Major, Minor and Cross-Disciplinary Certificate		
		M.A. and Ph.D. in Gender, Feminist and Women's Studies		
Quebec				
Concordia University	Women's Studies	B.A. Major, B.A. Specialization in Women's Studies, Minor, Certificate	Faculty of Arts and Science	http://www.concordia.ca/artsci/sdbi/programs/undergraduate.html
Dawson College	Women's and Gender Studies	Certificate in Women's Studies	Creative and Applied Arts	https://www.dawsoncollege.qc.ca/womens-gender-studies/
John Abbott College	Women's Studies and Gender Relations	Certificate	Humanities, Philosophy and Religion Department	https://www.johnabbott.qc.ca/college-certificates/womens-studies-and-gender-relationswsgsr/
Laval University	Études Féministes	Diploma in Études Féministes (M.A. level)	Faculté des sciences sociales	https://www.ulaval.ca/
Université du Québec à Montreal	Certificat en d'études féministes	Certificate	Faculté des sciences humaines	https://etudier.uqam.ca/programme?code=4014
Yukon				
Yukon College	Women's and Gender Studies	Diploma (2 year) Certificate (1year)	School of Liberal Arts	https://www.yukoncollege.yk.ca/programs/womens-and-gender-studies

WGST Online (DEU) Course Enrolment Winter 2018 - Summer 2021

	WGST 112 (X)	WGST 112 (W)	WGST 201	WGST 210	WGST 305	WGST 498	Term Total
201801	2	57		1			60
201805	13	29	14				56
201807	13	27		57			97
201809	17		48	38	9		114
201901		52	46	40			138
201905			69				69
201907		42		60			102
201909			53	44			97
202001		52	45	42	10		149
202005			77				77
202007			32	46			78
202009			42	17	4		63
202101		59	35	22			116
202105			42				42
202107		37		52		1	90

The above table does not include on-campus enrolments for the same time period.



Dear Colleagues,

August 4th, 2021

I am writing on behalf of the Committee of Interdisciplinary Chairs at our College, and as the Co-chair of the Health Studies Program at our College and I wish to express my enthusiastic support for the WGST Applied Gender Justice Certificate Program. This is an interdisciplinary program that offers five courses, out of a choice of six, including Introduction to Women's and Gender Studies (WGST 112.3), Images of Gender and Sexuality in Popular Culture (WGST 201.3), Intersectional Gendered Perspectives on Current Events (WGST 210.3), Feminist Critical Disabilities Studies (WGST 265.3), Geographies of Gender and Ecology (WGST 305.3), and the certificate's capstone course, Intersectional Gendered Analyses of Professional Life (WGST 375.3).

I am particularly relieved that this proposed Certificate Program includes a course on Feminist Critical Disabilities Studies – a course that is also currently under review. It is hard to believe that until now we have not had a sustained course on critical disability studies, given an international context where 15% of the world lives with some form of disability (WHO 2011), and in Canada 22% of our population has some form of disability (Easterseals 2019), but where female disability prevalence is 19.2 per cent whereas it is 12 percent for men (WHO 2011), and men with disabilities have been found, for example, to be almost twice as likely to be employed as women with disabilities. Moreover, women and girls with disabilities are three times more likely to experience gender-based violence compared to non-disabled women, and are likely to experience “double discrimination” that includes gender based violence, abuse, and marginalization. Other research has documented, for example, health disparities at the intersection of Disability and Gender Identity, commenting on the difficulties faced by LGBTQ+ people with disabilities. The discriminations, including gender-based discrimination that people with disabilities face in the world and in Canada, are serious and a course on critical disability studies has been long overdue at our University – a university that features a medical doctoral program and addresses issues of health and well-being in various forms in almost all of its Colleges, Schools, Departments, or Programs, including the Health Studies Program.



The Certificate Program and especially the Critical Disabilities Course will address a significant gap at our University and I will certainly include and fully support these offerings for the students in our Health Studies Program. Moreover, I am very pleased about the interdisciplinary design of the entire certificate program since health and disability is intersectional, interprofessional, and interdisciplinary.

Sincerely,

askiy wihtamákewin (land acknowledgment)

My own ancestors are mostly from southeastern Germanic, Bohemian, and Lithuanian lands and my family now lives in Hamburg. I am currently settled on Treaty 6 Territory, the lands where First Nation Peoples have been living since time immemorial, and where the Métis have established their Homeland. I endeavour to be a good visitor during my stay here and do my part in decolonializing my worldviews while building strong relations with the Indigenous peoples of this land. I am forever grateful for the land, the water, and the skies that have taught me so much and shown me the beauty of this place and its people.

Ulrich Teucher, Buffalo Circle Member
PhD; Associate Professor, Department of Psychology and Health Studies
Co-Chair, Health Studies Program,
Associate Member, Department of Community Health and Epidemiology
Member, Program in Culture, Health, and Human Development
University of Saskatchewan, 9 Campus Drive, Saskatoon S7N 5A5, Canada
Phone (306) 966-2529 / Fax (306) 966-6630, ulrich.teucher@usask.ca



July 22, 2021

Academic Programs Committee
College of Arts and Science
University of Saskatchewan
9 Campus Drive,
Saskatoon, SK S7N 5A5

Dear Program Adjudicators:

I am writing this letter in support of the Applied Gender Justice online certificate being proposed by the Women's and Gender Studies program. As Online Learning Coordinator for WGST, I have taught, managed, and developed much of our online programming and, as a result, I have had opportunities in the past several years to observe the areas of need that this online certificate program will meet.

The Applied Gender Justice (AGJ) certificate will respond to ongoing student demand. WGST currently offers four online courses: *Introduction to Women's and Gender Studies* (112); *Images of Gender and Sexuality in Popular Culture* (201); *Gendered Perspectives on Current Events* (210); and *Geographies of Gender and Ecology* (305). This year, as always, I have been routinely approached by students seeking additional online course offerings. They specifically request courses at third- and fourth-year levels to complement those currently offered through the Distance Education Unit. Approval of this certificate will enable us to develop and offer such courses.

The proposed program will create a flexible opportunity for students and working professionals to earn stand-alone credentials online. The planned capstone course, *Intersectional Gendered Analyses of Professional Life*, will appeal to students who are working while studying as well as those in and from professional colleges seeking to upgrade their existing qualifications.

WGST is currently planning to develop an online Feminist Critical Disabilities Studies course at the 200-level, as well. This is a field that is seriously underrepresented across campus, and indeed, across the province. Offering an online course in this vital field and making it part of the rotation of course options for the proposed certificate would be timely and would fill this crucial need in an accessible format.

WGST's current online programming reaches students provincially, nationally, and internationally. Carefully planned and designed online programming offers adaptable opportunities to a broad range of students with diverse needs, making it a logical fit for WGST. Being able to expand our program to offer an online certificate will help WGST expand its capacity to meet the evolving needs of current and future students in accessible and flexible formats.

Thank you for considering this application.

Sincerely,

Carrie Prefontaine, Ph.D.
Online Learning Coordinator, WGST, carrie.prefontaine@usask.ca

To Whom It May Concern,

I am sending this letter of support for the Feminist Critical Disabilities Studies course (WGST 265.3). This course will help students learn to take an intersectional approach to understanding disabilities and to be critical of the systemic barriers to accessibility that exist.

At the University of Saskatchewan, there is currently a significant lack of educational material related to disabilities. Disability-related academic resources should be essential on our campus, especially as we work to establish a more inclusive community and provide students with education that promotes our society's well-being. Disabilities are diverse, and there is no one lens for understanding disabilities. It is crucial that students have the opportunity to participate in this course in order to explore the lived experiences of disabled identities in a non-ableist space.

Many students do not have the opportunity to learn about disabilities in their classrooms and they do not have the adequate language to communicate and understand the issues arising from ableist structures. This is precisely how ableism is often normalized, through an absence of educational scope of analyzing alternative ways to understand and deconstruct barriers. In my personal experience, it was not until my time at university where I had the opportunity to embark on research and to recognize that critical disabilities studies exist as a scholarly field in academia, working with community to unpack a lot of content and generate effective tools to dismantle barriers to accessibility. This knowledge truly supported my growth to challenge these types of barriers and find my voice in advocating for positive changes on campus. To this day, I am one of the only Presidents to have ever led the University of Saskatchewan Students' Union with an open disabled identity and my prioritized focus remains on creating awareness and concrete change regarding accessibility.

The paucity of disability-focused courses at USask must change. I strongly believe in the sustained success of the Feminist Critical Disabilities Studies course and urge for its implementation. If you require any additional information, please feel free to contact me through email: president@ussu.ca. Thank you for your time and consideration on this matter.

With Respect,

Tasnim Jaisee

Tasnim Jaisee

President

University of Saskatchewan Students' Union

(306) 966-6965 | president@ussu.ca | ussu.ca

July 22, 2021

To Whom It May Concern:

Currently I am a student at the University of Saskatchewan and am enrolled in the Women and Gender Studies program. I am writing this letter in support of developing an online certificate for Applied Gender Justice. I have taken all of the courses included in this proposed certificate program and have found each one of them to be foundational, valuable, and applicable to my daily life – not a day goes by where knowledge gained from these WGST courses is not utilized. Whether it is when I am reading and interpreting the news, traveling abroad and experiencing different cultures, or interacting with colleagues and clients, my gender studies background comes into play.

Women and Gender Studies courses teach much more than the name alone would have one predict, and it really is more of a well-rounded social justice program, focusing on an intersectional analysis of sexism, racism, classism, ableism, and other forms of oppression. In an ever-changing world climate where social justice issues are continuously being brought to the forefront, society would benefit from more people being formally educated to aid in the fight for equality. Having these courses available online would allow more students access to this vital information and skill set.

Getting an education should not be an elite feat that is only accessible to some. If the pandemic has taught us anything, we now know that education can, and should be, available to more people, if we simply adjust how it is provided. For instance, I am only able to complete my Bachelor of Arts in WGST because the courses were made available online due to the COVID-19 pandemic. Unfortunately, many of the people who might struggle to access post-secondary education – care providers of children or seniors, those who do not have the option to attend school each day, those living in remote communities, or those who may be facing the effects of systemic and institutionalized marginalization – are those that could benefit greatly from the knowledge gained through the courses offered in this online certificate program. These courses help students develop and refine critical thinking skills, teaching them how to analyze the world around them, and to question the structures in place that are harmful, yet often normalized and accepted. To be in line with today's standards for equality, diversity, and inclusion practices, when possible, programs should be accessible to students from diverse backgrounds that may otherwise make post-secondary education challenging to achieve.

Speaking specifically to the course of Gendered Analyses of Professional Life, which I had the pleasure of taking when it was first offered last month, this course became one of the most valuable classes I have taken in my university career. I genuinely believe that all students from every discipline should have access to taking this course prior to entering the workforce. This course teaches students how to critically navigate their chosen careers in an ethical and sustainable manner, while reflecting on professions using a decolonial lens. As a practicing veterinarian that has become quite consumed by my profession, I can honestly say that I wish I would have had the opportunity to take this course sooner in my career. Furthermore, the

inclusion of the staff members and resources from campus Career Services is an asset for any student, whether they have already decided on a career path, or not.

Thank you for your attention to this letter, and I would hope you seriously consider establishing an online, and remotely available, Applied Gender Justice certificate program.

Sincerely,

Sarah Zelinski, DVM, BSc.

Friday, July 23, 2021

UNIVERSITY OF SASKATCHEWAN

105 ADMINISTRATION PLACE
SASKATOON SK S7N 5A2

It is important for many professionals in today's job market to demonstrate a commitment to equity, diversity, inclusion, and decolonization (EDID). The Applied Gender Justice certificate would offer a recognizable way to show this commitment as well as offering important education and a different way to view the world around us. I recently completed the course on intersectional gendered analyses of professional life, and found it not only mind-opening, but it also helped me decide what kind of work I would like to do after university. Courses like this are essential to help students develop not only an understanding of EDID but to learn ways to put this knowledge into practise within their chosen career paths. Having this set of programs offer a path toward a certificate demonstrates the importance and value of these courses.

I have recently chosen to pursue a certificate in Disabilities Management. A certificate in Applied Gender Justice would further my learning and show my commitment to finding the inherent worth and dignity of every person while giving me paths to pursue in making this view a reality. I know that several other professions, like education, are keen to have a way for professionals to learn and demonstrate their commitment to EDID as well. Please consider creating this path to further their and my efforts.

SINCERELY,

FERN TOOP, STUDENT IN WOMEN AND GENDER STUDIES AT USASK



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **Political Studies**
- 1.3 Term from which the course is effective: **May 2022**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **WGST 375**
- 2.2 Academic credit units: **3 credit units**
- 2.3 Course Long Title (maximum 100 characters): **Critical Perspectives on Catholic Studies**
Course Short Title (maximum 30 characters): **Critical Catholic Studies**

2.4 Total Hours: Lecture Seminar Lab Tutorial Other

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other

Web Based Class

2.6 Term in which it will be offered: T1 T2 **T1 or T2** T1 and T2

2.7 Prerequisite: **WGST 112.3 and 9 credit units university courses; or 24 credit units university courses; or permission of instructor**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course offers students from all disciplines an opportunity to consider the ways their chosen or aspirational career pathways are implicated in the ongoing projects of the colonialist nation state and neoliberal capitalist expansion. They will also have the chance to explore potentials for their particular professional field/s to support more inclusive and just social relations. Students will examine North American histories of violence as organized through various forms of labour, whether valued, devalued, exploited, conscripted to national and other agendas, or privileged in local, national and transnational contexts. They will also consider the ways selected current events are shaped by human labour as a socio-political mechanism for consolidating hegemony and its many alternatives. The course provides an advanced option for students in Women's and Gender Studies, as well as other disciplines.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course:

This course was previously approved as WGST 398.3 and taught in remote hybrid format in Spring 2021. Adding this course to the DEU suite of WGST online courses enables our unit to offer a certificate that is fully online. Please see simultaneous certificate proposal for further details.

4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

See program proposal.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **None**

6.2 Courses for which this course will be a prerequisite? **None**

6.3 Is this course to be required by your majors, or by majors in another program? **Required for the proposed Certificate in Applied Gender Justice.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

8.1 Expected enrollment: **30 students**

8.2 From which colleges? **20 from Arts & Science; 10 from other colleges.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**

Include a bibliography for the course.

See syllabus.

11. **Resources**

11.1 Proposed instructor: **Carrie Prefontaine, Marie Lovrod**

11.2 How does the department plan to handle the additional teaching or administrative workload?
Teaching and other course expenses will be accommodated within the departmental budget.

11.3 Are sufficient library or other research resources available for this course? **Yes**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **Yes, TC01**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

No additional fees required

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts

HUM Humanities

SCIE Science

SOCS Social Science

ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **N/A**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

Prerequisite(s): WGST 112.3 and 9 credit units university courses; or 24 credit units university courses; or permission of instructor

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

Note: Students with credit for WGST 398.3 Gender, Diversity and Professional Life may not take WGST 375 for credit.

4. List Equivalent Course(s) here: N/A

5. List Mutually-Exclusive Course(s) here: N/A

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: N/A

WGST 375.3: Intersectional Gendered Analyses of Professional Life

University of Saskatchewan CRN 41672

Faculty Instructor: Dr. Marie Lovrod; Meetings by appointment

Email: marie.lovrod@usask.ca; Ph: 306-966-7538

Land Acknowledgement: The University of Saskatchewan is located on Treaty Six territory and traditional Métis homelands. We pay our respects to the First Nations and Métis ancestors of this place and reaffirm our relationships with one another.

Course Description: This course offers students an opportunity to consider how their chosen or aspirational career pathways are implicated in the ongoing projects of colonialist state building and neoliberal capitalist expansion. They will also explore potentials for their chosen professional field/s to support more inclusive and just social relations, within and across species. Students will examine local and global histories of violence as organized through various forms of labour, whether valued, devalued, exploited, conscripted to national and other agendas, or privileged in local, national and transnational contexts. They will also consider how selected current events are shaped by human labour as a sociopolitical mechanism for consolidating hegemony, and its many alternatives. Intersectional gender-based analyses of diverse professional life pathways will be explored through the following questions:

- 1) How are socially constructed categories such as gender, race, class, ability, sexual orientation, ethnicity, privilege/power implicated in situated experiences of family, education, work, society?
- 2) How are such experiences created and conditioned by the ways that work is now or has been organized in local, national and transnational contexts, over time?
- 3) What are the relationships between the chosen pathways of class members as emergent professionals and the ways current events impact different publics and counter-publics?
- 4) How might interdisciplinary research from a wide range of fields inform understandings of professional life as socio-political mechanism in broader and more profound ways?



Required Texts (available at Turning the Tide Bookstore – free delivery in Saskatoon):

> Milloy & Sangster (2020, abbr. M&S): ***The Violence of Work: New Essays in Canadian and U.S. Labour History***

> Amrith & Sahroui (2020, abbr. A&S): ***Gender, Work and Migration: Agency in Gendered Labour Settings***

> PLUS a few selected articles

Course Objectives:

- 1) Explore relationships among self, social power and change in various professional contexts, empowering students as informed change agents in contemporary work environments
- 2) Assist students in critically examining how their positions as future professionals are historically produced, in order to identify and develop grounded research questions and methods for answering them
- 3) Complete assignments that encourage students to recognize work as a socio-political mechanism for producing difference and disparity, in order to grasp layers of relationships in the social order as mediated by knowledge claims grounded in professions
- 4) Produce and frame knowledge about current events, labour, human lives, social structures and choices in ways that contribute to conscious deployment of professional aspirations and service as critical asset for social change

Learning Objectives:

Upon completion, students will be able to:

- 1) Learn how to initiate a research project that engages multiple dimensions of analysis
- 2) Select and integrate information from electronic, print and community resources, as well as personally collected data, to answer chosen questions
- 3) Prepare and facilitate an academic discussion of critical concepts
- 4) Perform critical analysis of the ways current events are informed by professionalization practices
- 5) Synthesize new knowledge through report that undertakes an intersectional gender-based analyses of a selected professional pathway
- 6) Develop skills and strategies for constructive problem-solving in advancing professional inclusion practices

Student Meetings and Feedback are always welcome. Course evaluation will be formally sought half way through the course and upon completion of our formal class meetings through in-class discussions and via SLEQ online evaluations.

COURSE MARKS: *All assignments require use of an intersectional feminist lens*

Students are encouraged to bring relevant current events into class for discussion, where possible, making an effort to provide some historicized awareness of context of profession/s presented.

Assignments are due via our assignments tabs on CANVAS on the dates indicated in the Readings and Assignments summaries. **Each should include a typed metatext (up to 1 page)**, outlining the student's experience of the assignment. Students must complete all assignments to pass. There are no exams.

Class Participation (synch and/or asynch discussion contributions opening/closing vision statements – due June 3 - 23)	10%	From June 3 - 23
Ancestral Histories and Imperialist Labour Structures in Canada (or Elsewhere)	15%	June 9
Peer Discussion Leadership (due as self-assigned)	15%	As signed up
Current Issues in Professional Life: Pecha Kucha Presentation	20%	Post June 15
Final Project: Occupational Report	40%	June 23
TOTAL	100%	

Late Assignments will be accepted only when prior arrangements have been made or documentation of an unexpected and untimely interruption is provided.

Participation marks will be based on students' initial and final professional vision statements, preparation for and contributions to the synchronous and/or asynchronous discussions, with an emphasis on demonstrated knowledge of assigned resources, critical engagement with the effects of social positioning and attention to relevant professional contexts and current events. Students are expected to have completed required readings in a timely manner and to contribute to synchronous or post to asynchronous discussions regularly – **10 marks**.

Excellent (9-10)	Demonstrated mastery of assigned material, frequent insightful comments that effectively advance class understandings of issues.
Good (7-8)	Comments drawn from readings to engage other student's ideas, with clear grasp of major themes in the course.
Adequate (5-6)	Contributed occasionally, showed some understanding of readings and capacity to link multiple readings together.
Inadequate (0-5)	Remained silent, made off-topic remarks, restated points already made, or was absent without excuse.

Ancestral History and Colonialist Labour in Canada (or Elsewhere) Write-Up:

Nation building requires labour. Canadian labour histories have been shaped by colonization, gendered, raced and classed labour exploitation, and capitalist expansion. The labouring lives of all Canadian residents, whether Indigenous, settler-descended, immigrant or migrant have been impacted by the creation and maintenance of the colonialist nation state. Depending on when a particular individual or group first encountered the Canadian colonialist project – whether as original inhabitants or subsequent settlers or migrant workers – their labour may have been rejected, accepted, directed and/or conscripted in ways that could be managed and utilized by state and affiliated institutions, ranging from the family, to education, health, small and large business operations, transportation, militarization, governance, and so on.

Each ancestral history has a particular place in the evolving history of the nation-state. For this assignment, you are asked to consider your own ancestral labour histories in relation to the Canadian colonialist project. If your ancestral history includes having lived more than 5 years in another nation state, you may also consider that context, if you prefer, or compare. How have the labours of your ancestors (or if your ancestral links have been interrupted by government care, adoption, exile, family migration, etc., evaluate the histories of your people/cultural group, or those you consider chosen family today), contributed to, resisted, revised the Canadian colonialist project?

Histories of Indigenous peoples, for example, have been shaped by the relative sustainability of traditional ways of life, encroachment of the fur trade and propertied agriculture, expansion of various transportation systems, establishment of confederation, urbanization, when and whether treaty agreements were made or honoured, and by what standard.

Settler, immigrant and migrant groups have also been impacted by and caught up in unfolding colonialist histories. Differently racialized groups (including those who came from Europe) have entered Canada at different times in the nation's development, and have been assigned often quite specific roles in nation building. Early male Chinese immigrants, for example, were contracted for building the trans-Canada railroad, while Scandinavian, Eastern and continental Europeans were targeted for agricultural settlement, with the establishment of privileged classes reserved, initially, for those of British descent. Japanese internment camps impacted the labour histories of targeted families. Caribbean domestic workers were privately contracted to work in unregulated home environments with a promise of eventual access to citizenship. Today, Canada actively seeks professional immigrants, but may deny the value of credentials obtained abroad.

Within families, labour market demands have conditioned labour in the home. Until the 1950s and 60s, for example, women's unpaid labour contributed to sustainability of the family farm, now disappearing into extractive monocultures, all predicated on the construction of human relationships to land as property, which has also impacted our relationships with one another. How has the labour of your ancestors been instrumentalized by the colonialist national project? How might your own work be caught up in or resistant to such conscription of your professional life and contributions?

Your task, in this assignment, is to consider the politics of socio-economic forces as they help to determine raced, classed, gendered and otherwise minoritized work histories and resulting life chances, including your own. Recognizing that race-ethnicity, gender, and class are intersectionally bound up – through both paid and unpaid work – in producing and exploiting socially constructed disparities, how might you come to evaluate the most important work you will choose for your life? Using class materials, discussions with family members, and any other resources that can help you understand your own ancestral labour histories, prepare a 5-page paper that considers how your own position today has been produced by that history, what might need to change to maximize opportunities and actualization for all, and how your own professional pathway might contribute to achieving those changes – **15 marks**.

Positions ancestral history in relation to nation state inclusions/exclusions	5 points
Engages contextual intersectional analysis of paid/unpaid labour in family	5 points
Considers role of professionalization in reproducing and/or shifting bias	5 points

Peer Discussion Leadership:

Individually or in pairs, students will sign up to initiate discussions of a reading or present key curated selections from a designated video (with presentations lasting roughly 15 minutes live or 10 PPT slides posted with notes or voiceover) as selected for a given class. If working in pairs, each student is required to work equitably to summarize key concepts and arguments, raise critical questions and facilitate a simple discussion/research activity that opens up some of the implications of the reading/video text for deeper understandings of how our social order conditions our professional lives and vice versa – **15 marks**.

EXPECTATION	EVIDENCE	POSSIBLE POINTS
Organization	clear objectives/logical structure/signposting	3
Materials mastery	depth of commentary/able to answer questions	4
Concept advancement	appropriate vocabulary/helps class grasp critical ideas	4
Overall impression	engaging presentation/activity that gets students involved	4

Pecha Kucha: Current Events/Issues in Professional Life:

Disparities and injustices create both career opportunities and pitfalls. In collaborative groups of no more than 3 people, choose a current events topic of interest to you, one that takes seriously the accountabilities of intersectional gender-based analysis of labour trajectories and conditioning. Find out what you can about the emergence of that situation or set of related situations and their effects of differently positioned practices and possibilities of work. What does your group's selected topic reveal about the power systems we have inherited and now live in? For example, your group could consider the ways that human labour has been conscripted to the production of climate change in Saskatchewan, in gendered ways, and how the efforts of that labour could be redirected in strategies better suited to the flourishing of remaining species and communities. You could consider the efforts of Indigenous communities to emphasize ways of being and knowing that are tied to the land in lifeways that are not dependent on propertied capitalism and trace the possibilities for reconsidering the ways professional labourers engage those knowledges. Maybe your group is interested in community-building labour in 2SLGBTQ+ communities, or the role of refugees in reshaping Canadian diplomacy and rights discourses. Maybe you want to examine debates about regulation and deregulation of transportation systems within and across borders and the ways they inform policing and militarization or food sovereignty. Maybe your group is interested in challenging the operations of racial profiling in law enforcement. Whatever current events topic you choose, bring a critical intersectional gender-based lens to your presentation – **20 marks**.

This assignment is due for posting to the designated course module on June 15th, and for all peer responses to be completed by June 21st. On June 22nd, please post your *Individual Pecha Kucha Evaluation Page* (last page of the syllabus), containing your group project objective/thesis argument/research question, a summary of commentary on your pecha kucha, your responses to that feedback and of project outcomes and your overall experience of the assignment, for individual grades.

Each of the items in the table below is worth one mark (for a possible 15 marks) with the overall impression provided by peer evaluator and instructor combined for the final five marks out of 20

Presentation Skills	Knowledge Base	Critical Thinking
Clear presentation of main ideas	Helpful contextual information	Clear objective, research question
Kept to time frame	Appropriate information for topic	Adequate evidence
Coherent slides	Adequate evaluative information	Productive tensions explored
Effective voice over/notes	Brief, effective, no filler	Reasonable conclusions/prompts
Takeaway message	Clear grasp of material presented	Lengths/limits of analysis covered
OVERALL IMPRESSION	Peer (3) (see syllabus final page)	Prof (2)

Final Project: Tracking the Role of your Chosen Profession in Reproducing Bias and/or Supporting Social Change:

Working directly with your chosen or aspirational profession, complete an analysis of the ways your field of professional labour has been caught up in the production of social disparities, and the ways that it has or might contribute to meaningful social change in the direction of mutual flourishing and maximal actualization of the potentials of all socially constructed groups. Be rigorous in your analysis and try not to leave out anything significant. For example, if you are interested in becoming a sexual health educator, it will be important to address the ways that involuntary sterilizations have been imposed on some groups, and fertility supports have been made available to others, and to include recognition of how environmental sustainability is implicated in and a necessary aspect of reproductive rights. Bring a critical intersectional gender-based lens to your analysis. If a particular group is prominent in leadership or subordinated roles in your profession, how are you positioned in relation to those hegemonic norms, and what can you and the profession do about them? Many professions involve one-on-one

engagements with clients, as coaches, doctors, counsellors, teachers etc. These situations can be both helpful, and potentially abusive. How could these professional roles be rethought or re-contextualized, to support greater flourishing of all people and places?

For this assignment, you are expected to engage with an active professional in the field, tracing their responses to the following questions:

1. How did you get into your current line of work?
2. In terms of training, would you say there is any set of hurdles in your field that establishes a professional identity and who might be excluded by those practices? How might they direct attention away from critical concerns about patterns of oppression? For example, would you say your field rewards overworking at the expense of your own health or the well-being of others,

or that it embraces, considers, or avoids developing a thorough understanding of the diverse impacts of decisions made?

3. What do you know about the ways your field of work has contributed to injustices in the past and some of the ways it might be changing, if at all? Would you say that you are encouraged to/discouraged from considering such questions in your daily work?
4. How might the ways that decisions are made or that success is defined in your field shape its environmental and social justice impacts?
5. How much training did you receive that prepared you to engage with colonialisms or equity issues within your field and the communities it engages?
6. Where could your field improve its support for mutual flourishing of people and places?
7. What do you think is the most important contribution your field makes to social and environmental justice? Why?
8. How, specifically, does your area of expertise promote equity, inclusion, diversity and decolonization, if at all?
9. What kind of training or experience would you like to see for incoming professionals that would enhance capacities to support social justice in your field?
10. What past experiences or training beyond formal professionalization may have been helpful for you in this regard?
11. What advice would you give someone who cares about social and environmental justice and is considering your field?
12. What is the culture and climate of this profession in terms of its commitments to practices of constructive change for the most vulnerable people and places, including those who work within or are impacted by it? How diverse is it, really?
13. What frustrations do you encounter in your line of work in relation to your own investments in valuing people and places with care?
14. Are there related fields you think might be worth exploring in this regard?
15. How welcoming is your field to people who are invested in applying their energies to addressing the growing disparities that characterize contemporary societies?
16. Are there others you would recommend I speak with about these issues in your field?
17. If you woke up tomorrow and your profession had really shifted deeply toward decolonization, equity, diversity, inclusion and environmental justice, how would you know?

If you write a paper, consider whether you might want to submit it to our undergraduate journal, USURJ. Essay length: 8-10 pages or equivalent (such as 8-10 minute podcast, 8-10 minute you-tube video, a substantive art project or zine, each with 2-3 page artist/scholar statement) – **40 marks** (see p.12 of syllabus for rubric).

Asynchronous Learning:

This course will be run entirely online as an asynchronous learning experience. You will need to adhere to the course schedule as you work through course content at home. I will post video lectures, corresponding to modules. This course includes assignments which seek to replicate some of the effects of in-person learning, such as having a smaller group of students within the class that you coordinate with more often, to help you develop the same skills and knowledge that you would get through in-person class, but through a remote learning environment. Assignments are due throughout the course. Group work will be posted to designated online discussion boards.

Class Reading and Assignment Schedule

Week	Course Materials
1	<ul style="list-style-type: none"> Review syllabus, establish class norms, draft and submit preliminary change-agent vision statement, sign up for discussion/activities leadership, clarify interests Short Videos: <i>Story of Solutions</i> https://www.youtube.com/watch?v=cpkRvc-sOKk <i>Landfill Harmonic</i> https://www.youtube.com/watch?v=yYbORpgSmjg Droz et al. (2016) Design, Place and Indigenous Ways of working Class visit: Roberta Braid – Getting to Know Yourself for Career Planning Terms: productive, reproductive, cultural, paid, unpaid, creative, conceptual labour
2	<ul style="list-style-type: none"> Ermine, W. (2007). Ethical Space of Engagement. <i>Indigenous Law</i> 6.1: 193-204 M&S, Pearson, (2020). The “New Solution”: Anti-Labour Kidnapping and the Legacy of the Second Seminole War. Sangster, J. (2010) Aboriginal Women and Work in Prairie Communities Video: <i>Justice for Aboriginal People</i> https://www.youtube.com/watch?v=r5DrXZUIinU Terms: ontological ethics; ways of being and knowing
3	<ul style="list-style-type: none"> Anderson & Gayle (2015). Constructing Knowledge for Equity in the University: What do the Categories Tell Us? <i>Solitudes of the Workplace</i>, UBC Press. Whitney, S. (2018). By-productive labor: A feminist theory of affective labor beyond the productive–reproductive distinction. <i>Phi & SocCrit.</i>44.6: 637-660. Video: <i>Fashion’s Dirty Secrets</i>: www.cbc.ca/player/play/1459009091541# (48 min) Guest: Roberta Braid – Building a Network – identifying an interviewee; FOCUS: The ethics of citizen-scholar convenience interview: Terms: affects, super-diversity
4	<ul style="list-style-type: none"> M&S: Poutanen: The Perils of Sex Work in Montreal: Seeking Security & Justice A&S: Sahrouie: Emotional Labour in the Care Industry: Asset or Threat? Lee & Parreñas. "Intimate Labour and Social Justice (Dispatch)." <i>Studies in Social Justice</i> 10.2 (2016): 284-288. Film: <i>Anna Breytenbach: Animal Communicator</i> https://www.youtube.com/watch?v=rQehXoCipts TallBear, Kim, Why Interspecies Thinking Needs Indigenous Standpoints (2011), Terms: intergenerational; active positioning
ANCESTRAL HISTORY WITH COLONIALIST LABOUR ASSIGNMENT DUE	
5	<ul style="list-style-type: none"> M&S: Schmidt, The Rules of Discipline: Workers & the Culture of Violence in Progressive Era Reform Schools A&S: Buechler, Two Generations of Women living in S’So Paulo’s Comunidades: Changing Education and Employment Patterns for Immigrant Mothers and S’So Paulo born Daughters TEDxStockholm <i>Greta Thunberg: School strike for climate – save the world by changing the rules</i> (11 minutes) on Google

6	<ul style="list-style-type: none"> • M&S: Tate: Slow Violence and Hidden Injuries: The Work of Strip Mining in the AmWest • M&S: Storey, By the Numbers: Workers' Compensation and the (Further) Conventionalization of Workplace Violence • Guest speaker: Sheila Laroque on Indigenous knowledge in the library, Homelessness and emotional labour; Youtube video: <i>Homeless in COVID-19</i> https://www.youtube.com/watch?v=fq0-YYnKK0w
	MID-TERM CHECK IN
7	<ul style="list-style-type: none"> • Kelsey John & Laura Jaffee (2018). Disabling Bodies of/and Land: Reframing Disability Justice in Conversation with Indigenous Theory and Activism. <i>Disability and the Global South</i>, 2018 OPEN ACCESS Vol.5, No. 2, 1407-1429. • Withers, Liat et al. (2019) Radical Disability Politics • Short Film: <i>Autism: The View from Inside</i> (25 minutes) https://fod.infobase.com/p_ViewVideo.aspx?bc=0&xtid=128513 • Post Pecha Kuchas <p>Term: Coercive Control</p>
8	<ul style="list-style-type: none"> • M&S: Jessup, Murder of Lori Dupont: Violence, Harassment & Occupational Health and Safety in Ontario • A&S: Matos, Precarity, Gender Capital, and Structures of (Dis) Empowerment in the Neoliberal Service Economy • Guest Speaker: Leena Thomas: Actress Hedy Lamarr, Inventor: A Public Image Reframed • Film: <i>Picture a Scientist</i> (66 minutes)
9	<ul style="list-style-type: none"> • A&S: Oomen Liebers and Kunz, Gender Roles and Relations with Bolivian Migrant Networks: Ambivalent Transgressions, Regressions and New Autonomies • A&S: Hapke and Ayyankeril, Gulf Migration and Changing Patterns of Gender Identities in a South Asian Muslim Community • Video: <i>Small Town Queer: Out in Oil Town</i> https://www.youtube.com/watch?v=62HujrENDsE&t=90s <p>Terms: care/justice as ethics</p>
10	CLASS REVIEW OF CURRENT LABOUR ISSUES PECHA KUCHAS
11	<ul style="list-style-type: none"> • A&S: Amrith, Dignity of Labour: Activism among Filipina Domestic Workers in Singapore and Barcelona • A&S: Petitcorps, Migrant Women in Trade Unions: Domestic Service Activism in France • Film: <i>A Drop in the Ocean: Doctors without Borders</i> https://www.nfb.ca/film/drop_in_the_ocean/ (48 minutes)
12	Wrap UP – Final Discussions; Revised Vision Statements; Course Evaluations Submit Final Occupational Report by 24 June
13	SUBMIT FINAL PROJECTS

INTEGRITY DEFINED (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

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Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit usask.ca/copyright where there is information for students available at <http://www.usask.ca/copyright/students/rights/index.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For information on AES services and remote learning please visit <https://updates.usask.ca/info/current/accessibility.php#AccessandEquityServices>

ADDITIONAL STUDENT SUPPORTS

Academic Help for Students

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

- Remote learning support information <https://students.usask.ca/study/remote-learning.php> · Remote learning tutorial https://libguides.usask.ca/remote_learning · Study skills materials for online learning <https://libguides.usask.ca/studyskills>
- A guide on netiquette, principles to guide respectful online learning interactions <https://teaching.usask.ca/remote-teaching/netiquette.php>

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural, and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as an Acquired Language (EAL) students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

Final Project Scoring Rubric

GENERAL DIRECTIONS: Your final project score will reflect the academic quality of the essay/podcast/art project/YouTube video/blog/zine as a whole. Accuracy of citation, clarity of expression, strong organization and excellent presentation of a meaningful argument is rewarded. The score is calculated out of 40, as outlined.

Explanation
Exceptionally well-executed essays/podcasts/art projects/YouTube videos/blogs/zines and their accompanying artist statements for creative projects show a thorough understanding of a well-selected topic germane to the class. They are grounded in a thoughtful and appropriate review of relevant foundational and current peer-reviewed literature and deliver a measured and well-articulated argument that engages with the complexities of the issue at hand. Superior projects avoid broad generalizations, are specific in use of references, show a strong grasp of relevant critical vocabulary and are free of unfounded and irrelevant opinion. They conform to appropriate ethical requirements. All parts of the project are clearly related to the main topic. The project is well organized, with the sequence of ideas presented supporting rich development of the main idea. A submission in this range shows mastery of effective knowledge sharing, including strong topic sentences; logical argument; excellent grammar and spelling (for essays); correct citation methods (essays, podcasts, YouTube videos, blogs, zines, artist statements); and concise expression in clear, effective and coherent sentences. The project is almost entirely free of errors in formatting or expression. 36/38
An essay/podcast/art project/YouTube video/blog/zine in this range address a relevant issue germane to the class, based on a suitable selection of peer-reviewed literature. The project engages the complexities of the issue with solid skill. Source materials support the main idea and are used correctly, with only occasional minor errors. The central idea is appropriate to the assignment. Evidence and reasoning are adequate to support claims. The submission is generally well-articulated, with ideas grouped into paragraphs and paragraph breaks indicating shifts in focus for essays/artist statements. The sequence of ideas is clear, but could be better organized. Projects in this range demonstrate the ability to analyze an issue well. Word choice, sentence structure and tone are generally successful at communicating the student's intentions and are appropriate for university-level knowledge sharing. Errors of spelling, grammar, punctuation, word choice and/or formatting may be present, but are not intrusive. There are no errors in sentence structure, such as comma splices or sentence fragments, or in presentation skills overall. 32/34
An essay/podcast/art project/YouTube video/blog/zine in this range addresses an appropriate topic, and the explanations provided are satisfactory. Most of the ideas are well-explained. Supporting ideas are at least loosely relevant to the main points. Transitions between ideas could be better developed and arguments could be more specific. Development of ideas could be better organized and refined or more consistent and may show evidence of being over-simplified. The discussion may be pedestrian, mechanical, or tangentially related to the topic. Such an essay/podcast/art project/YouTube video/blog/zine contains mostly common writing or presentation errors, with inconsistent formatting. These projects are not as well conceived, organized, or developed as higher scoring projects; the writing or presentation, however, is sufficient to convey the student's ideas. There are very few errors in sentence structure, with only one or two comma splices or sentence fragments when it comes to written work, and other forms of presentation are sufficiently professional in approach and quality. 28/30
An essay/podcast/art project/YouTube video/blog/zine in this range may not have chosen an appropriate topic or may not address it with a clear sense of purpose and well-articulated main thesis or research question. The engagement with relevant literature shows evidence of being dated, superficial, not specific enough, or may leap to conclusions. Treatment of the topic is superficial. Organization, while attempted, requires significant improvement. Vocabulary range is limited and organization of ideas is formulaic, simple or disconnected. Rather than measured and thoughtful, unsubstantiated opinion, or analysis may be perfunctory, underdeveloped, or misguided. The writing may convey the writer's ideas, but reveals limited skills with such elements of expression as correct diction, solid organization, or visual presentation. These essays/podcasts/art projects/YouTube videos/blogs/zines may contain significant misinterpretations, inadequate supporting evidence, and/or excessive paraphrasing, rather than original analysis. 24/26
Marginal essays/podcasts/art projects/YouTube videos/blogs/zines may be overly simplified, lack a coherent thesis, or demonstrate misunderstanding of the issues. They may rely too heavily on generalizations or paraphrasing the work of others, and may be poorly organized. The literature review is often insufficient, and therefore, arguments are not well supported. Tone may be inconsistent, with enough errors in presentation to mar the successful delivery of ideas. Formatting is weak, word usage is inaccurate, and projects in this range could be much better developed on several counts, including distracting errors in mechanics, or being too brief with underdevelopment of ideas. Although the student appears to have made a sincere effort to engage the topic, the argument presented has flaws in clarity or coherence. 22/20
A score in this range indicates significant problems in citation, articulation of a thesis, development of an argument and errors in presentation elements that render the assignment insufficient to the expectations of university-level essay/podcast/art project/YouTube video/blog/zine writing/presentation. Below 20
Evidence of academic dishonesty 0

INDIVIDUAL PECHA KUCHA PEER EVALUATION PAGE

PROJECT OBJECTIVE/THESIS ARGUMENT/RESEARCH QUESTION:

SUMMARY OF PEER EVALUATION OF YOUR GROUP'S PECHA KUCHA:

YOUR EVALUATION OF PROJECT OUTCOMES:

YOUR EVALUATION OF YOUR INDIVIDUAL EXPERIENCE:

NAME:

DATE:



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **Political Studies**
- 1.3 Term from which the course is effective: **May 2022**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **WGST 265**
- 2.2 Academic credit units: **3 credit units**
- 2.3 Course Long Title (maximum 100 characters): **Critical Perspectives on Catholic Studies**
Course Short Title (maximum 30 characters): **Critical Catholic Studies**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial 39 **Other**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial 3 **Other**

Web Based Class

- 2.6 Term in which it will be offered: T1 T2 **T1 or T2** T1 and T2
- 2.7 Prerequisite: **WGST 112.3 or 18 credit units of university courses**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course takes an intersectional, decolonizing, interdisciplinary approach to critical disabilities studies, inviting students to think critically about the reproduction of oppression and systemic barriers to inclusion operating out of prevailing socially constructed discourses of disability. Centering the invaluable scholarly and social rigor arising from minoritized perspectives, the course facilitates multi-disciplinary exploration of critical perspectives that engage social justice, social policy, human rights, social movements, intimate and international politics.

- 2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course:

The only course in Critical Disabilities Studies offered at USask is a 400-level course in Psychology. Though that department does open available seats to students from other programs, the popularity of Psychology courses and the need to take prerequisite courses limits the availability to very few non-Psychology students. The proposed WGST 265 course will greatly increase the accessibility of this subject area for students across all disciplines.

4. Please list the learning objectives for this course:

See syllabus.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

See program proposal.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **None**

6.2 Courses for which this course will be a prerequisite? **None**

6.3 Is this course to be required by your majors, or by majors in another program? **Restricted elective for the proposed Certificate in Applied Gender Justice.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

8.1 Expected enrollment: **35 students**

8.2 From which colleges? **25 from Arts & Science; 10 from other colleges.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**

Include a bibliography for the course.

See syllabus.

11. **Resources**

11.1 Proposed instructor: **Carrie Prefontaine, Marie Lovrod**

11.2 How does the department plan to handle the additional teaching or administrative workload?

Teaching and other course expenses will be accommodated within the departmental budget.

11.3 Are sufficient library or other research resources available for this course? **Yes**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **Yes, TC01**

- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

No additional fees required

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **N/A**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

Prerequisite(s): WGST 112.3 or 18 credit units of university courses.

- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **N/A**

4. List Equivalent Course(s) here: N/A

5. List Mutually-Exclusive Course(s) here: N/A

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: N/A

WGST 265.3: Feminist Critical Disabilities Studies

University of Saskatchewan

Faculty Instructor: Dr. Carrie Prefontaine or Marie Lovrod; Meetings by appointment

Email: marie.lovrod@usask.ca; Ph: 306-966-7538

Land Acknowledgement: The University of Saskatchewan is located on Treaty Six territory and traditional Métis homelands. We pay our respects to the First Nations and Métis ancestors of this place and reaffirm our relationships with one another.

Course Description: This course takes an intersectional, decolonizing, interdisciplinary approach to critical disabilities studies, inviting students to think critically about the reproduction of oppression and systemic barriers to inclusion operating out of prevailing socially constructed discourses of disability. Centering the invaluable scholarly and social rigor arising from minoritized perspectives, the course facilitates multi-disciplinary exploration of critical perspectives that engage social justice, social policy, human rights, social movements, intimate and international politics.

All Course Materials Available online

Course Objectives:

1. Explore relationships among subject formation, social power and change in the context of feminist critical disabilities studies
2. Prepare students to critically examine how failure to center intersectional analysis of minoritized perspectives ensures reproduction of oppression and failure of academic rigor
3. Complete assignments that encourage students to investigate opportunities for genuine socio-political and academic inclusion
4. Construct feminist critical disabilities studies knowledge that supports conscious deployment of intersectional analysis of disabilities perspectives as a critical asset for social change

Learning Objectives:

Upon completion, students will be able to:

1. Learn how to initiate a research project that engages multiple dimensions of analysis
2. Select and integrate information from electronic, print and community resources, as well as personally collected data, to answer research questions
3. Facilitate an academic discussion of critical concepts
4. Complete critical analysis and synthesize new knowledge through critical, creative, community invested project that undertakes an intersectional disabilities-centered analyses of a selected current issue
5. Develop skills and strategies for constructive problem-solving in advancing inclusion practices across disciplines and professions

Student Meetings and Feedback are always welcome. Course evaluation will be formally sought half way through the course and upon completion of our formal class meetings through in-class discussions and via SLEQ online evaluations.

COURSE MARKS: *All assignments require use of an intersectional critical feminist disabilities studies lens*

Students are encouraged to bring relevant current events into class for discussion, where possible, making an effort to provide some historicized awareness of context. Assignments are due via our assignments tabs on CANVAS on the dates indicated in the Readings and Assignments summaries. **Each should include a typed metatext (up to 1 page)**, outlining the student's experience of the assignment. Students must complete all assignments to pass. There are no exams.

Evaluative Component	Percentage of Grade	Due Date
Class Participation – including informed contributions to class discussions and presentation of group work	10%	Throughout
Feminist Critical Disabilities Studies Self Positioning Statement	15%	Week 3
Peer Discussion Leadership (due as self-assigned)	15%	Self-assigned
Current Issues in Critical Disabilities Studies: Pecha Kucha Presentation	20%	Week 8
Final Project: Toward Inclusion	40%	End of term
TOTAL	100%	Bonus options may apply

Late Assignments will be accepted only when prior arrangements have been made, or documentation of an unexpected and untimely interruption is provided.

Participation marks will be based on students' preparation for and informed contributions to discussions, with an emphasis on demonstrated knowledge of assigned resources, critical engagement with the effects of social positioning in relation to the topic at hand and attention to relevant contexts and current events. Students are expected to have completed required readings in a timely manner and to contribute to post to asynchronous discussions regularly – norms to be determined in the first week of class – **10 marks**.

Excellent (9-10)	Demonstrated mastery of assigned material, frequent insightful comments that effectively advance class understandings of issues.
Good (7-8)	Comments drawn from readings to engage other student's ideas, with clear grasp of major themes in the course.
Adequate (5-6)	Contributed occasionally, showed some understanding of readings and capacity to link multiple readings together.

Inadequate (0-5)	Remained silent, made off-topic remarks, restated points already made, or failed to meet class norms for posts.
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Feminist Critical Disabilities Studies Self Positioning Statement:

How would you locate yourself in relation to Feminist Critical Disabilities Studies as a field? Have you encountered this scholarly area of expertise in other aspects of your academic training? If so, where? If not, why do you think that is so? Have you direct experience personally, or with loved ones, that generates an interest in this field of research and theory-making?

There is no area of study, career path, life stage or political process from imperialism to decolonization to professional practice to policy-making to childrearing that is not impacted and influenced by how the social surround constructs ability/disability as a binary, whether or not one is aware of that influence. Nevertheless, engagement with this vital and complex field of study remains patchy.

Whether you have never heard of Feminist Critical Disabilities Studies until now, are deeply engaged in its debates already, or simply curious, take the time to position yourself in relation to the field at the start of this class and use that initial positioning as a way to evaluate your progress throughout the course.

Using class materials, discussions with peers or family members, and any other resources that can help you understand your own positioning relative to class content, prepare a 5-page paper that considers how your own position today has been produced by disabilities discourses and what might need to change in order to maximize opportunities and actualization for all – **15 marks**.

EVIDENCE	POSSIBLE POINTS
Positions personal subjectivity in relation to critical inclusions/exclusions	5 points
Engages contextual intersectional analysis of disability discourses as produced effects of historical processes	5 points
Considers role of socializing in reproducing and/or shifting disabilities bias	5 points

Peer Discussion Leadership:

Individually or in pairs, students will sign up to initiate discussions of a reading or present key curated selections from a designated video (with presentations lasting roughly 12-14 minutes, using 10-12 PPT slides posted with notes or voiceover) as selected for a given class. If working in pairs, each student is required to work equitably to summarize key concepts and arguments, raise critical questions and facilitate a simple discussion/research activity that opens up some of the implications of the reading/video text for deeper understandings of how our social order conditions the cultural construction of disability in our immediate and wider regional, national and global contexts – **15 marks**.

EXPECTATION	EVIDENCE	POSSIBLE POINTS
Organization	clear objectives/logical structure/signposting	3

Materials mastery	depth of commentary/able to answer questions	4
Concept advancement	appropriate vocabulary/helps class grasp critical ideas	4
Overall impression	engaging presentation/activity that gets students involved	4

Pecha Kucha: Disabilities Discourses in Current Events/Issues: In collaborative groups of no more than 3 people, choose a relevant current events topic of interest to you, one that takes seriously accountabilities for meaningful inclusion. Find out what you can about the emergence of that situation or set of related situations and their effects on differently positioned practices and possibilities arising from prevailing disabilities discourses in the particular context you examine. What does your group's selected topic reveal about the power systems we live in?

For example, your group could consider the ways that immigration policy in Canada responds to visible and invisible constructions of disabilities, the relationship between climate change discourses and prevailing models of disability, how disabilities impact refugee experiences, the role of disabilities discourses in colonization and decolonization, disabilities discourses and reproductive justice. The options are endless. Maybe your group is interested in community-building with critical disabilities movements, queer-crip alliances, how interspecies relations are informed by models of disability, or the role of rights discourses in creating and sustaining constructive social change. Maybe you want to examine how regulation and deregulation of transportation or caring systems affects people with disabilities within and across borders or the bioethics of disabilities studies or medicalization. Whatever current events topic you choose, bring a critical intersectional lens to your work – **20 marks**.

This assignment is due for posting to the designated course module on the Friday before, and for all peer responses to be completed by the following Friday. On [date] please post your *Individual Pecha Kucha Evaluation Page* (last page of the syllabus), containing your group project objective/thesis argument/research question, a summary of class commentary on your pecha kucha, your responses to that feedback and of project outcomes and your overall experience of the assignment, for an individual grade.

Each of the items in the table below is worth one mark (for a possible 15 marks) with the overall impression provided by peer evaluator and instructor combined for the final five marks out of 20

Presentation Skills	Knowledge Base	Critical Thinking
Clear presentation of main ideas	Helpful contextual information	Clear objective, research question
Kept to time frame	Appropriate information for topic	Adequate evidence
Coherent slides	Adequate evaluative information	Productive tensions explored
Effective voice over/notes	Brief, effective, no filler	Reasonable conclusions/prompts
Takeaway message	Clear grasp of material presented	Lengths/limits of analysis covered

OVERALL IMPRESSION	Peer (3) (see syllabus final page)	Prof (2)
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Final Project: Toward Inclusion:

Working directly with an aspect of feminist critical disabilities studies that interests you or affects your own life choices, complete a rigorous intersectional analysis of the ways yours and others' perspectives have been shaped by disabilities discourses. For example, you may be interested in disabilities discourses and their constructions of embodiment and affect, educational norms, social justice, social policy, human rights, social movements, intimate and international politics, or reproductive justice. If you write a paper, consider whether you might want to submit it to our undergraduate journal, USURJ. Essay length: 8-10 pages or equivalent (such as 8-10 minute podcast, 4-6 minute you-tube video, a substantive art project or zine, each with 2-4 page artist/scholar statement) – **40 marks** (see end of syllabus for rubric).

Bonus Assignment: Constructing a Cumulative Shared Knowledge Resource (up to 5 marks distributed over two possible contributions): Help to build a resource base for your peers, gathering media resources relevant to our course objectives. For full marks you must provide critical context by answering questions such as: 1) How does this resource engage minoritized perspectives?; 2) How does the author/creator's sociopolitical standing impact the relevance of this resource? For example, how might the author's privileged status (or lack thereof) impact the credibility of the resource in some contexts? [e.g., see "The Trouble with White Feminism: Whiteness, Digital Feminism, and the Intersectional Internet," by Jessie Daniels, which looks at Sheryl Sandberg's "Lean In" campaign]. 3) How does the resource build on knowledge gained in this course?

Online Learning:

This course will be run entirely online. You will need to adhere to the course schedule as you work through course content. You are expected to make regular posts to at least 10 class discussions. This course includes assignments which seek to replicate some of the effects of in-person learning, such as having a smaller group of students with whom you collaborate more often. Assignments are due throughout the course. Group work will be posted to assigned discussion boards.

Don't forget your metatexts!

Module No. & Title	Learning Objectives <i>At the end of this module, students will:</i>	Required Readings	Media	Assessments
1. Getting Oriented	<ul style="list-style-type: none"> Establish a basic understanding of what constitutes disability Explore preliminary critical terms 	Hall, Melinda C., "Critical Disability Theory," The Stanford Encyclopedia of Philosophy (Winter 2019 Edition), Edward N. Zalta (ed.), https://plato.stanford.edu/archives/win2019/entries/disability-critical/	<p>Cole Blakeway, We're All Different and that's Awesome! https://www.youtube.com/watch?v=sQuM5e0QGLg</p> <p>How to Talk to People with Disabilities: https://www.youtube.com/watch?v=W6c6JLbczC8</p>	Discussion Posts
2. Foundational Texts	<ul style="list-style-type: none"> Identify primary issues in critical disabilities studies Outline the benefits of CDS Establish critical disability perspectives as a site of knowledge 	<p>Garland-Thomson (2011) Misfits</p> <p>McRuer & Johnson (2014) Proliferating Cripistemologies</p> <p>Samuels (2017) Six Ways of Looking at Crip Time</p>	<p>Linda Ware, Imagine Disability Otherwise https://www.youtube.com/watch?v=i7tS3e_F9vM</p>	Discussion Posts
3. Decolonizing Disability and Feminist Theorizing	<ul style="list-style-type: none"> Articulate personal relation to disabilities discourses Determine impacts of colonialism on ways of thinking about disability 	<p>Jaffee and John (2017) Disabling Bodies and Land</p> <p>Manion & Shaw (2019) Decolonizing gender and education research</p> <p>Vimalassery, Pegues & Goldstein (2016). On Colonial Unknowing</p>	<p>Indigeneity and Disability in our Schools https://www.youtube.com/watch?v=S5GuKGke1p4</p> <p>Intersectionality of Gender, Disability and Indigeneity https://www.youtube.com/watch?v=pwPsn2xP1il</p>	Discussion Posts Self-Positioning Statement
4. Normativities Everywhere	<ul style="list-style-type: none"> Deconstruct the building blocks of norming Construct horizons of possibility in relation to FCDS 	<p>Cosenza (2014), Disability, Queerness and Chrononormativity</p> <p>Baril (2015) Doctor, Am I an Anglophone Trapped in a Francophone Body?</p>	<p>Sparsh Shah – Becoming Possible https://www.youtube.com/watch?v=bC0hlK7WGcM</p>	<p>Discussion Posts</p> <p>Discussion Leadership</p>

		<p>Soldatic (2011) Disability and Neoliberal Workfare</p> <p>Davidson (2020). Parenting a Disabled Child as Crip Time</p>		
<p>5. Reimagining Inclusive Education</p>	<ul style="list-style-type: none"> • Determine impacts of exclusive education on knowledge production • Identify components of accessible knowledge sharing • What's special about special education now? 	<p>Erevelles (2011) Coming Out Crip in Inclusive Education</p> <p>Mitchell, Snyder, Ware (2014) Every child left behind Abes and Wallace (2020) Student Development as Disability Justice</p>	<p>Emilie Weight, Learning with my son https://www.ted.com/talks/emilie_weight_3_things</p>	<p>Discussion Posts</p> <p>Discussion Leadership</p>
<p>6. Specificities of Disabilities' Intersections</p>	<ul style="list-style-type: none"> • Explore congenital and acquired disabilities and what they contribute to informed ways of knowing • Expand familiarity with the broad ranges of experiences of disability and specific body systems affected • Unpack mind/body connection/binaries 	<p>Ebben (2018) Deconstructing the Autism Epidemic</p> <p>Redikopp (2020) Borderline Knowing</p> <p>Hanson and Newbold (2017) There is always this feeling of otherness</p> <p>Chapple (2019) Toward a Theory of Black Deaf Feminism</p> <p>Muster (2021) Silenced Voices of Hidden Survivors: Intimate Partner Violence among Women with Disabilities</p>	<p>Rosie King – Autism https://www.ted.com/talks/rosie_king_how_autism_freed</p> <p>Nina Simone, Hardtalk https://www.youtube.com/watch?v=8oIEruTT_io</p>	<p>Discussion Posts</p> <p>Discussion Leadership</p>
<p>7. Intersecting Affects and Rights Discourses</p>	<ul style="list-style-type: none"> • Examine intersectional, intercultural and interspecies relations through the perspectives of disabilities studies 	<p>Brune (2017) Blind Like Me, Disability, Intersectionality, Race, and Civil Rights</p> <p>Harpur and Pachana (2018), My Assistance Animal, Disability Discrimination, and Old Age (2018).</p> <p>Morin (2016). Prisoners and Animals</p>	<p>Boy meets dog https://www.youtube.com/watch?v=gUgFV_izsXo</p> <p>Animal therapy: https://www.youtube.com/watch?v=ppZ5oqhD_Ug</p>	<p>Discussion Posts</p> <p>Discussion Leadership</p>

		Orem (2021) Tangles of Resentment.pdf		
8 Methods and Ethics	<ul style="list-style-type: none"> Evaluate different contexts of ethical analysis of experiences of disabilities Unpack ethical paternalisms 	Ginsberg and Rapp (2015) Making Disability Count Garland Thomson (2017) Disability Bioethics from Theory to Practice Post Pecha Kuchas	Liz Powers – Self worth https://www.ted.com/talks/liz_powers_a_new_way Mingus, Mia – Forced Intimacy https://leavingevidence.wordpress.com/2017/08/06/forced-intimacy-an-ableist-norm/	Discussion Posts Discussion Leadership Pecha Kuchas
9. Let's talk Gender Justice	<ul style="list-style-type: none"> Outline, using Pecha Kucha examples, the stakes of intersectional gendered analysis in critical disabilities studies 	Gahman (2015) Crip Theory and Country Boys Sheppard (2018) Using Pain Jarman (2015) Crip Reproductive Justice Loree Erickson (2011). Revealing Femmegimp: A Sex-positive Reflection on Sites of Shame as Sites of Resistance for People with Disabilities: Discuss Pecha Kuchas	Disability Rights https://www.youtube.com/watch?v=h0JPMYR9wt4 Downs Syndrome in Iceland https://www.cbsnews.com/news/down-syndrome-iceland/	Discussion Posts Discussion Leadership Pecha Kuchas
10. Current Events	<ul style="list-style-type: none"> Investigate the role of critical disabilities studies in current events Critique representational practices in film 	Hall (2015) No Failure Climate Change: Radical Hope Hall (2013) Toward a Queer Crip Feminist Politics of Food Padios (2017) Mining the mind Hamraie (2014) Crippling Feminist Technoscience	CinemAbility: The Art of Inclusion (documentary)	Discussion Posts Discussion Leadership

11. Disidentifications	<ul style="list-style-type: none"> Examine debates within CDS with critical appreciation Determine how categories/diagnoses enable and foreclose capacities and conversations 	<p>Munoz.(1999) Performing disidentifications intro</p> <p>Hammer (2015) A_scar_is_more_than_a_wound</p> <p>Johnson (2015) Bad Romance</p> <p>Schalk, S. (2013). Coming to claim crip: Disidentification with/in disability studies</p> <p>Bone (2017) Crip Theory and Disability Identity</p>	<p>Disability: Ask us Anything:</p> <p>https://www.youtube.com/watch?v=hR5AGD5-J00</p>	<p>Discussion Posts</p> <p>Discussion Leadership</p>
12. Globalization	<ul style="list-style-type: none"> Explore the ways state borders complicate experiences of disability Compare global experiences of disability resistance 	<p>McRuer, R. (2018). <i>Crip Times: Disability, Globalization, and Resistance</i> – selections,</p> <p>Benjamin, S. et al. (2021). Beyond accessibility: People with disabilities in tourism promotion.</p> <p>King & Witoller (2018) Strategic Coalitions Against Exclusion</p>	<p>Karen Nakamura, White and Intersectional Critical Disabilities Studies</p> <p>https://www.youtube.com/watch?v=0b7PXCyK79A</p>	<p>Discussion Posts</p> <p>Discussion Leadership</p>
13. Resistant Arts	<ul style="list-style-type: none"> Consider how FCDS facilitates career possibilities 	<p>Levy & Young (2020) Arts, Disability and Crip Theory</p> <p>Beck Tadman (2020) Diffractive Co-conspiracy in Queer, Crip Live Art Production</p> <p>Jerreat-Poole & Brophy (2020) Encounters with Kusama</p> <p>Spektor & Fox (2020). Transhumanism through Crip-Centered Speculative Design</p>	<p>https://thealternativelimbproject.com/</p> <p>Elise Roy, Disability Design</p> <p>https://www.ted.com/talks/elise_roy_when</p>	<p>Discussion Leadership</p> <p>Final Projects</p> <p>Course evaluations</p>

INTEGRITY DEFINED (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

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Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit usask.ca/copyright where there is information for students available at <http://www.usask.ca/copyright/students/rights/index.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For information on AES services and remote learning please visit <https://updates.usask.ca/info/current/accessibility.php#AccessandEquityServices>

ADDITIONAL STUDENT SUPPORTS

Academic Help for Students

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

- Remote learning support information <https://students.usask.ca/study/remote-learning.php> · Remote learning tutorial https://libguides.usask.ca/remote_learning · Study skills materials for online learning <https://libguides.usask.ca/studyskills>
- A guide on netiquette, principles to guide respectful online learning interactions <https://teaching.usask.ca/remote-teaching/netiquette.php>

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural, and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as an Acquired Language (EAL) students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

Final Project Scoring Rubric

GENERAL DIRECTIONS: Your final project score will reflect the academic quality of the essay/podcast/art project/YouTube video/blog/zine as a whole. Accuracy of citation, clarity of expression, strong organization and excellent presentation of a meaningful argument is rewarded. The score is calculated out of 40, as outlined.

Explanation
Exceptionally well-executed essays/podcasts/art projects/YouTube videos/blogs/zines and their accompanying artist statements for creative projects show a thorough understanding of a well-selected topic germane to the class. They are grounded in a thoughtful and appropriate review of relevant foundational and current peer-reviewed literature and deliver a measured and well-articulated argument that engages with the complexities of the issue at hand. Superior projects avoid broad generalizations, are specific in use of references, show a strong grasp of relevant critical vocabulary and are free of unfounded and irrelevant opinion. They conform to appropriate ethical requirements. All parts of the project are clearly related to the main topic. The project is well organized, with the sequence of ideas presented supporting rich development of the main idea. A submission in this range shows mastery of effective knowledge sharing, including strong topic sentences; logical argument; excellent grammar and spelling (for essays); correct citation methods (essays, podcasts, YouTube videos, blogs, zines, artist statements); and concise expression in clear, effective and coherent sentences. The project is almost entirely free of errors in formatting or expression. 36/38
An essay/podcast/art project/YouTube video/blog/zine in this range address a relevant issue germane to the class, based on a suitable selection of peer-reviewed literature. The project engages the complexities of the issue with solid skill. Source materials support the main idea and are used correctly, with only occasional minor errors. The central idea is appropriate to the assignment. Evidence and reasoning are adequate to support claims. The submission is generally well-articulated, with ideas grouped into paragraphs and paragraph breaks indicating shifts in focus for essays/artist statements. The sequence of ideas is clear, but could be better organized. Projects in this range demonstrate the ability to analyze an issue well. Word choice, sentence structure and tone are generally successful at communicating the student's intentions and are appropriate for university-level knowledge sharing. Errors of spelling, grammar, punctuation, word choice and/or formatting may be present, but are not intrusive. There are no errors in sentence structure, such as comma splices or sentence fragments, or in presentation skills overall. 32/34
An essay/podcast/art project/YouTube video/blog/zine in this range addresses an appropriate topic, and the explanations provided are satisfactory. Most of the ideas are well-explained. Supporting ideas are at least loosely relevant to the main points. Transitions between ideas could be better developed and arguments could be more specific. Development of ideas could be better organized and refined or more consistent and may show evidence of being over-simplified. The discussion may be pedestrian, mechanical, or tangentially related to the topic. Such an essay/podcast/art project/YouTube video/blog/zine contains mostly common writing or presentation errors, with inconsistent formatting. These projects are not as well conceived, organized, or developed as higher scoring projects; the writing or presentation, however, is sufficient to convey the student's ideas. There are very few errors in sentence structure, with only one or two comma splices or sentence fragments when it comes to written work, and other forms of presentation are sufficiently professional in approach and quality. 28/30
An essay/podcast/art project/YouTube video/blog/zine in this range may not have chosen an appropriate topic or may not address it with a clear sense of purpose and well-articulated main thesis or research question. The engagement with relevant literature shows evidence of being dated, superficial, not specific enough, or may leap to conclusions. Treatment of the topic is superficial. Organization, while attempted, requires significant improvement. Vocabulary range is limited and organization of ideas is formulaic, simple or disconnected. Rather than measured and thoughtful, unsubstantiated opinion, or analysis may be perfunctory, underdeveloped, or misguided. The writing may convey the writer's ideas, but reveals limited skills with such elements of expression as correct diction, solid organization, or visual presentation. These essays/podcasts/art projects/YouTube videos/blogs/zines may contain significant misinterpretations, inadequate supporting evidence, and/or excessive paraphrasing, rather than original analysis. 24/26
Marginal essays/podcasts/art projects/YouTube videos/blogs/zines may be overly simplified, lack a coherent thesis, or demonstrate misunderstanding of the issues. They may rely too heavily on generalizations or paraphrasing the work of others, and may be poorly organized. The literature review is often insufficient, and therefore, arguments are not well supported. Tone may be inconsistent, with enough errors in presentation to mar the successful delivery of ideas. Formatting is weak, word usage is inaccurate, and projects in this range could be much better developed on several counts, including distracting errors in mechanics, or being too brief with underdevelopment of ideas. Although the student appears to have made a sincere effort to engage the topic, the argument presented has flaws in clarity or coherence. 22/20
A score in this range indicates significant problems in citation, articulation of a thesis, development of an argument and errors in presentation elements that render the assignment insufficient to the expectations of university-level essay/podcast/art project/YouTube video/blog/zine writing/presentation. Below 20
Evidence of academic dishonesty 0

INDIVIDUAL PECHA KUCHA PEER EVALUATION PAGE

PROJECT OBJECTIVE/THESIS ARGUMENT/RESEARCH QUESTION:

SUMMARY OF PEER EVALUATION OF YOUR GROUP'S PECHA KUCHA:

YOUR EVALUATION OF PROJECT OUTCOMES:

YOUR EVALUATION OF YOUR INDIVIDUAL EXPERIENCE:

NAME:

DATE:

Evidence of Interest by Faculty and Students in WGST 265 (Feminist Critical Disabilities Studies)

Course review committee: Kristine Dreaver-Charles [Instructional Designer, DEU]; Kathleen James-Cavan [English]; Stephanie MMadill [Rehabilitative Sciences]; Tasnim Jaisee [USSU President]; Fern Toop [Aspiring Disabilities Systems Navigator]; Sara Pilon [Second Year WGST major]

Lang, Jennifer
Tue 2021-08-10 1:07 PM
To: Lovrod, Marie

Thank you for sending along this information Marie. It looks like a fabulous course! I will definitely support this in course challenge.

Kind regards,
Jennifer Lang, Ph.D.
Associate Professor, Music Education/Choral
Department of Music
1049 Education Building
(306) 966-6812

Desjardins, Michel
Tue 2021-08-10 10:45 AM
To: Lovrod, Marie

Hi Marie,

This course is a great initiative. I am very happy to hear about this addition to the disability courses offered on campus, and yes, I will appreciate to receive up-dates about its development.

Just a tip: This course should also interest Dr Jan Gelech, a lecturer from the Department of Psychology. We have some publications together, Jan and I (we share the same lab: Culture and Disability), and one of them is about a self-help group developed by Jan, specifically for women who have survived to an acquired brain injury.

Merci beaucoup

Michel Desjardins
Department of Psychology

Gyurcsik, Nancy
Tue 2021-08-10 10:45 AM
To: Lovrod, Marie

Hi Marie

This looks like a great course! Thank you for sharing!

Nancy
Nancy Gyurcsik, PhD
Professor and Research Lead
College of Kinesiology
87 Campus Drive, Saskatoon, SK Canada S7N 5B2
Ph: 306-966-1075
Twitter: @NancyGyurcsik
She/Her ([Why Pronouns Matter](#))
Webpage: <https://kinesiology.usask.ca/people/nancy-gyurcsik.php>

Go Huskies!

"When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid." Audre Lorde

On Jul 29, 2021, at 7:47 PM, Pilon, Sara <srp089@mail.usask.ca> wrote:

Hi Marie,

I've just had a chance to look over the syllabus and it looks amazing! I am so excited to eventually be able to take this class! I just wanted to bring up a few points that popped into my mind while reading this over.

One thing I have been thinking about recently that might be interesting to discuss or somehow include in the course would be how things such as travel can pose serious barriers for PWD. For example, Concerta is the only medication legally used for ADHD in Japan, which means that individuals with different prescriptions are out of luck if they travel here. Withdrawal from stimulants is horrible and this is possibly something many Olympic athletes are currently facing. In these situations the athletes are at an obvious and unfair disadvantage yet are expected to perform at the same level as their neurotypical competitors. And yes, the news about Simone Biles really inspired this thought.

Also, I've included an interesting video on Iceland and how they have essentially eradicated Autism. It touches on genetic counselling and selective abortions which I think are very relevant to disability discourse. <https://www.cbsnews.com/news/down-syndrome-iceland/>

One last idea/topic to discuss would be forced intimacy, and this could even be connected back to the process of receiving educational assistance through programs such as AES. <https://leavingevidence.wordpress.com/2017/08/06/forced-intimacy-an-ableist-norm/>

I haven't had a chance to watch all the videos or see readings so this might be repeating what's already covered/there just isn't room, but I thought I would share it anyways!

Thank you and have a good night!

-Sara Pilon

(A current article on people with disabilities [PWD] and travel has been included on the syllabus, as have the suggested items.)

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in Applied Gender Justice [CAGJ - Cert in Applied Gender Justice] - suggested Banner code and description

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.

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

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

Degree Level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☒ No ☐

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

CAGJ - In Cert in Applied Gender Justice - suggested Banner code and description

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

Arts and Science [AR]

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

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

APGJ [Applied Gender Justice] - suggested Banner code and description

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

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

- 1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in Applied Gender Justice [CAGJ - Cert in Applied Gender Justice] - suggested Banner code and description

- 3 What is the name of this new/revised program?

Certificate in Applied Gender Justice [CAGJ - Cert in Applied Gender Justice] - suggested Banner code and description

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

n/a

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

Arts and Science [AR] / Political Studies [POLS]

- 6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

- 9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

1 year (total of 15 credit units)

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐
☐

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes

☐
☐
☐
☐
☐
☐
☐

No

☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes

☐

No

☒

Revised

☐

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes

☐

No

☒

Revised

☐

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

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

- 3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

- 4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

- 4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

- 4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

- 1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

- 2 What is the name of the new (or renamed or deleted) college, school, center, or department?

- 3 If you have renamed an existing college, school, center, or department, what is the current name?

- 4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

- 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

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

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

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5

For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6

Does this impact enrollment?

7

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

8

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

9

What is the application deadline?

10

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

11

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

12

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

13

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

14

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

15

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

16

Will the standard application fee apply?

17

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

18

Are international students admissible to this program?

Yes ☐

No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022

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

Approximately 10 students enrolled per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves? Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve? Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s? Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

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

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

Dual Degree Program	<input type="checkbox"/>
Joint Degree Program	<input type="checkbox"/>
Internship Abroad Program	<input type="checkbox"/>
Term Abroad Program	<input type="checkbox"/>
Taught Abroad Course	<input type="checkbox"/>
Student Exchange Program	<input type="checkbox"/>

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

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input checked="" type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>

Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

**Title of proposal: Degree-level Certificate in Queer Theory, Gender Diversity, and
Sexualities Studies**

Field(s) of Specialization: Queer Theory, Gender Diversity, and Sexualities Studies

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Marie Lovrod
Associate Professor, Department of English
Program Chair, Women's and Gender Studies
306-966-7538

Proposed date of implementation: May 2022

Proposal Document

The proposed certificate program has been brewing in the College of Arts and Science for more than a decade. While various departments offer relevant courses, students must draw them together for an unrecognized ad hoc specialization. Our survey of similar programs (see Appendix) shows that peer institutions are responding to increasing demand for specialized critical diversity studies programs, including in Queer and Sexualities Studies.

Our consultations with colleagues at other institutions advocate that faculty and graduate student teaching and research be advanced through the certificate, such that participating instructors, graduate and undergraduate students can promote one another's work through course referrals and graduate committee involvements. Building capacity in critical analysis across all axes of diversity builds the critical rigor of institutional investments in Equity, Diversity, Inclusion and Decolonization (EDID).

There are 14 comparable Canadian programs with 'Sexualities' in the title, only two with an emphasis on 'Queer' Studies. There are five certificates or diplomas and nine majors, as well as a national Sexuality Studies Association. Gender, Queer and Sexualities Studies offer unique paradigms, historiographies and futurities, that include Critical Intersex, Queer Crip and Trans studies. The proliferation of programs shows growing demand and demonstrates how coherence through research brings intellectual and institutional gravitas to institutional inclusion commitments.

- Although the field of Queer Theory, Gender Diversity and Sexualities Studies owes a great deal to community field development, there are very few community engaged experiential internships available; our proposed program includes this option (15-hours), which distinguishes our Certificate from similar offerings in Canada.
- Certificate models from the University of Toronto and York University are most akin to our vision for USask, because they are less generalized. Institutional capacity in History at USask is also stronger than most.
- Our goal is to support students in developing distinct specializations in their career planning, again distinguishing and elevating our certificate in meaningful ways.
- Queer theory scholarship is much more prominent in the United States, which constitutes another point of distinction for our Certificate, which includes Queer Theory, Gender Diversity and Sexualities Studies. In the United States, students must be enrolled in a major to take a certificate, which suggests potential for a larger North American and international market, particularly if offered in hybrid formats that permit synchronous and asynchronous learning options.
- We have the opportunity to track engagements by mature students, community leaders and professionals who may both seek the credential and bring knowledge from the frontlines. As a result, this certificate will both advance diversity training and support those with expertise developed beyond the institution to obtain recognition for their vital contributions to the field.
- A focus on professionalization helps students to take the long view, positioning themselves in fields where their work can have impact, bringing vital critical diversity perspectives to their careers.
- This certificate emphasizes network building and, in marketing and promotion, will underscore all aspects of the university that support teaching, learning and research in this scholarly field.

The courses gathered into this certificate are routinely taught by faculty across several units and are well subscribed. Colleagues across the country indicate that similar credentials are over-subscribed, owing to a deep need for Equity, Diversity, Inclusion and Decolonization training. Vice-Dean Jaime's Dimensions in Diversity initiative and the recent Charter from FedCan on EDID practices are two relevant examples of the pressing need for this type of credential. Concordia University recently launched a degree in Interdisciplinary Studies in Sexuality, estimating 12 majors per year. The initial number was closer to 50, with 100 majors committed in the second year. We project a conservative first year enrollment of 10 students, and anticipate significant growth, based on such experiences at other institutions.

We anticipate starting this program in the Winter of 2022 using standard institutional processes and timelines.

Impact on the Department: Queer Theory, Gender Diversity and Sexualities Studies programs are typically affiliated with Women's and Gender Studies units, for advising and administrative purposes. This administrative work will fall within existing patterns and routines in that program. Because the majority of courses are already on the books in participating units, cumulative and constructive impacts are expected, enhancing student experience, rather than diminishing enrollments in any participating program. (Please see consultation documentation). This Certificate strengthens existing research and teaching collaborations, supporting ours to be the university the world needs, by providing leadership in programming that engages all axes of diversity. No programming will be deleted as a result of offering this certificate. Rather, it will provide recognition of unofficial credentialing that has been going on at our institution for more than a decade.

Resources: The University of Saskatchewan has extensive archives in Queer Theory, Gender Diversity and Sexualities Studies, second only to the University of Toronto, so can establish prominence as a vital center of Queer, Gender and Diversity Studies on the Prairies, in part, because Saskatchewan also has a long history of advocacy for and from 2SLGBTQ+ communities. OUTSaskatoon still runs the national queer support hotline, for example. Standard IT support will be sufficient. The Gwenna Moss Center for Teaching and Learning (GMCTL) and Career Services both support the emergence of this certificate and related 15-hour community-engaged experiential internships, with access to competitive funding opportunities to incorporate experiential learning into existing courses.

- Students in their 2nd year (or for those with equivalent professional experience), who have completed WGST 112.3 in their first semester and are in good academic standing, can decide to complete an internship, as part of the capstone course, which is offered in the second term.
- Internships can be on site, remote, within or outside province, or county. Students will work with participating faculty and, if there more than 20 pursue this option, the career center will help establishing necessary protocols and find placements.
- An effective internship program requires standardized organizational agreements and effective supervision to ensure that students bring necessary skills for the task, and produce a meaningful academic outcome, requiring a full course release for designated specialized faculty.
- Potential host organizations include OUTSaskatoon, regional Pride Festivals, USask and URegina Pride Centers, Lulu's Lodge, Rainbow Coffee (Humboldt), TransSK, and Enchanté, a large network of organizations that connects and supports 2SLGBTQ+ organizations and research across Canada.

- Community organizations can apply for subsidies through Mitacs, Canada's summer jobs (<https://www.canada.ca/en/employment-social-development/services/funding/canada-summer-jobs.html>), and Student Work Placement (SWP) (<https://www.canada.ca/en/employment-social-development/programs/work-integrated-learning.html>) programs.
- An INTS class *Dynamics of Community Involvement* could also be revived for this purpose, in future.

The biggest risk is to drag our feet in training undergraduate and graduate students for careers in organizations and institutions with increasingly intersectional equity commitments. With more online learning available, it makes sense to provide such opportunities at our institution, rather than driving our students elsewhere.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Queer Theory, Gender Diversity, and Sexualities Studies.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This interdisciplinary program will allow students to achieve the learning goals by taking courses from several disciplines, which allows students to choose courses that align with their particular interests and complements their concurrent area of study (for students also working toward a degree). Graduates from this program will develop a variety of research skills and be prepared to understand and continue the work to change the ways that personal and systemic understandings of gender are used to enable various types of mistreatment in mainstream environments.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 7, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in Queer Theory, Gender Diversity, and Sexualities Studies

Students in Queer Theory, Gender Diversity, and Sexualities Studies will learn to use mixed qualitative, quantitative, community engaged, and creative methods. They will be trained critically to engage with the ways sexism, racism, ableism, queerphobia and colonialism enable Queer, Trans and Two-Spirit erasures in mainstream environments, and will acquire transferable skills that enhance their capacities to contribute to professional roles committed to equity, diversity, inclusion and decolonization. This specialized credentialing in a growing field is vital to human services careers, and will be established along a pathway that has proven successful at other institutions.

Major Average

The major average in the Certificate in Queer Theory, Gender Diversity, and Sexualities Studies includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Certificate in Queer Theory, Gender Diversity, and Sexualities Studies, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program

See Residency for additional details.

Requirements (15 credit units):

- WGST 112.3 Introduction to Womens and Gender Studies
- WGST 420.3 QUEERies Challenging Ways of Understanding Sexuality and Gender

Choose **9 credit units** from the following:

- ANTH 310.3 Anthropology of Gender
- EFDT 486.3 Queering our Schools and Communities
- FREN 260.3 Portraying Queer Identities in French Cinema and Television
- HIST 135.3 History Matters Gender Sex and Society
- HIST 303.3 Sex Gender and Sexuality in Africa
- HIST 420.3 Modern European Queer History
- HIST 430.3 Gender and Sexuality in Western Canada
- HIST 434.3 Fascism Gender and Sexuality
- INDG 330.3 Critical Perspectives on Indigenous Sexualities and the Law
- PHIL 224.3 Philosophy of Sexuality
- PSY 227.3 Human Sexuality
- PSY 427.3 Sexual Minority Issues in Social Psychology

- RLST 382.3 Sex God and Rock 'n' Roll Revamping the Sacred
- WGST 201.3 Images of Gender and Sexuality in Popular Culture
- WGST 220.3 Queering the Terrain Cultural Space and Queer Theory
- WGST 250.3 Performing Masculinities
- WGST 290.3 Feminist Representational Strategies Selected Topics

QUEER THEORY, GENDER DIVERSITY AND SEXUALITIES STUDIES

Notice of Intent

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?

We propose a 15-credit Certificate program in Queer Theory, Gender Diversity and Sexualities Studies, to be completed as a stand-alone credential or concurrently with other degree programs. Students in Queer Theory, Gender Diversity and Sexualities Studies will learn to use mixed qualitative, quantitative, community engaged, and creative methods. They will be trained critically to engage with the ways racism and colonialism enable Trans and Two-Spirit erasures in mainstream environments, and will acquire transferable skills that enhance their capacities to participate in SSHRC-funded faculty research and/or to contribute to other professional roles committed to equity, diversity, inclusion and decolonization. This specialized credentialing in a growing field is vital to human services careers, and will be established along a pathway that has proven successful at other institutions. Testimonials from our own students describe the project as life-saving, a necessary recognition of expertise they have been cobbling together on their own, and a vital opportunity for inclusive professionalization across multiple fields.

The University of Saskatchewan has extensive archives in Queer Theory, Gender Diversity and Sexualities Studies, second only to the University of Toronto, so can establish prominence as a vital center of Queer, Gender and Diversity Studies on the Prairies, in part, because Saskatchewan also has a long history of advocacy for and from 2SLGBTQ+ communities. OUTSaskatoon still runs the national queer support hotline, for example.

The proposed program has been brewing in the College of Arts and Science for more than a decade. While various departments offer relevant courses, students must draw them together for an unrecognized ad hoc specialization. Our survey of similar programs (see Appendix) shows that peer institutions are responding to increasing demand for specialized critical diversity studies programs, including in Queer and Sexualities Studies.

Our consultations with colleagues at other institutions advocate that faculty and graduate student teaching and research be advanced through the certificate, such that participating instructors, graduate and undergraduate students can promote one another's work through course referrals and graduate committee involvements. Building capacity in critical analysis across all axes of diversity builds the critical rigor of institutional investments in Equity, Diversity, Inclusion and Decolonization (EDID).

There are 14 comparable Canadian programs with 'Sexualities' in the title, only two with an emphasis on 'Queer' Studies. There are five certificates or diplomas and nine majors, as well as a national Sexuality Studies Association. Gender, Queer and Sexualities Studies offer unique paradigms, historiographies and futurities, that include Critical Intersex, Queer Crip and Trans studies. The proliferation of programs shows growing demand and demonstrates how coherence through research brings intellectual and institutional gravitas to institutional inclusion commitments.

- Although the field of Queer Theory, Gender Diversity and Sexualities Studies owes a great deal to community field development, there are very few community engaged experiential internships available; our proposed program includes this option (15-hours), which distinguishes our Certificate from similar offerings in Canada.

- Certificate models from the University of Toronto and York University are most akin to our vision for USask, because they are less generalized. Institutional capacity in History at USask is also stronger than most.
- Our goal is to support students in developing distinct specializations in their career planning, again distinguishing and elevating our certificate in meaningful ways.
- Queer theory scholarship is much more prominent in the United States, which constitutes another point of distinction for our Certificate, which includes Queer Theory, Gender Diversity and Sexualities Studies. In the United States, students must be enrolled in a major to take a certificate, which suggests potential for a larger North American and international market, particularly if offered in hybrid formats that permit synchronous and asynchronous learning options.
- We have the opportunity to track engagements by mature students, community leaders and professionals who may both seek the credential and bring knowledge from the frontlines. As a result, this certificate will both advance diversity training and support those with expertise developed beyond the institution to obtain recognition for their vital contributions to the field.
- A focus on professionalization helps students to take the long view, positioning themselves in fields where their work can have impact, bringing vital critical diversity perspectives to their careers.
- This certificate emphasizes network building and, in marketing and promotion, will underscore all aspects of the university that support teaching, learning and research in this scholarly field.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

The courses gathered into this certificate are routinely taught by faculty and well subscribed. (See Appendix for enrollments) Colleagues across the country indicate that similar credentials are over-subscribed, owing to a deep need for Equity, Diversity, Inclusion and Decolonial training. Vice-Dean Jaime's Dimensions in Diversity initiative and the recent Charter from FedCan on EDID practices are two relevant examples of the pressing need for this type of credential. Concordia University recently launched a degree in Interdisciplinary Studies in Sexuality, estimating 12 majors per year. The initial number was closer to 50, with 100 majors committed in the second year. We project a conservative first year enrollment of 10 students, and anticipate significant growth, based on such experiences at other institutions.

3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college plan, the University Plan 2025, and the university's Vision, Mission and Values?

The College of Arts and Science provides the resource base for this certificate, which is interdisciplinary to its core. Faculty from Anthropology, Education, English, History, Languages, Library Archives, Philosophy, Political Studies, Psychology, and Women's and Gender Studies have created both the certificate and a scholarly community to support its galvanizing impact on research and pedagogy in the field. Benefits include a designated specialist undergraduate pathway, and exemplary transdisciplinary cooperation, deepening ties across units in service of a stronger EDID profile in the college and university.

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)?

Queer Theory, Gender Diversity and Sexualities Studies programs are typically affiliated with Women's and Gender Studies, for advising and administrative purposes.

- What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs?
 - Because the majority of courses are already on the books in participating units, cumulative and constructive impacts are expected, enhancing student experience, rather than diminishing enrollments in any participating program. However, most course prerequisites will have to be adjusted or removed to accommodate enrollments across disciplines (See consultation documentation).
- Is there justification to proceed regardless of any perceived duplication?
 - We do not perceive any duplication; rather, we see this Certificate strengthening existing research and teaching collaborations. To be the university the world needs, ours needs to take leadership in programming that engages all axes of diversity, producing credentials that ensure better public education on all related issues.
- Will a program be deleted as a result of offering the new program?
 - No.

5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.

- What tuition will be assessed for the program and what is the rationale for the tuition proposed?
 - Standard tuition.
- Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)?
 - The greatest difficulty across all minoritized knowledges, including Indigenous, Black, Queer and Gender Studies, among others, is that expertise is often provided via precarious labour or generalists who lack specialist training, an EDID red flag. York University has a promising collective agreement process for redressing structural precarities that target minoritized faculty and specializations.
 - A new collaborative capstone course ties the entire certificate together and directs student aspirations beyond the certificate. Merit recognition for contributions to this course, and for any guest lectures requires planning, but is certainly feasible.
 - Additional courses are expected to emerge over time and will be added as options.
- Will additional university resources be required, for example, library or laboratory resources, or IT support?
 - As indicated, we have an outstanding resource in the Murray Library collections and Neil Richards Fonds. Standard IT support will be sufficient.
 - The Gwenna Moss Center for Teaching and Learning (GMCTL) and Career Services both support the emergence of this certificate and related 15-hour community-engaged experiential internships, with access to competitive funding opportunities to incorporate experiential learning into existing courses.

- Students in their 2nd year (or for those with equivalent professional experience), who have completed WGST 112.3 in their first semester and are in good academic standing, can decide to complete an internship, as part of the capstone course, which is offered in the second term.
- Internships can be on site, remote, within or outside province, or county. Students will work with participating faculty and, if there more than 20 pursue this option, the career center will help establishing necessary protocols and find placements.
- An effective internship program requires standardized organizational agreements and effective supervision to ensure that students bring necessary skills for the task, and produce a meaningful academic outcome, requiring a full course release for designated specialized faculty.
- Potential host organizations include OUTSaskatoon, regional Pride Festivals, USask and URegina Pride Centers, Lulu's Lodge, Rainbow Coffee (Humboldt), TransSK, and Enchanté, a large network of organizations that connects and supports 2SLGBTQ+ organizations and research across Canada.
- Community organizations can apply for subsidies through Mitacs, Canada's summer jobs (<https://www.canada.ca/en/employment-social-development/services/funding/canada-summer-jobs.html>), and Student Work Placement (SWP) (<https://www.canada.ca/en/employment-social-development/programs/work-integrated-learning.html>) programs.
- An INTS class *Dynamics of Community Involvement* could also be revived for this purpose, in future.
- Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Not yet. This consultation will be undertaken through the Dean's office.
- Please attach a letter of support outlining the resource commitments that have been made to the new program. Please see the Appendix for a related letter of support.

6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. The biggest risk is to drag our feet in training undergraduate and graduate students for careers in organizations and institutions with increasingly intersectional equity commitments. With more online learning available, it makes sense to provide such opportunities at our institution, rather than driving our students elsewhere.

- Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that influence the likelihood of success?
 - Please see one page summary of our Environmental Scan of similar programming in the Appendix at the end of this proposal. The larger document is also available for review, upon request.
- What risks are associated with not proceeding with the program at this time?
 - As one example, the Federation of Humanities and Social Sciences' slow response to the Black Canadian Studies Association's needs resulted in several associations withdrawing from Congress 2021. USask has a clear opportunity with this certificate and related efforts to celebrate our EDID investments.
 - The Sexualities Studies Association has invited our group to present a panel at their upcoming Congress meetings about our experiences in establishing this certificate, emphasizing emergent faculty specialist voices. The reputational opportunity is clear to be considered an exemplar in credentialing in the field.

7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

- We anticipate starting this program in the Winter or Fall of 2022 or Winter 2023, using standard institutional processes and timelines.
- Please see appended documents:
 - Recent Enrolments Table
 - Summary of Certificates at Other Institutions
 - Supporting letters/e-mails from internal/external stakeholders (received to date)
 - Record of consultations including student testimonials and emails from participating units

Program Name	Type	University	Home Unit	Credits	Required Courses	Intern-ship	Concurrent or Stand Alone
Sexuality Studies Certificate	Certificate	York University	School of Gender, Sexuality and Women's Studies	24	SXST 1600 Introduction to Sexuality Studies SXST 2600 Critical Foundations in Sexuality Studies	No	The program is open to students currently completing a degree at York, students who already have an undergraduate degree, and in some cases students without prior university education may apply to be admitted to the direct-entry certificate program through York University's mature student application process.
JD/Certificate in Sexual Diversity and Gender Studies	Certificate (Grad)	University of Toronto	Faculty of Law	6 + Research Component	SDS 1000 Sexual Diversity Studies Write and Present Original Research at the Sexual Diversity Studies Student Research Colloquium	No	Must also be enrolled in a program through the Faculty of Law in order to take the certificate.
Sexual and Gender Diversity Certificate Program	Certificate	Queen's University	Dept. of Gender Studies	30	GNDS 215 Introduction to Sexual and Gender Diversity	No	Must be enrolled in any undergraduate degree program at Queen's University.
Diploma in Human Relationships, Diversity & Sexuality	Certificate	McGill University	Dept. of Educational and Counselling Psychology	30	EDPC 501 Facilitating Relationships EDPC 502 Group Processes and Diversity EDPC 503 Intersectional Relationships and Sexualities EDPC 504 Communication and Critical Conflict Resolution	No	This is a stand-alone Certificate open to students who already have an undergraduate degree.

					EDPC 507 Advocacy, Outreach and Leadership EDPC 540 Social Responsibility and Relationship in Digital Age EDPE 515 Gender Identity Development		
Diploma in Sexuality, Marriage, and Family Studies	Certificate	St. Jerome's University, University of Waterloo	Dept. of Sexuality, Marriage, and Family Studies	30	SMF 101- Introduction to Relationships and Families SMF 310 - Sexual and Relational Ethics	No	Students enrolled in any non- or post-degree academic plan may pursue the Diploma in Sexuality, Marriage, and Family Studies.

Enrolment in relevant courses:

Course totals over three years

Courses	Course Title	Number of Sections	Number of Students
Courses offered once in the the past three-four years			
HIST 430	Gender and Sexuality in Western Canada	1	7
RLST 382	Sex, God, and Rock 'n' Roll: Revamping the Sacred	1	16
WGST 220	Queering the Terrain Cultural Space and Queer Theory	1	17
HIST 135	History Matters: Gender, Sex and Society	7	104
HIST 303	Sex Gender and Sexuality in Africa	1	13
HIST 420	Modern Queer Europe	1	6
Courses offered twice in the past three-four years			
INDG 330	Critical Perspectives on Indigenous Sexuality and the Law	2	37
WGST 250	Performing Masculinities	3	86
EFDI 486	Queering our Schools and Communities	2	43
ANTH310	Anthropology of Gender	3	63
Courses offered every year			
WGST 112	Introduction to Women's and Gender Studies	48	1876
WGST 201	Images of Gender & Sexuality in Popular Culture	17	621
PHIL 224	Philosophy of Sexuality	4	154
HIST 434	Fascism, Sexuality, and Gender	4	34
PSY 227	Human Sexuality	5	746
PSY 427	Sexual Minority Issues in Social Psychology	4	66

Evidence of Consultation with Other Units re: Q&S Certificate

ANTHROPOLOGY

From: Westman, Clinton <clw822@mail.usask.ca>
Sent: July 26, 2021 11:41 AM
To: Lovrod, Marie <marie.lovrod@usask.ca>
Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Hi Marie,

I'd be happy to approve including Anth 310 in this certificate.

Thank you also for the comments about Susanna. Yes, I'd be happy to receive a commendation from you about that.

Hope your summer is going well.

All the best,

Clint

Clint Westman, PhD
Department Head
Associate Professor

Department of Archaeology and Anthropology
University of Saskatchewan
Ph: 306-966-4179

EDUCATION

From: Lovrod, Marie <marie.lovrod@usask.ca>
Sent: July 30, 2021 4:56 PM
To: Balzer, Geraldine <geraldine.balzer@usask.ca>
Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Thank you so much, Geraldine, for your enthusiastic response! I believe this is all of the paperwork we need!

All best,

Marie Lovrod, Ph.D. (she/her) Program Chair, Women's and Gender Studies

The University of Saskatchewan is located on Treaty Six territory and traditional Métis homelands. We pay our respects to the First Nations and Métis ancestors of this place and reaffirm our relationships with one another.

From: Balzer, Geraldine <geraldine.balzer@usask.ca>
Sent: July 21, 2021 8:37 PM
To: Lovrod, Marie <marie.lovrod@usask.ca>
Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Thank you for this update, Marie. This is exciting. And please forward a letter for Alex.

I wholeheartedly endorse this certificate and the inclusion of the EFDT 486.

Should you need further documentation, please let me know.

I acknowledge that I live and work on the traditional territories of the Neyinowak Inniwak (Cree) and Métis peoples.

Geraldine

Geraldine Balzer, PhD
Associate Professor

Department Head, Educational Foundations

Department of Curriculum Studies
College of Education
University of Saskatchewan
306-966-6920

From: Lovrod, Marie <marie.lovrod@usask.ca>
Sent: Wednesday, July 21, 2021 12:42 PM
To: Balzer, Geraldine <geraldine.balzer@usask.ca>
Subject: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Dear Geraldine:

Hope you and yours are doing well in these unusual times.

Am writing to confer with you on two matters related to the proposed interdisciplinary certificate in Queer Theory, Gender Diversity and Sexualities Studies that will be going into the August Course Challenge. For advising purposes, WGST will be managing the certificate, so, hopefully, no extra work for you!

1) Alex Wilson joined the group early on and made invaluable suggestions to the interdisciplinary planning group, so I would like to offer a commendation for her merit file to that effect. Should I direct that to you?

2) Please note that courses to be included in this certificate should have either no pre-requisite, instructor permission, or WGST 112.3 as a foundational pre-req, so that the certificate can stand alone.

Alexis Dahl advises that instructor permission via waiver is not sufficient for inclusion in a certificate. Just confirming that one of the pre-req options be workable for

Educational Foundations 486 (Queering our Schools and Communities). If needed, ideally a minor course change could accompany our certificate proposal submission in August.

I would be grateful if you could reply by return email indicating your awareness of and support for this certificate project and the inclusion of the designated Ed Foundations course, if you agree.

Please see the attached summary document regarding certificate content.

All best,

Marie Lovrod, Ph.D.

HISTORY

Handy, Jim
Mon 2021-08-09 11:41 AM
To: Lovrod, Marie
Cc: Meyers, Mark
Dear Dr. Lovrod,

Thank you for your extensive consultation with the Department of History concerning the proposed new certificate in Queer Theory, Gender Diversity, and Sexualities Studies. The Department of History is pleased to support this proposal.

Best,
Jim Handy
Head and Professor
Department of History
University of Saskatchewan

From: Dahl, Alexis
Sent: Thu 2021-07-22 4:42 PM
To: Lovrod, Marie; Handy, Jim
Cc: Horwitz, Simonne; Meyers, Mark

This sounds great to me!
Alexis

From: Lovrod, Marie <marie.lovrod@usask.ca>
Sent: Thursday, July 22, 2021 4:06 PM
To: Handy, Jim <jim.handy@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>
Cc: Horwitz, Simonne <simonne.horwitz@usask.ca>; Meyers, Mark <mark.meyers@usask.ca>
Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Thank you, Jim! If that works for Alexis, it works for me!

All best,

Marie Lovrod, Ph.D. (she/her) Program Chair, Women's and Gender Studies

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies
From: Meyers, Mark
Sent: Thu 2021-07-22 3:10 PM
To: Handy, Jim
Cc: Dahl, Alexis; Lovrod, Marie; Horwitz, Simonne;
From: Meyers, Mark
Date: Tue 2021-08-03 5:28 PM
To: Lovrod, Marie
Cc: Handy, Jim

Dear Marie,

I am going to let Jim respond to this when he's back on Monday, August 9 because I do not know whether this has to go to the department for a vote. Certainly from my point of view you have consulted with us and have my approval for the certificate.

Best,
Mark

Hi All,

Just getting up to speed on this file—Marie, could you please send me the attachment with the certificate content (mentioned in the first message)? For some reason, I did not get that.

A quick reminder that Mirela David also regularly teaches HIST 135 as "Sex and Population" and that anything under this shell course by definition would deal with gender and sexuality. I don't know whether Mirela's iteration is also listed as an option for the certificate because I don't have the attachment, but I would assume that anything taught under this shell would probably be fine for the purposes of the certificate.

Best,

Mark Meyers, PhD,

Associate Professor of History, Director of Undergraduate Studies, Department of History,

Ph: 306-966-1210

On Jul 22, 2021, at 2:58 PM, Handy, Jim <jim.handy@usask.ca> wrote:

Hi Alexis, This makes perfect sense. So, the certificate can go ahead with prerequisites as they are now for the History courses in the certificate. Normally, in almost all reasonable cases we might waive some of the prerequisites for students entering upper year courses who are pursuing this certificate and we would hope that the cited prerequisites would not deter students from taking these courses, but as they are all upper year courses, we want to have some control over that. But we would also not want to change prerequisites so that instructors would need to approve all students entering these courses, whether they were pursuing this certificate or not, if they meet the existing prerequisites. So, bottom line, as far as you are concerned, this proposal can go ahead with prerequisites for History courses as they now stand. That would suit us perfectly.

How do you feel about this Marie? Jh

From: Alexis Dahl <alexis.dahl@usask.ca>

Date: Thursday, July 22, 2021 at 1:39 PM

To: Jim Handy <jim.handy@usask.ca>, Marie Lovrod <marie.lovrod@usask.ca>

Cc: Simonne Horwitz <simonne.horwitz@usask.ca>, Mark Meyers <mark.meyers@usask.ca>

Subject: RE: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Hi Jim and Marie,

Regarding #3, my point was that there has to be *one* pathway through the certificate that does not rely on prerequisite waivers. This means that if students must take WGST 112, 9cu of courses from the list, and the capstone course, then at least 1 of the courses on the list (Course A) has to only have WGST 112 as a prerequisite, and 2 of the courses on the list can either only have WGST 112 as the prerequisite, or require only Course A as prerequisites. (There is also the option that Course A requires WGST 112, Course B requires Course A, and Course C requires Course B, but I assume you get the picture.) The prerequisites for the capstone course cannot require *more than* WGST 112 and 3 courses from the list (which could be Courses A-C, but could be the others listed if appropriate). (It would also be fine for the Capstone course to only require one of the courses from the list, but as it is planned to be a 400-level course, it must list at least one 200-level course (or higher) as the prerequisite.)

This means that if the WGST courses included in the list can be taken after taking only WGST 112, and if there is at least 3 WGST courses in the list, there is no need for prerequisite changes for any of the other courses in the list. Students choosing to complete just this program will be limited to selecting from the courses in which they can register. Students who are adding this certificate to a degree may have access to more options from the list, based on the other courses that they take. (And, departments will still have the ability to waive prerequisites, as appropriate, if desired.)

Please let me know if this doesn't make sense!

Alexis

From: Handy, Jim <jim.handy@usask.ca>

Sent: Thursday, July 22, 2021 12:54 PM

To: Lovrod, Marie <marie.lovrod@usask.ca>

Cc: Horwitz, Simonne <simonne.horwitz@usask.ca>; Meyers, Mark <mark.meyers@usask.ca>; Dahl, Alexis

<alexis.dahl@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Hi Marie, I have looked over this proposal. In general, I think it looks good and we are supportive. A couple of comments/questions: (Alexis, you might want to view 3/.)

1/ Normally, History has been reluctant to engage in certificates that create expectations that particularly courses will be taught each year. We have carefully pruned our program requirements to eliminate this and do not want to now start adding these for certificates. This proposal has 5 history courses as potential credits out of 18 or so courses so is not, generally, I would think problematic in this regard.

2/ The one case where there might be some issues is at the 100 level. Hist 135.3 is a fine course and makes perfect sense as a recommendation for this certificate. But, as of now, it is only taught by one faculty member who is on a term position. We have, potentially, a few other courses at the 100 level that in any single year might fit well into this certificate and perhaps the certificate could name Alessio's course but also say something to the effect that a number of other 100 level History courses within the broad category of Hist 135 might also fit this requirement. Students should consult an advisor. ---or something to that effect. It just seems a bit odd to build this on something with a, at this point, clear ending date.

3/ The issue of the prerequisite is a bit problematic. In practice, faculty permission is essentially what we do for all students who do not normally meet the prerequisites. I do not completely understand the argument that instructor permission via waiver is not sufficient. Essentially what changing this to instructor permission does is make it so that the instructor needs to give official permission to all students entering the course. Now the system only requires that, and then my permission, for students who do not meet the requirements. We have no problem with something that would only apply to students pursuing this certificate, but asking that we change prereq's via a minor course change means that the prerequisites for these courses are changed for all students. It also means that we will have different prerequisites for different courses though they are at the same level in our program. This seems, at first glance at least, to be somewhat problematic. I don't think we would want this concern to derail either this certificate or our involvement in it, but wonder if there is some other option.

(I have cc'ed this response to Alexis in case she has any suggestions.) Cheers, Jim H.

From: Marie Lovrod <marie.lovrod@usask.ca>

Date: Wednesday, July 21, 2021 at 4:11 PM

To: Jim Handy <jim.handy@usask.ca>

Cc: Simonne Horwitz <simonne.horwitz@usask.ca>, Mark Meyers <mark.meyers@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Thank you, Jim! Sent from my iPhone

On Jul 21, 2021, at 3:23 PM, Handy, Jim <jim.handy@usask.ca> wrote:

Hi Marie, Thanks for the message. I will respond more fully to this tomorrow. In the meantime I have cc'ed this to Mark Meyers, who took over as Undergraduate Director from Simonne July 1st. I will talk with Mark about this tomorrow. Cheers, Jim H.

From: Marie Lovrod <marie.lovrod@usask.ca>

Date: Wednesday, July 21, 2021 at 12:21 PM

To: Jim Handy <jim.handy@usask.ca>

Cc: Simonne Horwitz <simonne.horwitz@usask.ca>

Subject: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Dear Jim,

Hope you and yours are doing well in these unusual times. Am writing to confer with you on two matters related to the interdisciplinary certificate in Queer Theory, Gender Diversity and Sexualities Studies that will be going into the August course challenge; am also copying Simonne as Undergrad Chair. For advising purposes, WGST will be managing the certificate, so, hopefully, no extra work for you!

1) Alessio Ponzio has been a valuable contributing member of the interdisciplinary planning group, so I would like to offer a commendation for his merit file to that effect. Should I direct that to you? Simonne also attended a couple of early meetings and made helpful suggestions.

2) Please note that courses to be included in this certificate should have either no pre-requisite, instructor permission, or WGST 112.3 as a foundational pre-req, so that the certificate can stand alone.

Alexis Dahl advises that instructor permission via waiver is not sufficient for inclusion in a certificate. Will one of the pre-req options be workable for the courses identified as options from History?

If so, ideally, a minor course change could accompany our certificate proposal submission in August or September, where any change is needed. Hopefully, that will not be onerous. In WGST, most courses have "or instructor permission" as a pre-req option, in any case, so if that also works for HIST, great!

I would be grateful if you could reply by return email indicating your awareness of and support for this certificate project and the inclusion of the designated HIST courses, if you agree. Please see the attached summary document regarding certificate content.

All best, **Marie Lovrod**, Program Chair, Women's and Gender Studies

INDIGENOUS STUDIES

From: Lovrod, Marie <marie.lovrod@usask.ca>

Sent: Monday, August 2, 2021 5:01 PM

To: Waldram, Jim <j.waldram@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Wonderful! Thank you!

On Aug 2, 2021, at 4:17 PM, Waldram, Jim <j.waldram@usask.ca> wrote:

Hi Marie,

This looks like a good solution. The department can support the program now.

Cheers

jim

James B. Waldram, PhD FRSC

Acting Head, Department of Indigenous Studies

Distinguished Professor, Department of Archaeology and Anthropology

University of Saskatchewan

(306) 966-6170

j.waldram@usask.ca

From: Lovrod, Marie <marie.lovrod@usask.ca>

Sent: Friday, July 30, 2021 4:39 PM

To: Waldram, Jim <j.waldram@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Dear Jim,

To resolve the question of prerequisites, we have included INDG 230.3 within the certificate. Since many people will be taking INDG 107.3 in any case, that pre-requisite will not be a significant barrier. With those provisos, may we confirm your unit's endorsement of this approach to the certificate for August Course Challenge?

All best,

Marie Lovrod, Ph.D. (she/her)

From: Lovrod, Marie <marie.lovrod@usask.ca>

Sent: July 23, 2021 12:37 PM

To: Waldram, Jim <j.waldram@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Hi Jim,

Basically, Alexis tells me that standard procedure for instructor permissions can stand for cognate disciplines, with WGST providing the one direct pathway through the certificate.

All best,

Marie Lovrod, Ph.D. (she/her)

From: Waldram, Jim <j.waldram@usask.ca>

Sent: July 22, 2021 1:30 PM

To: Lovrod, Marie <marie.lovrod@usask.ca>

Subject: RE: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Hi Marie,

We are having some confusion about this part: "Please note that courses to be included in this certificate should have either no pre-requisite, instructor permission, or WGST 112.3 as a foundational pre-req, so that the certificate can stand alone.

Alexis Dahl advises that instructor permission via waiver is not sufficient for inclusion in a certificate."

Are you saying that "instructor permission" can NOT include a pre-req waiver?

Cheers

jim

From: Lovrod, Marie <marie.lovrod@usask.ca>

Sent: Wednesday, July 21, 2021 12:37 PM

To: Waldram, Jim <j.waldram@usask.ca>

Subject: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Dear Jim,

Hope you and yours are doing well in these unusual times. I also want to that this opportunity to recognize your invaluable service, stepping in as Head for Indigenous Studies.

Am writing to confer with you on two matters related to the proposed interdisciplinary certificate in Queer Theory, Gender Diversity and Sexualities Studies that will be going into the August Course Challenge. For advising purposes, WGST will be managing the certificate, so, hopefully, no extra work for you!

1) Emily Snyder has been a valuable contributing member of the interdisciplinary planning group, so I would like to offer a commendation for her merit file to that effect. Should I direct that to you?

2) Please note that courses to be included in this certificate should have either no pre-requisite, instructor permission, or WGST 112.3 as a foundational pre-req, so that the certificate can stand alone.

Alexis Dahl advises that instructor permission via waiver is not sufficient for inclusion in a certificate. Just confirming that one of the pre-req options be workable for the courses identified as options from INDG.

If needed, ideally a minor course change could accompany our certificate proposal submission in August.

I would be grateful if you could reply by return email indicating your awareness of and support for this certificate project and the inclusion of the designated INDG course, if you agree. Since Emily also teaches for WGST, I am hoping this will not be onerous.

Please see the attached summary document regarding certificate content.

All best,

Marie Lovrod, Ph.D.

LANGUAGES - FRENCH

From: Lovrod, Marie <marie.lovrod@usask.ca>

Sent: July 30, 2021 3:53 PM

To: Clarke, Marie-Diane <mariediane.clarke@usask.ca>

This all makes very good sense, Marie-Diane! Merci beaucoup!

From: Clarke, Marie-Diane <mariediane.clarke@usask.ca>

Sent: July 26, 2021 2:54 PM

To: Lovrod, Marie <marie.lovrod@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Bonjour Marie,

I would like to let you know that Romain and I read Alexis' message and discussed about the best way to solve this prerequisite issue. The solution is to indicate your course and FREN 30 that students get in high school. That way, students who did not pursue French at U of S do not have to take FREN 125 in order to take Romain's course and those who took more French at U of S will have the option to write their essays in French if they decide to do so.

Have a nice sunny week!

Dr. Marie-Diane Clarke

Department Head
Languages, Literatures, and Cultural Studies
College of Arts, University of Saskatchewan
Office 415 Arts. Tel. (306) 966-5645

From: Clarke, Marie-Diane <mariediane.clarke@usask.ca>

Sent: July 23, 2021 5:18 PM

To: Lovrod, Marie <marie.lovrod@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

We need to add "or FRENCH 212" because the immersion students do not take FREN 125 but FREN 212 as their first French grammar course at U of S. I get requests from them, even this summer, because the administration tends to forget that and those immersion students have a hard time to register in our courses. It is annoying for them because they have to fill out online forms and sometimes they give up.

Dr. Marie-Diane Clarke

From: Lovrod, Marie <marie.lovrod@usask.ca>

Sent: July 23, 2021 1:06 PM

To: Clarke, Marie-Diane <mariediane.clarke@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Bonjour, Marie-Diane:

Spoke with Alexis this morning for advice on assembling the certificate package, and she says it is fine to list WGST 112.3 or FREN 125.3 as pre-requisites, with a note on the course that says, while the course will be taught in English, students of French can submit papers in French. Hope that is helpful. I really think it is the right thing to do.

Yes, this life of the mind takes a toll on the body, for sure! I hope that you can really enjoy the rest of the summer. The smoke has cleared today, and it's lovely out. I've been swimming regularly to remind myself that sitting isn't my only occupation.

Bon week-end et à la prochaine😊,

Marie Lovrod, Ph.D. (she/her) Program Chair, Women's and Gender Studies

From: Clarke, Marie-Diane <mariediane.clarke@usask.ca>

Sent: July 23, 2021 12:50 PM

To: Lovrod, Marie <marie.lovrod@usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Bonjour Marie,

I forgot to add FREN 125 or FREN 212 (for French immersion students).

This morning, Stella, Romain and I had a meeting. We approved his course with some changes. He will talk to Alexis and make sure it is possible to indicate those details for the prerequisites. If Alexis explains it is not possible, Romain will indicate "No prerequisites."

I will let Romain inform you about Alexis' comments.

Je te souhaite un week-end formidable!

Dr. Marie-Diane Clarke

From: Lovrod, Marie <marie.lovrod@usask.ca>
Sent: July 23, 2021 5:23 AM
To: Clarke, Marie-Diane <mariediane.clarke@usask.ca>
Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Dear Marie-Diane:

Yes, all of that makes very good sense to me and is what I agree will serve all of the students' best interests.

Having WGST 112.3 as a pre-req for Anglophones and FREN 125 for students of French who would submit their papers in French seems just right, and hopefully, some Anglo students will be attracted to take more French classes. Personally, I think all students should take classes in at least one other language.

Warmly, Marie

On Jul 23, 2021, at 4:28 AM, Clarke, Marie-Diane <mariediane.clarke@usask.ca> wrote:

Bonjour Marie,

I have talked to Romain about his course and today we will have a meeting with Stella.

At this point, I would recommend that for the prerequisites, we indicate WGST 112.3, and FREN 125 for students of French (FREN 125 being the Intermediate level)

The reasons are the following:

1. We are a very small section and we need Romain to teach our students of French who need to complete their French program
2. When colleagues are on leave, they are not replaced for their advanced courses, so we need to make sure everyone in the section teaches courses asking students to write in French;
3. Most of our advanced students are in Education and most of them need to improve their French in order to become better French teachers. We also have Francophone students who write better in French than in English.

For all those reasons, I would accept that Romain teaches in English; but for our section, it is better that he invites his French students to submit their essays in French in order to reinforce their French writing.

During our meeting today, we will have a last discussion about it and send you our final decision.

Dr. Marie-Diane Clarke

From: Lovrod, Marie <marie.lovrod@usask.ca>
Sent: July 21, 2021 11:53 AM
To: Clarke, Marie-Diane <mariediane.clarke@usask.ca>
Subject: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Dear Marie-Diane:

Am writing to confer with you on two matters related to the interdisciplinary certificate in Queer Theory, Gender Diversity and Sexualities Studies that will be going into the August course challenge. For advising purposes, WGST will be managing the certificate, so hopefully no extra work for you!

1) Romain Chareyron has been a valuable contributing member to the interdisciplinary planning group, and will be co-submitting French 260.3 to Course Challenge as an option for the certificate, so I would like to offer a commendation for his merit file to that effect. Should I direct that to you?

2) Please note that to include FREN 260.3 in this certificate, it will be important to have either no pre-requisite or possibly WGST 112.3. Will that work? I would be grateful if you could reply by return email indicating your awareness of and support for this project. Presumably, Romain will take care of the prerequisite issue in the course submission process.

Please see the attached summary document regarding certificate content.

Many thanks,
Marie Lovrod, Ph.D. Program Chair, Women's and Gender Studies

PHILOSOPHY

From: Lovrod, Marie <marie.lovrod@usask.ca>
Sent: July 30, 2021 4:30 PM
To: O'Hagan, Emer <emer.ohagan@usask.ca>
Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

She truly does! Thank you, Emer!

Marie Lovrod, Ph.D. (she/her)
Program Chair, Women's and Gender Studies

From: O'Hagan, Emer <emer.ohagan@usask.ca>
Sent: July 30, 2021 4:29 PM
To: Lovrod, Marie <marie.lovrod@usask.ca>
Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Hi Marie,

Thank you for letting me know. I was planning to be in touch with our undergrad committee early next week. Looks like I don't need to!

Alexis solves many problems!

All the best,
Emer

On 2021-07-30 4:27 p.m., Lovrod, Marie wrote:
Dear Emer,

Actually, your current pre-requisites will be sufficient. Because WGST is shifting our pre-requisites to ensure that there is one clear pathway through the certificate without pre-requisite complexities, yours should be fine! Sorry for the confusion! Alexis has been very helpful in clarifying.

All best,
Marie Lovrod, Ph.D. (she/her)
Program Chair, Women's and Gender Studies

From: O'Hagan, Emer
Sent: Wed 2021-07-21 2:32 PM
To: Lovrod, Marie;
Cc: Alward, Peter

Hi Marie,

Here is our current pre-req: "**Prerequisite(s)**: 3 credit units in philosophy or completion of 18 credit units at the university level or permission of the instructor." If you are hoping for no-prereq at all (you mention that below), that will be contentious. If you would be satisfied with a revision of the following sort, I don't think it will

be contentious: **Prerequisite(s):** 3 credit units in philosophy, or WGST 112.3, or completion of 18 credit units at the university level, or permission of the instructor."

I'm not sure what you mean by "Maybe your undergrad committee already has a workable option in place for these courses. Would that be easy to check?" In our department, permission of the instructor is entirely at the discretion of the instructor. We don't have a policy (if that is what you mean).

Let me know where this lands with you!

All the best,

Emer

On 2021-07-21 2:09 p.m., Lovrod, Marie wrote:

Hi Emer:

For the certificate to pass through APC, students need a smooth pathway. Do these courses already include 'permission of instructor' as an access option?

Most of our courses do. Some cognate units already use WGST 112.3 as an acceptable pre-req. Maybe your undergrad committee already has a workable option in place for these courses. Would that be easy to check?

All best,
Marie

Sent from my iPhone

On Jul 21, 2021, at 1:06 PM, O'Hagan, Emer [<emer.ohagan@usask.ca>](mailto:emer.ohagan@usask.ca) wrote:

Hello Marie and Peter,

I hope you are both well.

I will certainly take this on Peter, but I would like a little clarification from both/either of you about the urgency of the possible change. The reason I ask is simply that it can be difficult to get the committee members to meet over the summer, given holidays and the like. Also, part of our approval process includes running things by STM and frankly, they are typically slow responding. So, if it posed no real problem for the certificate, my inclination would be to meet with the Arts UG committee in late August, and bring the matter to the department in September. Let me know what you think.

All the best,

Emer

On 2021-07-21 12:19 p.m., Alward, Peter wrote:
Hi Marie

We will have to run it by the undergraduate committee before we agree to make any changes to the prerequisites for PHIL 224. Emer, can I leave this in your hands?

Yes, you can pass your commendation for Sarah to me – I will be compiling the material for this year's salary/merit review.

Hope your having a good summer.

All the best

Peter Alward
Professor and Head
Department of Philosophy
University of Saskatchewan

From: [Lovrod, Marie](#)
Sent: Wednesday, July 21, 2021 2:59 PM
To: [Alward, Peter](#)
Cc: [O'Hagan, Emer](#)
Subject: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Dear Peter,

Hope you and yours are doing well in these unusual times.

Am writing to confer with you on two matters related to the interdisciplinary certificate in Queer Theory, Gender Diversity and Sexualities Studies that will be going into the August course challenge, copying Emer as Undergrad Chair. For advising purposes, WGST will be managing the certificate, so, hopefully, no extra work for you!

1) Sarah Hoffman has been a valuable contributing member of the interdisciplinary planning group, so I would like to offer a commendation for her merit file to that effect. Should I direct that to you?

2) Please note that to include PHIL 224.3 in this certificate, it will be important to have either no pre-requisite or possibly WGST 112.3. Will that work? Ideally, a minor course change could accompany our certificate proposal submission in August or September. Hopefully, that will not be onerous.

I would be grateful if you could reply by return email indicating your awareness of and support for this certificate project and the inclusion of PHIL 224.3.

Please see the attached summary document regarding certificate content.

All best,
Marie Lovrod, Ph.D. Program Chair, Women's and Gender Studies

PSYCHOLOGY

Hi Marie:

I just wanted to let you know that I have added WGST 112 as a prerequisite for both Psychology 227 and 427. (This minor change was submitted to course challenge last week,) Thus, students in the certificate program are now eligible to enrol in these courses after completing WGST 112 (i.e., they no longer need introductory psychology, 12 CUs of 2nd year sociology, etc.).

Regards,
Todd

From: de Boer, Dirk
Wed 2021-07-21 5:47 PM
To: Sarty, Gordon; Lovrod, Marie; Morrison, Todd
Mon 2021-05-31 10:23 AM

Hi Marie,

Yes, Todd Morrison is our undergrad chair, so he would be the person to talk to about this certificate.

Best wishes,

Dirk

From: Sarty, Gordon <gordon.sarty@usask.ca>

Sent: Wednesday, July 21, 2021 2:23 PM

To: Lovrod, Marie <marie.lovrod@usask.ca>

Cc: de Boer, Dirk <dhd842@mail.usask.ca>

Subject: Re: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Hi Marie,

Dirk de Boer has taken over as Dept Head as of July 1, so I'm cc'ing him here to give his support. Todd Morrison is our undergrad chair so he should be looped in with this also. Dirk may be different, but I would delegate all of the logistics to Todd, Gordon

Subject: New Certificate in Queer Theory, Gender Diversity and Sexualities Studies

Date: Wed, 21 Jul 2021 18:31:07 +0000

From: Lovrod, Marie <marie.lovrod@usask.ca>

To: Sarty, Gordon <gordon.sarty@usask.ca>

Dear Gordon,

Hope you and yours are doing well in these unusual times.

Am writing to confer with you on two matters related to the interdisciplinary certificate in Queer Theory, Gender Diversity and Sexualities Studies that will be going into the August Course Challenge. For advising purposes, WGST will be managing the certificate, so, hopefully, no extra work for you!

1) Todd Morrison has been a valuable contributing member of the interdisciplinary planning group, so I would like to offer a commendation for his merit file to that effect. Should I direct that to you?

2) Please note that courses to be included in this certificate should have either no pre-requisite, instructor permission, or WGST 112.3 as a foundational pre-req, so that the certificate can stand alone.

Alexis Dahl advises that instructor permission via waiver is not sufficient for inclusion in a certificate. Will one of the pre-req options be workable for the courses identified as options from Psychology?

If needed, ideally a minor course change could accompany our certificate proposal submission in August. Hopefully, that will not be onerous as most courses tend have "or instructor permission" as a pre-req option, in any case. I believe Todd was going to confirm this with you.

I would be grateful if you could reply by return email indicating your awareness of and support for this certificate project and the inclusion of the designated PSYCH courses, if you agree.

Please see the attached summary document regarding certificate content.

All best,

Marie Lovrod, Ph.D.

Library Resources

Bindle, David, Librarian, University Archives & Special Collections, Ph: 306-966-6003

To: Lovrod, Marie

The University of Saskatchewan Library has a long history of collecting and curating LGBTQ+ materials and is well-resourced for supporting a certificate in Queer Studies, particularly within the holdings of University Archives & Special Collections (UASC). The Neil Richards Collection of Sexual and Gender Diversity is one of the largest collections in a public university in Canada.

Established in January 2010 this Library special collection is named in honor of Neil Richards. During his years of library employment and continuing in his retirement, Richards developed and helped acquire many impressive collections of LGBT (Lesbian, Gay, Bisexual and Transgender) interest for libraries and archives at the University of Saskatchewan. These include the records of many gay and lesbian organizations, collections of lesbian and gay pulp literature, magazines and newsletters published in LGBT communities, documentation about theatrical cross-dressing, and novels and nonfiction published before the 1969 Stonewall Riots and the birth of the modern Gay Rights movement.

The collection contains unique, rare and/or fragile items (both in print and manuscript forms) and special collections dealing with many aspects of the history and literature of sexual and gender diversity. It complements the Library's extensive circulating collections on these subjects. A comprehensive guide to the resources available in the University Archives and Special Collections on Gender and Sexual Diversity can be found here: <https://libguides.usask.ca/sexual-gender-diversity/home>

The UASC regularly receive requests to tour these collections. The requests come from students, faculty, visiting academics as well as local interest groups. We have had several requests from individuals from the community as well as students asking if there are any opportunities for working on projects with these collections. Because University Archives and Special Collections has a very large collection of materials that includes books, posters, ephemera, sound and music recordings, AV materials, and archival material, we are pleased to engage with students and researchers.

For the summer of 2021, a PhD student has been hired for the summer to work in UASC who will identify and assess materials in these collections that may be suitable for digitization and presentation online, as an important part of planning for a significant expansion and redesign of existing websites. This person will recommend the selection of archival and other rare/unique material for digitization, including moving image and sound recordings, photographs and textual records, printed ephemera, rare books and other materials related to the LGBTQ+ community and sexual diversity.

The following are some of the web resources and digital content either created or co-created by the University Archives and Special Collections.

- [All Frocked Up: Glimpses of Cross-Dressing in Saskatchewan](#)
- [Ambisexuals: Gender Impersonators of Music Hall and Vaudeville](#)
- [Passions Uncovered: Gay, Lesbian and Transgender Pulp](#)

Websites

- [Celebrating a History of Diversity: Lesbian and Gay Life in Saskatchewan, 1971-2006. A Selected Annotated Chronology](#)
- [Saskatchewan Resources for Sexual and Gender Diversity](#)

Past Exhibits

- [The Thing I'm Most Proud Of](#)
- [Now You See It: Queer Films](#)
- [Year of Queer 2](#)
- [A Year of Queer](#)
- [QueerUS: Language, Space, and the University of Saskatchewan](#)
- [Neil Richards Collection](#)

Student Testimonials

I'm reaching out today about my perspective of offering an undergraduate credential in queer studies. I'm a Masters' student in Psychology, and I did my undergraduate degree in Psychology at the University of Saskatchewan.

As an undergraduate, I spent a lot of time poring over all of the course offerings in all of the departments that offered queer perspectives. In my own field, there were two that stood out to me (PSY 227: Human Sexuality, and PSY 427: Sexual Minority Perspectives in Social Psychology), both of which I took. My main field of study within psychology is deeply rooted in queer theory, so anything I could take to deepen my understanding in this field was of interest to me.

The offering of an undergraduate credential in queer theory is valuable for several reasons. First, I know that there would definitely be interest in such a credential in the psychology department - in particular, students working with the Saskatchewan Equity, Equality, & Diversity lab, or with the Sex, Gender, and Reproductive Psychology lab, would benefit from the offering of such a credential. Second, the credential would give students like me, who already actively seek out these courses, a form of "proof" of our studies in this area, rather than framing them simply as a collection of electives. Finally, this credential would provide guidance for other students who are looking for such classes in finding what is offered, instead of scouring the course catalogue. It is also worth noting, in my experience, that most of the students who seek out such classes (and, most likely, who would seek out such a credential) are queer themselves, and these courses often offer a sense of camaraderie and community.

Best,

Carolina de Barros, BA (Hons.)
she/they

M.A. Candidate | Culture, Health, & Human Development
University of Saskatchewan
Department of Psychology
ac.debarros@usask.ca

As a Psychology major, I am working towards being a counsellor. However, I am also trying to get as much queer and trans-related education as possible because gender and sexuality are my areas of interest, and I would like my practice as a counsellor to be geared more towards LGBTQ+ youth. Therefore, getting a certificate in Queer Theory, Gender and Sexual Diversity and possibly also having some work experience in that field through an internship would be invaluable to me. If this program becomes available, I will be the first to sign up!

Best regards,

T. (Hist135)

I think this is a great idea! Not only do I think this has personal learning benefits, but I also see it as very helpful for any professional career in terms of working with people and understanding much more about them!

I would think this would be a certificate of high interest.

Thank you,

A. (Hist234)

I don't know exactly what would be covered in this certificate or the depth of the material. With that being said, I'm an education student and I think this certificate could benefit teacher's professional development. K-12 educational experience plays a large role in an individual's life. Development occurs throughout a persons' life and having more educators who have a background in queer theory, gender and sexual diversity may provide students with an approachable teacher to talk to about these topics. The certificate would give teachers, or others who do the program with knowledge surrounding these topics that can change how they approach talking about these topics. Potentially reducing stigma, or the 'taboo-ness' of speaking about gender and sexual diversity. I think this is important in the K-12 education system because young students are developing into themselves and 'finding' their personal identity; and this includes gender and sexual identity.

C.M. (Hist234)

I think this certificate is important for a student's academic and professional needs because gender and sexual diversity are integrated into almost every field of humanities offered on campus. When studying history, anthology, archeology, English, politics, psychology, philosophy, and everyday life, the examination of gender and sexuality, I have found, offer major insight into major events, how people live, and how people think about the world. Gender and sexuality are not a separate field to be studied in isolation of past and current events or even ignored entirely, they are deeply intertwined with our individual lives. I think this certificate would be an excellent opportunity to expand a student's knowledge of gender and sexuality and queer theory in a more in depth form so it can be applied to their professional and academic studies in the present and future. This can help better understand history, present day issues, and future goals or concerns.

K.H. (Hist420)

I find this Certificate interesting, and I think it is important for my personal, academic, and professional development in a way that it will educate me more about topics I don't know or know little about LGBTQ+ members. I am not certain yet but one of my career options is a Social worker, having knowledge about how to approach and show my respect to all gender and sexuality is one thing that I think is very important to know in this field. And personally, I would want to know more about how I could show my respect and support to all people regards their gender and sexuality. Overall, these topics are essential to learning so people can be aware of their words and actions and then apply what they learn to our daily lives.

K.E. (Hist.135)

To whomever this may concern,

During the final year of my History BA at USask, I was fortunate enough to enroll in Dr. Alessio Ponzio's HIST 420 – Modern European Queer History. While previously my studies were primarily focused on classical/medieval history, I thought that learning about queer history as a queer student would not only be fun, but also informative. Not only was I correct in this assumption, but more than that this class facilitated my personal, academic, and professional growth in ways I never anticipated.

On a personal level, HIST 420 helped me to expand my understanding of myself, my gender, and my sexuality. It taught me about the subjective nature of identities, how they are formed, and that gender and sexuality are so much more complicated than they appear. But it also taught me that it is okay to be complex, to live in the grey. Something I think all people need to learn. Queer history, and by extensions queer studies, are not just the history of queer people. It is the study of all people. Every person, every culture, has a gender and sexuality and it is important to engage with those concepts to gain better understanding of oneself and of others.

Academically, HIST 420 was crucial in my development as a researcher. The complex nature of identities and subjectivity required a level of critical thinking and academic performance I personally have found in few other

classes. Learning how to talk and write about such intricate topics challenged me as a student and allowed me to grow. Part of this is because queer studies is a highly interdisciplinary subject, and the need to engage in unfamiliar practices and methodologies from other disciplines. This interdisciplinary approach will help to create stronger academics and professionals as they learn and incorporate alternate approaches, allowing for growth in academia overall.

Professionally, HIST 420 opened doors for me that I know understand will help pave the way to achieving my goal in researching and developing programs once I am finished my social work degree. I am currently Dr. Stéphanie Madill's research assistant, where I assist her with the Trans Research and Navigation Saskatchewan project. Without my experience in HIST 420 I would have never been aware of this opportunity; much less had the skills this position requires.

All this was from just one class. I wish that I had the opportunity to take more while I was a student at USask. Queer Studies is an important, if often overlooked discipline. It opens pathways into learning from other academic areas and builds stronger, more confident students. Of note is that this certificate is not just for queer people either, as non-queer students would also gain much from taking this certificate as they expand their understanding of themselves, others, the social problems queer people face, and how to utilize a multi-disciplinary approach to critically engage with subjectivity and society.

Yet, one of the most important things that this certificate can do for the university is to create a safe space for queer individuals. It is a way for them to connect with others who they can grow to trust and develop a strong community. Being queer can often be isolating and has a massive impact on mental health. As gender and sexuality are social determinant of health, suicide rate amongst queer people is five times higher than those who are not (Centre for Suicide Prevention). The fear of discrimination still exists, for while we have come a long way being authentic to their identity is still a concern for many queer people when interacting with new individuals, especially those in which there is a clear power disparity (such as with professors). However, this certificate can help alleviate this problem as it provides support through peers, and through mentors. The professors and others who lead this are often either allies or queer themselves. Having positive role models who understand the unique challenges and obstacles they need to overcome and can help them through that process, without having to go on an individual quest to find and then vet someone knowledgeable about queer issues is more important than words can really say.

If the university were to create a certificate in Queer Theory, Gender and Sexual Diversity, it would mean so much for future students. Not only would the classes be beneficial, but with the possibility of completing an internship vital work experience can be gained. As this is crucial in the current professional environment, it would provide our students a leg up on their competition; in addition to teaching them the important skills necessary to be successful which they cannot learn in the classroom. It is the University's responsibility to facilitate the development of more queer researchers and professionals, and I believe that this certificate will enable the professional elevation of marginalized queer people.

Thank you for your time and consideration. I hope to hear news of this certificate soon.

Sincerely,

M.R. (Hist.420)

As a trans person myself, studying queer and trans topics in a concentrated way is a rare chance for me to learn about people like me, who are often not spoken about in mainstream academia. Completing a certificate on sexuality and gender studies would also help me provide better care to LGBT+ patients in the future. I would not miss this opportunity for the world.

T (WGST 250)

I believe the Queer and Sexualities Studies Certificate is really important for USask students. It is essential that our campus put a significant emphasis on queer education. Queerness as a concept has been around forever. Queer individuals have always existed. It is critical that queerness be examined in classrooms so that queer students and allies can feel they have a voice and a safe space to discuss these topics.

J (WGST 250.3 & 290.3)

Queer and sexualities studies are important -- not just to me as a person, or even me as a student -- but as a fundamental truth. There is so little of it being specialized, researched, and written about in formalized academia settings -- despite the fact that a huge majority of people in the world identify and fall under the 'queer' umbrella. It's very well known that studies like these have been unjustly suppressed, castigated against, or ultimately banned from being taught and learned for so long. It's essential and vital to integrate validation as well as a reward system for this type of study because -- for lack of a better description -- there is so much that needs to be reassessed and caught up on: An entire canon of knowledge, identity, and history still yet to be analyzed. Queer and sexualities studies impact every significant field of study; queer people have always existed and have a larger impact on the world as we know it that is hardly ever recognized -- much less encouraged or celebrated. I know for a fact that there would be so many students at USask who would appreciate recognition for the work they're already pursuing in the form of this possible Certificate. Formal validation through this credential not only communicates a welcoming acceptance to the nexus of queer and sexualities studies but a hungry curiosity as well, which I know USask works extremely hard to cultivate in its student body and staff members.

Z (WGST 290.3)



July 20, 2021

ATTN: College of Arts and Science, University of Saskatchewan

RE: Certificate Program in Queer Theory, Gender Diversity, and Sexualities Studies

I remember how excited I was to take my first Women's and Gender Studies class at the University of Saskatchewan. The class did not disappoint and I quickly planned my next few years in order to attain a double honours in philosophy and women's and gender studies. As I worked through degree requirements, I was particularly interested in queer and sexuality studies, and regularly sought out opportunities to deepen my knowledge in these areas. Thankfully, the faculty in Women's and Gender Studies was also looking to build capacity in queer and sexuality studies, and both Dr. Marie Lovrod and Dr. Joan Borsa provided resources, support, and encouragement to this effect.

The real career tipping point for me took place fifteen years ago, when Dr. Lovrod agreed to build a directed readings course with me on the topic of queer theory and sexuality studies. In the winter term of 2006, we built a reading course called "Queering the Terrain: Queer Theory, Ter(r)atology and Culture." It was a course that filled a gap in the WGST curriculum and involved key explorations of both theory and culture, exploring as much the current academic debates within queer theory as it did the lived experiences of queer people. This directed readings course was later transformed into WGST 220: "Queering the Terrain: Cultural Space and Queer Theory," and Dr. Lovrod taught the first offering to almost 30 students in January 2007. Queering the Terrain has been running ever since, and as I completed my Master's degree, I had the great privilege of teaching the class for many years, connecting with hundreds of students looking to build their knowledge around gender and sexuality, and to connect this knowledge with feminist theory, Indigenous studies, disability studies, and other intersectional areas.

I call this my tipping point, because it fostered my desire to focus on queer theory, a specialization which took shape during both my MA and PhD and which took root in my work as the Executive Director of OUTSaskatoon from 2013-2020. Today, I am proud to have returned to the University of Saskatchewan, supported by many years of academic and community-based learning around gender and sexuality studies, especially the decidedly intersectional, interdisciplinary, and community-engaged nature of the field.

Consequently, the proposed Certificate Program in Queer Theory, Gender Diversity, and Sexualities Studies is a dream come true for past, present, and future students like me, and the many others who have searched out courses such as "Queering the Terrain," or Dr. Alex Wilson's Educational Foundations 486.3 course, "Queering our Schools and Communities." Not only does the proposed program fill a long-identified need; it also ensures that the University of Saskatchewan is aligning with a growing movement across Canada toward increasing gender and sexual diversity initiatives. This is demonstrated by legal and policy changes at local and national scales, increased tri-council research opportunities focusing directly on 2SLGBTQ+ communities, and the provision of dedicated funds to support 2SLGBTQ+ centres and service providers through the Department of Women and Gender Equality, among other federal departments.

One of the greatest strengths of the proposed certificate program is its inclusion of a student internship opportunity. Recognizing that expanded understandings of gender and sexuality must be community-engaged, the certificate aims to connect students with community-based, municipal, provincial, and national organizations dedicated to expanding understandings of gender and sexuality and, therefore, to building their capacity as scholars and professionals.

The program has already garnered interest from local community organizations such as OUTSaskatoon and TransSask Support Services. As well, we will connect with national partners including The Enchanté Network, the Federal LGBTQ2 Secretariat, the Institute for Gender and Sexual Minority Studies at the University of Alberta, 2Spirits in Motion, and Vancouver's Community Based Research Centre to provide expansive opportunities for students to build connections with key partners in this work.

I am also committed to supporting the Certificate program directly through the recent award of a SSHRC Partnership Development Grant titled "The Social Innovation Lab: Mobilizing Cultural, Legal, and Political Engagements with Gender and Sexuality." This three-year project includes opportunities for student research and community engagement, providing me with an expedited process for securing MITACS internships. Based on a fall 2022 start-date for the Certificate Program, I anticipate being able to support upwards of six internships with the above-identified organizations through The Social Innovation Lab, and would be happy to supervise students in these efforts.

As someone who has made a career of working in the fields of gender and sexuality studies and in community engagement, I cannot overstate the value of providing innovative and comprehensive opportunities for students to build their knowledge in these areas. As our proposal demonstrates, the University of Saskatchewan has extensive resources to support this initiative and many specialist faculty members who have long been working in the field.

The Certificate Program in Queer Theory, Gender Diversity, and Sexualities Studies will not only attract high-quality students to our University; it will provide the means by which to leverage existing knowledge, experience, and passion for this work in order to produce an exceptional learning experience. Thank you for your thoughtful consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Walker", with a long horizontal flourish extending to the right.

Rachel Loewen Walker
Ariel F Sallows Chair in Human Rights
College of Law, University of Saskatchewan



July 9, 2021

Marie Lovrod, Ph.D.
Program Chair, Women's and Gender Studies
Rm 416, Arts Building, College of Arts & Science
9 Campus Drive, University of Saskatchewan
Saskatoon SK S7N 5A5

Dear Dr. Lovrod:

Thank you for sharing the information regarding the proposed development of a Queer Theory, Gender Diversity and Sexualities Studies Certificate at the University of Saskatchewan.

The proposed certificate aligns with STF Policy 1.8 Social Justice, Inclusion and Equity and STF Policy 1.13 Gender and Sexual Diversity (attached). A critical component of universally accessible public education is the assurance that all students are welcome and see their realities reflected and respected by teachers and school staff. Teachers recognize the increasing diversity of Saskatchewan's student population and are committed to personal learning, self-reflection, and advocacy in support of gender diverse students.

A Queer Theory, Gender Diversity and Sexualities Studies Certificate would afford pre- and in-service teachers the opportunity to deepen their understandings of queer theory and critically reflect on their pedagogy and relationships with students. It was also encouraging to hear of plans to develop an Applied Gender Justice Certificate as well as a class in critical disabilities studies. In a profession made up of approximately 75 percent women, applied gender justice is a vital topic that both men and women should better understand. Saskatchewan's efforts regarding inclusion of students with disabilities has resulted in teachers seeking more professional learning in this area. All these topics are timely, relevant, and critical in the current educational landscape.

If these courses are approved, the Federation would recommend that application be made to the Teacher Education and Certification Committee (TECC) of the Saskatchewan Professional Teachers' Regulatory Board (SPTRB) to become Additional Qualifications Certificates (AQC). Certificate Programs are those developed for teachers by the University of Regina or University of Saskatchewan.

Because these programs are 30 semester hours in length and are to be comprised of senior undergraduate coursework related to the program of studies used in Saskatchewan schools or other approved disciplines and address provincial needs identified by the TECC, it would be recommended that the Queer Theory, Gender Diversity and Sexualities Studies Certificate and Gender Justice Certificate be paired to meet the credit requirements for an Additional Qualifications Certificate. Further information regarding AQCs can be found here:

https://www.sptrb.ca/web//SPTRB/Certification/AQC/AQC_Certificate_Programs.aspx

JULY 9, 2021
MARIE LOVROD, PH.D.
PROGRAM CHAIR, WOMEN'S AND GENDER STUDIES
PAGE 2

The Federation eagerly anticipates the development of these courses and is pleased to provide this letter of support for the notice of intent of the Queer Theory, Gender Diversity and Sexualities Studies Certificate as well as the further development of a Gender Justice Certificate and a class in critical disabilities studies.

Upon approval of these certificates the Federation would welcome an opportunity to better understand their content and discuss potential collaboration regarding their promotion to our members.

We wish you the best of luck in your application and eagerly await these learning opportunities for both pre- and in-service teachers.

Yours truly,

A handwritten signature in black ink that reads "Pat Maze". The signature is written in a cursive, flowing style.

Patrick Maze
President

PM/lph
Enclosure

cc: Bobbi Taillefer, Executive Director, Saskatchewan Teachers' Federation
Ian Krips, Associate Executive Director, Educational Leadership, Saskatchewan Teachers' Federation

1.8

Social Justice, Inclusion and Equity

1.8.1 Definitions

Social justice is a philosophical framework which recognizes the dynamics of oppression in society, is a fluid expression of a society's collectively negotiated ethical and moral beliefs with respect to access to and distribution of resources and power, and where access to resources and power are recognized as grounded in democratic principles and collective social responsibility.

Social inclusion is the recognition that every individual in society has the inherent human right to be fully included in all economic, social, cultural and political institutions.

Equity and equitable treatment involves acknowledging diversity, recognizing and nurturing our differences, and eliminating the barriers that prevent the full participation of all peoples.

Systemic barriers generally refer to institutionalized beliefs expressed through policies and practices that have an exclusionary impact on groups and individuals.

1.8.2 Beliefs

- (1) Social justice is historically and institutionally rooted in socially constructed yet shifting group identities including, among others, race, class, gender, sexual orientation, gender expression and ability.
- (2) Social inclusion in the classroom, the school, the community and society requires that diversity be recognized and honoured.
- (3) Equitable treatment is a foundational characteristic of a fully inclusive educational system and, more generally, a democratic society. Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal settings.
- (4) Publicly funded education is a basic right of each child and youth, and requires support from every individual, school, community and institution to ensure that each student experiences an education that nurtures their individual, holistic selves.
- (5) Therefore, teachers individually and collectively:
 - (a) Accept responsibility to be self-reflective about their own attitudes and beliefs around privilege and social justice.
 - (b) Continue to develop a deep understanding of social justice, inclusion and equity to promote safe and inclusive learning environments and reflect commitments to social justice, inclusion and equity through collective work.
 - (c) Engage with and support staff, students, parents, caregivers and communities to identify and enhance the work of social justice that includes mobilizing all to accomplish a fairer and more inclusive and equitable society.
 - (d) Engage in meaningful dialogue within classrooms, schools, communities and society that embraces the diverse personal histories and stories of students, and nurtures acceptance and social inclusion.
 - (e) Advocate with educational partners, including government and other organizations, to provide the resources and professional development required to integrate social justice principles, content and perspectives into all dimensions of teaching and learning.
 - (f) Advocate for and influence policy development processes or initiatives that authentically engage in addressing systemic barriers in the education system and throughout society.

{2015}

1.13

Gender and Sexual Diversity

1.13.1 Definitions

Gender and sexual diversity includes recognizing the rights of lesbian, gay, bisexual, transgender, intersex, two-spirit, questioning and other people who may identify as members of this community.

Gender identity is how a person identifies within themselves and gender expression is how an individual chooses to identify themselves outwardly.

Gender and sexuality alliances (GSAs) are student groups set up within schools with the support of one or more staff members where members of the community and their allies can come together for support, encouragement and advocacy, and to create a safer environment.

Allies are individuals and groups who work to ensure all people are safe.

1.13.2 Beliefs

- (1) All students, teachers and non-teaching personnel in schools have the right to feel safe within their learning and working environments.
- (2) All students, teachers and non-teaching personnel in schools have the right to see their realities and family situations positively reflected in curricula and learning resources.
- (3) Safe schools are free of discrimination, hate speech, physical abuse and other types of bullying based on actual or perceived assumptions around sexual orientation, gender identity or gender expression.
- (4) Gender expression and sexual orientation must be recognized as inherent human rights within both policy and legislation.
- (5) Students should not be organized based on assumptions of gender identity as these can be exclusionary and negatively affect educational outcomes, mental health and well-being.
- (6) Teachers and non-teaching personnel in schools should not face discrimination based on sexual orientation, gender expression or gender identity in relation to employment, teaching assignments, work culture or any other aspect of their professional lives.
- (7) Therefore, teachers individually and collectively:
 - (a) Accept responsibility to be self-reflective about attitudes and beliefs in modeling respect, affirming diversity and acting as allies.
 - (b) Challenge and educate students, non-teaching personnel in schools and families to deepen their understanding of sexual orientation and/or gender expression.
 - (c) Advocate to ensure teachers and students are supported in challenging prejudice on the basis of sexual orientation and/or gender expression.
 - (d) Honour students' wishes around preferred pronouns and names, and preferred access to facilities in terms of supporting gender identity.
 - (e) Recognize the importance of GSAs as a vital response to homophobia and transphobia within the schools, and support GSAs at all levels of education and in all schools.

(2015)

July 20, 2021

Dear College of Arts and Science, University of Saskatchewan

RE: Proposed Certificate Program in Queer Theory, Gender Diversity, and Sexualities Studies


On behalf of The Enchanté Network, I am writing to express support for the development of a Certificate Program in Queer Theory, Gender Diversity, and Sexualities Studies at the University of Saskatchewan. Not only does the proposed program aim to bring cutting edge and needed educational opportunities to students, but it aligns with national trends toward increasing the knowledge of, and support for, gender and sexual diversity initiatives, especially as they intersect with diversity, equity, and inclusion work.

The Enchanté Network is a national network for over 120 pride centres and 2SLGBTQ+ service providers across Canada. Our work is focused on supporting our members, especially in their work to grow their organizational capacity, so they can make greater impacts in their communities through effectively delivering services and supports and engaging with funders and governments to advocate on behalf of our members and share what they need to serve their communities. Increasingly our work connects us with various Universities, research centres, and scholars, including a current project in partnership with Dr. Rachel Loewen Walker, College of Law, University of Saskatchewan, seeking to map the capacity of Canada's 2SLGBTQ+ centres and to increase visibility and access to said centres country-wide. We see great value in community-University partnerships such as these as they work to ensure that our work is evidence-informed and that community organizations can bring their expertise to bear on future research and policy initiatives.

In particular, we would be pleased to have the opportunity to support student internships through the program. We are keen to draw on the federal Mitacs

internship fund to support this endeavor and to work with students on projects such as the development of gender equity policies, creating advocacy strategies to increase funding for 2SLGBTQ centres, or conducting research on best practices around 2 Spirit community programs, among many other potential projects. We anticipate being able to build a long-term relationship with the proposed certificate program, thus ensuring that we will be better able to support Canada's 2SLGBTQ+ communities from coast to coast to coast.

Sincerely,

DocuSigned by:

7913B397017D4DE...

Kathryn LeBlanc
Interim Executive Director

To Whom It May Concern,

The purpose of this letter is for the USSU to express our support for the Queer and Sexualities Studies Certificate.

At the University of Saskatchewan, only a limited number of classes feature queer-related topics and sexual diversity as educational materials. As the College of Arts and Science seeks to think big and be bold, it is our understanding that if this certificate is approved, the college will be one of the first at USask to have a program that focuses on queer issues with a non-heteronormative lens through this in-depth approach. Not only would this certificate be a first of its kind, but a positive academic change at our institution with long-lasting impacts.

Our USSU Pride Centre, the gender and sexuality hub on campus, is an active space to uplift the queer community and a space for students to exist in solidarity between our diverse members. The centre is a representation of the activism for LGBTQ2S+ students we hold in common through our organization's shared values of making the campus more inclusive and accessible. At the USSU, we also believe that quality education involves taking these giant leaps towards exploring new areas of study. This certificate will allow queer students, allies, and those who are wanting to learn more about queerness, a chance to educate themselves on these topics in a safe environment.

We strongly believe in the success of the Queer and Sexualities Studies Certificate and urge for its implementation. If you require any additional information, please feel free to communicate with us via email: communications@ussu.ca. Thank you for your time and consideration on this matter.

With Respect,

USSU President,
Tasnim Jaisee

USSU Pride Centre Coordinator,
Rene Clarke



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **Political Studies**
- 1.3 Term from which the course is effective: **May 2022**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **WGST 420**
- 2.2 Academic credit units: **3 credit units**
- 2.3 Course Long Title (maximum 100 characters): **Critical Perspectives on Catholic Studies**
Course Short Title (maximum 30 characters): **Critical Catholic Studies**
- 2.4 Total Hours: **36-39** Lecture Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 **T1 or T2** T1 and T2
- 2.7 Prerequisite: **WGST 112.3; and 6 credit units from ANTH 310.3, EFDT 486.3, FREN 260.3, HIST 135.3, HIST 303.3, HIST 420.3, HIST 430.3, HIST 434.3, INDG 330.3, PHIL 224.3, PSY 227.3, PSY 427.3, RLST 382.3, WGST 201.3, WGST 220.3, WGST 250.3, WGST 290.3; or permission of the instructor.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course provides students with an in-depth understanding of how queer theories and lenses can be applied to various bodies of knowledge, including sexualities studies. It engages critically with the interconnections among feminist, queer and trans studies, and their intersections with other marginalized fields of academic inquiry.

- 2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course:

This course provides a capstone for the 15-cue certificate in Queer Theory, Gender Diversity and Sexualities Studies simultaneously submitted to the August Course Challenge, and an additional 4th year option for students of Women's and Gender Studies and cognate fields.

4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

See program proposal.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **None**

6.2 Courses for which this course will be a prerequisite? **None**

6.3 Is this course to be required by your majors, or by majors in another program? **Required for the proposed Certificate in Queer Theory, Gender Diversity, and Sexualities Studies.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

8.1 Expected enrollment: **25 students**

8.2 From which colleges? **15 from Arts & Science; 10 from other colleges.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**

Include a bibliography for the course.

See syllabus.

11. **Resources**

11.1 Proposed instructor: **Josh Morrison, Marie Lovrod, Kai Monk-McKenzie**

- 11.2 How does the department plan to handle the additional teaching or administrative workload?
Teaching and other course expenses will be accommodated within the departmental budget.
- 11.3 Are sufficient library or other research resources available for this course? **Yes**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **Yes, TC01**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No additional fees required**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science

ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **N/A**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

Prerequisite(s): WGST 112.3; and 6 credit units from ANTH 310.3, EFDT 486.3, FREN 260.3, HIST 135.3, HIST 303.3, HIST 420.3, HIST 430.3, HIST 434.3, INDG 330.3, PHIL 224.3, PSY 227.3, PSY 427.3, RLST 382.3, WGST 201.3, WGST 220.3, WGST 250.3, WGST 290.3; or permission of the instructor.

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: **N/A**

5. List Mutually-Exclusive Course(s) here: **N/A**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: **N/A**

WGST 420.3

QUEERies: Challenging Ways of Understanding Sexuality and Gender

Dr. Marie Lovrod (and/or Dr. Josh Morrison)

Email: marie.lovrod@usask.ca; Phone: 306-966-7538

Office Hours: ARTS 416; T 4:30 - 5:30 p.m. (or by appt)

Course Description:

This course provides students with an in-depth understanding of how queer theories and lenses can be applied to various bodies of knowledge, including sexualities studies. It engages critically with the interconnections among feminist, queer and trans studies, and their intersections with other marginalized fields of academic inquiry.

Queer is a deconstructive practice focused on challenging normative types of knowledge, identities, behaviors, and spaces thereby unsettling power relations and taken-for-granted assumptions (Hunt & Holmes, 2015, p. 156). In this course, we will examine various topics through a queer lens in which the things that *we believe we know* will be interrogated, problematized, and destabilized.

Learning Objectives

1. To derive an in-depth understanding of queer theory and the ways in which a queer lens can be applied to various bodies of knowledge.
2. To recognize the multifaceted nature of pedagogic text (i.e., text can be viewed in a traditional sense – books and journal articles – but also in relation to cultural products such as films, music, poems, photographs, etc.).
3. To enhance students' ability to find materials relevant to gender and sexuality.
4. To identify interconnections between queer and trans studies and other fields of inquiry focusing on marginalized groups (e.g., Indigenous studies, women's studies, fat studies, etc.).
5. To facilitate students' ability to contribute to knowledge creation within the classroom environment and to disseminate said knowledge outside the parameters of academia.

Evaluative Indicators

1. **Attendance and Participation (10%*)**
This course demands student involvement. Thus, it is expected that students will attend each class. As well, it is expected that students will contribute to the learning process by asking questions, responding to questions posed by the instructor and other students, etc. Members of the class who do not contribute to discussions or contribute in a perfunctory way (e.g., "I thought this article was interesting") will lose 1% per class.
2. **Book Report (5-6 pages; 15% overview of text - All books on Reserve or available in EBook - See Appendix for a list of texts that may be used for this assignment.**
 - a. Provide an overview of the theory presented in this book
 - b. What are its key critical contributions/terms?
 - c. Which debates does this theory emerge from?
 - d. What are some of the theoretical frameworks it engages?
 - e. What is the larger significance, importance, or intervention of this text into the larger field of queer and sexualities studies?

Rubric:

- 5 points for clarity, organization, and accurate summary
- 5 points for lucid engagement with major debates/critical terms
- 5 points for sophisticated understanding of key theories/themes

3. **Group Presentation on Body of Theory (20%)**

- a. What does this theory concern itself with?
- b. What are the key terms?
- c. What are the capacities, applications, and limitations of this theoretical model?
- d. How is this body of theory relevant to the unit?

Rubric:

- 5 points for overview of body of theory
- 5 points for engagement with major debates and critical terms
- 5 points for clear articulation of relevance to unit and course
- 5 points for creativity, presentation style, pedagogy, and peer/audience engagement

4. **2 Reflection Papers (7.5% each; 15% in total - early one; during last 3 weeks of class)**

Rubric

- 2.5 points for engagement with major debates and critical terms
- 2.5 points for clear articulation of relevance to unit and course
- 2.5 points for creativity, presentation style, pedagogy, and peer/audience engagement

This evaluative indicator requires that students prepare a 500- to 750-word “reflection” on one or more of the readings assigned for a given week. For these assignments, students are to go “beyond” passively accepting what they have read and operating from the assumption that, as students, they are recipients of unassailable “wisdom” furnished by “wise scholars.” Rather, the purpose of these assignments is for students to hone their critical thinking skills and to engage – in a meaningful way – with course materials. To provide students with a sense of these assignments entail, sample reflections papers will be uploaded on Canvas. Please note that these samples are guidelines, and not blueprints. Students are free to adopt any authorial voice they wish – formal, conversational, dispassionate, confessional, etc. The key objective is for students to demonstrate their ability to engage critically with what they are reading! (Note: Students are not required to use supplemental materials for these reflection papers. However, if students wish to do so, that is fine.) The only stipulation is that *each* reflection assignment **MUST** contain two questions, which (potentially) serve as fodder for class discussion. When students prepare their questions, they should keep this point in mind. In other words, students want to generate provocative questions; ones that will stimulate discussion among members of the class.

5. **Students have the option of completing an experiential or research-based final assignment (40%*)**

Experiential: Students pursuing this option will spend a minimum of 15* hours (outside of class time) involved with activities relevant to the broader queer community. Possible academic and community partners include the Sexual and Gender Diversity collections within University Archives and Special Collections and other branches of the University Library; OUTSaskatoon; the Open Door Society; the Lighthouse Supported Living Centre; Saskatoon Sexual Health; and EGADZ. All experiential projects must be developed in conjunction with, and with the approval of, the course instructor and relevant

supervisors (e.g., faculty librarian, archivist, etc.). At the end of their placement, students will produce a professionally written, formal 10-page report which provides an executive summary of the context and importance of their experiential work, a narrative about the process of their experience, and critically reflect on how their experience has informed their understanding of queer & sexualities studies.

Rubric for Report:

- 10 points – style, mechanics, writing
- 10 points – critical engagement with the experience
- 10 points – critical engagement with course theory
- 10 points – overall quality of analysis

Research-based: Students pursuing this option will complete a 20-page paper on a topic relevant to queer studies. (As students will see, this is a very broad mandate!) The only stipulations are the paper must be double-spaced and in 12-point Times Roman font. Students also must use a minimum of 10 sources for this paper. (However, reflecting the interdisciplinary nature of this course, and recognition that there is more to pedagogic text than journal articles, “sources” may include novels, film, television programs, podcasts, etc.).

Prior to commencing with the paper, students *must* have their topic approved by the course instructor. It also is recommended that the student prepare a brief outline – in point form – of the key elements that they intend to explore in their paper. This outline will allow the instructor to gauge the connections among the student’s ideas and to determine whether the essay is of sufficient depth and complexity.

To gain a better understanding of how to frame this assignment, it is recommended that students review articles published in relevant academic journals. These include: *Sexualities*, *GLQ*, *International Journal of Sexual Health*, *Hypatia*, *Gender Studies*, *Journal of Lesbian Studies*, *International Journal of Transgender Studies*, *Journal of Bisexuality*, *Journal of Homosexuality*, *Women Studies International Forum*, *Transgender Studies Quarterly (TSQ)*, and the *Canadian Journal of Native Studies*. (Hint: Students should focus on papers that capture their interest. After reading several articles, students should focus on how each article was structured. For example, how did the authors “frame” their arguments; what sort of evidence did they use to “substantiate” their key points; how did they transition from one idea to the next; etc.?)

Rubric:

- 10 points – style, mechanics, writing
- 10 points – critical engagement with the available literature
- 10 points – critical engagement with course theory
- 10 points – overall quality of analysis

Late Assignments will be accepted only when prior arrangements have been made or documentation of an unexpected and untimely interruption is provided.

Course Schedule

Introduction (Week 1)

Queering Theory (Weeks 2-4)

- Cohen, C. J. (2005). Punks, bulldaggers, and welfare queens: The radical potential of queer politics? In E. P. Johnson and M. G. Henderson (Eds.), *Black queer studies* (pp. 21-51). Durham, NC: Duke University Press.
- Cvetkovich, A. (2003). *Archive of feelings* (Vol. 2008). Durham, NC: Duke University Press.
- Lewin, E. (2016). Who's queer? What's queer? Queer anthropology through the lens of ethnography. *Cultural anthropology*, 31(4), 598-606.
- Muñoz, J. E., (2009). *Cruising utopia: The then and there of queer futurity*. NYU Press.
- Smith, A. (2010). Queer theory and native studies: The heteronormativity of settler colonialism. *GLQ: A Journal of Lesbian and Gay Studies*, 16(1-2), 41-68.
- Sullivan, N. (2003). *A critical introduction to queer theory*. NYU Press. (pp. 1-36).
- Weiss, M. (2016). Always after: Desiring queerness, desiring anthropology. *Cultural Anthropology*, 31(4), 627-638.
- Wiegman, R. (2017). Sex and negativity; or, what queer theory has for you. *Cultural Critique*, 95, 219-243.

Queering Gender (Weeks 5-6)

- Driskill, Q. L. (2010). Doubleweaving two-spirit critiques: Building alliances between native and queer studies. *GLQ: A Journal of Lesbian and Gay Studies*, 16(1-2), 69-92.
- Hines, S. (2019). The feminist frontier: On trans and feminism. *Journal of Gender Studies*, 28(2), 145-157.
- Pearce, R., Erikainen, S., & Vincent, B. (2020). TERF wars: An introduction. *The Sociological Review*, 68(4), 677-698.
- Queen, C., & Schimel, L. (1997). Pomosexuals: Challenging assumptions about gender and sexuality. NY: Cleis Press. (pp. 13-28; 53-75).
- Stone, S. (1998). The Empire strikes back: A posttranssexual manifesto. In P.A. Treichler, L. Cartwright, and C. Penley (Eds.), *The visible woman: Imagining technologies, gender and science*. NY: New York University Press.
- Stryker, S. (2000). My words to Victor Frankenstein: Above the Village of Chamounix: Performing transgender rage. *Kvinder, Køn & Forskning*, (3-4), 83-96.
- Towle, E. B., & Morgan, L. M. (2002). Romancing the transgender native: Rethinking the use of the "third gender" concept. *GLQ: A journal of lesbian and gay studies*, 8(4), 469-497.
- Valentine, D. (2007). *Imagining transgender: An ethnography of a category* (pp. 143-172; 231-255). Durham, NC: Duke University Press.
- Wilchins, R., Nestle, J., Howell, C., Rivera, S., Wright, S., & Reiss, G. (2020). *GenderQueer: Voices from beyond the sexual binary*. NY: Riverdale Avenue Books LLC. (pp. 3-57)

Queering Sexual Positionalities (Weeks 7-8)

- Beasley, C. (2010). The elephant in the room: Heterosexuality in critical gender/sexuality studies. *NORA—Nordic Journal of Feminist and Gender Research*, 18(3), 204-209.
- Berbary, L. A., & Guzman, C. (2018). We exist: Combating erasure through creative analytic comix about bisexuality. *Qualitative inquiry*, 24(7), 478-498.
- Dawson, M., Scott, S., & McDonnell, L. (2018). “Asexual” isn’t who I am’: The politics of asexuality. *Sociological Research Online*, 23(2), 374-391.
- Ferguson, R. A. (2005). Of our normative strivings: African American studies and the histories of sexuality. *Social Text*, 23(3-4), 85-100.
- Massad, J. A. (2008). *Desiring Arabs* (pp. 160-190). University of Chicago Press.
- Silva, T. J. (2019). Straight identity and same-sex desire: Conservatism, homophobia, and straight culture. *Social Forces*, 97(3), 1067-1094.

Queering Sex (Weeks 9-10)

- Aguilar, J. (2017). Pegging and the heterosexualization of anal sex: An analysis of *Savage Love* advice. *Queer Studies in Media & Popular Culture*, 2(3), 275-292.
- Bersani, L. (1987). Is the rectum a grave? *October*, 43, 197-222.
- Califia, P. (2000). *Public sex: The culture of radical sex*. Cleis Press.
- Dean, T. (2008). Breeding culture: Barebacking, bugchasing, giftgiving. *The Massachusetts Review*, 49(1/2), 80-94.
- Rubin, G. (2011). Thinking sex: Notes for a radical theory of the politics of sexuality. In G. Rubin (Ed.), *Deviations: A Gayle Rubin reader* (pp. 137-181). Duke University Press.
- Rubin, G. (2011). Blood under the bridge: Reflections on “Thinking Sex.” In G. Rubin (Ed.), *Deviations: A Gayle Rubin reader* (pp. 194-223). Duke University Press.
- Rubin, G. (2011). The Catacombs: A temple of the butthole. In G. Rubin (Ed.), *Deviations: A Gayle Rubin reader* (pp. 224-240). Duke University Press.
- Warner, M. (2002). Publics and counterpublics. *Public culture*, 14(1), 49-90.

Queering the Body (Weeks 11-12)*

- Barry, B. (2019). Fabulous masculinities: Refashioning the fat and disabled male body. *Fashion Theory*, 23(2), 275-307.
- García-Santesmases F., A., Vergés Bosch, N., & Almeda Samaranch, E. (2017). ‘From alliance to trust’: Constructing Crip-Queer intimacies. *Jnl of Gndr Std*, 26(3), 269-281.
- McFarland, J., Slothouber, V., & Taylor, A. (2018). Tempo-rarily fat: A queer exploration of fat time. *Fat Studies*, 7(2), 135-146.
- McRuer, R. (2010). Compulsory able-bodiedness and queer/disabled existence. *The disability studies reader*, 3, 383-392.
- Pausé, C., Wykes, J., & Murray, S. (Eds.). (2016). *Queering fat embodiment*. Routledge (pp. 1-146).

- Taylor, A. (2018). "Flabulously" femme: Queer fat femme women's identities and experiences. *Journal of lesbian studies*, 22(4), 459-481.
- Whitesel, J. (2007). Fatvertising: Refiguring fat gay men in cyberspace. *Limina*, 13.

Queering the Environment (Week 13)*

- Anderson, A. R., & Knee, E. (2020). Queer isolation or queering isolation? Reflecting upon the ramifications of COVID-19 on the future of queer leisure spaces. *Leisure Sciences*, 1-7.
- Gandy, M. (2012). Queer ecology: Nature, sexuality, and heterotopic alliances. *Environment and Planning D: Society and Space*, 30(4), 727-747.
- Gray, M. L. (2009). *Out in the country: Youth, media, and queer visibility in rural America* (Vol. 2). NYU Press.
- Valentine, G. (1993). (Hetero) sexing space: lesbian perceptions and experiences of everyday spaces. *Environment and Planning D: Society and Space*, 11(4), 395-413.
- Valentine, G. (1998). "Sticks and stones may break my bones": A personal geography of harassment. *Antipode*, 30(4), 305-332.

Note: the units on Queering the Body and Queering the Environment may be replaced by other units (e.g., "Queering across Cultures" and "Queering Film"— see below for tentative reading lists)

Queering across Cultures (1 to 2 weeks)

- Boellstorff, T. (2004). Playing back the Nation: Waria, Indonesian Transvestites. *Cultural Anthropology*, 19(2), 159–195.
- Kam, L. (2013). *Shanghai Lalas: Female Tongzhi communities in urban China*. HK: Hong Kong University Press.
- Kulick, D. (1997). A man in the house: The boyfriends of Brazilian Travesti prostitutes. *Social Text*, 15(3–4), 133-160.
- Manalansan IV, M. F. (2015). Queer worldings: The messy art of being global in Manila and New York. *Antipode*, 47(3), 566-579.
- Ochoa, M. (2008). Perverse citizenship: Divas, marginality, and participation in 'Loca-Lization'. *WSQ: Women's Studies Quarterly*, 36 (3-4), 146-169.

Queering Film (1-2 weeks)

- Brennan, J. (2019). Gay porn (horror) parodies (pp. 101-115). In S. Holland, R. Shail, & S. Gerrard (Eds.), *Gender and contemporary horror in film*. Emerald Publishing Limited.
- Brennan, J. (Ed.). (2019). *Queerbaiting and fandom: Teasing fans through homoerotic possibilities*. Iowa City, IA: University of Iowa Press.
- Brickman, B. J. (2016). "A strange desire that never dies": Monstrous lesbian camp in the age of conformity. *Discourse*, 38(3), 356-389.

- Désert, J-U. (1997). Queer space. In G.B. Ingram, A-M Bouthillette, and Y. Retter (Eds.), *Queers in space : Communities, public places, sites of resistance* (pp. 17-26). Seattle: Bay Press.
- Fung, R. (2005). Looking for my penis: The eroticized Asian in gay video porn. *A companion to Asian American studies*, 235-253.
- Guiraudie, A. (Director). (2013). *L'Inconnu du lac/Stranger by the Lake* [Film].
- Lifshitz, S. (Director). (2012). *Les Invisibles/The Invisible* [Film].
- Rees-Roberts, N. (2015). Hors milieu. In A. Fox, M. Marie, R. Moine, and H. Radner (Eds.), *Queer and beyond : A companion to contemporary French cinema* (pp. 439-460). Malden, MA : Wiley Blackwell.
- White, P. (1999). *unInvited: Classical Hollywood Cinema and Lesbian Representability*.
- Wolf, J. M. (2013). Resurrecting camp: Rethinking the queer sensibility. *Communication, Culture & Critique*, 6(2), 284-297.

INTEGRITY DEFINED (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community
- <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

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choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural, and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as an Acquired Language (EAL) students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

APPENDIX: THEORY TOPICS (to be self-assigned in the first week)

- Archives
 - Cvetkovich, A. (2003). *An archive of feelings: Trauma, sexuality, and lesbian public cultures*. Durham: Duke University Press.
 - Steedman, C. (2002). *Dust*. Manchester: Manchester University Press.
 - Norquay (2016). An accidental archive of the old Durham road: Reclaiming a Black pioneer settlement. *Carchivaria*, 81, 1-22.
- Affect
 - Berlant, L. (2011). *Cruel optimism*. Durham: Duke University Press.
 - Ahmed, S. (2000). *Strange encounters: Embodied others in Post-coloniality*. New York: Routledge.
 - Ahmed, S. (2010). *The promise of happiness*. Durham: Duke University Press.
 - Greeg, M. and Seigworth, G. eds. (2010). *The affect theory reader*. Durham: Duke University Press.
 - Massumi, B. (Spring 2005). Fear (The Spectrum Said). *Positions: East Asia Cultures Critique* 13(1), 31-48.
 - Massumi, B. (2002). *Parables for the virtual: Movement, affect, sensation*. Durham: Duke University Press.
 - Chen, M. Y. (2011). Toxic animacies, inanimate affections. *GLQ: A Journal Of Lesbian & Gay Studies*, 17(2/3), 265-286.

- Critical Feminist/Queer/Trans/Race Theories
 - Ferguson, R. (2004). *Aberrations in Black: Toward a queer of color critique*. Minneapolis: University of Minnesota Press.
 - Haritaworn, J (2007). Shifting positionalities: Empirical reflections on queer/trans of colour methodology. *Sociological research online*, 13(1); socresonline.org.uk/13/1/13.html
 - Snorton, C. R. (2017). *Black on both sides: A racial history of trans identity*. Minneapolis: University of Minnesota Press.
 - Tauqir, Tamsila et al. (2011). Queer anti-racist activism and strategies of critique: A roundtable discussion. *Journal of Feminist Legal Studies*, 19(169).
- Decolonization
 - Spivak, G. C. (2010) "Can the Subaltern Speak?" in Morris, R. C. and Spivak, G. C. *Can the Subaltern Speak?: Reflections on the History of an Idea*.
 - Thuiwai-Smith, L. (2021). *Decolonizing methodologies: Research and Indigenous Peoples* (3rd ed.). New York: Bloomsbury.
- Disidentification
 - Muñoz, J. E., (1999). *Disidentifications: Queers of color and the performance of politics*. Minneapolis: University of Minnesota Press.
 - Warner, M., (2002). *Publics and counterpublics*. Princeton: Princeton University Press.
- Indigeneity and Two-Spirit Theory
 - Wilson, A. (2008). N'tacimowin inna nah: Our coming in stories. *Canadian Woman Studies*, 26(3-4): 193-199.
 - Driskill, Doubleweaving Two-Spirit Critiques (2010). *GLQ: A Journal of Lesbian and Gay Studies*, 16 (1/2), 69-92
- Intersectionality
 - Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170-180.
 - Carastathis, A. (2019). *Intersectionality: Origins, contestations, horizons*. Lincoln: University of Nebraska Press.
- Masculinities
 - Halberstam, J. (2018). *Female masculinity* (20th Anniversary Ed.). Durham: Duke University Press.
 - Heasley, R. (2005). Queer masculinities of straight men: A typology. *Men and Masculinities*, 7(3), 310-320.
 - Innes, R. and Anderson, K. Eds. (2015). *Indigenous men and masculinities: Legacies, identities, regeneration*. Winnipeg: University of Manitoba Press.
- Materialism, Materialities, and Critiques of Capitalism
 - Hennessy, R. (2018). *Profit and pleasure: Sexual identities in late capitalism* (2nd ed.). New York: Routledge.
 - Robinson, C. J. (2000). *Black Marxism: The making of the Black radical Tradition*. Chapel Hill: The University of North Carolina Press.
 - Sender, K. (2005). *Business, not politics: The making of the gay market*. New York: Columbia University Press.

- Minority Stress Theory
 - Dyar, C., & London, B. (2018). Longitudinal examination of a bisexual-specific minority stress process among bisexual cisgender women. *Psychology of Women Quarterly*, 42(3), 342-360.
 - Meyer, I. H. (2015). Resilience in the study of minority stress and health of sexual and gender minorities. *Psychology of Sexual Orientation and Gender Diversity*, 2(3), 209-213.
- Performance & Cultural Intervention
 - Berlant, L. and Warner, M. (Winter 1998). Sex in public. *Critical Inquiry*, 24(2), 547-66.
 - Stryker, Susan (1994). My Words to Victor Frankenstein. Above the Village of Chamounix-Performing Transgender Rage. *Kvinder, Køn & Forskning* 34.
- Pornography (Social Comparison Theory/Sociocultural Theory)
 - Bishop, C. J. (2015). 'Cocked, locked and ready to fuck?': A synthesis and review of the gay male pornography literature. *Psychology & Sexuality*, 6(1), 5-27.
 - Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7(2), 117-140.
 - Rodgers, R. F. (2016). The role of the "Healthy Weight" discourse in body image and eating concerns: An extension of sociocultural theory. *Eating Behaviors*, 22, 194-198.
- Posthumanism, Technologies of the Self, and Embodiment
 - Barad, K. (2007). *Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning*. Durham: Duke University Press.
 - Braidotti, R. (2013). *The posthuman*. New York: Polity.
 - Haraway, D. (2016). *Staying with the trouble: Making kin in the Cthuluscene*. Durham: Duke University Press.
- Queer-Crip Theory
 - Clare, E. (2001) Stolen bodies, reclaimed bodies: Disability and queerness. *Public Culture*, 13(3), 359-365. http://queercsuf.visibility.org/wmst420_readings/clare_stolen_bodies.pdf
 - Clare, E. (2003). Gawking, gaping, staring. *GLQ: A Journal of Lesbian and Gay Studies*, 9(1), 257-261 http://queercsuf.visibility.org/wmst420_readings/clare_gawking.pdf
 - McRuer, Robert. (2006). *Crip theory: Cultural signs of queerness and disability*. New York: New York University Press.
- Trans Theory
 - Namaste, V. (2009). Undoing theory: The "transgender question" and the epistemic violence of Anglo-American feminist theory. *Hypatia*, 24.3. <http://dx.doi.org/10.1111/j.1527-2001.2009.01043.x> DOI: 10.1111/j.1527-2001.2009.01043.x
 - Stryker, S. and Whittle, S. eds. (2013). *The transgender studies reader*. New York: Taylor and Francis.
 - Stryker, S. and Aizura, A. (2013). *The transgender studies reader 2*. New York: Routledge.

Minor course revisions:

WGST 201.3 Images of Gender and Sexuality in Popular Culture

Prerequisite change:

Old prerequisite(s): Completion of 30 credit units at the university level or permission of the WGST Coordinator.

New prerequisite(s): WGST 112.3 or completion of 18 credit units at the university level.

Rationale: This course will become part of a new certificate in Queer Theory, Gender Diversity and Sexualities Studies, and the proposed shift in prerequisites creates a smooth pathway through for anyone choosing the certificate option, while retaining access for second year students from across the disciplines who wish to take the course as an elective. WGST 112.3 provides sufficient preparation for 200-level WGST courses.

WGST 220.3 Queering the Terrain Cultural Space and Queer Theory

Prerequisite change:

Old prerequisite(s): Completion of 30 credit units at the university level.

New prerequisite(s): WGST 112.3 or completion of 18 credit units at the university level.

Change to restriction: Remove "Permission of the instructor required." from the Catalogue entry.

Rationale: See WGST 201 above. Permission is not required to take this class.

WGST 250.3 Performing Masculinities

Prerequisite change:

Old prerequisite(s): Completion of 30 credit units at the university level or permission of the WGST Coordinator.

New prerequisite(s): WGST 112.3 or completion of 18 credit units at the university level.

Rationale: See WGST 201 above.

WGST 290.3 Feminist Representational Strategies Selected Topics

Prerequisite change:

Old prerequisite(s): Completion of 30 credit units at the university level or permission of the WGST Coordinator.

New prerequisite(s): WGST 112.3 or completion of 18 credit units at the university level.

Rationale: See WGST 201 above.

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in Queer Theory, Gender Diversity, and Sexualities Studies [CQGS - Cert in Queer Gender Sexual] - suggested Banner code and description

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.

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

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

Degree Level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☒ No ☐

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

CQGS - In Cert in QueerGenderSexual - suggested Banner code and description

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

Arts and Science [AR]

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

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

QGS [Queer Gender Sexualities] - suggested Banner code and description

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

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

- 1 Is this a new program?

Yes ☒ No ☐
Yes ☐ No ☒

Is an existing program being revised?

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in Queer Theory, Gender Diversity and Sexualities Studies [CQGS - Cert in Queer Gender Sexual] - suggested Banner code and description

- 3 What is the name of this new/revised program?

Certificate in Queer Theory, Gender Diversity and Sexualities Studies [CQGS - Cert in Queer Gender Sexual] - suggested Banner code and description

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

n/a

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

Arts and Science [AR] / Political Studies [POLS]

- 6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

- 9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

1 year (total of 15 credit units)

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program ☐

Joint Degree ☐

Dual Degree ☐

Professional Internship Program ☐

Faculty-Led Course Abroad ☐

Term Abroad Program ☐

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

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

1 Is this a new college, school, center, or department?

Yes ☐ No ☒

Is an existing college, school, center, or department being renamed?

Yes ☐ No ☒

Is an existing college, school, center, or department being deleted?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

-
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - AS PER CURRENT SET-UP

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?
- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
- 4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐
If NO, please describe.
- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms? Yes ☐ No ☐
If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

- 1 Will students apply on-line? If not, how will they apply?
- 2 What term(s) can students be admitted to?
- 3 What is the application deadline for each term(s) students can be admitted to?

- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?
- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program?

Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022

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

Approximately 10 students enrolled per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves? Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve? Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s? Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

- 1 Is this a program termination? Yes ☐ No ☒
- If yes, what is the name of the program?
- 2 What is the effective date of this termination?
- 3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐
- If yes, what courses?
- 4 Are there currently any students enrolled in the program? Yes ☐ No ☐
- If yes, will they be able to complete the program?
- 5 If not, what alternate arrangements are being made for these students?
- 6 When do you expect the last student to complete this program?
- 7 Is there mobility associated with this program termination? Yes ☐ No ☐
- If yes, please select one of the following mobility activity types.
- | | |
|---------------------------|--------------------------|
| Dual Degree Program | <input type="checkbox"/> |
| Joint Degree Program | <input type="checkbox"/> |
| Internship Abroad Program | <input type="checkbox"/> |
| Term Abroad Program | <input type="checkbox"/> |
| Taught Abroad Course | <input type="checkbox"/> |
| Student Exchange Program | <input type="checkbox"/> |
- Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.
 Has the International Office been informed of this program termination? Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

- 1 How will tuition be assessed?
- | | |
|-----------------------------------|-------------------------------------|
| Standard Undergraduate per credit | <input checked="" type="checkbox"/> |
| Standard Graduate per credit | <input type="checkbox"/> |
| Standard Graduate per term | <input type="checkbox"/> |
| Non standard per credit* | <input type="checkbox"/> |

Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in French – English Translation

Field(s) of Specialization: French – English Translation

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Anne-Marie Wheeler

Associate Professor, Department of Languages, Literatures, and Cultural Studies
306-966-1367

Marie-Diane Clarke

Professor and Head, Department of Languages, Literatures, and Cultural Studies
306-966-5645

Proposed date of implementation: May 2022

Proposal Document

Students in this program will build on a foundation of French language courses toward the capstone course, French 314. Students will have the opportunity to include LING 230 in the program requirements, if they choose, which helps this program be more accessible for students pursuing a Linguistics degree. Students obtaining this certificate will have developed a proficient translation practice informed by contemporary translation theory.

The proposed certificate speaks directly to the University Learning Charter. Specifically, it:

- 1) Allows students to achieve a comprehensive knowledge of the subject area, discipline, or profession: Upon the completion of this series of classes, students will have acquired the skills necessary to pass a professional translation certification exam through ATIS (the Association of Translators and Interpreters of Saskatchewan), as well as have created a portfolio of literary translations with which to potentially begin literary translation careers after graduation, should they so choose.
- 2) Teaches students to be open to and adept at different ways of knowing and learning, including independently, experientially, and collaboratively: The capstone course in particular is structured as a workshop wherein students select their projects independently (for example a poem), then either work through them with one or two other students or present them to the class for commentary and critique - which students are encouraged to think through before accepting and/or defending their own choices. Students are also given the opportunity to work with living authors (Yann Martel has been an annual collaborator with this class since its inception, as well as Belgian poet Romain Blandiaux, Canadian poet Christian Bök, Québec poet Nicole Brossard, among others). Evaluation, then, is not just performed by the professor, but also by peers and the authors themselves, much like in the professional sphere.
- 3) Requires students to develop and apply appropriate skills of research, inquiry and knowledge creation and translation: Translation is understood to be an interaction between cultures and not simply languages, requiring translators to do significant research into the social, historical and cultural contexts of enunciation.
- 4) Guides students to recognize and think through moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews and utilize and apply one's knowledge with *manacihitowin / manachihitohk* (i.e., respect of all individuals): Translators, then, become representatives of, and mediators between, the two (or more) cultures in conversation. More so than almost any other activity, translation requires its agents to locate, and think critically about, their own positionality.

Impact on the Department: The Department of Languages, Literatures and Cultural Studies is working to make translation a major focus and, if approved, this program will be the first of its kind at the University of Saskatchewan. A Translation Certificate would meet the needs of our French graduate students, majors and minors, who would like to graduate with a practical, marketable skill and/or clear career path emerging from university language classes. The Association of Translators and Interpreters of Saskatchewan is the professional body governing translators in this province, offering an annual certification examination. However, there is also no preparatory course offered provincially for this exam. This certificate would fill that void.

Furthermore, a Translation Certificate is something any student could take in addition to a degree in another discipline to increase their profile on the job market. This would attract more students to our Department and encourage them to proceed to the more advanced courses.

Resources: No new resources will be required by the Departments of Languages, Literatures and Cultural Studies, Linguistics, STM or any other unit, in order to run this program. The program will be composed entirely of courses offered regularly by these Departments.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in French – English Translation.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to develop proficiency in translation between English and French, providing a preparatory path for students who wish to take the certification examination offered by the Association of Translators and Interpreters of Saskatchewan. Graduates of this program will also work toward fluency in French, which is necessary for many career options in Canada.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 21, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in French – English Translation

Students with credit for French 30 (Grade 12 Core French) begin their university-level French language study with FREN 122. The students will follow Option A below.

Students who have completed the Immersion program in French to Grade 12, the ACFC program in French, or, the French program in a Designated School, begin their university-level French language study with FREN 212, and will not be allowed to register in 100-level FREN courses for credit. These students will follow option B below.

Students who have received credit for Advanced Placement French or International Baccalaureate French may not take 100-level French language courses for credit. (Students receiving credit for IB French A2 may not take FREN 218 for credit.) These students will follow Option C below.

Students with an additional background in French beyond the Grade 12 level must consult the Department before registering. For details, please visit the Prospective Students website or contact the Department of Languages, Literatures, and Cultural Studies.

Major Average

The major average in the Certificate in French – English Translation includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in French – English Translation, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

Requirements (15 - 18 credit units)

Option A (18 credit units)

- [FREN 122.3](#) Intermediate French I
- [FREN 125.3](#) Intermediate French II
- [FREN 212.3](#) Advanced French I
- [FREN 314.3](#) Advanced French English Translation

Choose **3 credit units** from the following:

- [FREN 213.3](#) Introduction to Translation from English into French
- [FREN 214.3](#) Beginner French English Translation

Choose **3 credit units** from the following:

- [FREN 305.3](#) Meaning and the Structure of Modern French
- [LING 230.3](#) Aspects of Translation Theories and Practice

Option B (18 credit units)

- [FREN 212.3](#) Advanced French I
- [FREN 213.3](#) Introduction to Translation from English into French
- [FREN 214.3](#) Beginner French English Translation
- [FREN 314.3](#) Advanced French English Translation

Choose **3 credit units** from the following:

- [FREN 218.3](#) Advanced French II
- [FREN 312.3](#) Perfecting French Style and Expression

Choose **3 credit units** from the following:

- [FREN 305.3](#) Meaning and the Structure of Modern French
- [LING 230.3](#) Aspects of Translation Theories and Practice

Option C (15 credit units)

- [FREN 213.3](#) Introduction to Translation from English into French
- [FREN 214.3](#) Beginner French English Translation
- [FREN 314.3](#) Advanced French English Translation
- [FREN 312.3](#) Perfecting French Style and Expression

Choose **3 credit units** from the following:

- [FREN 305.3](#) Meaning and the Structure of Modern French
- [LING 230.3](#) Aspects of Translation Theories and Practice

NOTICE OF INTENT

New Certificate of Proficiency Program: French – English Translation

This document is designed to serve as a notice of the intent of the Languages, Literatures and Cultural Studies Department at the University of Saskatchewan to propose a new certificate program in *French – English Translation*. Students obtaining a certificate in *French – English Translation* will develop a proficient translation practice informed by contemporary translation theory. Students completing this certificate program will have acquired the skills necessary to pass a professional certification exam, as well as a portfolio of translations with which to begin translation careers after graduation, should they so choose.

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

This program will meet the needs of students who would like to graduate with a practical, marketable skill and/or clear career path emerging from university language classes. Because we live in a bilingual country, this includes students who intend to pursue careers in law, medicine, business, education and politics, among other things. This certificate would also be particularly useful to students who intend to pursue any career with the national government, where proof of bilingualism is essential. As a result, we expect this program to be popular not only with Humanities and Social Science students but, since it is a stand-alone certificate program, also with those students in other colleges or from the community who may not be interested in or be able to commit to a traditional degree program.

The Department of Languages, Literatures and Cultural Studies is working to make translation a major focus. FREN 214 (Beginner French English Translation) has for the past several years been the first FREN class to fill. In the past ten years, the department's course offerings in translation have expanded from one to four: FREN 214, 314 (Advanced French-English Translation), and 414/814 (Translation Theory). Several students have commented in their class evaluations that they would have liked to take additional translation classes, and students from every BA in French graduating class have gone on to successfully complete the provincial Association of Translators and Interpreters (ATIS) certification exam. With the recent addition of FREN 213 (Introduction to Translation from English into French), and in combination with relevant courses in Linguistics, the Department can now offer an attractive package for both our French Majors and Minors, but also as something any qualified student might like to take in addition to a degree in another discipline to increase their profile on the job market.

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

The proposed certificate program aligns with college and university goals of internationalization, and innovation in programs. French is spoken on five continents, and proficiency in French – English translation will be a valuable skill for graduates as they travel or work abroad. This program is innovative in its clear, practical application, and in the way it can be combined with other degree or certificate programs offered here or elsewhere. Any investment in the University's language offerings is an investment in cultural understanding and community building, and this program is especially relevant in the context of Canada's two official languages.

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

If approved, this program will be the first of its kind at the University of Saskatchewan. There is also no preparatory course offered provincially for the ATIS exam. No other program is going to be deleted as part of this proposal.

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?

It is worth emphasizing that no new resources will be required by the Departments of Languages, Literatures and Cultural Studies, or any other unit, in order to run this program. The program will be composed entirely of courses which are already offered regularly. Our Department is particularly happy to be working with the Department of Linguistics on this program, and appreciative for the support of our colleagues from STM.

Anne-Marie Wheeler, Associate Professor, Department of Languages, Literatures and Cultural Studies

Record of Consultation:

From: Wheeler, Anne-Marie <anne-marie.wheeler@usask.ca>
Sent: Friday, September 10, 2021 10:58 AM
To: Lovick, Olga <olga.lovick@usask.ca>
Cc: Makarova, Veronika <v.makarova@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Clarke, Marie-Diane <mariediane.clarke@usask.ca>
Subject: Certificate in French-English Translation

Dear Olga,

The Department of Languages, Literatures and Cultural Studies would like to propose a Certificate in French-English Translation at the next course challenge. It would include, as an option, Linguistics 230.

Alexis has asked me to consult with you as the Head of the Linguistics Department, to approve the inclusion of this course.

Best wishes,
Anne-Marie

Dr. Anne-Marie Wheeler
Associate Professor, French
College of Arts and Science
University of Saskatchewan
9 Campus Drive
Saskatoon, Saskatchewan, S7N 5A5, Canada
Tel: (306) 966-1367

From: Lovick, Olga <olga.lovick@usask.ca>
Sent: September 10, 2021 12:59 PM
To: Wheeler, Anne-Marie <anne-marie.wheeler@usask.ca>
Cc: Makarova, Veronika <v.makarova@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Clarke, Marie-Diane <mariediane.clarke@usask.ca>
Subject: Re: Certificate in French-English Translation

Hi Anne-Marie and everyone,

Ling 230 was specifically designed with this certificate in mind, so: YES you have our blessing! It looks like a great certificate.

Cheers
Olga

Dr. Olga Lovick
Professor & Head, Department of Linguistics
College of Arts & Sciences | University of Saskatchewan
P: (306) 966-1156
Room 924, Arts Building
9 Campus Drive, Saskatoon, SK S7N 5A5
[A Grammar of Upper Tanana, University of Nebraska Press](#)
Pronouns: she, her

Minor course revisions:

FREN 312.3 Perfecting French Style and Expression

Prerequisite change:

Old prerequisite(s): FREN 218

New prerequisite(s): FREN 218 or by permission of the Department

Update course description: A study of French grammar at the advanced level based on grammatical analyses.

Through the study of various writing techniques (summary, literary analyses, report, creative writing) the course will focus on improving students' writing skills.

Rationale: The course description will now include more information so that students have a clearer idea what the course entails. Students who are qualified to take the course will be given permission to register.

FREN 314.3 Advanced French English Translation

Prerequisite change:

Old prerequisite(s): FREN 214.3

New prerequisite(s): FREN 213.3 or FREN 214.3

Rationale: There are now two 200-level translation courses, FREN 213.3 (Introduction to Translation from English into French) and FREN 214.3 (Beginner French English Translation), either of which will give students adequate preparation to take FREN 314.

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in French - English Translation [CFET - Cert in French-EnglTranslation] - suggested Banner code and description

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.

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

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

Degree Level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☒ No ☐

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

CFET - In Cert inFren-EnglTranslation - suggested Banner code and description

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

Arts and Science [AR]

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

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

FREN [French] - existing Banner code and description

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

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

- 1 Is this a new program?

Yes ☒ No ☐
Yes ☐ No ☒

Is an existing program being revised?

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in French - English Translation [CFET - Cert in French-EnglTranslation] - suggested Banner code and description

- 3 What is the name of this new/revised program?

Certificate in French - English Translation [CFET - Cert in French-EnglTranslation] - suggested Banner code and description

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

n/a

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

Arts and Science [AR] / Lang, Lit and Cultural Studies [LLCS]

- 6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

- 9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

1 year (total of 15 to 18 credit units)

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada) Page 13 of 22

☐

- International Mobility (one jurisdiction is outside of Canada)
- 2 Please indicate the mobility type (refer to Nomenclature for definitions).
- Joint Program ☐
- Joint Degree ☐
- Dual Degree ☐
- Professional Internship Program ☐
- Faculty-Led Course Abroad ☐
- Term Abroad Program ☐
- 3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes ☐ No ☐
- 4 Please state the full name of the agreement that the U of S is entering into.
-
- 5 What is the name of the external partner?
-
- 6 What is the jurisdiction for the external partner?
-

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes ☐ No ☒ Revised ☐
- If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.
-
- 3 What is the name of this new / revised major, minor, or concentration?
-
- 4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.
-
- 5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?
-

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

1 Is this a new college, school, center, or department?

Yes ☐ No ☒

Is an existing college, school, center, or department being renamed?

Yes ☐ No ☒

Is an existing college, school, center, or department being deleted?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

Page 15 of 22

-
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - AS PER CURRENT SET-UP

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?
- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
- 4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐
If NO, please describe.
- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms? Yes ☐ No ☐
If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

- 1 Will students apply on-line? If not, how will they apply?
- 2 What term(s) can students be admitted to?
- 3 What is the application deadline for each term(s) students can be admitted to?

- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?
- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program?

Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022

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

Anticipate 5 students per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves? Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve? Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s? Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

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

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

Dual Degree Program	<input type="checkbox"/>
Joint Degree Program	<input type="checkbox"/>
Internship Abroad Program	<input type="checkbox"/>
Term Abroad Program	<input type="checkbox"/>
Taught Abroad Course	<input type="checkbox"/>
Student Exchange Program	<input type="checkbox"/>

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

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input checked="" type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>

Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications	<input type="checkbox"/>			
	<u>OR</u>				
	b. Fee Review Committee	<input type="checkbox"/>			
	c. Institutional Planning and Assessment (IPA)	<input type="checkbox"/>			
	d. Provost's Committee on Integrated Planning (PCIP)	<input type="checkbox"/>			
	e. Board of Governors	<input type="checkbox"/>			
	f. Other	<input type="checkbox"/>			

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Religious Literacy

Field(s) of Specialization: Religious Literacy

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Heidi Epstein

Associate Professor, Department of Religion and Culture, St. Thomas More College
306-966-8047

Chris Hyrnkow

Professor and Head, Department of Religion and Culture, St. Thomas More College
306-966-8942

Proposed date of implementation: May 2022

Proposal Document

At the university level, elements that support/require this certificate would be primarily twofold: i) our department has many students from other disciplines taking Religion and Culture courses as electives and this certificate encourages them to continue pursuing their passion for religious studies with a view to earning an additional credential alongside their degree by the time they graduate; ii) we have many applicants with interdisciplinary undergraduate degrees for our MA program who still need more credits in Religious Studies before they can begin, and this certificate constitutes an ideal mode for these students to increase their core competence in Religion and Culture while at the same time acquiring a tangible credential.

At the level of society, elements that support/require this program would be the steadily increasing diversification of our local, provincial and national demographics; these dynamics make religious literacy a crucial "civic competency" that facilitates good global citizenship by enhancing more respectful, cooperative, inclusive social interactions along with a well-informed, hospitable appreciation for difference.

Impact on the Department: We hope that there would be improved enrolments for the courses in this program, but since these courses are already being taught there shouldn't be a significant impact on the department.

Resources: Because this certificate is being constructed with courses that are already being taught we do not anticipate additional resources will be needed to run this program. Any additional resources that might be needed in the future would be covered by STM.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Religious Literacy.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will give students an opportunity to develop a working knowledge of the beliefs and practices of a variety of religious traditions.

Understanding the role that religion plays in people's lives is useful for fostering faith-friendly workplaces, and for interacting with people in a wide variety of day-to-day contexts including business, healthcare, law, and education.

This program will be coordinated by St. Thomas More College, under the academic authority of the College of Arts and Science. Resources to offer the required courses, as well as the majority of the restricted electives in the program will be provided by STM.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 21, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in Religious Literacy

The Certificate in Religious Literacy equips students pursuing degrees in Law, Business, Healthcare, Social Services, Education, and Public Policy with a working knowledge of the beliefs and practices within a variety of religious traditions. Core competencies will include a clear understanding of and appreciation for each religion's *internal* diversity—intramural distinctions that arise due to intersectional forces shaping believers' interpretation of their faith and its institutions; e.g., forces of gender, race and class, colonial histories, and neocolonial/global economies.

Current research in civic education and public life indicates that religiously literate professionals play crucial roles in fostering faith-friendly workplaces and social organisations. The Certificate in Religious Literacy offers vital credentials for creating 'global' cultures of inclusivity that sustain robust democracies and peaceful coexistence in our globalised context.

Major Average

The major average in the Certificate in Religious Literacy includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Religious Literacy, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum program requirements.
- See **Residency** for additional details.

Requirements (21 credit units)

- RLST 200.3 Religions in Canada
- RLST 285.3 Religions and Ethnicity

Choose **3 credit units** from the following:

Judaism and Christianity:

- RLST 112.3 Western Religions in Society and Culture
- RLST 227.3 Introduction to Judaism
- RLST 228.3 Judaism Justice and Prophecy
- RLST 328.3 Jewish Christian Relations in Historical Perspective
- RLST 361.3 Rabbinic Literature
- RLST 225.3 Perspectives on Jesus
- RLST 253.3 Introduction to Old Testament
- RLST 254.3 Introduction to New Testament
- RLST 314.3 Issues in Contemporary Catholicism
- RLST 321.3 Gender and God Talk

Choose **3 credit units** from the following:

Islam

- RLST 113.3: Islamic Civilization and Culture
- RLST 240.3 Introduction to Islam
- RLST 241.3 Islam in the Modern World
- RLST 243.3 Islam in Hollywood

Choose **6 credit units** from the following:

Asian Religions:

- RLST 111.3 Introduction to Asian Religions
- RLST 211.3 Introduction to Hinduism
- RLST 214.3 Introduction to Philosophies of India
- RLST 215.3 Indian Yoga Heritage
- RLST 329.3 Studies in Bhagavad Gita
- RLST 217.3 Buddhist Religious Tradition
- RLST 218.3 Developments in Buddhist Thought
- RLST 234.3 Chinese Religions
- RLST 231.3 Confucianism Continuity and Change
- RLST 235.3 Japanese Religions
- RLST 330.3 Daoism

Choose **3 credit units** from the following:

Religion and Culture

- RLST 210.3 Religion and Ecology
- RLST 216.3 Religion and Politics on Film
- RLST 219.3 Bible and Western Culture
- RLST 226.3 Religion Globalization and Social Justice
- RLST 229.3 Religion and Sport
- RLST 237.3 Life After Death in World Religions
- RLST 255.3 Doukhobor Culture in Canada
- RLST 258.3 Religion and Culture in Bollywood Film
- RLST 280.3 Methodologies and Approaches to Study of Religions
- RLST 282.3 Religious Perspectives on Death and Dying
- RLST 284.3 Religions and Non-Violence
- RLST 283.3 Comparative Mysticism
- RLST 362.3 Monsters and Mischief Makers
- RLST 375.3 Religion and Science
- RLST 382.3 Sex, God and Rock n' Roll Re-Vamping the Sacred

Notice of Intent: Certificate in Religious Literacy

It is our intent to seek approval for a Certificate in Religious Literacy at the University of Saskatchewan. Initial consultations have been conducted with: members of the Department of Religion and Culture and Faculty Council at St. Thomas More College, the Religion and Culture Steering Committee at the University of Saskatchewan, the Dean and Associate Dean of St. Thomas More College. (The Certificate will be housed in the Arts and Science Dean's Office, and coordinated by St. Thomas More College, which has an agreement with the University of Saskatchewan to staff and run the Department of Religion and Culture.)

The proposed certificate will consist of 21 credit units of RLST courses. The program requirements will ensure robust exploration of the beliefs and practices within at least four world religious traditions as well as courses on interdisciplinary topics about each tradition's cultural and political interdependencies. Core courses will expand and tailor the scope of religious literacy to include current interreligious and religio-political issues at our local, provincial and national levels.

If approved, the certificate may be completed as a stand-alone qualification or in conjunction with another degree. It is anticipated that the program will attract undergraduate students from a wide variety of programs, members of the wider local/provincial community, and also incoming, conditionally accepted MA students who still need to do a qualifying year in Religious Studies.

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?

At the university level, elements that support/require this certificate would be primarily twofold: i) our department has many students from other disciplines taking Religion and Culture courses as electives and this certificate encourages them to continue pursuing their passion for religious studies with a view to earning an additional credential alongside their degree by the time they graduate; ii) we have many applicants with interdisciplinary undergraduate degrees for our MA program who still need more credits in Religious Studies before they can begin, and this certificate constitutes an ideal mode for these students to increase their core competence in Religion and Culture while at the same time acquiring a tangible credential.

At the level of society, elements that support/require this program would be the steadily increasing diversification of our local, provincial and national demographics; these dynamics make religious literacy a crucial "civic competency" that facilitates good global citizenship by enhancing more respectful, cooperative, inclusive social interactions along with a well-informed, hospitable appreciation for difference. (Walker et. al *Religion and Education*, Vol. 48/1, 2021, 1).

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

As mentioned above, student demand for the program is considerable. Many students want to combine their intellectual curiosity for the study of religion with another area of expertise so as to graduate with strong interdisciplinary credentials. In fact, this sensibility on their part reflects a much wider national and international trend to which our program initiative responds. An entire special issue of the journal *Religion and Education* (Walker et al., Vol. 48/1, 2021) urges the teaching of religious literacy "across the professions. "Religiously literate professionals play crucial roles in fostering faith-friendly workplaces and social organisations, thereby strengthening democratic societies. Our proposed certificate will thus hold wide appeal for students pursuing degrees in Sociology, Psychology, Law, Commerce, Healthcare, Social Services, Education, and Public Policy. We estimate initial enrolments of 10 students, based on the number of past enrolments in our core RLST courses combined with that of previously accepted MA students who needed to do a qualifying year.

3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the University Plan 2025, and the university's Vision, Mission and Values? If the program was not envisioned during the college/school strategic 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?

Walker et al. (cited above) make another bold claim: beyond the curriculum of the K to 12 school system, it is "the civic duty of every profession to promote religious literacy as a civic competency. ... Literate professionals defend the rights of people different from themselves and inspire others to do the same" (ibid.). These empirically grounded conclusions share affinities with the university's 2025 Strategic Plan, and its vision, mission and values:

- With the challenging rise of white, right-wing populism across the globe, religiously literate graduates are specially equipped with the information and analytical tools, not to mention "the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces" (U of S Mission Statement).
- Because the proposed certificate's objectives entail very specific core competencies, namely: a clear understanding of and appreciation for each religion's *internal* diversity, and knowledge about *intramural* distinctions that arise due to wider intersectional forces that shape religious interpretive communities—e.g., forces of gender, race and class, colonial histories, and neocolonial/global economies—graduates from this certificate program can play modest roles in countering neocolonial assertions of white, Eurocentric claims to religious supremacy.
- In fostering faith friendly workplaces and social interactions, religiously literate graduates would materialise the university's commitment to have "a meaningful

impact” upon communities. They would play positive roles in communities that are continually reshaped by ever evolving global and national patterns of migration.

Thus it is hoped that the “transformative aspirations” informing this proposed Certificate make meaningful contributions to the wider university’s strategies of internationalisation and interdisciplinarity at the level of curriculum and community impact.

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?

Because of its broader goal of religious literacy across numerous religious traditions, the learning outcomes and relative priorities of the Certificate in Religious Literacy are distinctively different from, say, the Minor in Critical Perspectives on Social Justice and the Common Good. All of the required courses will be RLST courses, such that a certificate of this sort may enhance enrolments in Religion and Culture without hurting enrolments in other programs. It is similar to certificates in religious literacy at several American universities--the University of Vermont, Harvard University, and the University of Washington in Seattle. To the best of my knowledge, no other Canadian universities offer such a program.

5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office 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.

The department already possesses the necessary faculty/instructor and library resources to run this program. (It would be important, however, to honour the terms of the joint Memorandum of Understanding between STM and the U of S which guarantees a full-time position in Asian Religious Traditions.) Deft course-slate planning will ensure that all the required courses are offered on a regular basis so as to allow completion of the certificate in a timely manner. Standard tuition would apply.

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?

Because all of the courses required for this certificate are housed in a single department, there would be no real risks to others through its implementation. It would very much benefit the Department of Religion and Culture because it has the potential to attract new cohorts of students to the department's course offerings. Its pointed focus on basic religious literacy also offers a practical set of learning outcomes that would attract community members who might otherwise not have considered returning to university. In a post-pandemic context, with xenophobic threats to democracy erupting across the globe and closer to home, a certain risk attends not proceeding with the Certificate.

There is one constraint regarding the course content of the Certificate. At this time, we offer no courses in First Nations' religious traditions in Canada. Such expertise is beyond our current faculty complement. The department is exceedingly interested in working with experts in this area and we already welcome opportunities to do so by inviting Indigenous scholars, community leaders, and other guest speakers to give lectures in our existing courses. Preliminary material on Indigenous religions in Canada and across the globe are certainly introduced (*but in no way treated as 'Western'*) in RLST 112.3, Western Religions in Society and Culture. We have intentionally set the required credits for the Certificate at 21 credits with a view to increasing it to 24 credits should a course in Indigenous Religious Traditions become available through the wider university.

7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

The anticipated start date for the program is May 2022.

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

- 1 Is this a new degree, diploma, or certificate? Yes ☒ No ☐
Is an existing degree, diploma, or certificate being renamed? Yes ☐ No ☒
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new degree, diploma, or certificate?
Certificate in Religious Literacy [CRL - Cert in Religious Literacy] - suggested Banner code and description
- 3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]
Cert.
- 4 If you have renamed an existing degree, diploma, or certificate, what is the current name?
- 5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?
Degree Level
- 6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes ☒ No ☐
- 7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:
CRL - In Cert in Religious Literacy - suggested Banner code and description
- 8 Which College is responsible for the awarding of this degree, diploma, or certificate?
Arts and Science [AR]
- 9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.
- 10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
RLLT [Religious Literacy] - suggested Banner code and description
- 11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

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

- 1 Is this a new program? Yes ☒ No ☐
Is an existing program being revised? Yes ☐ No ☒
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
Certificate in Religious Literacy [CRL - Cert in Religious Literacy] - suggested Banner code and description
- 3 What is the name of this new/revised program?
Certificate in Religious Literacy [CRL - Cert in Religious Literacy] - suggested Banner code and description
- 4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?
n/a
- 5 What College/Department is the academic authority for this program?
Arts and Science [AR] / Arts and Science Dean's Office [AR]
- 6 Is this a replacement for a current program? Yes ☐ No ☒
- 7 If YES, will students in the current program complete that program or be grandfathered?
- 8 If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 9 If this is a new non-degree or undergraduate level program, what is the expected completion time?
1 year (total of 21 credit units)

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes ☐ No ☒
If yes, choose one of the following:
Domestic Mobility (both jurisdictions are within Canada) ☐
International Mobility (one jurisdiction is outside of Canada) ☐
- 2 Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Program ☐

Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

Yes ☐ No ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

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

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

3

Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4

Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a

Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5

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

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

1

Is this a new college, school, center, or department?

Yes

No

X

Is an existing college, school, center, or department being renamed?

Yes

No

X

Is an existing college, school, center, or department being deleted?

Yes

No

X

If you've answered NO to each of the previous two questions, please continue on to the next section.

2

What is the name of the new (or renamed or deleted) college, school, center, or department?

3

If you have renamed an existing college, school, center, or department, what is the current name?

4

What is the effective term of this new (renamed or deleted) college, school, center, or department?

5

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

6

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

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

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

- 3 What is the application deadline for each term(s) students can be admitted to?

- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program? Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022

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

Approximately 10 students enrolled per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

- 1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.

Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input checked="" type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>

Program Based* ☐

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?

Yes ☐ No ☐

2 Has TLSE, Admissions, been informed about this new / revised program?

Yes ☐ No ☐

3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes		No	
4	Has CGPS been informed about this new / revised program?	Yes		No	
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes		No	
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes		No	
7	Has the Library been informed about this new / revised program?	Yes		No	
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes		No	
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes		No	
10	Has the Convocation Coordinator been notified of a new degree?	Yes		No	
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications				
	<u>OR</u>				
	b. Fee Review Committee				
	c. Institutional Planning and Assessment (IPA)				
	d. Provost's Committee on Integrated Planning (PCIP)				
	e. Board of Governors				
	f. Other				

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Peace Studies

Field(s) of Specialization: Peace Studies

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Chris Hrynkow

Professor and Head, Department of Religion & Culture, St. Thomas More College
306-966-8942

Proposed date of implementation: May 2022

Proposal Document

The initial motivation to create a Certificate in Peace Studies at the University of Saskatchewan was spurred on by a group of faculty who are committed to peace research and peace education, particularly given society's significant macro- and micro-level conflicts. These faculty also recognize growing student interest in peace studies, including among a high-quality cohort of students who are choosing to leave the province to study in Manitoba, which does have offerings in Peace and Conflict Studies. This proposal has garnered the support of University of Saskatchewan and STM department heads and also benefits from community support as demonstrated in the attached letters of support.

If approved, this will be the first post-secondary Peace Studies program in the province and will attract both current undergraduate students, from various programs and colleges, and community members taking the certificate as a standalone program.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Peace Studies.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This interdisciplinary program allows students to fulfill the requirements by taking courses from many different disciplines, catering to different interests and complementing a number of concurrent areas of study (for students also working toward a degree). Students currently have to leave the province to study in this area, so adding a program in this area is anticipated to have a positive impact on encouraging students to study closer to home.

This program will be coordinated by St. Thomas More College, under the academic authority of the College of Arts and Science. Resources to offer the required courses in the program will be provided by STM.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 7, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in Peace Studies

The certificate in Peace Studies cultivates an interdisciplinary approach to the academic study of peace, conflict, (re)conciliation, the nature of substantive justice, and the practice of nonviolent resistance. Peace Studies is concerned with both the analysis and creative transformation of conflict and injustice. Within the field, peace is defined as not only the absence of war but also by positive conditions such as social justice, gender and racial equality, and ecological health. As an interdisciplinary field, Peace Studies purposefully and critically draws upon insights from multiple disciplines including Political Science, Religious Studies, History, Anthropology, Indigenous Studies, Sociology, Psychology, Economics, English, Philosophy, and International Studies.

Major Average

The major average in the Certificate in Peace Studies includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Peace Studies, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program

See Residency for additional details.

Requirements (18 credit units):

Within the 18 credit units required, students must select courses from at least 3 different subject codes.

- INTS 112.3 Introduction to Peace Studies
- INTS 310.3 Peace Theory and Praxis

Choose **3 credit units** from the following:

- IS 201.3 Global Citizenship Cultures and Coexistence
- IS 401.3 International Cooperation and Conflict
- PHIL 239.3 Pacifism and the Possibility of Just Wars
- POLS 372.3 Peacebuilding and Political Reconciliation
- RLST 284.3 Religions and Nonviolence

Choose **9 credit units** from the following:

- ANTH 111.3 One World Many Peoples Introduction to Cultural Anthropology
- ANTH 235.3: Anthropological Approaches to Ethnicity and Ethnic Groups
- ANTH 240.3 Cultural Landscapes and Environments
- ANTH 244.3 Political Ecology Anthropology and Global Environmental Issues
- ANTH 329.3: Environmental Anthropology

- ENG 207.3 Introduction to Colonial and Decolonizing Literatures
- ENG 282.3 Feminist Critical Theory and Literature by Women
- ENG 383.3 Decolonizing Theories and Literatures
- ENG 444.3 Topics in Decolonizing and Transnational Literatures
- HIST 145.3 History Matters War Violence and Politics
- HIST 185.3 History Matters Conflict Law Politics and the State
- HIST 266.3 History Wars Issues in Native Newcomer Relations
- HIST 292.3 The Menace of Progress I Enlightenment Colonialism Dispossession
- HIST 293.3 The Menace of Progress II The Promise and Failure of Development
- HIST 282.3 A History of the "Arab Spring"
- HIST 319.3 War in German History from Luther to Clausewitch
- HIST 388.3 Mass Killing and Genocide in the Twentieth Century
- HIST 389.3 The Israeli Palestinian Conflict
- HIST 405.3 Wars and Sexualities in 20th Century Europe
- HIST 453.3 Decolonization in the Postcolonial World
- INDG 221.3 Indigenous Food Sovereignty
- INDG 415.3 Indigenous Genocide
- INTS 203.3 Cultivating Humanity
- INTS 400.3 Critical Perspectives on Social Justice and the Common Good
- IS 201.3 Global Citizenship Cultures and Coexistence
- IS 212.3 International Studies and Conflict
- IS 401.3 International Cooperation and Conflict
- PHIL 226.3 Environmental Philosophy
- PHIL 237.3 Law and Morality
- PHIL 239.3 Pacifism and the Possibility of Just Wars
- PHIL 337.3 Philosophy of Law
- POLS 262.3 Global Governance
- POLS 263.3 The Politics of International Law
- POLS 364.3 International Terrorism
- POLS 370. 3 War and Diplomacy in the International System
- POLS 372.3 Peacebuilding and Political Reconciliation
- RLST 210.3 Religions and Ecology
- RLST 216.3 Religion and Politics on Film
- RLST 226.3 Religion, Globalization, and Social Justice
- RLST 284.3 Religions and Nonviolence

Additional suitable courses may be considered on a case-by-case basis. Please contact the Director of the Centre for Faith, Reason, Peace, and Justice at St. Thomas More College for details. Any course substitutions must also be approved by the Undergraduate Student Office, College of Arts and Science.

Notice of Intent: Peace Studies Certificate Program

Overview

The following is a proposal to establish a Peace Studies Certificate Program at the University of Saskatchewan. It has been crafted over three years by the Peace Studies Advisory Committee, which started in the Dean's Office at St. Thomas More College and is now housed in the Centre for Faith, Reason, Peace, and Justice. The advisory committee includes University of Saskatchewan representatives (from Political Studies and Anthropology) and St. Thomas More College faculty and the Dean. This proposal has garnered the support of University of Saskatchewan and STM department heads and also benefits from community support as demonstrated in the attached letters of support.

The proposed certificate consists of 18 credit units. It is interdisciplinary in nature, with two tailor-made required courses (INTS 112 Introduction to Peace Studies and INST 310 Peace Theory and Practice) and a list of options to complement those courses and reflect the character of Peace Studies (as presented in the proposed Catalogue description).

If approved, it will be the first post-secondary Peace Studies program in the province and will attract both current undergraduate students in various programs and community members taking the certificate as a standalone program.

Specific Questions

The following paragraphs answer the questions laid out by the University of Saskatchewan's Notice of Intent guidance document. We have numbered our responses for the sake of clarity.

1. The initial motivation to create a Peace Studies certificate at the University of Saskatchewan was spurred on by a group of faculty who were committed to peace research and peace education, particularly given society's significant macro- and micro-level conflicts. These faculty also recognized growing student interest in peace studies, including among a high-quality cohort of students who were choosing to leave the province to study in Manitoba, which does have offerings in Peace and Conflict Studies. A group including two faculty members and a current student traveled to the University of Notre Dame in the summer of 2018 to attend a "Teaching Peace in the 21st Century" week-long seminar that offered advice on how to teach and set up Peace Studies programs. Discerning the possible structures of a program at the University of Saskatchewan, the working group determined that a certificate in Peace Studies was the most appropriate entry point for this project. More faculty are attending a virtual iteration of this workshop in summer 2021.

2. The advisory committee anticipates good demand for the program. INTS 112 (Introduction to Peace Studies) has run twice now and its enrollment has increased from 13 to 24 in its second offering. The projected student enrolment could thus be as high as its cap of the 30 in Terms 1 and 2 next year, and the added incentive of earning a certificate may increase interest still further. We expect 10-20 students to enroll in the certificate itself in its initial offering. Peace Studies programs are flourishing in a variety of academic institutions in Canada and the United States, and the advisory committee is working toward achieving something similar at the University of Saskatchewan.

3. As noted above, the proposed Certificate Program in Peace Studies, like the field itself, is interdisciplinary by design, allowing students to fulfill its requirements through courses in a

variety of disciplines (see the attached proposed catalogue description). Furthermore, Peace Studies is interdisciplinary in a manner that accords exactly with the University of Saskatchewan's stated mission of "promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens". As such it will be a cogent expression of "the university the world needs" in terms of promoting reconciliation, fostering a deep respect for diversity, social justice, and promoting creative, sustainable, and nourishing visions of peace. It also accords with several aspects of St. Thomas More College's mission and strategic plan, including a mandate to grow interdisciplinary programs.

4. As noted above, Peace Studies programs are available at other institutions in Canada and the United States, and the program that we are proposing shares certain features with such programs. However, there is no Peace Studies program offered at the post-secondary level in Saskatchewan. Providing students with more learning options by drawing on the course offerings of other departments could only have a positive effect on the enrollments in these departments as it will encourage different groups of students, including community members who might not otherwise come to the University of Saskatchewan, to consider taking these courses.

5. The resources available to the program, in terms of faculty, are already presently in place at the university, where there is a strong cohort of faculty working in Peace Studies and its related fields. Standard tuition would apply. The advisory committee established to oversee the program will meet regularly to provide oversight. As noted below, St. Thomas More College's Centre for Faith, Reason, Peace, and Justice has agreed to offer the two new required courses; all other courses are already offered by the College of Arts and Science and St. Thomas More College. As director of the Centre and member of the planning committee, I (Chris Hrynkow) can confirm and affirm this commitment.

6. The risks associated with initiating the proposed Certificate Program in Peace Studies are few for the contributing disciplines. This is because the program is specifically designed to enhance and link existing resources including faculty, courses, library materials, and pools of students. Nor is there any possibility for this program to result in a decrease in enrollment for any of the contributing disciplines. The risk is to St. Thomas More College in taking on the two new courses but that is a risk the college has agreed to take on (see above). INTS 112 has been offered twice already and will be offered in both the Fall and Winter Terms next year along with INTS 310 in the Winter Term. The certificate has the potential to attract new cohorts of students to these courses, providing a focused program of studies and even attracting students, including community members, who would not otherwise commence or continue their studies at the University of Saskatchewan.

7. The anticipated start date of this program is September 2022

Please do not hesitate to contact me should you require further information.

Respectfully submitted on behalf of the Peace Studies Advisory Committee,

Christopher Hrynkow, PhD, ThD (Chair), chrynkow@stmcollege.ca

Record of consultation for certificate program in Peace Studies

From: Ed. Lehman <edrae1133@gmail.com>

Sent: Friday, April 9, 2021 1:46 AM

To: Chris Hrynkow <chrynkow@stmcollege.ca>; Jed Lehman <edrae1133@gmail.com>

Subject: certificate program; and peace studies

Hi Chris,

As you may know, I was one of the campaigners for a peace program in Regina's schools. Peace Studies broaden a students education; they lay a basis for students to fully understand humanity from a humanistic perspective. Peace Studies help the student to understand conflicts within our own society and between different cultures. Peace Studies can also help students to address conflicts at the micro level, in the family, and in the neighbourhood.

As well as favouring peace studies in schools I think it is important that universities offer students the opportunity of certificate programs and undergraduate programs in peace studies. Such programs would help strengthen Canada's relationships with other countries and strengthen the tendency towards global cooperation. Peace programs would also assist the student to recognize the similarities between ourselves in Canada and the people from other cultures for example. Further, peace studies help ground students in a win-win approach instead of always striving to dominant or dictate.

When I look at the world today I see some people in positions of leadership who should not be there because they do not have the skills and knowledge required to be leaders. University peace programs could help correct this. We are at a critical moment in the world's history. Either we learn to live together solving the existential problems facing humanity - that of the threat to the environment due to global warming and nuclear annihilation or we will perish together. In today's world global cooperation is not a luxury - it is a necessity.

I appreciate the work that you and others are doing at St. Thomas More College and the University of Saskatchewan in the area of peace studies. It is very valuable and will help students make a stronger contribution to our province's and country's future.

Peace,

Ed Lehman

From: Chris Hrynkow <chrynkow@stmcollege.ca>

Date: Thursday, April 8, 2021 at 5:53 PM

To: Sean Byrne <Sean.Byrne@umanitoba.ca>

Subject: Request for short expression of support for new Peace Studies Certificate

Dear Sean,

I hope you are well.

Attached is our proposed Peace Studies Certificate that a group of us at St. Thomas More College and the University of Saskatchewan has been working on for a couple of years and which is now entering the final stages approval.

To help ensure these final stages go smoothly, I am just wondering if you could reply to this note in an e-mail about the value of the certificate program and perhaps of peace studies in general.

I would then forward a collection of these notes to University of Saskatchewan's programs office manager.

Thank you for your time on this request.

Sincerely,

Chris

Christopher Hrynkow, PhD, ThD

Associate Professor, Department Head, Graduate Chair, and Program Chair
Department of Religion and Culture

Director, Centre for Faith, Reason, Peace, and Justice



St. Thomas More College (STM), Saskatoon's only Catholic liberal arts college, is federated with the University of Saskatchewan. Approximately 5,000 students are registered in over 245 STM Arts & Science course offerings as part of their USask degrees. The College welcomes all students and values diversity. Students are challenged to grow intellectually and personally, thinking creatively and critically as they prepare to take their place in the world. For more current and archived news, faculty listings, and STM course offerings, please visit our website stmcollege.ca

****I acknowledge that St. Thomas More College is on Treaty Six Lands, Nehiyaw Territory, and the Homeland of the Métis. I respect and reaffirm our relationship with one another.****



Peace and Conflict Studies Graduate Programs

252 St. Paul's College
70 Dysart Road, University of Manitoba Winnipeg, MB
R3T 2N2 Canada
Phone: 204.474-8894 Fax: 204.474.8828

April 8, 2021

TO WHOM IT CONCERNS:

The proposed interdisciplinary Peace Studies Certificate at St. Thomas More College and the University of Saskatchewan is committed to undertaking innovative measures and pedagogy to advance the shared vision of just and peaceful solutions to human and nonhuman conflicts. Our communities face a host of contentious conflict related issues and challenges of creative approaches to conflict resolution through the peaceful transformation of relationships. Transformation is often further complicated by the existence of multiple and intersecting cultures, resulting in cross-cultural misunderstandings, legal and procedural differences and the lack of a single shared socio-political identity. Cases in point include the ethnic conflicts involving First Nations peoples in Canada, Indigenous peoples in the American southwest (e.g., New Mexico) and Great Lakes as well as Mexico. Complexities emerge within wider economic projects and agreements such as the NAFTA. Conflict issues often are raised as cultural groups strive to protect cultural identity within systems in which national sovereignty is pooled and power is centralized. Additionally, issues of immigration and multiculturalism demand significant critical contemplation. Questions of indigeneity have especially become more pronounced with immigration and integration agendas across North America with original inhabitants of lands, as well as other minorities and majority populations seeking recognition and preservation of collective identities developed around those lands. This background sets the stage for potential conflicts to occur, unless pre-emptive peace strategies are developed for addressing such crucial matters as well as forging inter-group collaboration and cooperation.

The proposed interdisciplinary Certificate in Peace Studies identifies and evaluates successful criteria in the interaction of Global North and local Global South traditional practices with regards to a plethora of conflict issues in developing appropriate peacebuilding policies. These hybrid practices combine local epistemologies with external expertise to cocreate new innovative models. This excellent and important new Certificate in Peace Studies will attract a wide-ranging group of undergraduate and graduate students interested in Peace Studies. The proposed Certificate in Peace Studies is often underrepresented and this new Program addresses a critical need, namely the connections between the Humanities, Social Sciences, Sciences, and Peace Studies as well as the evaluation of conflict issues in peacebuilding in intractable ethnic conflicts.

Professor Hrynkow and his colleagues are to be congratulated for putting so fine a Program together. If you have any further queries regarding the proposed new interdisciplinary Peace Studies Certificate, please feel free to contact me.

Yours Sincerely,

Sean Byrne, Ph.D.



Professor, Peace and Conflict Studies

From: Metta W Spencer <msspencer@web.net>
Sent: Thursday, April 8, 2021 8:08 PM
To: Chris Hrynkow <chrynkow@stmcollege.ca>
Subject: Re: Request for short expression of support for new Peace Studies Certificate

Dear Chris:

I've looked over the curriculum for the peace studies certificate and am truly impressed. I organized and administered a peace studies program myself once — at the Mississauga campus of the University of Toronto — and I have to say that your list of courses beats the one I could put together. It is a wonderfully rich set of courses, and I see that you have two required courses as well, which of course are essential as ways of holding the whole package together as a coherent range of studies. I don't know anything about the people teaching these attractive courses, but I've met YOU, and that should be enough to convince anyone who needs some kind of evidence. It's great work that you're doing. The program that I administered for thirteen years was B.A. program, not just a certificate, and I'd say that what you have there compares very favourably, so I can hardly wait to see what you do when you expand to a major.

Best
Metta Spencer
1-416-789-2294

From: michaeljmurphy@sasktel.net <michaeljmurphy@sasktel.net>
Sent: Friday, April 9, 2021 3:38 PM
To: Chris Hrynkow <chrynkow@stmcollege.ca>
Subject: Re: Request for short expression of support for new Peace Studies Certificate

Peace Studies Certificate

I'm writing on behalf of the Saskatoon Peace Coalition to enthusiastically support the proposal by St. Thomas More College and the University of Saskatchewan to establish a Peace Studies Certificate.

The dual mandate of our Peace Coalition is education and action for peace. We believe that before meaningful work for peace can be carried out locally, nationally or globally, effective education must be undertaken, not only in public campaigns but also in providing a solid grounding in peace issues for future practitioners of peace education and activism.

I have reviewed the proposed course content for the Peace Studies program and am very impressed with the breath and diversity of the courses that will be offered. We will certainly promote the program through our website and social media, and will be pleased to offer any assistance we can in supporting this very worthwhile initiative.

Sincerely

Michael Murphy

Chair, Saskatoon Peace Coalition

Phone 306-244-5267 email michaeljmurphy@sasktel.net

>>> Chris Hrynkow <chrynkow@stmcollege.ca> 04/08/21 5:04 PM >>>

Dear Florence,

I hope you are well.

Attached is our proposed Peace Studies Certificate that a group of us at St. Thomas More College and the University of Saskatchewan has been working on for a couple of years and which is now entering the final stages approval.

To help ensure these final stages go smoothly, I am just wondering if you could reply to this note in an e-mail about the value of the certificate program and perhaps of peace studies in general.

I would then forward a collection of these notes to University of Saskatchewan's programs office manager.

Thank you for your time on this request.

Sincerely,

Chris

From: Florence Stratton <Florence.Stratton@uregina.ca>

Sent: Friday, April 9, 2021 1:08 PM

To: Chris Hrynkow <chrynkow@stmcollege.ca>

Subject: Re: Request for short expression of support for new Peace Studies Certificate

Hi Chris

The Peace Studies Certificate program looks TERRIFIC!! I hope there aren't too many (more) hurdles in getting it approved.

All best wishes

Florence

CERTIFICATE IN PEACE STUDIES

ST. THOMAS MORE COLLEGE & UNIVERSITY OF SASKATCHEWAN

I am retired from teaching in the English Department at the University of Regina. My area of specialization was colonial and decolonizing literatures. Currently I am a community peace and justice activist in Regina.

I was so happy to see the proposal for the Peace Studies Certificate. I wish such a program had been on offer when I was a student at the University of Saskatchewan (1959 – 1963). I am particularly impressed by the way the program crosses disciplinary boundaries, bringing together such usually separated fields of study as English, Economics, and Indigenous Studies. Such an approach will enable students to connect and integrate the theories and methods of different disciplines and hence to create new types of knowledge.

I am also excited about the way the program brings together peace and social justice. Dropping bombs on people is one kind of violence, but there are so many others, including poverty, colonialism, racism, sexism, and ableism.

Every year it seems that Canada renews its commitment to war-making. Just last month, the Canadian government extended its mission in Iraq and area for another year. Canada is also preparing to spend \$19 billion to purchase 88 fighter jets with an estimated life-cycle cost of \$77 billion.

In the meantime, 3.7 million people in Canada live in poverty, 136,000 of them in Saskatchewan (Stats Canada figures for 2019). This is not to mention the ever-growing climate emergency (Canada is the world's 10th largest carbon emitter) or the boiled water advisories still in effect on many First Nations.

While a Peace Studies Certificate program is not likely to put an end to war and injustice, it will make that goal a little less elusive as it will enhance understanding of the issues and yield new insights into how to resolve them. I hope the program will be offered online so it will be available throughout Saskatchewan—and the rest of Canada.

From: Chris Hrynkow <chrynkow@stmcollege.ca>

Date: Thursday, April 8, 2021 at 5:58 PM

To: "s.stobbe@uwinnipeg.ca" <s.stobbe@uwinnipeg.ca>

Subject: Request for short expression of support for new Peace Studies Certificate

Dear Stephanie,

I hope you are well.

Attached is our proposed Peace Studies Certificate that a group of us at St. Thomas More College and the University of Saskatchewan has been working on for a couple of years and which is now entering the final stages approval.

To help ensure these final stages go smoothly, I am just wondering if you could reply to this note in an e-mail about the value of the certificate program and perhaps of peace studies in general.

I would then forward a collection of these notes to University of Saskatchewan's programs office manager.

Thank you for your time on this request.

Sincerely,

Chris

From: Stephanie Stobbe <s.stobbe@uwinnipeg.ca>

Sent: Friday, April 9, 2021 12:43 PM

To: Chris Hrynkow <chrynkow@stmcollege.ca>

Subject: Re: Request for short expression of support for new Peace Studies Certificate

Hi Chris,

Congratulations on getting this Peace Studies Certificate to the final stages for approval! Very exciting. Hope you're doing well.

Here's my note:

The Peace Studies Certificate is vital to our studies and practices in doing peace locally, nationally, and internationally. Having specific knowledge and skills can only make us more effective peacemakers. The field of Peace and Conflict Studies is interdisciplinary, enabling it to draw from the vast literature, research, and practices in different disciplines, creating a more holistic understand of conflict, conflict resolution, and peacebuilding. The certificate in itself or in conjunction with a degree, will ensure that practitioners, students, and anyone interested in peacebuilding are equipped with the abilities to help positively transform conflicts. Peace and Conflict Studies' emphasis on theory, research, and practice, can be advanced with a certificate program. In our own Conflict Resolution Studies Program, we have incorporated skills workshops and practicum that are greatly valued by students. Many graduates go on to become academics and practitioners or to utilize these skills to address everyday conflicts in the family, workplaces, and communities. A Peace Studies Certificate is invaluable in today's world, for anyone with an interest in social justice and peace.

Stephanie Stobbe, Ph.D.
Lexington Book Series Editor, Conflict Resolution and Peacebuilding in Asia
Associate Professor, Conflict Resolution Studies
Menno Simons College (a College of CMU) at the University of Winnipeg
102 – 520 Portage Ave.
Winnipeg, MB R3C 0G2 CANADA
Phone: 204-953-3850
Fax: 204-783-3699
Email: s.stobbe@uwinnipeg.ca

From: Chris Hrynkow <chrynkow@stmcollege.ca>
Sent: April 8, 2021 5:07 PM
To: Myron Rogal <mrogal@rcdos.ca>
Subject: Request for short expression of support for new Peace Studies Certificate

Dear Myron,

I hope you are well.

Attached is our proposed Peace Studies Certificate that a group of us at St. Thomas More College and the University of Saskatchewan has been working on for a couple of years and which is now entering the final stages approval.

To help ensure these final stages go smoothly, I am just wondering if you could reply to this note in an e-mail about the value of the certificate program and perhaps of peace studies in general.

Even one or two paragraphs would be appreciated.

I would then forward a collection of these notes to University of Saskatchewan's programs office manager.

Thank you for your time on this request.

Sincerely,

Chris

From: Myron Rogal <mrogal@rcdos.ca>
Sent: Monday, April 12, 2021 10:22 AM
To: Chris Hrynkow <chrynkow@stmcollege.ca>
Subject: RE: Request for short expression of support for new Peace Studies Certificate

It is a delight to express a few remarks supporting a new proposed certificate to be offered by St. Thomas More College and the University of Saskatchewan. As the proposed Certificate in Peace Studies moves towards its final stages of approval, it looks to be a much-needed option for many postsecondary students who aspire to contribute to mending the injustices faced in our current contemporary context. The coarse content is ripe to become an asset for any student who may consider serving the many faith-based, not-

for-profit, or community-based organizations that serve our community, not to mention a base for future studies. As someone who acts in a ministry that aims to educate and engage in society's transformation, I see this proposed certificate as bridging together both the knowledge required and movement to necessary praxis. Evidence of this movement from insight to engagement rests in the two bookended required courses.

From a faith-based perspective, there is a long tradition of foundational teachings that reflect the certificate's plans to describe peace as not only the absence of war. In the Catholic tradition, *Pacem in Terris* highlights the rights and responsibilities that must accompany an absence of war reflect parts of the courses. Furthermore, in *Guadium et Spes* the Pastoral Constitution of the Catholic church, this striving for real peace is described as the "enterprise of justice." The interdisciplinary approach of the proposed certificate and the deep analysis of substantive justice will undoubtedly offer students a necessary foundation. In addition to looking at some of the traditional injustices that our society faces, the certificate looks to equip students to examine these challenges through the crucial lenses of decolonization, gender injustice, and ecological health, making it relevant to both the local and international contexts.

Myron Rogal

Diocesan Coordinator of the Office of Justice and Peace,
Catholic Pastoral Centre
123 Nelson Road/Treaty 6
Saskatoon, SK S7S 1H1
306.659.5841
mrogal@rcdos.ca
www.rcdos.ca

On Thu, 8 Apr 2021 23:28:12 +0000, Chris Hrynkow <chrynkow@stmcollege.ca> wrote:

Dear Linda,

I hope you are well.

I am writing you in your role as the main representative of Ploughshares Saskatoon.

Attached is our proposed Peace Studies Certificate that a group of us at St. Thomas More College and the University of Saskatchewan has been working on for a couple of years and which is now entering the final stages approval.

To help ensure these final stages go smoothly, I am just wondering if you could reply to this note in an e-mail about the value of the certificate program and perhaps of peace studies in general.

I would then forward a collection of these notes to University of Saskatchewan's programs office manager.

Thank you for your time on this request.

Sincerely,

Chris

From: murphyl@sasktel.net <murphyl@sasktel.net>
Sent: Monday, April 12, 2021 9:51 PM
To: Chris Hrynkow <chrynkow@stmcollege.ca>
Subject: Re: Request for short expression of support for new Peace Studies Certificate

On behalf of Project Ploughshares Saskatoon I would like to commend those responsible for this exciting Peace Studies program. It is the most exciting project I have ever seen. Not only should every university student be required to take this set of educational classes but schools should make it a priority for every student. The participants would learn about history, social justice, compassion, peace, reconciliation, economics, etc. The whole gamut is covered. When this program sees the light of day I will be auditing some of the classes. One is never too old to learn about the real facts of life, those that make life better. Keep up the great work. You should be very proud of your achievements.
Sincerely,
Linda Murphy
Secretary/Treasurer Project Ploughshares Saskatoon

From: Colin Clay <colinpcay@gmail.com>
Sent: Tuesday, April 13, 2021 10:53 AM
To: Chris Hrynkow <chrynkow@stmcollege.ca>
Subject: Peace Studies Certificate.

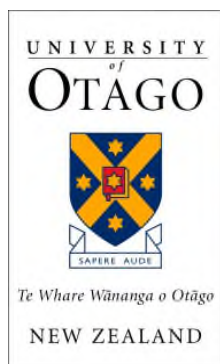
Peace Studies Certificate

As a schoolboy living close to London, where we were bombed during WW2, and later as a veteran of the Korea War, I have many memories of the tragedy of war, and consequently I have been a dedicated advocate for world peace. I am there very pleased to see that an interdisciplinary programme, leading to a Peace Studies Certificate, is being proposed by St. Thomas More College in conjunction with the College of Arts and Science, and I support this enthusiastically.

I would like to see that the course includes interviews with those who have experienced war as adults and children, and those who have suffered as refugees, as well as those who have served militarily. In talks I have given in elementary and secondary schools I have always stressed, "War is not glorious: war is terrible".

Thank you for this opportunity to support this proposed Peace Studies, Certificate.

Rev. Canon Colin Clay
Retired Campus Ministry Chaplain
University of Saskatchewan



**National Centre for
Peace and Conflict Studies**

Te Ao O Rongomaraeroa
518 Castle Street
Dunedin 9054, New Zealand
Tel 64 3 479 4546

Dr Katerina Standish
Director Of Research
(03) 479-5194
Katerina.standish@otago.ac.nz

14 April 2021

Dear Colleagues,

I have been asked to make comment upon the proposed 18 credit certificate in Peace Studies at U Sask. I was afforded course titles for INTS 112.3, INTS 310.3, and program details, and while I did not get a syllabus or list of content from these classes, I can attest to the dearth of peace studies content in Canadian higher learning and wholeheartedly welcome this addition. I consider that the first year and third year designations of this concentration would add a valuable aperture on social transformation to the curriculum and I commend U Sask for committing to bring this disciplinary grounding to their undergraduate community.

Should you require any further comment, please do not hesitate to contact me with specific inquiries.

Yours sincerely,

Dr. Katerina Standish

Director of Research, *National Centre for Peace and Conflict Studies, University of Otago*
Senior Editor: *Palgrave Handbook of Positive Peace*
Katerina.standish@otago.ac.nz
+64 03-479-5194

The National Centre for Peace and Conflict Studies
518 Castle St, PO Box 56, Dunedin 9054, New Zealand
Tel +64 3 479 4546 • Email peaceandconflict@otago.ac.nz
www.otago.ac.nz/humanities

From: Chris Hrynkow <chrynkow@stmcollege.ca>
Date: Friday, 9 April 2021 at 00:17
To: Maria Power <maria.power@bfriars.ox.ac.uk>
Subject: Request for short expression of support for new Peace Studies Certificate

Dear Maria,

I hope you are well.

Attached is our proposed Peace Studies Certificate that a group of us at St. Thomas More College and the University of Saskatchewan has been working on for a couple of years and which is now entering the final stages approval.

To help ensure these final stages go smoothly, I am just wondering if you could reply to this note in an e-mail about the value of the certificate program and perhaps of peace studies in general.

I would then forward a collection of these notes to University of Saskatchewan's programs office manager.

Thank you for your time on this request.

Sincerely,

Chris

From: Maria Power <maria.power@bfriars.ox.ac.uk>
Sent: Wednesday, April 14, 2021 1:21 AM
To: Chris Hrynkow <chrynkow@stmcollege.ca>
Subject: Re: Request for short expression of support for new Peace Studies Certificate

Having reviewed the proposal for the proposed Peace Studies Certificate, I would like to commend it to the committee. The programme is well structured, and contains an exciting range of courses that will attract students. It covers both the national and international contexts of Peace Studies, and the definition of peace and violence inherent in this shows the expertise of the programme co-ordinators. In short, it is an excellent programme that I would be happy to recommend to my students.

Dr Maria Power
Fellow, Blackfriars Hall, University of Oxford
Senior Research Fellow in Human Dignity, Las Casas Institute for Social Justice
<https://www.bfriars.ox.ac.uk/study/research/las-casas-institute-for-social-justice/>

From: Chris Hrynkow <chrynkow@stmcollege.ca>
Date: Thursday, April 8, 2021 at 6:54 PM
To: Heather Eaton <heaton@ustpaul.ca>
Subject: Request for short expression of support for new Peace Studies Certificate

Dear Heather,

I hope you are well.

Attached is our proposed Peace Studies Certificate that a group of us at St. Thomas More College and the University of Saskatchewan has been working on for a couple of years and which is now entering the final stages approval.

To help ensure these final stages go smoothly, I am just wondering if you could reply to this note in an e-mail about the value of the certificate program and perhaps of peace studies in general.

I would then forward a collection of these notes to University of Saskatchewan's programs office manager.

Thank you for your time on this request.

Sincerely,

Chris

From: Heather Eaton <heaton@ustpaul.ca>
Sent: Wednesday, April 14, 2021 12:13 PM
To: Chris Hrynkow <chrynkow@stmcollege.ca>
Subject: Re: Request for short expression of support for new Peace Studies Certificate

To whom it may concern,

This Certificate in Peace Studies is an excellent opportunity for students to learn inter and multidisciplinary approaches to the many dimensions of peace studies. As this Certificate includes approaches to conflicts that include structural violence, which is often a precursor to direct violence, it allows an understanding of the complex nature of conflicts. In addition, the Certificate adds a notion of positive peace, which is becoming increasingly important in Peace and Conflict Studies. Another important aspect of this Certificate is an emphasis on both analysis and transformation. The challenge is significant as while these topics are complex to understand, they are more difficult to transform. Many new initiatives are focussed on constructive social change, nonviolence, social justice and positive peace. This program is up to date with the current state of the fields.

A second strength is that this Certificate is across many programs. Not only does this strengthen an understanding of multi-disciplinarity. It also broadens a commitment to peace across the university in the various programs. This is an important, and attractive, ethos of the university. A further strength of this program is that there is considerable flexibility in what optional courses can be taken. This allows for more students to be able to enrol in this Certificate. This is important now as many students may work, have children and other obligations that limit their flexibility.

Overall, this is relevant, significant and attractive Certificate. I fully support such a program.

Heather Eaton, Ph.D
Full Professor / Professeure titulaire
Conflict Studies
Saint Paul University
223 Main St., Ottawa
Office 325
K1S 1C4, Ontario, Canada
613 236 1393 ext 2276

April 19, 2021

Re: Letter of Support

As the Peacebuilding Coordinator for Mennonite Central Committee Saskatchewan I am writing with great enthusiasm to support a Peace Studies Certificate Program at the University of Saskatchewan.

In my work throughout the province I have witnessed an increased interest in issues of peace. People are actively seeking out ways to practice reconciliation, anti-racism, and navigate difficult conversations. Individuals are noticing that when conflict is not resolved in healthy ways more conflict and harm occurs.

A certificate program in Peace Studies would allow community members to engage in peace theory and practice. This would equip them in spaces of conflict and violence to bring forth resolutions that would lead to healing and justice for everyone involved. A program that would bring a group of students to study peace together would create a network ready to work in our communities for better outcomes.

I also support the Peace Studies Certificate as it would complement the hands-on work we do at MCC to provide community education and advocacy around reconciliation, newcomer support, community development, and restorative justice.

Sincerely,

Heather Peters
Peacebuilding Coordinator
Mennonite Central Committee Saskatchewan

Minor course revisions:

INTS 112.3 Introduction to Peace Studies

New subject code: **CPSJ** (Critical Perspectives on Social Justice)

Change to Note:

Old Note: n/a

New Note: Students with credit for INTS 112.3 may not take this course for credit.

Rationale: The Registrar's Office approved CPSJ (Critical Perspectives on Social Justice) as a new subject code, for implementation in May 2022. This new subject code will better describe the link between these courses.

INTS 203.3 Cultivating Humanity

New subject code: **CPSJ** (Critical Perspectives on Social Justice)

Change to Note:

Old Note: The course may only be used toward the Electives Requirements in Arts and Science programs. Students with credit for INTS 200.6 may not take this course for credit.

New Note: The course may only be used toward the Electives Requirements in Arts and Science degree programs. Students with credit for INTS 200.6 or INTS 203.3 may not take this course for credit.

Rationale: See INTS 112 above.

INTS 310.3 Peace Theory and Praxis

New subject code: **CPSJ** (Critical Perspectives on Social Justice)

Prerequisite change:

Old prerequisite(s): INTS 112 or 60 credit units at the university level.

New prerequisite(s): INTS 112, CPSJ 112 or 60 credit units at the university level.

Change to Note:

Old Note: n/a

New Note: Students with credit for INTS 310.3 may not take this course for credit.

Rationale: See INTS 112 above.

INTS 400.3 Critical Perspectives on Social Justice and the Common Good

New subject code: **CPSJ** (Critical Perspectives on Social Justice)

Prerequisite change:

Old prerequisite(s): 36 credit units of completed university study including INTS 203.3.

New prerequisite(s): 36 credit units of completed university study including INTS 203.3 or CPSJ 203.3.

Change to Note:

Old Note: n/a

New Note: Students with credit for INTS 400.3 may not take this course for credit.

Rationale: See INTS 112 above.

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Certificate in Peace Studies [CPS - Certificate in Peace Studies] - suggested Banner code and description

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.

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

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

Degree Level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☒ No ☐

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

CPS - In Cert in Peace Studies - suggested Banner code and description

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

Arts and Science [AR]

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

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

PCST [Peace Studies] - suggested Banner code and description

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

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

- 1 Is this a new program? Yes ☒ No ☐
Is an existing program being revised? Yes ☐ No ☒
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
Certificate in Peace Studies [CPS - Certificate in Peace Studies] - suggested Banner code and description
- 3 What is the name of this new/revised program?
Certificate in Peace Studies [CPS - Certificate in Peace Studies] - suggested Banner code and description
- 4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?
n/a
- 5 What College/Department is the academic authority for this program?
Arts and Science [AR] / Department of Arts and Science Dean's Office [AR]
- 6 Is this a replacement for a current program? Yes ☐ No ☒
- 7 If YES, will students in the current program complete that program or be grandfathered?
- 8 If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 9 If this is a new non-degree or undergraduate level program, what is the expected completion time?
1 year (total of 18 credit units)

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes ☐ No ☒
If yes, choose one of the following:
Domestic Mobility (both jurisdictions are within Canada) ☐
International Mobility (one jurisdiction is outside of Canada) ☐
- 2 Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Program ☐

Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

Yes ☐ No ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

1 Is this a new college, school, center, or department?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

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

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

- 3 What is the application deadline for each term(s) students can be admitted to?

- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program?

Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?
- 2 If this is a new program, do you intend that students be eligible for student loans?

Yes

Section 10: Convocation Information (only for new degrees)

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

No
- 2 If YES, has the Office of the University Secretary been notified?
- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022
- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Anticipate 5 student per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]
- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?
If YES, what and by what date?
- Yes ☐ No ☒

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

- 1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.

Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

X

Standard Graduate per credit

--

Standard Graduate per term

--

Non standard per credit*

--

Non standard per term*

--

Other *

--

Program Based*

☐

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?

Yes ☐ No ☐

2 Has TLSE, Admissions, been informed about this new / revised program?

Yes ☐ No ☐

3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes		No	
4	Has CGPS been informed about this new / revised program?	Yes		No	
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes		No	
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes		No	
7	Has the Library been informed about this new / revised program?	Yes		No	
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes		No	
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes		No	
10	Has the Convocation Coordinator been notified of a new degree?	Yes		No	
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications				
	<u>OR</u>				
	b. Fee Review Committee				
	c. Institutional Planning and Assessment (IPA)				
	d. Provost's Committee on Integrated Planning (PCIP)				
	e. Board of Governors				
	f. Other				

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Ukrainian Studies

Field(s) of Specialization: Ukrainian Studies

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Nadya Foty-Oneschuk
Term Faculty, Department of Languages, Literatures, and Cultural Studies,
St. Thomas More College
306-966-4396

Proposed date of implementation: May 2022

Proposal Document

This Certificate is largely based on the existing Minor in Ukrainian Studies, which has been offered for nearly a decade. As most Minors transition to Certificate programs, we are taking this opportunity to update, fortify and innovate the program offerings in Ukrainian Studies, so that the Certificate not only provides students with a specialization in this area of study, but that it opens up this unique opportunity to a wider pool of students.

While much of the proposed program has been on the books since 2012-13, there are innovations within it, as well. In addition to new history and Ukrainian culture course offerings, the Certificate will include newly renamed Ukrainian culture courses, which were formerly under the ANTH and INTS banners. The program's obvious interdisciplinarity speaks to the University of Saskatchewan's educational priorities, and cements it as one of St. Thomas More College's unique program offerings.

The Certificate in Ukrainian Studies will replace the Minor in Ukrainian Studies.

Impact on the Department: We hope that the change from a minor to a certificate will encourage more students to take the certificate. As this is converting a program that already exists, and has been running for almost a decade, we do not anticipate any significant impact on the running of the program itself at STM.

Resources: Because this is converting an existing minor into a certificate no additional resources will be needed for this certificate.

College Statement

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the replacement of the Minor in Ukrainian Studies with a Degree-Level Certificate in this same area of study.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This change will provide a wider range of students the opportunity to pursue a qualification in Ukrainian Studies.

This program will be coordinated by St. Thomas More College, under the academic authority of the College of Arts and Science. Resources to offer the required courses, as well as the majority of the restricted electives in the program will be provided by STM.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 21, 2021, as did the College Faculty Council on October 14, 2021.

Program Description

Degree Level Certificate in Ukrainian Studies

The Certificate in Ukrainian Studies is intended for current students and educators/individuals who wish to be immersed in the study of Ukrainian culture, language, history, religion, politics, and second language teaching from historical and cross-cultural perspectives.

Students in this program will have the opportunity to engage in the multidisciplinary nature of Ukrainian studies, selecting from courses in Ukrainian language, culture, and history. The Certificate program will allow individuals to acquire a well-rounded proficiency in this field, providing a foundation in the subject area to complement a variety of careers.

This program is also recommended for students interested in Ukrainian bilingual education.

Major Average

The major average in the Certificate in Ukrainian Studies includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Ukrainian Studies, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

Requirements (24 credit units):

- [UKR 202.3](#) Europe's Borderland: A Survey of Ukrainian Culture and History

Choose **6 credit units** from the following:

Students with credit for Grade 12 language credit in Ukrainian will start with UKR 214.3.

- [UKR 114.3](#) Elementary Ukrainian I
- [UKR 117.3](#) Elementary Ukrainian II
- [UKR 214.3](#) Intermediate Ukrainian I
- [UKR 217.3](#) Intermediate Ukrainian II

Choose **3 credit units** from the following:

- [ANTH 111.3](#) One World Many Peoples Introduction to Cultural Anthropology
- [100-Level HIST Courses](#)
- [LING 111.3](#) Structure of Language

- [POLS 111.3](#) Democratic Citizenship in Canada

Choose **12 credit units** of Ukrainian Studies Electives from the following:

Ukrainian Language Courses (up to 6 credit units)

- [UKR 214.3](#) Intermediate Ukrainian I
- [UKR 217.3](#) Intermediate Ukrainian II
- [UKR 314.3](#) Advanced Ukrainian I**
- [UKR 317.3](#) Advanced Ukrainian II**

** 200- and 300-level Language courses will be offered on campus when there is sufficient demand, otherwise they will be available through STM Study abroad program “Spring Session in Ukraine”

Ukrainian Culture Courses (up to 6 credit units)

- [UKR 236.3](#) Ethnicity in Action Ukrainian Canadian Experience
- [UKR 233.3](#) From the Force Socio Cultural Perspectives on Contemporary Ukraine
- [UKR 354.3](#) Ritual Spaces in Ukrainian Culture
- [UKR 298.3](#) Special Topics
- [UKR 398.3](#) Special Topics

History (up to 3 credit units)


- [HIST 238.3](#) Modern Ukraine and Russian Ukrainian Conflict
- [HIST 247.3](#) Imperial Russia 1689 to 1917
- [HIST 248.3](#) The Soviet Union

Political Studies (up to 3 credit units)

- [POLS 262.3](#) Global Governance
- [POLS 343.3](#) Ukraine Processes and Problems of Nation and State building
- [POLS 370.3](#) War and Diplomacy in the International System
- [POLS 465.3](#) Nationalism

Linguistics (up to 3 credit units)

- [LING 244.3](#) Sociolinguistics

 UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Ukrainian Studies - Minor

Effective date of termination: May 2022

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

The Minor in Ukrainian Studies will be replaced by the proposed Degree Level Certificate in Ukrainian Studies. This change allows the program to be taken by students in all colleges, as well as by students who already have or are not interested in completing a degree.

2. Technical information.

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

No courses are being created or deleted.

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

This program will continue to use the existing resources devoted to the Minor in Ukrainian Studies.

2.3 Courses to be deleted, if any.

No courses will be deleted.

2.4 Number of students presently enrolled.

2 students are currently, officially, enrolled in the minor (information taken from Degree Works). It is possible that this number should be higher, as often students do not take steps to declare a Minor until they apply to graduate.

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

This information is not available through Degree Works or Crystal Reports. Students who are continuing in the program as of May 2022 will have the option to receive either the Minor or the Certificate.

3. Impact of the termination.

Internal

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

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

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

None. Courses will continue to be offered.

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

No impact on other programs.

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

N/A

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

Certificate proposed to replace Minor.

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

N/A

3.7 Describe any impact on research projects.

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

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

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Replacing the Minor with a Certificate will increase the profile of the program, and open the program to a wider array of students.

Other

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing this area of study. This could raise awareness of this option at the University of Saskatchewan.

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

N/A

(Optional)

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

N/A



ST. THOMAS MORE COLLEGE

UNIVERSITY OF SASKATCHEWAN

August 27, 2021

Academic Program Committee
College of Arts & Science
c/o Alexis Dahl
Director of Programs Office

Dear Committee Members,

Please be advised that the Department of Languages, Literatures, and Cultural Studies at St. Thomas More College plans to submit a proposal for a new Certificate in Ukrainian Studies to replace the existing Minor in Ukrainian Studies, with full implementation for the 2022/23 academic year.

This Certificate is largely based on the existing Minor in Ukrainian Studies, which has been offered for nearly a decade. As most Minors transition to Certificate programs, we are taking this opportunity to update, fortify and innovate the program offerings in Ukrainian Studies, so that the Certificate not only provides students with a specialization in this area of study, but that it opens up this unique opportunity to a wider pool of students. We estimate that with this revamped program we could see 5-10 students enrolled initially, increasing over time.

While much of the proposed program has been on the books since 2012-13, there are innovations within it, as well. In addition to new history and Ukrainian culture course offerings, the Certificate will include newly renamed Ukrainian culture courses, which were formerly under the ANTH and INTS banners. The intent here is to clarify the relevant course offerings for interested students. The proposed program will include a variety of courses, spanning such disciplines as language, Ukrainian culture, history, political studies, and linguistics. The program's obvious interdisciplinarity speaks to the University of Saskatchewan's educational priorities, and cements it as one of St. Thomas More College's unique program offerings.

A core part of this Certificate is the study of Ukrainian language, with the possibility of studying language at the beginner, intermediate, and advanced levels. The two higher levels are offered as part of an immersive study abroad experience, *Spring Session in Ukraine*, offered annually through St. Thomas More College.

Though other Canadian universities do offer Ukrainian Studies programming, a Certificate such as the one proposed is unique. The Certificate in Ukrainian Studies spans a variety of related disciplines providing students with the opportunity of gaining specialized knowledge about a key part of Europe that, until recently, was largely unknown. Given that it relies on course offerings already in place across all Departments involved, the resources for it are not new; the new program will replace the existing program. There are no foreseeable risks whatsoever in converting this Minor program to a Certificate program, given its long history at St. Thomas More College.

Especially in light of the strong history in this discipline on this campus, our goal in Ukrainian Studies has always been to provide students with a solid general background in field through the requirements listed,

while allowing them the opportunity to delve deeper in a particular area of interest through the electives. By enriching the educational pursuits of our students with unique programming, we allow them to better understand themselves and the world around them.

We are excited to offer this new Certificate to students, and are happy to address any questions or concerns about the details of our proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'N. Foty-Oneschuk', with a stylized, cursive script.

Nadya Foty-Oneschuk

Chair

Ukrainian Studies Minor Committee

Record of consultation:

ARCHAEOLOGY AND ANTHROPOLOGY

From: Westman, Clinton <clw822@mail.usask.ca>
Date: Friday, August 27, 2021 at 3:18 PM
To: Nadya Foty-Oneschuk <nfoneschuk@stmcollege.ca>
Cc: Downe, Pamela <pjd975@mail.usask.ca>
Subject: Re: Certificate in Ukrainian Studies

Dear Nadya,

Thank you for your message and for the information about the proposed Ukrainian Studies certificate. I am including BA Coordinator Pamela Downe on this response. We certainly have no objections to Anth 111 being included as one of the optional courses. If you wish to include one more 200 level courses, we would be fine with that too. Pam or I would be glad to discuss options with you. But assuming the design of the certificate is already quite far along we would be glad to support it as is when it goes to course challenge.

Thanks again,

Clint

Clint Westman, PhD

Department Head
Associate Professor

Department of Archaeology and Anthropology
University of Saskatchewan
Ph: 306-966-4179

LINGUISTICS

Hi Nadya,

thank you for letting me know! This looks like an exciting certificate.

I just had a look at the prerequisites, just to make sure there are no surprises. Both of them require Ling 111. We often have students take Ling 111 and 112 simultaneously with no problems though. But Ling 111 is definitely needed! We teach 6 sections / year though, so students should be able to get around to it at some point.

Cheers
Olga

Dr. Olga Lovick

Professor & Head, Department of Linguistics
College of Arts & Sciences | University of Saskatchewan
P: (306) 966-1156
Room 924, Arts Building
9 Campus Drive, Saskatoon, SK S7N 5A5
[A Grammar of Upper Tanana, University of Nebraska Press](#)
Pronouns: she, her

HISTORY

Hi Nadya, Apologies for the delay. I had forwarded this to the UG director in the Department but he has been away dealing with family issues and trying to handle things from afar. (cc'd above) .

Let me respond quickly here. History has no problem with the proposed certificate or the courses from the Department that are listed there. I do make the following observations:

1/ It is not entirely clear why Hist 115.3 out of our suite of History Matters 100 level courses was chosen. Our History Matters courses approach history grouped around thematic issues. 115 is Ideas and Culture; in some iterations this will be very relevant in some it might not. Other years one of our other History Matters offerings in different themes might be most relevant; this might be particularly the case, for example, with Hist 175.3 Identities and Communities in Transition, 185 Conflict, Law, Politics and the State, or even History 145.3 courses on War, Violence, and Conflict. As a 100 level history course is a prerequisite for any 200 level course, only listing one of our 100 level themes, which is not offered every year, might unduly restrict students in the certificate.

2/ The other 200 level history courses you list are all either new or recycled for offerings by a new teaching Post-doc at STM. We do not offer these courses from the main campus History Department anymore and have no plans to do so. While I understand STM has plans for a more permanent hire for these courses, this is not yet, as I understand it, guaranteed.

Best, Jim Handy

Head, Department of History

POLITICAL STUDIES

Hello Nadya,

This is all good from our end. A few of comments for your committee to note:

- As you note, most of these classes were traditionally taught by Bohdan.
- I know for sure that 262 will continue to be offered by us as it is a degree requirement.
- 343 is being taught by an STM sessional and I assume that's something they'll continue to offer. We do not have the capacity to offer it.
- 370 is being taught by Colleen Bell this year and likely in future years. It is going to be renamed - War and Society in Global Politics.
- Regarding 465: we don't have the capacity to offer this regularly so it would continue to need to be taught from the STM side.

All the best,

Neil

Minor course revisions:

UKR 202.3 An Introduction to Ukrainian History and Culture

Prerequisite change:

Old prerequisite(s): 18 credit units at the university level

New prerequisite(s): UKR 214 or 18 credits at the university level

Rationale: Students with credit for UKR 214 will have the preparation necessary to be successful in this course, given the understanding of Ukrainian Culture and History that are part of learning the language. Students with 18 credit units of other course work will also still be allowed to register.

Consultation with the Registrar Form – Record of Approvals

On Oct 19, 2021, at 9:19 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Good morning,

I've attached the completed CWR forms for the following Arts & Science proposals:

1. Certificate in Formal Reasoning
2. Certificate in Mathematical Modelling
3. Certificate in Peace Studies
4. Certificate in Applied Gender Justice
5. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
6. Certificate in French – English Translation
7. Certificate in Religious Literacy
8. Certificate in Ukrainian Studies
9. Deletion of Minor in Ukrainian Studies

These proposals also involve the creation of 3 new courses, but all follow standard setup and standard per credit unit assessment.

Russ, Lorin, and Jennifer, please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

Approved.

Russ

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan

E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

From: Elias, Lorin <lorin.elias@usask.ca>
Sent: Tuesday, October 19, 2021 3:27 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: Re: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Much appreciated - everything looks good on my end.

Lorin

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Tuesday, October 19, 2021 4:31 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>
Subject: RE: Signed CWR Forms - New Degree-Level Certificates in the College of Arts & Science

Since all of the requests are for standard tuition rates, these don't require any additional analysis from IPA or approval from the Provost.

Cheers,
-Jen

Consultation with the Registrar Form

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

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

- 1 Is this a new degree, diploma, or certificate? Yes ☒ No ☐
Is an existing degree, diploma, or certificate being renamed? Yes ☐ No ☒
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new degree, diploma, or certificate?
Certificate in Ukrainian Studies [CUS - Cert in Ukrainian Studies] - suggested Banner code and description
- 3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]
Cert.
- 4 If you have renamed an existing degree, diploma, or certificate, what is the current name?
- 5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?
Degree Level
- 6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes ☒ No ☐
- 7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:
CUS - In Cert in Ukrainian Studies - suggested Banner code and description
- 8 Which College is responsible for the awarding of this degree, diploma, or certificate?
Arts and Science [AR]
- 9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.
- 10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
UKST [Ukrainian Studies] - existing Banner code and description
- 11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

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

- 1 Is this a new program? Yes ☒ No ☐
Is an existing program being revised? Yes ☐ No ☒
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
Certificate in Ukrainian Studies [CUS - Cert in Ukrainian Studies] - suggested Banner code and description
- 3 What is the name of this new/revised program?
Certificate in Ukrainian Studies [CUS - Cert in Ukrainian Studies] - suggested Banner code and description
- 4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?
n/a
- 5 What College/Department is the academic authority for this program?
Arts and Science [AR] / Arts and Science Dean's Office [AR]
- 6 Is this a replacement for a current program? Yes ☐ No ☒
- 7 If YES, will students in the current program complete that program or be grandfathered?
- 8 If this is a new graduate program, is it thesis-based, course-based, or project-based?
- 9 If this is a new non-degree or undergraduate level program, what is the expected completion time?
1 year (total of 24 credit units)

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes ☐ No ☒
If yes, choose one of the following:
Domestic Mobility (both jurisdictions are within Canada) ☐
International Mobility (one jurisdiction is outside of Canada) ☐
- 2 Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Program ☐

Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

Yes ☐ No ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

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

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

3

Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4

Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a

Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5

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

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

1

Is this a new college, school, center, or department?

Yes

No

X

Is an existing college, school, center, or department being renamed?

Yes

No

X

Is an existing college, school, center, or department being deleted?

Yes

No

X

If you've answered NO to each of the previous two questions, please continue on to the next section.

2

What is the name of the new (or renamed or deleted) college, school, center, or department?

3

If you have renamed an existing college, school, center, or department, what is the current name?

4

What is the effective term of this new (renamed or deleted) college, school, center, or department?

5

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

6

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATE PROGRAMS

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

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

- 3 What is the application deadline for each term(s) students can be admitted to?

- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?
- 6 Does this impact enrollment?
- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?
- 9 What is the application deadline?
- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
- 15 Letter of acceptance - are there any special requirements for communication to newly admitted students?
- 16 Will the standard application fee apply?
- 17 Will all applicants be charged the fee or will current, active students be exempt?
- 18 Are international students admissible to this program?

Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2022

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

Anticipate 3 students per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 [May 2022]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

- 1 Is this a program termination?

Yes ☒ No ☐

If yes, what is the name of the program?

Ukrainian Studies Minor

Currently available on the following programs:

BA3Y
BA4Y
BAHON
BAHOND
BASC4Y
BASHON
BFAHON
BSBM3Y
BSBM4Y
BSBMHON
BSC3Y
BSC4Y
BSCHON
BSCHOND

2 What is the effective date of this termination?

202205 (May 2022)

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☒

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☒ No ☐

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

Currently 2 students in the Ukrainian Studies minor (as per search for active students in Degree Works)
Students currently in the program will be able to either continue and receive the minor or can switch to the certificate

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

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

Students are given 10 years to complete; last year would be 2030-2031

7 Is there mobility associated with this program termination?

Yes ☐ No ☒

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

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

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input checked="" type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

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

Yes

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

Yes

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

Standard undergraduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

- 12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

- 13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
- a. None - as it has no financial implications
- OR
- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: October 21, 2021

SUBJECT: **Revisions to the *Student Academic Misconduct Regulations***

MOTION: (Wotherspoon/Mousseau): *It is recommended that Council approve the revisions to the Student Academic Misconduct Regulations (as attached), effective January 1, 2022.*

SUMMARY:

This item serves to update Council on the review the University of Saskatchewan's *Regulations on Student Academic Misconduct* and to recommend changes to the *Regulations*. The Governance Committee met on October 5, 2021, to consider the final draft of the proposed revisions and approved a motion to recommend them to Council for decision. Following the request for input to Council on October 21, 2021, no further feedback was received and as such the revised regulations are now being presented for decision.

BACKGROUND:

Since late 2019, work has been underway in the Governance Office, led by the Academic Governance and Hearings Advisor, Amanda Storey, on revisions to the *Regulations on Student Academic Misconduct*. Revisions were needed to ensure that definitions of academic misconduct adequately addressed the current academic environment; for delegations of responsibility; to address concerns about obligations to academic partners, professional and regulatory bodies; and for minor editorial changes.

A summary of revisions includes:

- Gender inclusive language
- Additions and changes to "Misconduct Defined" section to reflect current practices and realities
- Addition of language to allow for limited disclosure of misconduct allegations/findings to regulatory bodies, professional bodies, and/or partner educational institutions
- Clarification of the application of *Responsible Conduct of Research Policy* for allegations of misconduct involving research

- Explanation of the limited role of the chair of the original hearing board at an appeal hearing
- Other editorial and stylistic changes
- Guidelines for hearings involving multiple students were developed (these do not require Council approval, but are attached for information only)

CONSULTATION PROCESS:

Throughout Winter 2021, consultation occurred with the Governance Committee (January 12, 2021), the Associate Deans, Academic (February 18, 2021, April 15, 2021, and October 14, 2021), the vice-provost, teaching, learning and student engagement, graduate chairs (April 21, 2021), and the Office of the Vice-President Research regarding alignment with the revised *Responsible Conduct of Research Policy* (February 11, 2021). These revisions were also shared with the Teaching, Learning, and Academic Resources Committee (March 16, 2021) and the Research, Scholarly, and Artistic Work Committee (May 6, 2021). Feedback from these stakeholders was incorporated to the extent possible. Legal counsel was consulted about the revisions as they were developed (April 30, 2021) and prior to submission to the Governance Committee for decision (September 3, 2021).

NEXT STEPS:

A request for decision will be presented to Council in November, following consultation with Council.

Through the consultation process, it was suggested that *Regulations* be further contemplated in light of the institution's commitments to Indigenization and equity, diversity and inclusion. This important work will occur as part of a comprehensive review of institutional policies and procedures.

ATTACHMENTS:

- a. Revised *Regulations on Student Academic Misconduct* (no markup)
- b. Proposed revisions to *Regulations on Student Academic Misconduct* (with markup)
- c. Guidelines for Allegations Involving Multiple Students as Respondents
- d. Fillable Form – Informal Resolution of Academic Misconduct



Regulations on Student Academic Misconduct

Approved by University Council October 15, 2009

Revisions June 2013, June 23 2016, and XXXX, 2021

Effective date of these Regulations January 1, 2022

Questions concerning procedural matters described herein should be directed to the Governance Office,
105 Administration Place, Saskatchewan, Saskatoon SK S7N 5A2 (306) 966-4632; email
governance.office@usask.ca

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ATTACHMENT: Informal Resolution of Academic Misconduct form

Preamble

The mission of the University of Saskatchewan (“USask”) is to achieve excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge. The pursuit of this mission requires an adherence to high standards of honesty, integrity, diversity, equity, fairness, respect for human dignity, freedom of expression, opinion and belief, and the independence to engage in the open pursuit of knowledge. The achievement of the mission of USask also requires a positive and productive living, working and learning environment characterized by an atmosphere of peace, civility, security and safety.

USask is a key constituent of the broader community, and has a role to prepare students as global citizens, role models and leaders. USask expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the mission of USask or harm the interests of members of USask community.

The following Guiding Principles and Authority description are from Council’s *Student Discipline* Policy:

Guiding Principles

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person’s strongly held view does not take precedence over another’s right to hold and express the opposite opinion in a lawful manner.
- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.
- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.
- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.
- **Security and Safety:** The university will act to safeguard the security and safety of all members of the university community. When situations arise in which disagreement or conflict becomes a

security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.

- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

Authority

The *University of Saskatchewan Act 1995* (“the Act”) provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as “academic misconduct.” All hearing boards, whether at the college, school or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. Council delegates oversight of college- and school-level hearing boards to the respective deans or executive directors, and oversight of university-level hearing boards to the governance committee of Council.

The Act gives the **Senate** responsibility to make bylaws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. *Senate’s Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals* address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President, the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university. Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student’s College or the Executive Director of the student’s School. The Act also provides that a student suspended under this provision has a right to appeal to the body established by the Council in the case of academic misconduct, or by the Senate for non-academic misconduct, respectively.

Questions relating to the respective authority of Senate, Council, and the President under the Act and associated procedures should be directed to the Governance Office.

Regulations On Student Academic Misconduct

I. Scope

The Regulations apply to all USask students in academic activities.

No proceedings or action taken pursuant to any other policy, regulation, rule or code (e.g., Criminal Code of Canada or professional or other college codes of conduct) shall bar or prevent USask from also instituting proceedings and imposing sanctions under the Regulations. Nothing in the Regulations shall prevent USask from referring any student to the appropriate law enforcement agency, should this be considered necessary or appropriate.

There is an onus on every student to become informed as to what does or does not constitute academic misconduct at USask. If it can be demonstrated that a student knew or reasonably ought to have known that they have violated USask's standard of academic integrity, then the violation may be dealt with under the provisions of the Regulations.

In the event that there is a conflict with any other guideline or policy statement at the college, school or departmental level, these Regulations take precedence.

Allegations of a violation of USask's Responsible Conduct of Research Policy will be addressed through the Responsible Conduct of Research Policy and Procedures <http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>.

II. Definitions

A. General Definitions

"Academic Administrator" means the dean, executive director, or faculty member designate of the college or school that is responsible for the class or academic activity to which the allegation relates or, where the matter falls outside the responsibility of a college or school, the Provost and Vice-President (Academic).

"Act" means *The University of Saskatchewan Act*, 1995.

"Complainant" means the individual making a formal allegation of academic misconduct.

"Designate" means a senior leadership position, i.e., associate dean, executive officer/assistant, and select staff members within the college, Registrar's Office, or Governance Office as determined by the Dean or Executive Director of the applicable college/school, the Provost, the Registrar, or University Secretary.

"Professional College" means colleges or schools with professional training programs, including the Colleges of Medicine, Veterinary Medicine, Law, Dentistry, Nursing, Education, Engineering, Pharmacy and Nutrition, and the Edwards School of Business.

“Regulations” means these Regulations on Student Academic Misconduct.

“Respondent” means, at the hearing board stage, the student who is alleged to have committed academic misconduct, and, at the appeal stage, the individual responding to the appeal.

“Student” means any person who is registered or in attendance at USask, whether for credit or not, at the time of the misconduct and prospective students applying for admission to USask programs.

“USask” means University of Saskatchewan.

B. Academic Misconduct Defined

Academic misconduct that may be the subject of an allegation under these Regulations includes, but is not limited to:

- a) Providing false or misleading information or documentation to gain admission to USask or any USask program;
- b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;
- c) Using work done in one class in fulfilment of any requirement of another class unless approval is obtained from the instructor by whom the material is being evaluated;
- d) Colluding in the development of or completion of work, examinations and/or assessments (sometimes called unauthorized collaboration) without direction from or approval of the instructor in the class *It is not academic misconduct to use work developed in the context of a group exercise if the mode and extent of the use does not deviate from that which is specifically authorized.*;
- e) Alteration or falsification of records, computer files, or any document relating to a student's academic performance, including but not limited to falsification of information provided for application to USask or any of its programs;
- f) Fabrication or invention of sources;
- g) Examinations and assessments: The following are examples of academic misconduct involving examinations and assessments:
 - (i) Failure to observe any stated rule with regard to the procedures used in an examination, assessment, or an activity undertaken for academic credit where such a failure could result in the student gaining relatively greater credit;
 - (ii) Altering answers on a returned examination;
 - (iii) When prohibited, removing an examination (including creating a digital copy) from the examination room and/or sharing examination or assessment material;
 - (iv) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper;

- (v) Attempting to use, possessing or using notes or other sources of information or devices not permitted by the instructor in an examination or assessment;
 - (vi) Consulting or seeking the assistance of others when writing an unsupervised (e.g., “take home”) examination or assessment unless permitted by the instructor;
 - (vii) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
 - (viii) Failing to observe the terms of any agreement not to disclose the contents of an examination;
 - (ix) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- h) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- i) Preventing others from fair and equal access to USask facilities or resources, including library resources;
- j) Using or attempting to use personal relationships, bribes, threats or other similarly inappropriate conduct to gain unearned grades or academic advantages;
- k) Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- l) **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person, website, or other source or prepared by any person other than the individual claiming to be the author. The use of material received through purchase is also known as “contract cheating.”
 - (ii) The verbatim use of oral or written material without adequate attribution.
 - (iii) The paraphrasing of oral or written material of other persons without adequate attribution.
- m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice. Professional Colleges may develop

professionalism policies that define unprofessional conduct in the context of the professional programs. In Professional Colleges where the professionalism is part of the academic assessment of the student, unprofessional conduct may also be addressed through academic evaluation. Non-academic offenses are dealt with under the Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

III. Informal Resolution

Cases of alleged academic misconduct on the part of students may result from misunderstanding or carelessness and may be better addressed through informal measures.

A. General Principles

1. If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate resolution following the process outlined in Section III.B.
2. In deciding whether an infraction is minor enough not to warrant a formal hearing, the instructor should consider:
 - a) the seriousness of the alleged misconduct;
 - b) any apparent impact on other students and/or USask, and;
 - c) whether the alleged misconduct appears to have resulted from carelessness or a misunderstanding.
3. The resolutions available to an instructor and student to agree upon are limited to the following:
 - a) the grade on the work that is the subject of the infraction may be reduced by a percentage appropriate to the degree of the academic misconduct; and/or
 - b) the student may be asked to resubmit or re-write the examination, assignment or other work.
4. The resolution agreed to must be proportionate in the circumstances to the academic misconduct.
5. The resolutions applied pursuant to Section III.A.3 are to be considered informal measures and do not result in a permanent record of academic misconduct. Temporary records of informal resolutions of academic misconduct are kept until the longer of: five years or until the student has completed their program. Temporary records of informal resolutions are not included in the student's academic record.
6. The discussions with the student over a potential informal resolution of an allegation are confidential and may not be used as evidence in a formal hearing.

B. Informal Procedure

1. When an infraction is suspected and where appropriate the instructor may raise the concern with the student.
2. The instructor shall then consult with the Academic Administrator in determining whether an informal resolution would be appropriate in the circumstances, taking into account the principles set out in Section III.A. If, in the view of the Academic Administrator, the student's prior formal or informal resolutions under these Regulations would make it inappropriate to proceed under the informal procedure, the Academic Administrator may inform the instructor of these prior resolutions.
3. Where informal resolution is considered appropriate, the instructor must inform the student in writing (i.e. Informal Resolution of Academic Misconduct form) of the nature of the resolution to be imposed and the student must agree in writing to accept this outcome. A copy of the signed Informal Resolution of Academic Misconduct form shall be provided to the student and the Academic Administrator and to the Academic Administrator of the college or school in which the student is registered, if not the same. A signed copy of the form provided by email is acceptable. This form shall be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.
4. If it appears to the instructor that the academic misconduct is of a serious nature, or if the student disputes the charge of academic misconduct or the resolution proposed pursuant to Section III.A, then the allegations are to be referred to a formal hearing pursuant to Section IV.

IV. Formal Allegations of Academic Misconduct

1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level.
2. A formal allegation of academic misconduct may be made by a member of the General Academic Assembly, the Academic Administrator, an instructor, a student or staff member of USask, or by an individual(s) outside of USask who is affected by the alleged academic misconduct. Colleges and schools may designate an individual to investigate and make formal allegations of academic misconduct on behalf of the instructor(s) of the college or school.
3. A formal allegation of academic misconduct shall be:
 - a) in writing with the name of the person making the allegation (the complainant) attached to it and with specific details of the incident; and
 - b) delivered as soon as reasonably possible after the incident or discovery of the incident to the Academic Administrator.
4. The Academic Administrator shall deliver, in accordance with Section XV, a copy of the allegation along with a copy of these Regulations:

- a) to the student(s) against whom the allegation is made (the respondent);
 - b) if the student is not registered in the college or school responsible for the class or activity to which the allegation relates, to the Dean of the college or Executive Director of the school in which the respondent is/was registered;
 - c) to the Head of the department in which the alleged offence was committed;
 - d) to the instructor of the class, when the alleged offence involves a class; and
 - e) to the University Secretary.
5. Upon receipt of a formal allegation of misconduct, the Academic Administrator shall follow the procedures set out in Section VII, subject to Section IV.6 and IV.7.
 6. The Academic Administrator may dismiss the allegation where they are of the opinion that:
 - a) The allegation has already been or is being addressed adequately through the informal process or another formal process; or
 - b) The allegation is frivolous or vexatious.
 7. A decision of the Academic Administrator under this section may be appealed to the Provost (or designate) who will confirm or overturn the Academic Administrator's decision. The Provost's (or designate's) decision is final and not subject to appeal.
 8. *Special Procedures Applying Only to Allegations Relating to Responsible Conduct of Research Policy:* Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined in accordance with procedures set out in that Policy (<http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>) Upon receipt of an allegation of academic misconduct related to research, the Academic Administrator, in consultation with the Associate Vice-President Research, shall first determine whether the allegation must be heard under the procedures in the Responsible Conduct of Research Policy. The decision of the Academic Administrator in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Academic Administrator in this regard.

V. The Rights of Parties to a Hearing

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision-makers in a timely manner. All hearings of alleged academic misconduct will respect the rights of members of the USask community to fair treatment in accordance with the principles of natural justice. In particular:

1. Without derogation of the President's authority under s. 79 of the Act, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established, on the balance of probabilities, that they have committed an act of academic misconduct.

2. The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias exists.
3. The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses.
4. The hearing board has the sole authority to determine whether the student has committed an act of academic misconduct.

VI. Continuation of Program while Under Allegation

As provided in Section V.a) above, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established that they have committed an act of academic misconduct. However, if a formal allegation concerns conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the Academic Administrator may modify the participation of the respondent(s) in academic or clinical settings or other work placements, pending final outcome of the hearing or any appeals under these Regulations.

Where required by law, and in accordance with governing privacy legislation, allegations of academic misconduct may be disclosed to necessary third parties including, but not limited to, regulatory bodies, professional organizations, or University educational partners.

VII. Procedures for Formal Hearings

A. General Procedures

1. The Academic Administrator shall convene a hearing board composed of a chair, named by the Academic Administrator; at least two members of the General Academic Assembly, all of whom, where feasible, shall be faculty members of the department, school or college responsible for matters to which the allegation relates; and a student who is registered in the college or school responsible for the matters to which the allegation relates or, at the request of the respondent, a student from another college or school. The hearing board may be a standing committee of the college or school appointed for this purpose.
2. Where the allegations of academic misconduct are made against two or more students, the Academic Administrator has discretion to decide whether there should be one hearing at which all of the co-accused students are heard, or individual hearings for each respondent.
3. The Academic Administrator will provide both the complainant and the respondent with at least 7 days' written notice of the hearing. Where there are special circumstances (as determined by the Academic Administrator), the matter may be heard on less than 7 days' notice. Hearings will be held as soon as practicable in the circumstances, and in accordance with principles of procedural fairness. If the respondent does not respond to the written notification of the hearing, or chooses not to appear before the hearing board, the hearing board has the right to proceed with the hearing.

4. The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures and rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party, subject to the following:
 - a) Hearing boards under these Regulations have an adjudicative role. It is the responsibility of the complainant(s) to provide a rationale for the allegation and to present the evidence in support of it, and it is the role of the respondent(s) to answer the charge. Both complainant and respondent shall be given full opportunity to participate in the proceedings other than the deliberations of the hearing board.
 - b) At least 5 days before the hearing the complainant, and at least 2 days before the hearing the respondent, shall provide to the Academic Administrator the names and contact information for any witnesses and/or advocates and any documentation the parties intend to submit at the hearing. This information will be shared with the hearing board. All information provided to a hearing board in advance of the hearing will be shared with both parties.
 - c) The hearing shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. Witnesses should normally be present only to provide their evidence. At the discretion of the chair, other persons may be admitted to the hearing for training purposes or other reasonable considerations.
 - d) Generally, hearings will be held with all parties present. Neither party will communicate with the hearing board without the knowledge and presence of the other party, except where a party fails to appear at a scheduled hearing. An absent respondent may be represented by an advocate who may present the respondent's case at the hearing. If either of the parties to the hearing, or any advocate, or witness are unable to attend the hearing, the hearing board may, at its discretion, approve arrangements for participation by telephone or other electronic means, provided that both parties to the dispute (or their advocate) must be capable of hearing all evidence being presented, and of responding to all evidence and questions.

B. Order of Proceedings

The following shall be the order of proceedings in the hearing:

1. The chair of the hearing board should open the hearing by seeking agreement that the matter is properly before a College or School hearing board. If the authority of the Board is challenged, then the Board will hear the arguments in favour of and against the proper jurisdiction of the Board to hear the matter, and will rule whether the hearing should proceed.
2. The allegation and the evidence allegedly supporting it, and supporting documentation and/or witnesses, shall be presented by the complainant, or that person's advocate.
3. The respondent or the respondent's advocate may ask questions, which are relevant to the complaint, of the complainant and any person giving evidence allegedly supporting the allegation.

The chair may at their discretion permit members of the hearing board to ask clarifying questions of the complainant and any person giving evidence allegedly supporting the allegation

4. The respondent or the respondent's advocate shall then be allowed to respond to the allegation and to present supporting documentation and/or witnesses.
5. The complainant or the complainant's advocate may ask questions, which are relevant to the allegation, of the respondent and any person giving evidence allegedly supporting the respondent's response. The chair may at their discretion permit members of the hearing board to ask clarifying questions of the respondent and any person giving evidence supporting the response to the allegation.
6. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.
7. Both the complainant and the respondent will have the opportunity to make a closing statement to explain their respective interpretations of the evidence presented and to offer submissions on the allegation and the appropriate sanction, if any. The hearing board may receive written submissions together with, or in lieu of, a verbal closing statement. Once the hearing concludes, the hearing board may not consider any additional evidence on whether an act of academic misconduct has been committed without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.
8. The hearing board will meet *in camera* to decide whether an act of academic misconduct has been committed. Where it is concluded that academic misconduct occurred, the hearing board will render a decision on the appropriate sanction in accordance with Section VIII. The standard of proof applied by the hearing board is whether, on a balance of probabilities, the student has committed the act(s) of academic misconduct alleged. The decision of the hearing board, if not unanimous, shall be by majority vote.
9. If the allegation of academic misconduct is not substantiated, the Academic Administrator shall take all reasonable steps to repair any damage that the respondent's reputation for academic integrity may have suffered by virtue of the allegation.

VIII. Determination of Sanctions

1. The hearing board has the sole authority to determine the appropriate sanctions.
2. Following a determination that a student has committed academic misconduct, the student's prior record of violations of the Responsible Conduct of Research Policy, academic or non-academic standards, and a copy of the student's transcript will be provided by the Registrar or the University Secretary to members of the hearing board constituted under these Regulations, to assist them in determining one or more appropriate sanctions.
3. The hearing board will request from the Governance Office a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.

4. The hearing board shall have the authority to dismiss the matter completely, or to impose one or more sanctions which may include, but are not limited to, the following:
 - a) that the student be reprimanded or censured;
 - b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination or assessment, and/or that a credit or mark for the class be modified or cancelled;
 - c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;
 - d) that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that or a related topic;
 - e) that the students(s) be required to complete additional training related to academic integrity;
 - f) that a prospective student be denied admission to the program;
 - g) that the student(s) be suspended from USask for a specified period of time;
 - h) that the student(s) be expelled permanently from USask; or
 - i) that the conferral of a degree, diploma or certificate be postponed, denied or revoked.
5. Where the student has withdrawn from a class prior to the hearing, and the hearing board determines that the appropriate sanction for the misconduct should be a failing grade for the entire class, the student's official transcript will be changed from the withdrawal to the failing grade.
6. If the decision of the hearing board results in suspension or expulsion of the student(s) as referenced in Section VIII.4, the hearing board must also rule whether the endorsement on the student(s)'s record indicating suspension or expulsion is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal unless appealed to the Provost (or designate). The Provost's (or designate's) decision on the endorsement is final and not subject to appeal. If the decision of the hearing board results in suspension of the student, the hearing board shall also consider and rule on whether the period of suspension will count towards the student's time in program.
7. In light of the unique aspects of professional programs, Professional Colleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4, including, where required or permitted by law, informing appropriate third parties of a finding of academic misconduct.
8. The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the reason(s) for its decision and the evidence on which the board based its decision(s) as well as

any sanction(s) imposed. The record of the decision shall be distributed as provided for in Section XIV.

9. The student(s) and the complainant shall be advised that either of them may appeal the hearing board results.
10. The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

IX. Appeal Board

1. Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanctions imposed by delivering to the University Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. In all cases, the notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, any evidence the appellant wishes to present to support those grounds (but see Section IX.2), and (where relevant) what resolution or resolutions the appellant believes to be appropriate.
2. An appeal will be considered only on one or more of the following grounds:
 - a) That the original hearing board had no authority or jurisdiction to reach the decision or impose the sanction(s) it did;
 - b) That there was a reasonable apprehension of bias on the part of a member or members of the original hearing board;
 - c) That the original hearing board made a fundamental procedural error that seriously affected the outcome;
 - d) That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
3. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Secretary determines that there are no valid grounds under these Regulations for an appeal, then the appeal will be dismissed without a hearing. If the Secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the Secretary, with respect to allowing an appeal to go forward, is final with no further appeal.
4. The appeal board will be constituted within a reasonable time frame and will be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). Where the case involves a graduate student, the faculty members on the board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which

comprises all Council members other than *ex officio* members. The University Secretary or designate will support to the appeal board. With the exception of the Secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

X. Appeal Procedure

1. The appeal board shall convene to hear the appeal within 20 days of being constituted. Under exceptional circumstances, the Board may extend this period.
2. Written notice of the hearing, along with a copy of these Regulations and of the written statement of appeal, will be delivered by the University Secretary to the appellant, to the other party in the original hearing as respondent, to the chair of the original hearing board, and to members of the appeal board. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.
3. If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written record of the original hearing and the written statement of appeal and/or a written response in lieu of arguments made in person. Appellants and respondents are permitted to be represented by an advocate at the hearing and those who choose to be absent from a hearing may have their advocate present their case at the hearing.
4. The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:
 - a) Appeal boards under these Regulations will not hear the case again but are limited to determining the appeal on the grounds set out in Section IX.2. Unless that evidence relates to the grounds set out in Section IX.2, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.
 - b) The parties to the hearing shall be the appellant and the other party to the original hearing as respondent. The chair (or another member designated by the chair) of the original hearing board is invited to attend. The chair of the original hearing board (or designate) will make no submissions to the appeal board, except to answer questions relating exclusively to the process followed by the original hearing board. Any questioning of the chair of the original hearing board (or designate) will be subject to the discretion of the chair of the appeal board.
 - c) At least 5 days before the hearing the appellant, and at least 2 days before the hearing the respondent, shall provide to the Secretary the names and contact information for their respective advocates (if any) and witnesses (only as provided for in Section X.4.a above) and any documentation the parties intend to submit at the hearing.

- d) Hearings shall be restricted to persons who have a direct role in the hearing. The appellant and the respondent may request the presence of an advocate and up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
- e) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.
- f) Both the appellant and the respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the appeal board.

XI. Disposition by the Appeal Board

1. After all questions have been posed and all arguments submitted by the parties, the appeal board will meet *in camera* to decide whether to uphold, overturn or modify the decision of the original hearing board. The deliberations of the appeal board are confidential.
2. The appeal board may, by majority:
 - a) Conclude that the appellant received a fair hearing from the original hearing board, and uphold the original decision; or
 - b) Conclude that the appellant did not receive a fair hearing, but that the outcome determined remains appropriate and the original decision is upheld; or
 - c) Conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section VIII; or
 - d) Order that a new hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced that could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.
3. The chair of the appeal board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any penalty imposed or withdrawn. The report shall be delivered to the University Secretary and distributed as provided for in Section XIV.
4. If the decision of a hearing board is successfully appealed, the chair of the appeal board shall ask the Academic Administrator to take all reasonable steps to repair any damage that the appellant's reputation for academic integrity may have suffered by virtue of the earlier finding of the hearing board.

XII. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be a finding and ruling of Council.

XIII. Endorsement on Student Record

1. Upon receipt of a report of a hearing board or an appeal board as provided in these Regulations, the Registrar shall:
 - a) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for academic misconduct on the _____ day of _____, 20____."
 - b) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for academic misconduct from _____ to " _____ " [period of suspension] .
 - c) In the case of a report ordering the revocation of a degree, endorse on the record of the student and on any transcript of that record the following: "[Name of Degree] revoked for academic misconduct on the _____ day of _____, 20____."
2. Upon notice of an appeal, and where the appellant's academic record may be affected by the outcome of the appeal, the Registrar shall endorse on the appellant's record and on any transcript of that record the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the appellant's record upon receipt by the Registrar of a copy of the decision of the appeal board
3. Except as provided for under Sections VIII. 6 and XIII.2, an endorsement on the record is permanent.

XIV. Reports

1. Not later than 15 days after a hearing board or an appeal board has completed its deliberations, the chair shall deliver a copy of the decision report to the following persons:
 - a) the student(s) against whom the allegation was made;
 - b) the complainant;
 - c) the Dean of the College or Executive Director of the School in which the student(s) is/are registered;
 - d) the head of the department that is responsible for matters to which the allegation relates;
 - e) the instructor of the class, when the alleged offence involves a class;
 - f) the Registrar; and

- g) the University Secretary.
2. When the alleged misconduct involves academic work supported by external funds, and if the student has been deemed guilty of misconduct after all avenues of appeal under these Regulations have been exhausted, the final outcome of the case shall be provided to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure by the Dean of the College, or Executive Director of the School, in which the student is registered.

XV. Delivery of Documents

Delivery of any document referred to in these Regulations to a student may be made in person, or by courier, by e-mail to the student's official university e-mail address, or by registered mail addressed to the address of the student as set out in the records of the Registrar. Delivery is presumed to have been made the earlier of: when it is received by the student or 5 days after the date of registration (or express posting), or 1 day after the e-mail was sent to the official university e-mail address. Delivery of any document referred to in these Regulations to anyone else may be made in person or by campus mail or e-mail services. All students have a responsibility to ensure that USask has current contact information; if a notice is not received because of a failure to meet this requirement, the hearing will proceed.

XVI. Confidentiality

1. USask will protect the confidentiality of information regarding a potential violation of these Regulations to the fullest extent possible. If the allegation is substantiated, USask reserves the right to use or disclose information in accordance with the Local Authority Freedom of Information and Protection of Privacy Act, which may include disclosing the discipline, if any, imposed on members of USask.
2. Subject to the provisions of these Regulations and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Regulations are confidential and should not be stored in a way that makes them accessible to individuals not named above or their confidential assistants or designates, except that the University Secretary shall make them available to hearing boards and appeal boards as provided for in Sections VIII.2, VIII.3 and X.4.a, above, to University personnel for use in admission decisions, to professional bodies as outlined in Section IV. and VIII.7. above, and to Registrars at other universities if requested.
3. The deliberations of the hearing board (referred to in Sections VIII.B.h) and the deliberations of the appeal board (referred to in Section XI.1) are confidential.

Questions concerning procedural matters described herein should be directed to the Governance Office: E290 Administration Building, 105 Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2; (306) 966-4632; email: governance.office@usask.ca

Approved by University Council October 15, 2009
Revisions June 2013, June 2016, and XXXX, 2021
Effective date of these regulations January 1, 2022

Acknowledgements

In creating this document, and in addition to current University of Saskatchewan policies and regulations, the drafters have used segments (with permission) from the York University Student Code of Conduct, University of Alberta Code of Student Behaviour and the University of Western Ontario Code of Student Conduct as foundational references and sources of wording.

ATTACHMENT:

Informal Resolution of Academic Misconduct form, for the use of students and instructors implementing the University of Saskatchewan *Regulations on Student Academic Misconduct*.

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Regulations on Student Academic Misconduct

Approved by University Council October 15, 2009
Revisions June 2013, ~~and~~ June 23, 2016, and XXXX, 2021

Effective date of these Regulations January 1, 2017 ~~XXXXXX, 2021~~ January 1, 2022

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Questions concerning procedural matters described herein should be directed to the University Secretary, 212 Peter MacKinnon Building, 107 Administration Place, University of Governance Office, 105 Administration Place, Saskatchewan, Saskatoon SK S7N 5A2 (306) 966-4632; fax (306) 966-4530;

email university.secretary@usask.ca

governance.office@usask.ca

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ATTACHMENT: Informal Resolution of Academic Misconduct form

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Preamble

~~The mission of the UniversityUSask.~~ The University of Saskatchewan ("USask") is ~~committed to to achieve~~ excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge. The pursuit of this mission requires an adherence to high standards of honesty, integrity, diversity, equity, fairness, respect for human dignity, freedom of expression, opinion and belief, and the independence to engage in the open pursuit of knowledge. The achievement of the mission of ~~the universityUSask~~ also requires a positive and productive living, working and learning environment characterized by an atmosphere of peace, civility, security and safety.

~~The universityUSask~~ is a key constituent of the broader community, and has a role to prepare students as global citizens, role models and leaders. ~~The universityUSask~~ expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the mission of ~~the universityUSask~~ or harm the interests of members of ~~the universityUSask~~ community.

~~Many of these principles and expectations are further discussed in other university policies, including the Council's Guidelines for Academic Conduct¹.~~

~~The following Guiding Principles and Authority description are from Council's Student Discipline Policy:~~

Guiding Principles

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.
- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The universityUSask will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

¹ ~~The Guidelines for Academic Conduct were approved by Council in 1999 and are available at <http://www.usask.ca/university-council/reports/archives/guide-conduct.shtml>~~

- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.
- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.
- **Security and Safety:** The university will act to safeguard the security and safety of all members of the university community. When situations arise in which disagreement or conflict becomes a security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.
- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

~~It is acknowledged that while similar expectations govern all members of the universityUSask community, including faculty and staff, these expectations and their associated procedures are dealt with under various of the universityUSask's other formal policies (such as Council's Guidelines for Academic Conduct and the Responsible Conduct of Research Policy) as well as by provincial labour legislation, employment contracts, and collective agreements.~~

Authority

The *University of Saskatchewan Act 1995* ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college, school or university level, are expected to carry out their responsibilities in accordance with approved ~~council-council~~ regulations and processes. ~~The~~ Council delegates oversight of college_ and school-level hearing boards to the respective deans or executive directors, and oversight of university-level hearing boards to the governance committee of Council.

The Act gives the **Senate** responsibility to make by-laws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals*~~*Regulations Governing Student Conduct in Non-academic Matters*~~ address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the University~~USask~~ to suspend a student immediately when, in the opinion of the President, the suspension is necessary to avoid disruption to any aspect of the activities of the university~~USask~~ or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate~~;~~ or to protect the property of the university. Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student's College or the Executive Director of the student's School. The Act also provides that a student suspended under this provision has a right to appeal to the body established by the Council in the case of academic misconduct, or by the Senate for non-academic misconduct, respectively.

Questions relating to the respective authority of Senate, Council, and the President under the Act and associated procedures should be directed to the ~~University Secretary~~Governance Office.

Regulations On Student Academic Misconduct

I. Scope

The Regulations apply to all ~~University of Saskatchewan (USask)~~ ~~ss~~ students in academic activities. ~~A student is defined as any person who is registered or in attendance at the University of SaskatchewanUSask, whether for credit or not, at the time of the misconduct; prospective students applying for admission to USask programs; and those previously enrolled at USask.~~

No proceedings or action taken pursuant to any other policy, regulation, rule or code (e.g., Criminal Code of Canada ~~and/or~~ professional or other college codes of conduct) shall bar or prevent ~~the UniversityUSask~~ from also instituting proceedings and imposing sanctions under the Regulations. Nothing in the Regulations shall prevent ~~the UniversityUSask~~ from referring any student to the appropriate law enforcement agency, should this be considered necessary or appropriate.

There is an onus on every student to become informed as to what does or does not constitute academic misconduct ~~at USask. I-Lack of awareness of the Regulations, cultural differences, mental health difficulties or impairment by alcohol or drugs are not defences for academic misconduct.~~ If it can be demonstrated that a student knew or reasonably ought to have known that ~~he or she~~ ~~they~~ ~~have~~ ~~s~~ violated ~~the universityUSask's~~ standard of academic integrity, then the violation may be dealt with under the provisions of the Regulations.

In the event ~~that~~ there is a conflict with any other guideline or policy statement at the college, school or departmental level, these Regulations take precedence.

Allegations of a violation of USask's Responsible Conduct of Research Policy will be addressed through the Responsible Conduct of Research Policy and Procedures <http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>.

II. Definitions

A. General Definitions

"Academic Administrator" means the ~~d~~Dean, ~~Executive-executive Directordirector~~, or faculty member designate of the ~~c~~College or ~~s~~School that is responsible for the ~~course-class~~ or ~~other~~ academic activity to which the allegation relates or, where the matter falls outside the responsibility of a ~~ec~~College or ~~ss~~School, the Provost and Vice-President (Academic).

"Act" means *The University of Saskatchewan Act*, 1995.

"~~complainant~~ Complainant" means the individual ~~that makes~~ making a formal allegation of academic misconduct.

“Designate” means a senior leadership position, i.e., ~~an~~ associate ~~ed~~ dean, executive officer/assistant, and select staff members within the college, Registrar’s Office, or Governance Office as determined by the Dean or Executive Director of the applicable ~~ecollege/sschool~~, the Provost, the Registrar, or the UniversityUSaskUniversity Secretary.

“Professional College” means colleges or schools with professional training programs, including the Colleges of Medicine, Veterinary Medicine, Law, Dentistry, Nursing, Education, Engineering, Pharmacy and Nutrition, and the Edwards School of Business.

“Regulations” means these Regulations on Student Academic Misconduct.

~~“respondentRespondent”~~ “Respondent” means, at the hearing board stage, the student who is alleged to have committed academic misconduct, and, at the appeal stage, the individual responding to the appeal.

“Student” means any person who is registered or in attendance at USaskas, whether for credit or not, at the time of the misconduct and ~~pro~~ prospective students applying for admission to USask programs ~~;~~ and/or those previously enrolled at USask.

“UniversityUSask” means University of Saskatchewan.

B. Academic Misconduct Defined

The following constitute ~~a~~ academic misconduct that may be the subject ~~mattert~~ of an allegation under these Regulations includes, but is not limited to:

- a) Providing false or misleading information or documentation to gain admission to ~~the~~ universityUSask or any universityUSask program;
- b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;
- c) Using work done in one ~~course-class~~ in fulfilment of any requirement of another ~~course-class~~ unless approval is obtained from the instructor by whom the material is being evaluated;
- ~~e)d)~~ Collaborating and/or colluding in the development of or completion of work, examinations and/or assessments (sometimes called unauthorized collaboration) without direction from or approval of the instructor in the class. ~~It is not academic misconduct 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.~~
- ~~e)e)~~ Alteration or falsification of records, computer files, or any document relating to a student's academic performance, including but not limited to: falsification of information ~~included in~~ provided for applications to USask or, any of its programs; and/or falsification of USask information included in applications to any other universities;

- e) Violation of the university's Responsible Conduct of Research Policy (see <http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>);
- f) Fabrication or invention of sources;
- g) Examinations and assessments: The following are examples of academic misconduct involving examinations and assessments:
- (i) Failure to observe any stated rule with regard to the procedures used in an examination, assessment, ~~or~~ an activity undertaken for academic credit, where such a failure could result in the student gaining relatively greater credit;
 - (ii) Altering answers on a returned examination;
 - (iii) When prohibited, removing an examination (including creating a digital copy) from the examination room and/or sharing examinations or assessments material digitally;
 - (iv) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper ~~with the intention of gaining an unfair advantage~~;
 - (v) Attempting to use, possessing or using notes or other sources of information or devices not permitted by the ~~course~~ instructor in an examination or assessment;
 - (vi) Consulting or seeking the assistance of others when writing an unsupervised (e.g., "take home") ~~"take home"~~ examination or assessment unless permitted by the ~~course~~ instructor;
 - (vii) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
 - (viii) Failing to observe the terms of any agreement not to disclose the contents of an examination;
 - (ix) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- h) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- i) Preventing others from fair and equal access to UniversityUSask facilities or resources, including library resources;
- j) Using or attempting to use personal relationships, bribes, threats or other ~~illegal~~ similarly inappropriate conduct to gain unearned grades or academic advantages;

- k) Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- l) **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person, website, or other source or prepared by any person other than the individual claiming to be the author. The use of material received through purchase (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.) is also known as "contract cheating."
- (ii) The verbatim use of oral or written material without adequate attribution.
- (iii) The paraphrasing of oral or written material of other persons without adequate attribution.

m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice. Professional Colleges may develop professionalism policies that define unprofessional conduct in the context of the professional programs. In Professional Colleges where the professionalism is part of the academic assessment of the student, unprofessional conduct may also be addressed through academic evaluation. Non-academic offenses are dealt with under the Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

III.

~~m) Allegations of a violation of the university's Responsible Conduct of Research Policy will be addressed through the Responsible Conduct of Research Policy and Procedures~~

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<http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>

Informal Resolution

Many cases of alleged academic misconduct on the part of students may result from misunderstanding or carelessness and may be better addressed through informal measures.

A. General Principles

1. If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate resolution following the process outlined in Section III.B.
2. In deciding whether an infraction is minor enough not to warrant a formal hearing, the instructor should consider:

(i) the seriousness of the alleged misconduct;

(ii) any apparent impact on other students and/or the University of Saskatchewan, and;

(iii) whether the alleged misconduct appears to have resulted from carelessness or a misunderstanding.

3. The resolutions available to an instructor and student to agree upon are limited to the following:
 - a) the grade on the work that is the subject of the infraction may be reduced by a percentage appropriate to the degree of the academic misconduct; and/or
 - b) the student may be asked to resubmit or re-write the examination, assignment or other work.
4. The resolution agreed to must be proportionate in the circumstances to the academic misconduct.
5. The resolutions applied pursuant to Section III.A.3 are to be considered informal measures and do not result in a permanent record of academic misconduct. Temporary records of informal resolutions of academic misconduct are kept until the longer of: five years or until the student has completed their program. Temporary records of informal resolutions are not included in the student's academic record.
6. The discussions with the student over a potential informal resolution of an allegation are confidential and may not be used as evidence in a formal hearing.

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B. Informal Procedure

7. ~~When an infraction is suspected and, where appropriate the instructor may raise the concern with the student.~~

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(iv) ~~When an infraction is suspected, the instructor or invigilator should where possible speak informally with the student(s) to discuss the concern.~~

8. The instructor shall then consult with the Academic Administrator in determining whether an informal resolution would be appropriate in the circumstances, taking into account the principles set out in Section III.A. If, in the view of the Academic Administrator, the student's prior formal or informal resolutions under these Regulations would make it inappropriate to proceed under the informal procedure, the Academic Administrator may inform the instructor of these prior resolutions.

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9. ~~Where informal resolution is considered appropriate, the instructor must inform the student in writing (i.e. Informal Resolution of Academic Misconduct form) of the nature of the resolution to be imposed and the student must agree in writing to accept this outcome. A copy of the signed Informal Resolution of Academic Misconduct form shall be provided to the student and the Academic Administrator and to the Academic Administrator of the ~~College-college~~ or ~~Sschool~~ in which the student is registered, if not the same. A signed copy of the form provided by email is acceptable. This form ~~may~~ shall be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.~~

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~~10.4.~~ If it appears to the instructor that the academic misconduct is of a serious nature, or if the student disputes the charge of academic misconduct or the resolution proposed pursuant to Section III.A, then the allegations are to be referred to a formal hearing pursuant to Section IV.

IV. Formal Allegations of Academic Misconduct

1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level.
2. A formal allegation of academic misconduct may be made by a member of the General Academic Assembly, the Academic Administrator, an instructor, a student or staff member of ~~the UniversityUSask~~, or by an individual(s) outside of ~~the UniversityUSask~~ who is affected by the alleged academic misconduct. Colleges and ~~Schools-schools~~ may designate an individual to investigate and make formal allegations of academic misconduct on behalf of the instructor(s) of the ~~College-college~~ or ~~School-school~~.
3. A formal allegation of academic misconduct shall be:

- a) in writing with the name of the person making the allegation (the complainant) attached to it and with specific details of the incident; and
 - b) delivered as soon as reasonably possible after the incident or discovery of the incident to the Academic Administrator.
4. The Academic Administrator shall deliver, in accordance with Section XV, a copy of the allegation along with a copy of these Regulations:
- a) to the student(s) against whom the allegation is made (the respondent);
 - b) if the student is not registered in the college or school responsible for the ~~course-class~~ or activity to which the allegation relates, to the Dean of the ~~College-college~~ or Executive Director of the ~~School-school~~ in which the respondent is/was registered;
 - c) to the Head of the ~~Department-department~~ in which the alleged offence was committed;
 - d) to the instructor of the ~~courseclass~~, when the alleged offence involves a ~~courseclass~~; and
 - e) to the University Secretary.
5. Upon receipt of a formal allegation of misconduct, the Academic Administrator shall follow the procedures set out in Section VII, subject to Section IV.6 and IV.7.
6. The Academic Administrator may dismiss the allegation where ~~he or she is~~they are of the opinion that:
- a) The allegation has already been or is being addressed adequately through the informal process or another formal process; or
 - b) The allegation is frivolous or vexatious.
7. A decision of the Academic Administrator under this section may be appealed to the Provost (or designate) who will confirm or overturn the Academic Administrator's decision. The Provost's (or designate's) decision is final and not subject to appeal.
8. *Special Procedures Applying Only to Allegations Relating to Responsible Conduct of Research Policy:* Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined in accordance with ~~special hearing~~ procedures set out in that Policy (<http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>) ~~before such allegations can be addressed under these Regulations.~~ Upon receipt of an allegation of academic misconduct related to research, the Academic Administrator, in consultation with the Associate Vice-President Research, shall first determine whether the allegation must be heard under the procedures in the Responsible Conduct of Research Policy. The decision of the Academic Administrator in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Academic Administrator in this regard.

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V. The Rights of Parties to a Hearing

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision-makers in a timely manner. All hearings of alleged academic misconduct will respect the rights of members of ~~the the university~~ [USask](#) community to fair treatment in accordance with the principles of natural justice. In particular:

1. Without derogation of the President's authority under s. 79 of the Act, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established, on the balance of probabilities, that ~~he/she/they has-have~~ committed an act of academic misconduct.
2. The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias exists.
3. The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses.
4. The hearing board has the sole authority to determine whether the student has committed an act of academic misconduct.

VI. Continuation of Program while Under Allegation

As provided in Section V.a) above, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established that ~~he/she/they has-have~~ committed an act of academic misconduct. However, if a formal allegation concerns conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the Academic Administrator may modify the participation of the respondent(s) in academic or clinical settings or other work placements, pending final outcome of the hearing or any appeals under these Regulations.

[Where required by law, and in accordance with governing privacy legislation, allegations of academic misconduct may be disclosed to necessary third parties including, but not limited to, regulatory bodies, professional organizations, or University educational partners.](#)

VII. Procedures for Formal Hearings

A. General Procedures

1. The Academic Administrator shall convene a hearing board composed of a chair, named by the Academic Administrator; at least two members of the General Academic Assembly, all of whom, where feasible, shall be faculty members of the department, school or college responsible for matters to which the allegation relates; and a student who is registered in the college or school responsible for the matters to which the allegation relates or, at the request of the respondent, a

student from another college or school. The hearing board may be a standing committee of the college or school appointed for this purpose.

2. Where the allegations of academic misconduct are made against two or more students, the Academic Administrator has discretion to decide whether there should be one hearing at which all of the co-accused students are heard, or individual hearings for each respondent.
3. The Academic Administrator will provide both the complainant and the respondent with at least 7 days' written notice of the hearing. Where there are special circumstances (as determined by the Academic Administrator), the matter may be heard on less than 7 days' notice. Hearings will be held as soon as practicable in the circumstances, and in accordance with principles of procedural fairness, and not later than 60 days from receipt of the allegation by the Academic Administrator. If the respondent does not respond to the written notification of the hearing, or chooses not to appear before the hearing board, the hearing board has the right to proceed with the hearing.
4. The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures and rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party, subject to the following:
 - a) Hearing boards under these Regulations have an adjudicative role. It is the responsibility of the complainant(s) to provide a rationale for the allegation and to present the evidence in support of it, and it is the ~~responsibility~~ role of the respondent(s) to answer the charge. Both complainant and respondent shall be given full opportunity to participate in the proceedings other than the deliberations of the hearing board.
 - b) At least 5 days before the hearing the complainant, and at least 2 days before the hearing the respondent, shall provide to the Academic Administrator the names and contact information for any witnesses and/or advocates and any documentation the parties intend to submit at the hearing. This information will be shared with the hearing board. All information provided to a hearing board in advance of the hearing will be shared with both parties.
 - c) The hearing shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. Witnesses should normally be present only to provide their evidence. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
 - d) Generally, hearings will be held with all parties present. Neither party will communicate with the hearing board without the knowledge and presence of the other party, except where a party fails to appear at a scheduled hearing. An absent respondent may be represented by an advocate who may present the respondent's case at the hearing. If either of the parties to the hearing, or any advocate, or witness are unable to attend the hearing, the hearing board may, at its discretion, approve arrangements for participation by telephone or other electronic means, provided that both parties to the dispute (or their advocate) must be capable of hearing all evidence being presented, and of responding to all evidence and questions.

~~6. **Special Hearing Procedures for Breaches of Responsible Conduct of Research Policy:** If a hearing under the Responsible Conduct of Research Policy determines that a breach of that Policy has occurred, then a hearing under these Regulations will occur with regard solely to sanctions. The hearing board will be provided the report (decision) of the Responsible Conduct of Research Policy hearing board and will hear evidence and submissions only in relation to sanctions. The hearing board will render a decision in accordance with Section VIII of these Regulations. In the event a student appeals the finding of breach (in accordance with the Procedures under the Responsible Conduct of Research Policy), the hearing under these Regulations to determine sanctions is suspended until the resolution of the appeal.~~

B. Order of Proceedings

The following shall be the order of proceedings in the hearing:

1. The chair of the hearing board should open the hearing by seeking agreement that the matter is properly before a College or School hearing board. If the authority of the Board is challenged, then the Board will hear the arguments in favour of and against the proper jurisdiction of the Board to hear the matter, and will rule whether the hearing should proceed.
2. The allegation and the evidence allegedly supporting it, and supporting documentation and/or witnesses, shall be presented by the complainant, or that person's advocate.
3. ~~The respondent or the respondent's advocate may ask questions, which are relevant to the complaint, of the complainant and any person giving evidence allegedly supporting the allegation. The chair may at their discretion permit members of the hearing board to ask clarifying questions of the complainant and any person giving evidence allegedly supporting the allegation. The chair may at his or her discretion grant an opportunity for the respondent or the respondent's advocate and members of the hearing board to ask questions of the complainant and any person giving evidence allegedly supporting the allegation.~~
4. The respondent or the respondent's advocate shall then be allowed to respond to the allegation and to present supporting documentation and/or witnesses.
5. ~~The complainant or the complainant's advocate may ask questions, which are relevant to the allegation, of the respondent and any person giving evidence allegedly supporting the respondent's response. The chair may at their discretion permit members of the hearing board to ask clarifying questions of the respondent-complainant and any person giving evidence supporting the allegedly supporting response to the allegation. the allegation. The chair may at their his or her discretion grant an opportunity for the complainant and members of the hearing board to ask questions of the respondent and any witness for the respondent.~~
6. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.

7. Both the complainant and the respondent will have the opportunity to make a closing statement to explain their respective interpretations of the evidence presented and to offer submissions on the allegation and the appropriate sanction, if any. The hearing board may receive written submissions together with, or in lieu of, a verbal closing statement. Once the hearing concludes, the hearing board may not consider any additional evidence on whether an act of academic misconduct has been committed without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.
8. The hearing board will meet *in camera* to decide whether an act of academic misconduct has been committed. Where it is concluded that academic misconduct occurred, the hearing board will render a decision on the appropriate sanction in accordance with Section VIII. The standard of proof applied by the hearing board is whether, on a balance of probabilities, the student has committed the act(s) ~~or acts~~ of academic misconduct alleged. The decision of the hearing board, if not unanimous, shall be by majority vote.
9. If the allegation of academic misconduct is not substantiated, the Academic Administrator shall take all reasonable steps to repair any damage that the respondent's reputation for academic integrity may have suffered by virtue of the allegation.

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VIII. Determination of Sanctions

1. The hearing board has the sole authority to determine the appropriate sanctions.
2. Following a determination that a student has committed academic misconduct ~~or has breached the Responsible Conduct of Research Policy~~, the student's prior record of violations of the Responsible Conduct of Research Policy, academic or non-academic standards, and a copy of the student's transcript will be provided by the Registrar or ~~the University~~ ~~USask~~ ~~the University~~ Secretary to members of the hearing board constituted under these Regulations, to assist them in determining one or more appropriate sanctions.
3. ~~The University Secretary will provide the hearing board of a~~ ~~The hearing board shall~~ ~~will request from the Governance Office a~~ record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.
4. The hearing board shall have the authority to dismiss the matter completely, or to impose one or more sanctions which may include, but are not limited to, the following:
 - a) that the student be reprimanded or censured;
 - b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination ~~or assessment~~, ~~and/-~~ or that a credit or mark for the ~~course class~~ be modified or cancelled;
 - c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;
 - d) that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that ~~or a related~~ topic;

e) that the student(s) be required to complete additional training related to academic integrity;

f) that a prospective student be denied admission to the program;

g) that the student(s) be suspended from the University of Saskatchewan for a specified period of time;

h) that the student(s) be expelled permanently from the University of Saskatchewan; or

i) that the conferral of a degree, diploma or certificate be postponed, denied or revoked.

5. Where the student has withdrawn from a course-class prior to the hearing, and the hearing board determines that the appropriate sanction for the misconduct should be a failing grade for the entire course-class, the student's official transcript will be changed from the withdrawal to the failing grade.
6. If the decision of the hearing board results in suspension or expulsion of the student(s) as referenced in Section VIII.4, the hearing board must also rule whether the endorsement on the student(s)'s record indicating suspension or expulsion is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal unless appealed to the Provost (or designate). The Provost's (or designate's) decision on the endorsement is final and not subject to appeal. If the decision of the hearing board results in suspension of the student, the hearing board shall also consider and rule on whether the period of suspension will count towards the student's time in program.

7. In light of the unique aspects of professional programs, Professional Colleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4, including, where required or permitted by law, informing appropriate third parties of a finding of academic misconduct.

~~7. In light of the unique aspects of professional programs, Professional Colleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4, including informing professional associations of which the student is a member of the outcome of the hearing.~~

8. The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the reason(s) for its decision and the evidence on which the board based its ~~conclusions~~ decision(s) and as well as state any sanction(s) imposed. The record of the decision shall be distributed as provided for in Section XIV.
9. The student(s) and the complainant shall be advised that either of them may appeal the hearing board results.
10. The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

IX. Appeal Board

1. Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanctions imposed by delivering to [the University](#) Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. In all cases, the notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, any evidence the appellant wishes to present to support those grounds (but see Section IX.2), and (where relevant) what resolution or resolutions the appellant believes to be appropriate.
2. An appeal will be considered only on one or more of the following grounds:
 - a) That the original hearing board had no authority or jurisdiction to reach the decision or impose the sanction(s) it did;
 - b) That there was a reasonable apprehension of bias on the part of a member or members of the original hearing board;
 - c) That the original hearing board made a fundamental procedural error that seriously affected the outcome;
 - d) That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
3. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Secretary determines that there are no valid grounds under these Regulations for an appeal, then the appeal will be dismissed without a hearing. If the Secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the Secretary, with respect to allowing an appeal to go forward, is final, with no further appeal.
4. The appeal board will be constituted within a reasonable time frame and will be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). Where the case involves a graduate student, the faculty members on the board ~~should~~^{shall} be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which comprises all Council members other than *ex officio* members. The University Secretary or designate will ~~act as secretary~~^{support} the appeal board. With the exception of the Secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

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X. Appeal Procedure

1. The appeal board shall convene to hear the appeal within 20 days of being constituted. Under exceptional circumstances, the ~~b~~Board may extend this period.

2. Written notice of the hearing, along with a copy of these Regulations and of the written statement of appeal, will be delivered by ~~the University~~the University Secretary to the appellant, to the other party in the original hearing as respondent, to the chair of the original hearing board, and to members of the appeal board. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.
3. If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written record of the original hearing and the written statement of appeal and/or a written response in lieu of arguments made in person. ~~As~~
~~a~~Appellants ~~or~~ and ~~respondents~~ are permitted to be represented by an advocate at the hearing and those who chooses to be absent from a hearing may ~~appoint an~~have their advocate ~~to~~ present ~~his/her~~their case at the hearing.
4. The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:
 - a) Appeal boards under these Regulations will not hear the case again but are limited to determining the appeal on the grounds set out in Section IX.2. Unless that evidence relates to the grounds set out in Section IX.2, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.
 - b) The parties to the hearing shall be the appellant and the other party to the original hearing as respondent. The chair (or another member designated by the chair) of the original hearing board is invited to attend. The chair of the original hearing board (or designate) will make no submissions to the appeal board, except to answer questions relating exclusively to the process followed by the original hearing board. Any questioning of the chair of the original hearing board (or designate) will be subject to the discretion of the chair of the appeal board. ~~d and at the discretion of the chair will be permitted to participate in the hearing and to respond to submissions of either party or of the appeal board.~~
 - c) At least 5 days before the hearing the appellant, and at least 2 days before the hearing the respondent, shall provide to the Secretary the names and contact information for their respective advocates (if any) and witnesses (only as provided for in Section X.4.a above) and any documentation the parties intend to submit at the hearing.
 - d) Hearings shall be restricted to persons who have a direct role in the hearing. The appellant and the respondent may request the presence of an advocate and up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
 - e) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.

- f) Both the appellant and the respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the appeal board.

XI. Disposition by the Appeal Board

1. After all questions have been ~~answered posed~~ and all ~~points made~~ arguments submitted by the parties, the appeal board will meet *in camera* to decide whether to uphold, overturn or modify the decision of the original hearing board. The deliberations of the appeal board are confidential.
2. The appeal board may, by majority:
 - a) Conclude that the appellant received a fair hearing from the original hearing board, and uphold the original decision; or
 - b) Conclude that the appellant did not receive a fair hearing, but that the outcome determined remains appropriate and the original decision is upheld; or
 - c) Conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section VIII; or
 - d) Order that a new hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced that could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.
3. The chair of the appeal board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any penalty imposed or withdrawn. The report shall be delivered to the ~~University Secretaryname~~ University Secretary and distributed as provided for in Section XIV.
4. If the decision of a hearing board is successfully appealed, ~~the chair of the Governance Committee of Council in consultation with~~ the chair of the appeal board shall ask the Academic Administrator to take all reasonable steps to repair any damage that the appellant's reputation for academic integrity may have suffered by virtue of the earlier finding of the hearing board.

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XII. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be a finding and ruling of Council.

XIII. Endorsement on Student Record

1. Upon receipt of a report of a hearing board or an appeal board as provided in these Regulations, the Registrar shall:

- a) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for academic misconduct on the _____ day of _____, 20____."
 - b) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for academic misconduct from _____ to " _____ " [period of suspension] .
 - c) In the case of a report ordering the revocation of a degree, endorse on the record of the student and on any transcript of that record the following: "[Name of Degree] revoked for academic misconduct on the _____ day of _____, 20____."
2. Upon notice of an appeal, and where the appellant's academic record may be affected by the outcome of the appeal, the Registrar shall endorse on the appellant's record and on any transcript of that record the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the appellant's record upon receipt by the Registrar of a copy of the decision of the appeal board
 3. Except as provided for under Sections VIII. 6 and XIII.2, an endorsement on the record is permanent.

XIV. Reports

1. Not later than 15_-days after a hearing board or an appeal board has completed its deliberations, the chair shall deliver a copy of ~~its~~the decision reportof the report to the following persons:
 - a) the student(s) against whom the allegation was made;
 - b) the complainant;
 - c) the Dean of the College or Executive Director of the School in which the student(s) is/are registered;
 - d) the head of the department that is responsible for matters to which the allegation relates;
 - e) the instructor of the courseclass, when the alleged offence involves a courseclass;
 - f) the Registrar; and
 - g) the University Secretary.
2. When the alleged misconduct involves academic work supported by external funds, and if the student has been deemed guilty of misconduct after all avenues of appeal under these Regulations have been exhausted, the final outcome of the case shall be provided to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure by the Dean of the College, or Executive Director of the School, in which the student is registered.

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XV. Delivery of Documents

Delivery of any document referred to in these Regulations to a student may be made in person, or by courier, by e-mail to the student's official university e-mail address, or by registered mail addressed to the address of the student as set out in the records of the Registrar. Delivery is presumed to have been made the earlier of: when it is received by the student or 5 days after the date of registration (or ~~e~~Express posting), or 1 day after the e-mail was sent to the official university e-mail address. Delivery of any document referred to in these Regulations to anyone else may be made in person or by ~~c~~Campus mail or e-mail services. All students have a responsibility to ensure that ~~the University~~USask has current contact information; if a notice is not received because of a failure to meet this requirement, the hearing will proceed.

XVI. Confidentiality

1. ~~The University~~USask will protect the confidentiality of information regarding a potential violation of these Regulations to the fullest extent possible. If the allegation is substantiated, ~~the University~~USask reserves the right to use or disclose information in accordance with the Local Authority Freedom of Information and Protection of Privacy Act, which may include disclosing the discipline, if any, imposed on members of ~~the University~~USask.
2. Subject to the provisions of these Regulations and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Regulations are confidential and should not be ~~kept stored in a way that makes them on a file~~ accessible to individuals not named above or their confidential assistants ~~or designates~~, except that the University Secretary shall make them available to hearing boards and appeal boards as provided for in Sections VIII.2, VIII.3 and X.4.a, above, ~~and to~~ University personnel for use in admission decisions, ~~to professional bodies as outlined in Section IXV. and VIII.7. above, and to~~ ~~R~~Registrars at other universities if requested.
- ~~3.~~
- ~~2-3.~~ The deliberations of the hearing board (referred to in Sections VIII.B.h) and the deliberations of the appeal board (referred to in Section XI.1) are confidential.

Questions concerning procedural matters described herein should be directed to ~~the University Secretary~~the Governance Office: ~~E290 Administration Building, 212 Peter MacKinnon Building, 107105~~ Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2; (306) 966-4632 ~~fax (306) 966-4530~~; email: ~~university.secretary@usask.ca~~governance.office@usask.ca

Field Code Changed

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Approved by University Council October 15, 2009

Revisions June 2013, ~~June and June 23, 2016, and XXXX, 2021~~

Effective date of these regulations ~~January 1, 2017-XXXX~~ January 1, 2022-2024

Acknowledgements

In creating this document, and in addition to current University of Saskatchewan policies and regulations, the drafters have used segments (with permission) from the York University Student Code of Conduct, University of Alberta Code of Student Behaviour and the University ~~USask~~ of Western Ontario Code of Student Conduct as foundational references and sources of wording.

ATTACHMENT:

[Informal Resolution of Academic Misconduct](#) form, for the use of students and instructors implementing the University of Saskatchewan *Regulations on Student Academic Misconduct*.

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Academic Misconduct - Guidelines for allegations involving multiple students as respondents

Handling allegations involving multiple students

- When an allegation is against multiple students and contains evidence against multiple students, every effort should be made to ensure that the version of the complaint sent to each student contains no identifying information about other students
 - names/nsids/student numbers should be redacted
 - other students can be identified as “Student A, Student B, etc.” if it is necessary to differentiate between them in the complaint
- It is important at this phase to anonymize the evidence, as a decision has not yet been made by the Academic Administration whether to proceed with the allegation against all students named in the allegation and/or whether to proceed with a single hearing

Hearings involving multiple students

- Section VII A.2. of the Regulations on Student Academic Misconduct (the “Regulations”) empowers the Academic Administrator to decide whether there should be one or multiple hearings when an allegation is made against two or more students
- It is important to come back to the Guiding Principles of the Regulations, particularly the commitment to justice and fairness and the principles of procedural fairness
 - Key to this is that the students must all know the case against them and have an opportunity to respond
 - Therefore, once a decision has been made to proceed with a single hearing involving all multiple students, written evidence related to the allegation should be presented to the respondents in full to ensure that all students have all evidence that the hearing board will use in its decision-making
 - Any written submissions provided by the respondent students should be shared with all other co-respondents, as the written submissions may be used by the Hearing Board when they make their decision
- When a determination is made to hear an allegation against multiple students, it is still important that a decision is rendered about each student based on the case made against them
- Some suggestions to balance this need for procedural fairness with the need to pursue these matters in a timely way:
 - Allegations against multiple students proceed before a single Hearing Board
 - The Hearing Board and all students would be present throughout the hearing to hear the evidence and testimony of the complainant, the other students, and to hear witness testimony
 - The students would then each be afforded the opportunity to ask questions of the complainant and to respond to the allegations, in the presence of the other students involved, to ensure each student is afforded the opportunity to hear all evidence against them
 - The order for proceeding of the students may be determined by consent or arbitrarily by the Hearing Board
 - Good notes should be taken by the secretary to the Hearing Board to ensure that it is clear what evidence is being used to support the finding against each student and to ensure that evidence used in the decision was presented to the student about which the decision is being made
 - After having heard from all students, including providing all students the opportunity to make submissions on potential sanctions, and after having reached decisions about

academic misconduct in each case, the Hearing Board can decide the issue of sanctions at the end of the process

- The Hearing Board would meet *in camera* to decide whether academic misconduct has occurred and to outline the basis for this decision **for each student** with allegations of **academic misconduct**.
 - When making a finding that academic misconduct has occurred, the finding ***must be based on the evidence that related to that particular student***, however such evidence does not necessarily need to come from that particular student or the complainant.

Outcome reports from hearings involving multiple students

- A decision about student academic misconduct cannot be made about a student on the basis of evidence or information that that student did not have the ability to hear and respond to
- When providing the decision reports for the hearing, it will be important to ensure that each student is only provided with information related to the decision against them, including any decisions on sanctions

Questions can be directed to Amanda Storey, Academic Governance and Hearing Advisor with the Governance Office (amanda.storey@usask.ca)

Informal Resolution of Academic Misconduct

The student has the right under the University of Saskatchewan *Regulations on Student Academic Misconduct* (the "*Regulations*") to a full and fair hearing before an impartial hearing board if the student disputes an allegation of academic misconduct or the sanction proposed as an informal resolution. Students are considered innocent until a hearing board determines that academic misconduct has occurred.

The *Regulations* allow an instructor and student to agree on an appropriate informal resolution for minor infractions of academic misconduct due to misunderstanding or carelessness, in cases where the student does not dispute the allegation or proposed resolution. A complete copy of the *Regulations* is available at:

governance.usask.ca/student-conduct-appeals/academic-misconduct.php

The informal resolution proposed by the instructor or invigilator will only be imposed if the student voluntarily accepts it (pursuant to Part III of the *Regulations*). By signing this form, the student expressly agrees that the Academic Administrator may (at their sole discretion) use and/or disclose the existence of this informal resolution, including information pertaining to this informal resolution, when determining whether informal resolution is appropriate with respect to subsequent incidents of academic misconduct.

Information

Student Name		Student Number	
Instructor Name		Invigilator Name (if applicable)	
Course	Section	Term	Year
Type of assignment Essay Exam Other academic work			
Nature of misconduct			

Resolution

Notification of resolution proposed by instructor:

Grade reduction in the identified assignment	Reduction of assignment grade to
--	----------------------------------

and/or

Requirement for resubmission of the identified assignment	Failure to resubmit the assignment will result in	Resubmission deadline
---	---	-----------------------

Instructor Signature	Date (mm/dd/yyyy)
----------------------	-------------------

I accept the resolution described above:

Student Signature	Date (mm/dd/yyyy)
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This form will be retained by the Academic Administrator and instructor as a component of the grading materials for this class but will not be made part of the student's academic record. This form will also be shared with the Academic Administrator of the college or school in which the student is registered. The student should also keep a copy of this form for their records. This form may be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.

For more information about the informal and formal procedures for dealing with academic misconduct, please contact the college or school's general office or the Governance Office

Governance Office

E290 Administration Building ■ 105 Administration Place ■ University of Saskatchewan ■ Saskatoon, SK S7N 5A2

Canada Email: governance.office@usask.ca ■ Website: governance.usask.ca ■ Tel: 306-966-4632

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: November 18, 2021

SUBJECT: **Name of the Coordinating Committee**

MOTION: (Wotherspoon/Mousseau): *It is recommended that Council approve changing the name of the 'Coordinating Committee' of University Council to the 'Executive Committee' of University Council, effective November 19, 2021, as Part II section 3 of the Council Bylaws.*

SUMMARY:

The Governance Committee recommends to Council that the name of the 'Coordinating Committee' be changed to the 'Executive Committee' of Council.

CONTEXT AND BACKGROUND:

Coordinating Committee considered this question on October 8, 2021 and recommended to the Governance Committee to change the name. The Governance Committee agreed to recommend to Council that the name be changed on October 14, 2021.

While the name 'Coordinating Committee' has been in place for years, it does not convey the role of the committee. For members of Council or the campus community who are more familiar with Council, they may have learned what the role is. However, those who are new to campus, are not familiar with its operations, and/or external stakeholders may be and often are confused by the name. The actual role of Council's 'Coordinating Committee' is in keeping with the role of an 'Executive Committee' according to Kerr & King (1995) (Attachment A).

This name change was previously suggested in 2018 at the Coordinating Committee. One concern raised was that the term 'executive' might signal corporatization of this democratic governing body. The term 'executive' is used for University Senate, which is also democratic (mainly elected) governing body. It is also used for the Board of Governors, which has a 'Governance and Executive Committee,' with two of the positions being elected (see Attachment B). Each of these committees have the same key responsibilities, i.e., they set the agendas of their superior governing bodies and can conduct the business of the main body outside of the regular meeting. Kerr & King (§44, 1996) uses the term 'executive committee' for this role. Kerr & King is a reference guide for rules of order focused on non-profit organizations such as universities.

ATTACHMENTS:

- A. Excerpts from Kerr & King (1996)
- B. Council, Senate and Board of Governors – applicable Terms of Reference

Attachment A

Excerpts from Kerr & King

Executive Committee (44)

In [an] organization where the board is unable to meet frequently, or is too large for efficient operation (more than 12-15 members), it is common to create an executive committee to deal with day-to-day business... A signing officer of the organization, such as the treasurer, is usually appointed as an ex officio member...and the chair of an important standing committee is also frequently included... [It] is essentially a subcommittee of the board... and only has such powers as defined in the bylaws.

Executive Committee (45(b)) [roles of standing committees]

The executive committees is usually composed of the elected officers and a few members-at-large who may be drawn from the board or from chairs of standing committees. Members of the professional staff, or representatives of the staff, may also be made associate members of this committee. This committee steers operations between meetings of the larger assemblies and provides guidance to the chief executive and professional officers. The executive committee acts on existing policy and directives from the board and general meetings.

Attachment B

Excerpts from USask's Governing Bodies' Bylaws

Council Coordinating Committee - Terms of Reference (Part Two, s.III, 2021)

The Coordinating Committee of University Council is responsible for:

1. Setting the agenda for Council meetings.
2. Receiving and determining the disposition of written motions from individual members of Council. The coordinating committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the coordinating committee and Council. (Oct 2008)
3. Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
4. Coordinating the work of Council committees.
5. Advising the Chair of Council on matters relating to the work of Council.
6. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

Senate Executive Committee - Terms of Reference (Senate Bylaws Part 2, 2018)

(c) Chair

The Chancellor shall serve as Chair and the President shall serve as Vice-Chair.

(d) Duties and Powers

(i) To determine the agenda for all meetings of Senate.

a. In determining whether to add to the agenda a motion proposed by a member of Senate pursuant to Section IV 6 of these bylaws, the Executive Committee shall consider the powers of Senate as set out in Section 23 of The University of Saskatchewan Act, 1995, as may be amended from time to time.

b. The Executive Committee may refuse to place said motion on the agenda if it clearly appears that the motion submitted is primarily for the purpose of enforcing a personal claim or redressing a personal grievance against the University, any employee, officer or director of the University, or any body of the University, or primarily for the purpose of promoting causes unrelated to the activities of the University.

(ii) To appoint task forces or special committees composed of members of Senate with power to investigate and report on matters of interest and concern to Senate.

(iii) To consider all major reports being submitted to Senate.

(iv) To consider and report on policy matters relating to the Senate.

(v) To perform other duties as the Senate may from time to time direct.

(vi) To recommend to Senate individuals for membership on the various Boards of Examiners for Professional Examinations; and to recommend to Senate on matters of policy with respect to Boards of Examiners, and on the establishment of new Boards of Examiners, when necessary.

(vii) To act on behalf of Senate in special circumstances to provide approval of honorary degrees.

(viii) To consult, through the Chancellor and the President with the Chair of the Board of Governors to ascertain the qualifications and qualities most needed by the Board when a vacancy arises, and to consider the name and backgrounds of potential candidates and present nominations to the Nominations Committee.

Board of Governors - Governance & Executive Committee

Terms of Reference for Standing Committees (2020)

A. Purpose:

The Governance and Executive Committee is responsible to the Board for:

- Where necessary the business of the Board is conducted between meetings.
- The membership of the Board of Governors of the University of Saskatchewan is selected and educated in its responsibilities in such a way that it brings expertise aligned with the university's strategic goals and risks.
- The Board has a sound approach to corporate governance and operates according to established principles of good governance.
- The Committee provides Board leadership and plans the strategic plans.
- The Committee sets strategic direction.
- Appropriate goals and performance expectations are set out for the President, and the President is appropriately supported and compensated.
- The Vice-chair of the Board will chair the Committee.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: November 18, 2021

SUBJECT: **Inventions and Enterprise Creation Policy**

MOTION:

(Wotherspoon/Mousseau): It is recommended that University Council approve the Inventions and Enterprise Creation Policy (pending approval of the Board of Governors), effective January 1, 2022.

PURPOSE:

The purpose of this submission is to seek approval from University Council on the draft *Inventions and Enterprise Creation Policy*. The draft policy was presented to the Governance Committee on May 11, 2021, by Dion Martens, Director, Research Excellence and Innovation. It was presented to Council for input on May 20, 2021. Since then, the policy has been slightly modified in response to feedback which called for a greater emphasis on support for startup companies. The policy has also been adjusted with the addition of clause 2.4, which clarifies that the policy does not supersede, limit, or amend the terms of collective agreements at the University of Saskatchewan. On November 2, 2021, the Governance Committee agreed that the draft policy should go forward to University Council as a request for decision.

DISCUSSION SUMMARY:

Please see attached briefing note.

FURTHER ACTION REQUIRED:

Pending approval of University Council, approval of the Board of Governors will also be requested.

ATTACHMENTS:

- a. Inventions Policy brief
- b. Inventions Policy draft



Briefing Note

Inventions and Enterprise Creation Policy

- In summer 2020, we commenced a review of our intellectual property (IP) policy, because:
 - There was considerable frustration expressed by researchers, industry and investors about the rigidity of the university's IP policy and processes, specifically that we are too slow, risk averse, greedy and opaque;
 - USask had experienced a steady decline in technology licensing, with only half of disclosed inventions commercialized over the last decade; and
 - There was increasing recognition that fulfilling each of the strategic commitments within *University Plan 2025* (courageous curiosity, boundless collaboration and inspired communities) requires uplifting a culture of innovation and entrepreneurship.
- Informed by an advisory group¹, the Partnerships and Commercialization team in Research Excellence and Innovation (REI) prepared a draft policy, entitled *Inventions and Enterprise Creation Policy* to distinguish it from other types of IP.
- Noteworthy changes from the previous policy include:
 - Shifting the default ownership regime from institutional ownership, which is currently applied across the board, to embrace **inventor ownership as the default, with limited exceptions**, as follows:
 - If the invention arises from **Indigenous knowledges and cultural expressions**, the relevant Indigenous communities retain ownership (a scan of other Canadian university policies indicates that the "Respect for Indigenous Knowledges and Cultural Expressions" section of the new policy will put USask at the forefront in this regard);
 - If the invention arises as a result of funding or resources through a university research institute, and if that institute houses its own commercialization services², then ownership remains with the university and the institute is responsible for incubating, aggregating and mobilizing the IP; or
 - If an industry sponsorship or other contract (e.g., inter-institutional agreement) encumbers the IP, then the negotiated contract provisions determine IP ownership and mobilization.

Adopting default inventor ownership aligns our policy with Dalhousie, Queen's, Toronto, Western, Waterloo, Manitoba, Alberta and Calgary. More importantly, it signals a fundamental shift in our approach, which will help provide a much-needed reset of internal and external perceptions.

¹ The advisory group is composed of: Lorne Babiuk (former VPR at UAlberta); Kari Harvey (Innovation Saskatchewan CEO); Jerome Konescni (former CEO of Innovation Saskatchewan); Aaron Genest (SaskTech President); Steve Webb (GIFS CEO); Jane Alcorn (Pharmacy Dean); Terry Fonstad (Engineering ADR); Julian Demkiw (President's Office); Dion Martens (REI Director); Alix Hayden (REI Associate Director); and Christopher Martin (Executive Officer to VPR).

² This currently applies to the Vaccine and Infectious Disease Organization (VIDO) and the Crop Development Centre (CDC), and the Global Institute for Food Security (GIFS).

- Acknowledging that **startups are often the best or only option for commercializing new technologies** and recognizing the need to provide startups with incubation and acceleration programming, mentoring, business-planning supports, and connections with investors, influencers and resources.
- Stating explicitly within the fundamental principles that our **primary motivation is not revenue generation**, though that is undoubtedly helpful to the university, but rather the key driver of our IP mobilization activities is to move discoveries out into the world for the benefit of society, the economy and the environment.
- Identifying **how we want to be perceived** by:
 - Inventors – as actively and meaningfully involving them and supporting them throughout the process;
 - External partners – as transparent, consistent, responsive, timely and motivated to make mutually beneficial deals;
 - Indigenous communities, organizations, entrepreneurs and researchers – as working to strengthen bonds of respect, trust and shared benefit; and
 - Women and BIPOC researchers – as working to advance equity, diversity and inclusion and promote the equitable involvement of underrepresented populations in the innovation ecosystem.
- Identifying **measures of success**, including improved IP literacy, a strengthened culture of innovation and entrepreneurship, and amplified external impact (greater deal flow, more start-ups, and more meaningful partnerships).
- Revising our **revenue-sharing formula** to address situations in which inventors commercialize independently from the university:
 - Specifying a 25% return of the inventor's share of net revenues to the university, which is consistent with nearly all U15 counterparts, and which represents a fair return to the university for the institutional infrastructure, resources and supports that enabled the research activity; and
 - Stating that, for startups, the University is committed to a flexible revenue-sharing approach that best supports the growth of the new venture, including receiving equity.
- Confirming **support for inventors who opt to commercialize independently** of the university (with a helpful commercialization guide and, to the extent that resources allow, by providing advice and facilitating connections).
- **Addressing the conundrum presented by computer code**, which is owned by faculty members under the collective agreement, but which must be consolidated with the rest of the IP when it is integral to an invention. In compliance with the collective agreement, the new policy simply states that inventors will need to voluntarily assign or license the code to the university in order for commercialization activities to proceed.
- The new policy also clearly states that it does not supersede, limit or amend the terms of collective agreements at the University. In particular, it states that it “does not alter the provisions of the USFA collective agreement regarding the members of the USFA bargaining unit entering into individual agreements with the University concerning invention rights, nor the provisions of the Memorandum of Agreement presently in use or amended by agreement between the University and USFA.”

INVENTIONS AND ENTERPRISE CREATION POLICY

For Council Approval – November 2021

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Preamble

The University's Inventions and Enterprise Creation Policy has two **primary objectives**:

- To encourage and support creativity, innovation and entrepreneurship throughout the University community; and,
- To deliver significant, sustainable value for society, the economy and the environment by connecting researchers, industry, investors and communities to turn discoveries into solutions the world needs, primarily through development of intellectual property (IP) into startup companies and licenses for commercial products and processes. (The University values and embraces myriad other approaches to knowledge mobilization, however this policy is focused on commercialization of inventions).

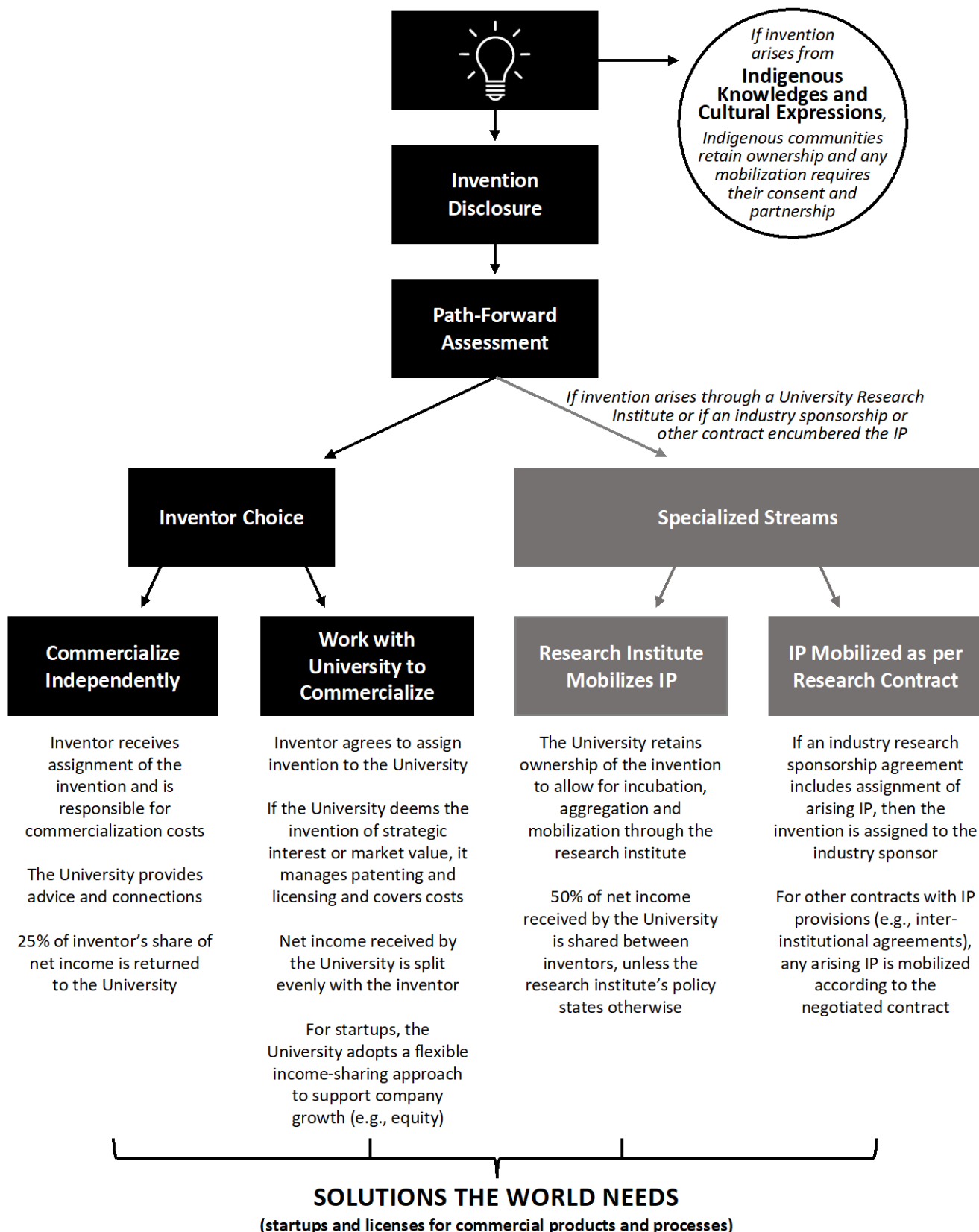
The University's approach to inventions is based on these **fundamental principles**. Specifically, the University intends:

- To be nimble and flexible, giving inventors choices and meaningfully involving and supporting them throughout the technology-commercialization process, and using specialized approaches, where most appropriate, to incubate, aggregate and mobilize discoveries;
- To eagerly promote enterprise creation when inventors are interested in being founders or collaborating with founders, recognizing that startups are often the best or only option for commercializing new technologies;
- To ensure partners experience the University as transparent, consistent, responsive, timely and motivated to make mutually beneficial deals;
- To embrace *manacihitowin*, strengthening bonds of respect, trust and shared benefit through constructive, collaborative processes with Indigenous communities, organizations, entrepreneurs and researchers;
- To advance equity, diversity and inclusion by working for equitable involvement of women and Black, Indigenous and People of Colour (BIPOC) in the innovation ecosystem;
- To recognize that the key driver of the University's technology-commercialization activities is to move discoveries out into the world for the benefit of society, the economy and the environment; and
- While revenue generation is not what motivates technology-commercialization activities, to ensure that commercialization revenues are reinvested to support high-quality research and innovation.

The University **measures the success** of its Inventions and Enterprise Creation Policy through evidence of:

- Improved IP literacy across the University and amongst our partners, including:
 - Increased awareness about technology transfer, licensing, enterprise creation, other IP mobilization options, and the supports and services available through the University;
 - Improved understanding of IP rights; and
 - Greater understanding and respect for Indigenous Knowledges and Cultural Expressions.
- A strengthened culture of innovation and entrepreneurship within the University, including:
 - More researchers – including more women and BIPOC researchers – disclosing inventions and engaging in technology transfer and commercialization activities; and
 - Enhanced involvement of and support for inventors throughout the commercialization process, including the provision of incubation supports for startup companies.
- Amplified value and inspired communities, including:
 - More startup companies launching, growing, creating jobs and delivering solutions the world needs;
 - Greater deal flow, with more investment agreements for industry- and community-sponsored research activities and for technology licenses and options; and
 - More meaningful, reciprocal and equally engaged partnerships with Indigenous communities, organizations, entrepreneurs and researchers that strengthen bonds of respect, trust and shared benefit.

The University has a flexible approach to invention ownership and mobilization, which respects Indigenous Knowledges and Cultural Expressions, gives inventors a choice and uses specialized streams, where most appropriate, to incubate, aggregate and mobilize Inventions. Here is a high-level overview:



1. Definitions

- 1.1 **“Commercialization”** means activities relating to realizing and attempting to realize monetary and/or other value from Inventions, including patenting, marketing, manufacturing, sale, distribution, licensing, sublicensing, transferring, granting of rights or use or leasing.
- 1.2 **“Fast License”** means the publicly available template agreement with simplified terms designed to make accessing university technology faster and easier.
- 1.3 **“Indigenous Knowledges and Cultural Expressions”** includes Indigenous people’s cultural heritage, traditional knowledge and traditional cultural expressions, as well as new ideas or ways of doing things that have been developed by Indigenous peoples which respect their traditions, cultures and practices. This unique body of knowledge is culturally based, context-specific, holistic and differs from nation to nation. It includes the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts.
- 1.4 **“Intellectual Property”** means any result of intellectual or artistic activity, whether or not registerable or registered or protected under the law.
- 1.5 **“Invention”** means “any new and useful art, process, machine, manufacture or composition of matter, or any new and useful improvement in any art, process, machine, manufacture or composition of matter” [Patent Act, R.S. 1985,c.P-4,s.2], including such know-how required to practice it, whether or not patentable and includes all legal and equitable rights relating to such property.
- 1.6 **“Inventor”** means any person, including any member of the academic staff, administrative staff, post-doctoral fellow, visitor, student, or person holding an academic appointment at the University, who participates in the conception or reduction to practice of an Invention using, in any way, facilities owned, operated or administered by the University and/or funds of, or funds administered by, the University.
- 1.7 **“Net Income”** means the royalty, licensing and other income or equivalent financial return, including the proceeds of disposition of share capital or other financial instruments, received from the licensing or assignment of the rights in an Invention, less legal and other fees incurred directly in the process of establishing and maintaining the legal protection of those rights.
- 1.8 **“Patent”** means a type of Intellectual Property that grants its owner the legal right to exclude others from making, using, or selling an Invention for a limited period of time, in exchange for publishing an enabling public disclosure of the invention. For the purpose of this policy, “Patent” also means patent application.
- 1.9 **“Research Institute”** means the Crop Development Centre or a University-level centre (<https://centres.usask.ca/#About>) that houses its own Invention Commercialization services in collaboration with central Office of the Vice-President Research Commercialization services.
- 1.10 **“Traditional Knowledge Keepers”** means the persons responsible for the Indigenous Knowledges and Cultural Expressions, according to their laws and customs.
- 1.11 **“University”** means the University of Saskatchewan, as governed by *The University of Saskatchewan Act, 1995*, and as represented by its duly appointed officers and officials and their designates.

2. Respect for Academic Freedom, Critical Inquiry and Collective Bargaining

- 2.1 The University is an environment in which ideas can flourish through the pursuit of research, scholarly and artistic work. In working with sponsors or licensees, the University seeks to preserve the rights of researchers to determine the extent and timing of the communication and publication of the results of their work. Without the informed consent of researchers, the University does not enter into arrangements which restrict researchers from disseminating results, or from using results for future research or academic purposes.
- 2.2 When premature disclosure of research results may prejudice the interests of a research sponsor or licensee, and only with the informed consent of the affected researchers, the University may agree to delay the release of the results under terms mutually agreed upon in good faith.
- 2.3 The University retains rights to use Intellectual Property for the purposes of further research, teaching and learning throughout all transactions, such as those with Inventors, startups and industry partners, with the exception of service agreements.
- 2.4 This Policy does not supersede, limit or amend the terms of collective agreements at the University:
 - a) As this Policy articulates, the University is following a flexible approach to enhance and support invention ownership and mobilization. The Policy is, therefore, intended to be flexibly applied in a manner that complements existing agreements and that does not diverge from them.
 - b) In the event that any provision of this Policy conflicts with a University collective agreement, the terms of the agreement will prevail to the extent of the conflict.
 - c) In particular, but without limiting the foregoing, this Policy does not alter the provisions of the University of Saskatchewan Faculty Association (USFA) collective agreement regarding the members of the USFA bargaining unit entering into individual agreements with the University concerning invention rights, nor the provisions of the “Memorandum of Agreement” presently in use or amended by agreement between the University and USFA.

3. Respect for Indigenous Knowledges and Cultural Expressions

- 3.1 The University acknowledges that typical forms of Intellectual Property protection and mobilization are based on western worldviews, values, legal systems and concepts that are often incompatible with Indigenous Knowledges and Cultural Expressions.
- 3.2 The University recognizes and respects the rights of Indigenous peoples as set out in Article 31 of the United Nations Declaration on the Rights of Indigenous Peoples: *Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge and traditional cultural expressions.*
- 3.3 To protect the exercise of the rights outlined in section 3.2, the University makes no claim of ownership of Inventions arising from Indigenous Knowledges and Cultural Expressions and requires researchers to:

- a) Ensure that research involving Indigenous Knowledges and Cultural Expressions is respectful and that all relevant protocols, processes and procedures involved in accessing the Indigenous Knowledges and Cultural Expressions are followed faithfully;
 - b) Ensure that the rights of Indigenous communities to data sovereignty and ownership, control, access and possession (OCAP®) are respected, recognizing that these rights are contextually expressed and asserted according to each Nation's respective world view, traditional knowledge and protocols;
 - c) Ensure that any use of Indigenous Knowledges and Cultural Expressions is agreed to by the Traditional Knowledge Keepers, or appropriate representatives of the community or Nation whose knowledge is being shared and used, with free, prior and informed consent that is regularly reviewed and reconfirmed;
 - d) Ensure that Indigenous peoples benefit reciprocally, and have the right to determine to what extent, how and when they share Indigenous Knowledges and Cultural Expressions, through an equitable relationship that appropriately recognizes all contributions; and
 - e) Ensure that any mobilization of Indigenous Knowledges and Cultural Expressions has the full agreement of Traditional Knowledge Keepers, or appropriate representatives of the community or Nation whose knowledge is being shared and used, before and throughout the process, recognizing that ownership, control, access and possession resides with Indigenous communities or Nations; and
- 3.4 To further protect the exercise of the rights outlined in section 3.2, the University commits to the inclusion and participation of appropriate Indigenous authorities in all substantive matters relating to Indigenous Knowledges and Cultural Expressions. These determinations involve the Vice-Provost Indigenous Engagement and the relevant Indigenous communities or Nations.

4. Requirement for Timely Disclosure of Inventions

- 4.1 Inventors must disclose to the Office of the Vice-President Research any Invention conceived or first reduced to practice in whole or in part by Inventors in the course of their University responsibilities or with more than incidental use of University resources, including: the use of specialized, research-related facilities, equipment or supplies, provided by the University; the use of on-the-job time; reliance on University support personnel or services; and reliance, in part or in whole, on University funds or funds administered by the University.
- 4.2 Disclosure of Inventions is expected to occur in a timely manner, when Inventors have identified that their work may have commercial or external value, whether or not additional research or development may be required to realize that value. The Invention disclosure form is available through the Office of the Vice-President Research.

5. Ownership of Inventions

- 5.1 The University reviews Invention disclosures and completes a path-forward assessment, determining which ownership stream applies, in a timely manner.
- 5.2 The University has a flexible approach to ownership of Inventions, with Inventor ownership as the default. Unless the Invention arises from Indigenous Knowledges and Cultural Expressions, as outlined in Section 3, or the Invention qualifies for a specialized stream of mobilization, as outlined in the remainder of section 5, the University offers rapid assignment of ownership to Inventors:

- a) Inventors may choose to commercialize the Invention on their own, in which case they are responsible for Commercialization costs and the University's role is limited to an advisory capacity, as resources permit; or
 - b) Inventors may choose to work with the University to commercialize the Invention, in which case they agree to assign the Invention to the University.
 - i. The University engages with the Inventors in determining the Invention's scope and commercial or strategic value.
 - ii. If the University deems the Invention of strategic interest or market value, the University manages patenting and the licensing process and is responsible for Commercialization costs.
- 5.3 Where a disclosed Invention has come about as a result of funding or resources provided under the auspices of a University Research Institute which houses its own Invention Commercialization function in collaboration with central Commercialization services, ownership remains with the University and the relevant Research Institute is responsible for incubating, aggregating and mobilizing any such Inventions.
- 5.4 For industry-sponsored research, the University generally agrees to assign arising Intellectual Property to the sponsor, provided there are no compelling reasons why it should not be. This determination is made at the discretion of the University prior to research beginning, with agreement required from the research team.
- 5.5 When any factor prevents assignment of ownership to Inventors, be it industry sponsorship, other contracts, or other factors determined at the discretion of the University, the University advises Inventors in writing of the rationale for retaining institutional ownership of the Invention.

6. Requirement to Unify Computer Code with Other Intellectual Property to Create Value

- 6.1 The University respects the copyrights of faculty, staff and students who create papers, manuscripts, presentations and books. Faculty members also own copyright of computer code. Students also own copyright of computer code when it is created in the course of their studies, however not when it is created as part of an employment relationship with the University, or when a relevant research contract specifies otherwise. The University owns computer code written by all other University employees in the course of their University duties.
- 6.2 The University acknowledges that mobilizing Inventions in which computer code is an integral part of a product or service requires ownership of the Intellectual Property, including the computer code, to be consolidated.
- 6.3 In an approach consistent with the default Inventor-choice model, where creators choose to lead on Commercialization efforts, the University rapidly assigns ownership of any University-owned code to creators, unless the Invention has come about as a result of funding or resources provided under the auspices of a University Research Institute which houses its own Invention Commercialization function.
- 6.4 Where computer code creators choose to work with the University to commercialize a product or service integrating computer code, or the Invention has come about as a result of funding or resources provided under the auspices of a University Research Institute which houses its own Invention Commercialization function in collaboration with central Commercialization services, creators are asked to voluntarily assign or license the code to the University to allow Commercialization activities to proceed.

7. Support for Inventors, Industry Partners and Investors

- 7.1 Inventors are strongly encouraged to pursue Commercialization of Inventions through the University, in which case the University manages patenting, the licensing process, and pays all Commercialization costs. However, given the significant expense of Patent filings, prosecution and maintenance, the University can only consider filing Patents for technologies that meet the following criteria:
- a) A reasonable assessment of market potential and the strength of a Patent position that could allow recouping a multiple of patenting costs; or,
 - b) Strategic importance to the University, through promotion of significant, sustainable societal or academic benefit.

The University provides Inventors with a report setting out the results of the assessment.

- 7.2 For those Inventors who have been assigned ownership of an Invention and opt to commercialize it independent of the University, the University provides a concise guide to assist Inventors with that process. To the extent that resources allow, the University also:
- a) Provides advice to such Inventors and facilitates connections for them; and
 - b) Assists any industry partners and investors wishing to access and mobilize Inventor-owned Intellectual Property.

8. Promotion of Enterprise Creation

- 8.1 The University recognizes that startup companies are often the best or only option for commercializing new technologies and the University is committed to eagerly promoting and supporting such enterprise creation.
- 8.2 Through University resources and engagement with the broader innovation ecosystem, the University provides startups with incubation and acceleration programming, mentoring, business-planning supports, and connections with investors, influencers and resources.
- 8.3 The University is committed to a flexible income-sharing approach, recognizing that there is not a single model that fits every startup. Where a technology license is necessary for a startup, the University seeks agreement on deal structures that best support the growth of the new venture, including the use of startup-friendly versions of the Fast License, which help young companies manage early stage resources through mechanisms such as deferred fee structures or equity positions.

9. Motivation to Make Mutually Beneficial Deals

- 9.1 In all dealings with external partners, the University desires to be transparent, consistent, responsive, timely and motivated to make mutually beneficial deals. This includes:
- a) Offering standardized but flexible templates for sponsored research agreements to serve as a sound and fair foundation for simplified and quick negotiations;
 - b) Using the publicly available simplified terms and template of the Fast License, whenever possible; and

- c) Incubating and aggregating discoveries and supporting product development and deployment through University Research Institutes in ways that are beneficial to the University, Inventors, the economy, industry and investors.

10. Fair Income Sharing

10.1 Subject to section 2.4, the following income-sharing model applies to royalties and other income associated with Inventions:

- a) If the University leads Commercialization, Net Income received by the University is split, with 50 percent returning to the University, and 50 percent evenly shared between Inventors. Any alternative income split between Inventors must be negotiated as between Inventors with the aid of third-party counsel, and Inventors must inform the University in writing of the same;
- b) If Inventors commercialize independently from the University, Inventors are wholly responsible for costs, including Patent costs; 25 percent of the Inventors' share of Net Income returns to the University, in recognition of the institutional infrastructure, resources and services that supported the Invention.

10.2 In the case of startup companies established as part of the mobilization of Inventions, the University is committed to a flexible income-sharing approach as outlined in section 8.3.

11. Management of Conflicts of Interest

11.1 All activities related to mobilization of Inventions are expected to adhere to the University's *Conflict of Interest Policy*.

11.2 The primary conflict of interest that arises with mobilization of Inventions relates to involvement of Inventors in startups:

- a) The University fully supports the efforts of Inventors to participate in mobilization of Inventions through startups.
- b) The University recognizes that Inventor participation in startups may create a conflict of commitment, or actual or perceived conflict of interest (collectively referred to as "conflicts"). The University is committed to identifying and appropriately managing conflicts, while simultaneously supporting the appropriate entrepreneurial participation and external engagement of Inventors. Accordingly, with respect to any negotiations or dealings with an Inventor startup:
 - i. Inventor founders are encouraged to engage third-party support for license and other negotiations. The University does not negotiate license terms directly with any Inventors associated with the University other than in exceptional circumstances; and
 - ii. In addition to any disclosure required of the relevant Inventors, the University may require that any Inventor provide assurances, to the University's satisfaction, with respect to any compensation received or to be received by the Inventors as direct compensation by a company receiving any rights in relation to the commercial mobilization of Intellectual Property.
- c) The University recognizes that technology used as the platform for startups is often at an early stage of development and closely related to Inventors' ongoing research interest. As such, the University understands that further technology development will often be necessary using University facilities

before the technology can be transferred to the new venture. The University works with Inventors to ensure a timely transfer, defined on a case-by-case basis at the University's discretion.

12. Administration and Dispute Resolution

- 12.1 The responsibility for the administration of this policy lies with Partnerships and Commercialization within the Office of the Vice-President Research (OVPR). The OVPR maintains procedures and guidelines in user-friendly language to assist all parties involved in technology Commercialization and mobilization of Intellectual Property.
- 12.2 In cases where one or more Inventors dispute a determination made by the University pursuant to this policy:
- a) The Inventors may, within 60 days after the date on which the disputed determination was made, refer the dispute to the Director of Partnerships and Commercialization and the Dean or Executive Director of the relevant academic unit, centre, or Research Institute to facilitate a resolution to the dispute.
 - b) In the event the dispute cannot be resolved to the satisfaction of the parties within 60 days after the date of referral, the matter is referred to the Vice-President Research, to facilitate a resolution or, if necessary, make a final determination. The Vice-President Research may convene an expert panel to assist in the making of any determination.
 - c) When the dispute relates to an Inventor within the University of Saskatchewan Faculty Association bargaining unit, the dispute resolution processes will be in accordance with the processes set out in the Memorandum of Agreement presently in use or amended by agreement between the University and the University of Saskatchewan Faculty Association.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE**

REQUEST FOR DECISION

PRESENTED BY:	Paul Jones, Chair, Nominations Committee of Council
DATE OF MEETING:	November 18, 2021
SUBJECT:	Academic Programs Committee Nomination
DECISION REQUESTED:	(Jones/Paslawski): <i>It is recommended that Council approve the nomination of Yansun Yao, Department of Physics, to the Academic Programs Committee, effective November 19, 2021, to June 30, 2024.</i>

SUMMARY:

The Nominations Committee is responsible for nominating GAA and Council representatives to Council committees, per the Council Bylaws.

This Request for Decision is to recommend that Dr. Yansun Yao, Associate Professor in the Department of Physics, be nominated as a Council member to the vacancy on the Academic Programs Committee (APC) to replace Dr. Susan Detmer who has moved to the position of Council Chair). The term of the appointment would be from November 19, 2021, to June 30, 2024 (approximately 3 years).

At Nominations Committee each vacancy is considered along with the current membership of the committee. Volunteers are invited from the General Academic Assembly and/or University Council (depending on the vacancy). A diversity of disciplinary backgrounds across campus, experience, expertise, workload, equity, diversity, and gender balance are considered.

This nomination was approved through electronic decision by the Nominations Committee on October 25, 2021.

REFERENCE MATERIALS:

1. APC Membership (2021/22)
2. APC Terms of Reference – see link: [Part Two of the Council Bylaws.](#)

Attachment 2

ACADEMIC PROGRAMS COMMITTEE – TERMS OF REFERENCE

- Reviews and approves curriculum changes from all colleges; recommends major curriculum changes to Council; oversees policies relating to students and academic programs.
- Membership comprises 11 members of the GAA, at least 5 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer

Council Members

Alison Oates (Chair)-Exec	Kinesiology	2022
Carolyn Augusta	Finance and Management Science	2024
Ralph Deters	Computer Science	2023
Yansun Yao (S. Detmer resigned) /	Physics	2024
Jing Xiao	Educational Administration	2024

General Academic Assembly Members

Ebrahim Samei	Mathematics and Statistics	2024
Reza Fotouhi	Mechanical Engineering	2022
Carin Holroyd	Political Studies	2023
Karen Lawson	Psychology	2022
Petros Papagerakis	Dentistry	2023
Maruti Chandra Uppalapati	Pathology	2024

Sessional Lecturer

Pearson Ahiahonu	Chemistry	2022
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Other Members

Russell Isinger-Exec	University Registrar (<i>ex officio</i>)	
Jay Wilson-Exec	(Provost Designate) Interim Vice-Provost, Teaching, Learning, and Student Experience (<i>ex officio</i>)	
Terry Summers	(VP Finance designate) Controller	
Tauqueer Iftikhar	USSU VP Academic	2022
Mostofa Kamal	GSA designate	2022

Resource Members (non-voting)

Vince Bruni-Bossio	Interim Associate Provost, IPA	
Jason Doell	Manager and Associate Registrar (Academic)	
Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management	
Jennifer Beck	Director, Resource Allocation and Planning, IPA	
Amanda Storey-Exec	Academic Governance and Hearings Advisor (Committee Coordinator)	

**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Marjorie Delbaere; chair, Research, Scholarly and Artistic Work Committee

DATE OF MEETING: November 18, 2021

SUBJECT: **2020-21 Report of Allegations and Breaches under the Responsible Conduct of Research Policy**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Tri-Agency Framework on Responsible Conduct of Research mandates annual reporting on the total number of allegations received involving Agency funding, the number of confirmed breaches and the nature of those breaches. Previously breaches of the Responsible Conduct of Research Policy were reported through the annual report of the Vice-President Research to RSAW, but starting in 2019 they have been reported separately.

The attached report outlines the number of breaches and allegations under the Responsible Conduct of Research Policy for the period of July 1, 2020-June 30, 2021. RSAW reviewed this report at its meeting on October 14, 2021.

ATTACHMENTS:

1. Responsible Conduct of Research Policy: 2020-21 - Report on Allegations and Breaches
2. Responsible Conduct of Research - Allegations, investigations & Breaches 2013 to 2021

The Responsible Conduct of Research (RCR) Policy, requires an annual report to be provided to Council documenting the numbers of allegations received, the numbers of those proceeding to a hearing, and the numbers and nature of findings of a breach of this policy.

From July 1, 2020 to June 30, 2021, the Associate Vice-President Research dealt with the following investigations under the Responsible Conduct of Research (RCR) Policy:

1. one (1) new allegation of a breach in which the Hearing Board found the RCR Policy had been breached.
2. one (1) investigation from 2018 was restarted in which the Hearing Board confirmed that the RCR Policy had been breached.
3. Three (3) ongoing investigations were concluded, two (2) with findings of no breach and one (1) investigation was closed at the inquiry stage.
4. one (1) ongoing RCR investigation is currently in litigation (ongoing since 2012).
5. One (1) Hearing Board decision of no breach was appealed, the appeal was heard by an Appeal Board and the appeal was dismissed.

The confirmed breaches include (cases include multiple breaches):

- inadequate acknowledgement (1 case)
- invalid authorship, (2 cases)
- plagiarism (2 cases)

The Outcomes/Discipline include:

- recommendation of dismissal,
- research ethics education and preparation of a document indicating an understanding of how the RCR Policy was breached.

Responsible Conduct of Research - Allegations, Appeals, Investigations & Breaches 2013 to 2021

Time Period	New Allegations Received	Appeals	# of Inquiries	Breaches Acknowledged*	# Hearings	No Breach	Confirmed Breaches	# of cases involving breaches	In Progress/ Ongoing
06/2013 to 06/2014	3		N/R	N/A	3	1	3 plagiarism 1 redundant publication	2	1 ongoing
06/2014 to 06/2015	3		N/R	N/A	3	Not reported	3 plagiarism 1 redundant publication	Not reported	1 ongoing
06/2015 to 06/2016	9		N/R	N/A	2	7 plus 1 from previous year	Not reported	0	2 in progress, 1 ongoing
06/2016 to 06/2017	1		N/R	N/A	1	0	Not reported	0	1 ongoing
06/2017 to 06/2018	6		N/R	N/A	2	2	Not reported	0	1 ongoing
06/2018 to 06/2019	4	1	N/R	N/A	3	3	Not reported	0	1 in progress, 1 ongoing
06/2019 to 06/2020	12		11	5	1	1 from previous year	failure to comply with relevant policies (ethics) for the conduct of research (2), misrepresentation in a funding application (2), plagiarism (1), falsification of data (1), Fabrication of data (1).	6	3 in progress, 1 ongoing
06/2020 to 06/2021	1	1	3 (1 inquiry closed)	0	4	2	inadequate acknowledgement (1), invalid authorship, (2), plagiarism (2)	2	1 ongoing

Data extracted from RSAW Committee Annual Reports to Council; June 2013 to June 2019.

*Acknowledgement of a Breach not offered as an outcome prior to 2019.

**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Marjorie Delbaere; chair, Research, Scholarly, and Artistic Work

DATE OF MEETING: November 18, 2021

SUBJECT: **Annual Reports from the Research Ethics Boards**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The terms of reference for the Research, Scholarly, and Artistic Work committee state that the committee will receive and report to council the annual reports of the research ethics boards

At its October 14, 2021 meeting, RSAW met with the chairs of the Biomedical Research Ethics, the Behavioural Research Ethics, and the Animal Ethics Boards as well as with the Director of Research Services and Ethics Office. The reports provided are attached to this report.

Biomedical Research Ethics Board

The Biomedical Research Ethics Board is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies; administration and testing of drugs, natural products or devices; or physiological imaging measures, as well as research projects collective personal health information from medical charts and health records.

The Biomedical Research Ethics Board received 281 new studies for review, and reviewed and 125 study closures. These numbers are fairly consistent with previous years.

There was one routine audit conducted in 2020-21 related to cancer trials and the Children's Oncology Group. Only minor errors were noted and those were addressed through a response and corrective action plan.

Behavioural Research Ethics Board

The Behavioral Research Ethics Board is responsible for review of all protocols involving human participants which include social, behavioural, and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

The Behavioural Ethics Board received 619 new studies, and reviewed and approved 526 renewal requests for ongoing studies, 240 study closures, and 397 study amendments. This was an increase over the previous year.

University Animal Care Committee

The University Animal Care Committee (UACC) is administratively supported by the Research Services and Ethics Office Animal Ethics Staff, who are overseen by the University Veterinarian.

The UACC reviews and approves any use of animal for research, teaching, production, and testing before animal use is initiated for these purposes. The UACC's primary responsibilities are to ensure animal welfare, adequate veterinary care, and best practices with respect to animal care and use in compliance with University of Saskatchewan Policy, Canadian Council on Animal Care guidelines, and other applicable regulation. The UACC has 415 active USask protocols, serving approximately 200 principle investigators. Animal Ethics staff provide specialized support for animal users engaged in research, teaching, and testing

With regard to the work of all ethics board, RSAW was impressed, as always, with the volume of work members undertake, both to review protocols and to support research at the U of S, and in work with national regulatory bodies. RSAW also expressed an interest in seeing ethics training be required more broadly.

ATTACHMENTS:

1. Executive Summary –Biomedical and Behavioural REBs Activities – May 1, 2020-April 30, 2021
2. Annual report of Behavioural and Biomedical Research Ethics Board Activities Reporting period – May 1-2020-April 30,2021
3. Annual Report Biomedical 2020-21
4. Annual Report Behavioural 2020-21
5. Biomedical REB 1 Membership January 2021
6. Biomedical REB 2 Membership January 2021
7. Behavioural REB Membership April 2021
8. Report from Animal Care and Use Program and University Animal Care Committee November 1, 2021 – September 30, 2021

TO: University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council.

FROM: Gordon McKay, Chair, Biomedical Research Ethics Board (Bio-REB)
Diane Martz, Chair, Behavioural Research Ethics Board (Beh-REB)

DATE: October 14, 2020

RE: Biomedical and Behavioral REB Activities – May 1, 2020 - April 30, 2021
Executive Summary

The **Biomedical Research Ethics Board (Bio-REB)** is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies (including exercise and diet interventions); administration and testing of drugs, natural products or devices; or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records.

281 new studies were submitted for review to the Bio-REB in this reporting period. Of those, 26 (9%) were considered exempt from human ethics review, as they did not meet the definition of research as defined by the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2018). 54 (19%) of the reviewed research studies were “above minimal risk” and required full board review. 201 (72%) of the studies were considered to be minimal risk.

The USask REBs continue to be the boards of record for the Saskatchewan Cancer Agency and Saskatchewan Polytechnic.

The **Behavioural Research Ethics Board (Beh-REB)** is responsible for the review of all protocols involving human participants which include social, behavioural and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

619 new studies were submitted to the Beh-REB in 2020-21 which is 16% more than the previous year. The Beh-REB reviewed and approved 526 renewal requests for ongoing studies, 240 study closures and 397 study amendments. The Beh-REB also oversees RECs in the Department of Psychology, the Edwards School of Business, the Department of Linguistics, and the College of Kinesiology (jointly with the Biomedical REB). In addition, the Beh-REB is the board of record for Saskatchewan Polytechnic.

Joint Activities

The REBs have maintained full reciprocity with the other REBs in the province during the reporting period. Ethics approvals for applications submitted to a USask, UofR or SHA REB are accepted by the other REBs without the need for review. So far, the reciprocity agreement has worked well with no issues identified. The reciprocity agreement is up for review in October 2021. In addition, the USask REBs Western harmonization with the REBs at the University of Alberta and UBC.

As part of the provincial reciprocity agreement, a one-year pilot was implemented in February 2021 to include the SHA’s Local Ethics Committees (LEC) in the reviews of research projects

involving the SHA's resources that take place outside of Saskatoon or Regina. This is meant to provide a specific local context to the REB review. This pilot will be reviewed when the reciprocity agreement is up for renewal in October 2021.

REB Committee member recruitment, retention and recognition continues to improve, and committee structure and achievement of quorum is well in hand. The work of REB members is essential to the research enterprise at USask and it is difficult to adequately recognize their contributions. Both REBs are actively working on succession plans.

The REI delivers ethics and responsible conduct of research education in many formats, through college and departmental presentations, incorporation into classes, ethics drop-ins, and workshops. The number of students and faculty reached through college and departmental presentations in the past year was approximately 420. In addition, the REI added monthly workshops starting in October 2019, which were open to faculty, students, and staff from across the University, but have suspended these during the pandemic. To compensate for the loss of these regular workshops, the REI has recorded a standard research ethics presentation and made it available via the REI website. Approximately 1500 graduate students typically enroll in the online GSR 961 ethics courses.

Biomedical Audits and Monitoring

Audits and Monitoring: There was one routine audit conducted in 2020/21 on November 17, 2020. The audit was related to cancer trials and involved the Children's Oncology Group (COG) based studies. A total of 10 protocols were reviewed. Minor errors were noted and addressed through a response and corrective action plan that resulted in acceptable audit finding(s).

New Initiatives

On-going is the Research Administration System: Both REBs continue to use the UnivRS compliance module for processing ethics applications. All further expansions of the module, including allowing researchers to submit their applications online through UnivRS, have been put on hold permanently and the REI is investigating the adoption of a new system.

The REI has provided funding for 10 REB members to take the First Nations Information Governance Centre's The Fundamentals of OCAP® online training course. These registrations will split between the members of both REBs.

The REBs continue to work intra- and inter-provincially to explore practical solutions to REB reviews being shared across provinces, especially for multi-site research. There has been continued and expanding implementation of a process of acknowledging research ethics applications that have been approved at other TCPS-compliant institutions, rather than requiring the researcher to fill out the USask application forms and go through a full review/approval process.

TO: University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council

FROM: Dr. Gordon McKay, Chair, Biomedical Research Ethics Board (Bio-REB)
Dr. Ildiko Badea, Vice-Chair, Biomedical Research Ethics Board (Bio-REB)
Caitlin Prebble, Human Research Ethics Specialist (Biomedical), Research Excellence and Innovation (REI)
Dr. Diane Martz, Chair, Behavioural Research Ethics Board (Beh-REB)
Nick Reymond, Human Research Ethics Specialist (Behavioural), Research Excellence and Innovation (REI)

DATE: October 14, 2021

RE: Annual report of Behavioural and Biomedical Research Ethics Board Activities
Reporting period, May 1, 2020 – April 30, 2021

The purpose of an ethics review of research is to ensure that participants' rights are respected and protected, and that the intended procedures comply with ethical, scientific, methodological, medical, and legal standards (USask Human Research Ethics Policy (June 2013)).

The **Biomedical Research Ethics Board (Bio-REB)** is responsible for the review of all research ethics applications involving human participants that involve medically invasive procedures; physical interventions and therapies (including exercise and diet interventions), the administration and testing of drugs, natural products or devices, or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records.

The **Behavioural Research Ethics Board (Beh-REB)** is responsible for the review of all protocols involving human participants which include social, behavioural, and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

Administrative Support for the REBs

During 2020 and 2021, the daily work of the Research Ethics Office for the biomedical portfolio was carried out by one ASPA II FTE and one APSA I FTE. Similarly, the daily work of the Beh-REB was carried out by one ASPA II FTE and one APSA I FTE.

There is also 1 CUPE FTE providing administrative support to the entire Human Ethics side of REI. In addition, due to the nature of the soft rollout of the UnivRS system, extra data entry support has been required. Between May 1, 2020 and April 30, 2021 between 0.7 FTE and 1.7 FTE have provided extra administrative support and help to reduce the backlog of applications requiring data entry by the ethics office.

Affiliations and Outreach

The Bio-REB continues to be the REB of Record for the Saskatchewan Cancer Agency. The current process involves the review of the same study at two different sites, Saskatoon and Regina, presented from two or three different administrators. The administrative workload that arises from ensuring the duplicated files are processed appropriately, yet in tandem, is considerable. This burden may lessen when an online REB application module become accessible to the research community in UnivRS.

The Beh-REB continues to be the REB of Record for Saskatchewan Polytechnic. Applications from Saskatchewan Polytechnic researchers submit their applications directly to the Research Ethics Office and they are reviewed by same process as USask applications.

The REBs have maintained full reciprocity with the other REBs in the province during the reporting period. Ethics approvals for applications submitted to a USask, UofR or SHA REB are accepted by the other REBs without the need for review. So far, the reciprocity agreement has worked well with no issues identified. The reciprocity agreement is up for renewal in October 2021.

As part of the provincial reciprocity agreement, a one-year pilot was implemented in February 2021 to include the SHA's Local Ethics Committees (LEC) in the reviews of research projects involving the SHA's resources that take place outside of Saskatoon or Regina. This is meant to provide a specific local context to the REB review. This pilot will be reviewed when the reciprocity agreement is up for renewal in October 2021.

The REI Office continues to work with administrators from the UofA and UBC under the Western harmonization of research ethics review agreement between the three institutions. While there is a formal reciprocity agreement in place between the three institutions, more work needs to be done to facilitate ease of review across these provinces, in particular for multi-site research.

In April 2021, the Chairs of the Beh and Bio REBs met with representatives of the Métis Nation – Saskatchewan and the First Nations and Métis Health Research Network (SK-NEIHR) to discuss Métis data sovereignty and research ethics. Over the coming year, a subcommittee of the Beh and Bio REBs will meet with Indigenous governance bodies and research groups in the Province to discuss their engagement in research ethics with USask.

CHEER initiative - Clinical Trials Ontario (CTO) and the Maternal Infant Child and Youth Research Network (MICRYN) have partnered with investigators and organizations across Canada to develop the Canadian Collaboration for Child Health: Efficiency and Excellence in the Ethics Review of Research (CHEER). The CHEER collaboration will develop a multi-province streamlined ethics review process for multi-site studies with the goal of achieving a single ethics review for child health studies. The Chair of the Biomedical REB as well as the Biomedical

Research Ethics Specialist, have been taking part in meetings with leaders of the CHEER initiative to discuss the process of qualification of the USask Biomedical REBs to meet national CHEER level compliance.

The Chair of the Behavioral REB was reappointed as a member of the national Panel on Research Ethics in April 2021, and she was also appointed to the Institute Advisory Board for the CIHR Institute of Gender and Health in December, 2020.

Educational Activities

Institutions with research ethics boards are required by the TCPS2 (2018) to ensure that REB members and staff are educated in research ethics. In addition, both members and staff should keep abreast of changing regulations and new developments in research ethics. REB members and administrative staff are required to complete the TCPS2 (2018) online tutorial and Bio-REB members are also encouraged to complete other ethics education training modules such as those offered by the Office of Human Research Protection (OHRP) Training Module for Federal Wide Assurance Compliance, and the McMaster University Chart Review Tutorial. Members and staff are also encouraged to complete the online OCAP® training.

- Biomedical and Behavioural Coordinators (Adrian Taylor and Joni Aschim) attended WebEx training to keep office meetings and REB meetings running smoothly and efficiently, and support REB members with technical difficulties.
- Biomedical Coordinator (Adrian Taylor) and Behavioural Specialist (Nick Reymond) completed OCAP® training in April 2021 and February 2021 respectively.
- Biomedical Specialist (Caitlin Prebble) attended CAREB-ACCER's webinar on Reviewing a Research Study in the Bio-medical Domain – General Administrative Considerations on March 22, 2021 and the CAREB-ACCER Foundational Skills Webinar: REB Standard Operating Procedures on February 23, 2021.

Through the COVID Pandemic, a variety of online communities and resources have emerged. The Canadian Association of Research Ethics Boards has hosted several online discussions, particularly related to how REBs have been affected by COVID. It also maintains a forum for research ethics professionals across Canada to discuss their work during the pandemic.

How best to educate REB members continues to be a challenge. New REB members learn to review studies 'on-the-job' and by consultation with each other and the Research Ethics Office.

Research Ethics and Education for the Research Community

The REI continues to emphasize communication and education about research ethics and integrity. Some Canadian universities have made research ethics training mandatory for researchers doing research with human participants. At present at USask, student research

assistants, graduate and undergraduate students submitting ethics applications are required to complete the TCPS2 (2018) tutorial. Graduate and undergraduate students submitting retrospective health information ethics applications are required to also complete the McMaster Chart Review Tutorial. The mandate to extend the requirement for all researchers to complete TCPS2 core training is still pending with the RSAW taking on some leadership role in supporting this initiative.

Throughout the past year, the Chairs, Vice-Chairs, and Specialists have met face-to-face or through online video conferencing with researchers to aid in the development of research projects and to discuss potential ethical issues that may arise from research projects. Our research community greatly appreciates these preliminary discussions and recognize that this simplifies and improves the quality of their applications

Prior to the pandemic the REI conducted regular monthly workshops for faculty, students, and staff, providing an introduction to submitting an ethics application and focused advice on draft applications. These workshops were well attended, averaging 20 attendees per session. These workshops have been suspended during the pandemic, but will resume, once it is safe to do so. To compensate for the loss of these regular workshops, the REI has recorded a standard research ethics presentation and made it available via the REI website.

The REI also receives specific requests from Departments, Colleges, Faculty and researchers for education and training in research ethics. REI staff made educational presentations on REB processes, human research ethics issues, and academic integrity to more than 420 members of the campus community. The units visited are listed in the table below; some units received multiple presentations. During the pandemic, these presentations have been moved to online platforms, such as MS Teams and Webex.

REI Presentations and Workshops - Class / Dept / School / College 2020-21	
General Pathology	Edwards School of Business
Women's and Gender Studies	Computer Science
College of Medicine	Surgery
SENS	Mechanical Engineering
School of Public Health	JSGS
Health Quality Council	SHRF
Edwards Research Ethics Committee	Saskatchewan Polytechnic
Dentistry	Kinesiology
Sociology	Internal Medicine
Management and Marketing	

The REI continues to work with the REBs to create educational materials to help researchers.

- The REI has collaborated with Research Computing to develop guidance documents for the management of research data. These documents are now available on the Research Computing website and the REI will be developing further documents to expand on the recommendations to researchers about the safe and secure management of human participant research data.
- The REI created two new Beh-REB consent form templates to provide focused guidance to researchers seeking to conduct remote data collection. These help researchers articulate information specific to the conduct of interviews and focus groups via an online videoconferencing platform, such as Zoom or Webex.
- The REI created a new guidance document to help Beh-REB applicants navigate the ethical considerations created by remote data collection via online videoconferencing. This document is currently available via the REI website.
- In response to the need for new considerations for in-person/face to face data collection, the REI maintains two documents to assist researchers with drafting a COVID safety plan for the Beh-REB's review, namely a set of guidelines and a template. Both are available through the REI website.
- The REI modified the UBC's "Considerations for Researchers: COVID-19 RISK and (Re)Consent" document for use at the USask and added comments to our NERs to aid researchers in including language in the consent forms regarding COVID-19 considerations.
- With the increase in remote research activities, the REI created a telephone script template to aid researchers in communications with potential participants via telephone and/or virtual contact.

The Beh-REB Chair is a member of the Indigenous Research Strategy Table. The Beh-REB collaborated on the USask Indigenous Research Workshop Series, talking to the 250 registered participants in the Jan 21, 2021 workshop on Research Ethics and working with Indigenous Communities. A follow-up workshop is planned for the 2021-22 academic year.

Research Ethics Committees (RECs)

The Bio- and Beh-REBs oversee four Research Ethics Committees (REC) operating at the College or Department level. Per their Terms of Reference, the RECs review undergraduate student research projects involving human participants, including course-based approvals. The Kinesiology REC reports to both the Bio and Beh REBs, while the remaining RECs report solely to the Beh-REB. The Department of Linguistics REC began operating in November 2020.

- Department of Psychology
- Edwards School of Business
- Department of Linguistics
- College of Kinesiology

The RECs submit a report annually to the REBs. Full reports from all RECs were received by the REI and no issues with the REC activities were found. Beginning this year, all the Chairs of the RECs reporting solely to the Beh-REB are members of the REB and the Chair of the Kinesiology REB is a member of the Bio-REB.

Successes, Opportunities, and Challenges

The REI office successfully implemented a new renewal process, which maintains a fixed expiry date for each application, rather than an expiry date based on the date the renewal application is reviewed and approved. This process ensures that researchers maintain a full year of compliance and are not penalized for submitting their renewal application in an early/timely manner.

The REBs continue to work intra- and inter-provincially to explore practical solutions to REB reviews being shared across provinces, especially for multi-site research. There has been continued and expanding implementation of a process of acknowledging research ethics applications that have been approved at other TCPS-compliant institutions, rather than requiring the researcher to fill out the USask application forms and go through a full review/approval process.

The REI recognizes that research dollars are sparse and has been able to hold its current fee structure, for industry-sponsored studies, the same over the past two years.

The COVID-19 pandemic continues to be a major challenge to the work of the REBs and the REI.

- All personnel in the ethics office continued working from home. Bio-REB meetings were held via teleconference, but subsequently changed over to WebEx video conferencing in December 2020, which was well accepted by the members, and it has gone well. Beh-REB meetings have been conducted via Webex, since the beginning of the pandemic, with little disruption. Other regular administrative meetings with the ethics office were held via WebEx or Microsoft Teams.
- The REI continues to expedite COVID-19 applications to the best of its ability. The Bio-REB received: 34 COVID-19 applications, of which, 6 went to the full board for review, and 28 were delegated. Most delegated reviews received an NER in under 2 weeks, and most were approved within under 10 days of receiving the NER response, many within only 1-4 days.
- There were at least 197 Bio-REB communications through renewals and protocol deviations with a statement of research impact due to COVID-19. Most commonly this was a delay or complete halt to research activity. In addition, there were a large number of amendments regarding the addition of remote access of data and remote research activities to allow research to continue especially as it relates to cancer studies where the intervention is often the only path for treatment.

The REI received no complaints about the conduct of Beh-REB research projects.

The REI was notified by researchers about three unanticipated events and was informed about a project conducted without Beh-REB approval.

The REI received requests from stakeholders to discuss concerns about the Beh-REB review process, primarily review delays. The Chair and/or REI discussed the issues with the stakeholders and resolved the concerns to their satisfaction.

The REI met with the Cannabis and Research Safety Officer in March of 2021 to discuss a process in which the ethics office could alert Safety Resources to applications involving cannabinoids to help in meeting the requirements of the Institution-wide Research License from Health Canada and Canada Revenue Agency Cannabis License.

The REI office was approached by the Risk Management and Insurance Services Department to aid in the collection of information on ongoing biomedical research studies for reporting to the CURIE, the USask's insurer. Preliminary work on this was done in this reporting period.

Upcoming Initiatives

On-going is the Research Administration System: Both REBs continue to use the UnivRS compliance module for processing ethics applications. All further expansions of the module, including allowing researchers to submit their applications online through UnivRS, have been put on hold permanently and the REI is investigating the adoption of a new system.

The REI in collaboration with the Behavioural Chair and Vice Chairs will complete the revision of the Behavioural Research Ethics application form.

The REI has provided funding for 10 REB members to take the First Nations Information Governance Centre's The Fundamentals of OCAP® online training course. These registrations will split between the members of both REBs.

Summary of Bio-REB Activities (May 1, 2019 – April 30, 2020)

The total number of active Biomedical files is approximately 925. The attached spreadsheet describes the overall number of research studies, amendments, annual renewals and closure reports, protocol deviations/violations and unanticipated problem reports received and reviewed in the past reporting year.

Review of research

New submissions: 281 new studies were submitted for review to the Bio-REB in this reporting period. Of those, 26 (9%) were considered exempt from human ethics review, as they did not meet the definition of research as defined by the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2018). 54 (19%) of the reviewed research studies were

“above minimal risk” and required full board review. 201 (72%) of the studies were considered to be of minimal risk.

Research studies that involve greater than minimal risk must be reviewed by the REB at a face-to-face meeting. The REB reviews above minimal risk studies at regularly scheduled meetings. A deadline for submission precedes each meeting by approximately two weeks.

The Chair holds the primary responsibility of reviewing minimal risk research and consults with the Research Specialist on all delegated reviews. Delegated review refers to review and approval by the Chair alone or with the assistance of one or more REB members or the research specialist and the Chair. The timeline for review and approval of a delegated review can be as short as 1 week for retrospective studies with no participant contact and up to 4-6 weeks for prospective minimal risk studies with participant contact. For both above minimal risk and minimal risk studies, efforts will continue to be made to increase efficiencies and to reduce further the review to approval timeline. A contributor to the timelines is the soft roll out that requires resources to enter data into UnivRS. Once fully implemented the researcher will perform this function.

Amendments to on-going studies: Amendments to approved studies are reviewed by either the Chair or the Vice-Chair depending on workload, complexity, and risk level of the amendment. Amendments representing more than minimal risk to study participants are reviewed at a full-board meeting, according to regulatory requirements set out by Health Canada and the U.S FDA as well as the USA Office for Human Research Protection (OHRP) and the REB’s N2 Standard Operating Procedures (SOPs). Changes that are administrative in nature, do not affect the risk/benefit ratio to participants or simply update information already present in the consent are reviewed by the Chair or Vice -Chair while changes that are administrative in nature and do not require a change in the consent form (such as sub-investigator additions/removals etc.) are reviewed by the specialist only. There were 418 requests for delegated amendments, 54 amendments were reviewed by the full board and 81 administrative reviews were completed by the specialists.

For amendments requiring full-board review, all board members voice opinion and are able to access material relevant to the amendment via Share Point. The Vice-Chair is responsible for the initial presentation and review of these amendments at the meeting.

Review and re-approval of on-going studies: As per the TCPS2 (2018), the REB has the discretion to set the continuing review period to any time period within the scope of one-year, depending on the nature of the study and the risk/benefit ratio, but the default period remains one year. There were 617 renewals processed through delegated review during this reporting period, while 63 renewal requests required a full board review as required specifically by sponsors, regulatory authorities and the REB’s N2 SOPs. A total of 125 studies were completed and closed during the reporting period.

There was 1 local unanticipated problem report and 50 protocol deviation/violation reports received during this reporting period. All Data Safety Monitoring Board (DSMB) reports (total number not tracked) are reviewed by the Chair of the REB and reported to the full board by way of a monthly summary report. In order to be reportable, an event must be unexpected, possibly related to participation in the research and suggests that the research places research participants or others at a greater risk of harm.

Review and exemption of “Quality Assurance/Improvement” studies: A total of 26 submissions were deemed to be exempt from research review. Often, for example they were assessed as “Quality Assurance (Q/A) or Quality Improvement (Q/I) Studies.” In addition, the Bio-REB Chair/Vice-Chair makes a determination that a project is outside the scope of research requiring review (as defined by the TCPS2 2018) via email correspondence or tele-conference several times per week. The reporting of EXEMPT applications is confounded by the lack of a formal application in numerous instances and as such only those for which a formal application was received are counted and tabulated.

The main concern in regard to this category of projects remains unchanged from previous reporting years; while it is not usually appropriate to review these projects with a research lens, they are not all free of risk to participants nor exempt of the requirement to be conducted in an ethical manner and in keeping with the Saskatchewan Health Information Protection Act (HIPA). The REB often takes the approach of providing a number of suggestions in keeping with these requirements to accompany the exemption letter.

Bio-REB Events in 2020-21

Audits and Monitoring: There was one routine audit conducted in 2020/21 on November 17, 2020. The audit was related to cancer trials and involved the Children’s Oncology Group (COG) based studies. A total of 10 protocols were reviewed. Minor errors were noted and addressed through a response and corrective action plan that resulted in acceptable audit finding(s).

Bio-REB meetings and membership

The Bio-REB continues to meet twice per month, through two separate REB’s (Bio-REB I and II). The past twelve months have seen a number of changes in the membership of the Bio-REB but remains fully compliant in its membership.

Bio-REB Members are volunteers, typically with a three-year appointment. The average workload of each member is a monthly meeting lasting 2 to 3 hours, with 4 to 8 hours of preparation prior to the meeting, reviews of minutes and of other issues arising post-meeting, occasionally members are requested to conduct reviews of delegated research studies if their expertise is necessary. The Chair and Vice-Chair, with administrative assistance from the REI staff ensure consistency in the operations of the two REBs.

Representation on the two Bio-REBs is reasonably well distributed but as expected the majority of membership does come from the biosciences including, Medicine, Agriculture and Bioresources, Pharmacy and Nutrition, Kinesiology, and the School of Public Health. Some medical sub-disciplines continue to be a challenge to enlist representatives on the REB and there is a continuous need to recruit additional clinicians in selected areas (e.g. family medicine, oncology and medical genetics) in order to ensure a broad range of clinical expertise, manage conflicts of interest and distribute the burden of serving on the REB among all groups engaged in research. Both Bio-REB I and II meet the membership requirements of the TCPS2 2018, ICH-GCP (Health Canada, Division 5) and OHRP (US).

Summary of Beh-REB Activities (May 1, 2019 – April 30, 2020)

The attached report describes the overall number of research protocols, full board reviews, delegated reviews, exemptions, annual renewals, closures, and amendments in the past reporting year. The Behavioural REB received **619 new research applications** in this reporting year. This number represents a large increase from the previous report.

165 applications were considered exempt from human ethics review. Of these applications, 135 were reviewed for exemption based on key information where full applications were not received. Applications were deemed exempt because they did not meet the definition of research in the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2018). Submissions are determined to be exempt through consultation between the researcher and Chair or Vice Chair.

38 applications were acknowledged. These are minimal risk applications that had already been approved by an REB at a Canadian institution meeting the standard of the TCPS2 (2018). In these cases, the preponderance of responsibility resides with the reviewing institution. The Chair or Vice Chair will review the approved application (including evidence of approval, such as a certificate) and issue a Letter of Acknowledgement, indicating that they are satisfied that the ethical concerns have been addressed in the original review.

23 studies were deemed to be “above minimal risk” and required full board review. Normally decisions to approve a protocol and / or to recommend changes are by consensus of the Beh-REB at a face to face meeting. During the pandemic, the Beh-REB has conducted its meetings online via Webex.

393 protocols reviewed were designated “minimal risk” and were reviewed by a member of the Board and the Chair or Vice Chair of the Beh-REB, in what is known as a delegated review. The review timeline for delegated review of a minimal risk protocol increased to 6 weeks during the reporting period due to increased volumes.

There were **397 requests for amendments** to previously approved studies. Amendments have experienced another large increase in volume (14%). This fits the broader pattern of

significant increase in the number of Amendments (back to 2018 when the Beh-REB received 265). Examples of amendments include the addition of recruitment material and changes to already approved protocols and consent forms. These requests were reviewed by the Chair or Vice Chair only, unless they were substantive enough to require full board review.

The Beh-REB also received and reviewed **526 renewal requests** for ongoing studies, and **240 study closure reports** for studies completed during the reporting period. The increase in renewals reflects the higher numbers of research projects being submitted to the Beh-REB, but also suggests that approvals are remaining active for longer periods of time, likely due to delays caused by the pandemic.

Behavioral REB Support Structure and Membership:

Beh-REB Chair and Vice-Chairs roles were held by the following individuals during the reporting period. Scott Tunison was appointed as Vice Chair to assist with the extra volume of work during the spring and summer months:

- Dr. Diane Martz (Chair) from Apr. 4, 2019 to end of reporting period
- Dr. Vivian R Ramsden (Vice Chair) from Apr. 4, 2019 to end of reporting period
- Dr. Stephanie Martin (Vice Chair) from Jan. 1, 2019 to end of reporting period
- Patricia Simonson (Vice Chair) from Aug. 31, 2018 to end of reporting period
- Dr. Scott Tunison (Vice Chair) from Jun. 1, 2020 to Aug. 31, 2020.

The Behavioral REB has members from the following colleges and departments:

- College of Arts and Science (Psychology, Indigenous Studies, Geography & Planning, Linguistics)
- College of Education (Educational Psychology, Educational Administration)
- College of Medicine (Academic Family Medicine)
- College of Nursing
- Edwards School of Business
- School of Public Health
- Canadian Centre for Health and Safety in Agriculture

The Behavioral REB had four members from the community, two of whom filled the required role as the member knowledgeable in ethics. Overall, the Beh-REB has a good complement of members but is mindful of ensuring that its membership reflects research activity on campus in subject matter and methodology.

The Behavioural REB has three Indigenous members to ensure that applications involving Indigenous engagement receive a thorough and perspicacious review.

Biomedical Annual Report
May 01, 2020 - April 30, 2021

		1	2	3	4	5	6	7	8	9	10	11	12	13
Submission Dates 2020/21	Total New Studies	Full Board Reviews	Delegated Reviews	Exempt	Full Board Amendment	Delegated Amendment	Administrative Review	Full Board Renewals	Delegated Renewals	Closures	Protocol Violations	Internal SAE's	from ABCC	CTSU
May	25	3	20	2	3	44	5	4	52	11	4		2	4
June	30	7	20	3	3	30	1	4	59	16	5			
July	23	6	15	2	5	19	6	3	45	2	1		2	5
August	20	4	13	3	3	40	3	2	61	7	3		2	1
September	22	3	17	2	2	33	10	3	52	14	0			1
October	32	8	23	1	7	31	15	5	39	5	5		1	4
November	23	4	16	3	5	34	7	7	51	18	3		1	
December	18	5	12	1	6	22	18	5	49	10	3		1	1
January	18	3	14	1	0	32	3	3	61	12	4		7	
February	19	2	13	4	7	76	14	7	44	7	6		2	
March	28	5	21	2	10	18	0	6	49	11	7	1	1	1
April	23	4	17	2	3	39	6	14	55	12	9			2
2020-21 Year Totals	281	54	201	26	54	418	88	63	617	125	50	1	19	19
2019-20 Year Totals	272	51	184	37	38	612	46	82	462	145	59	11	13	28
2018-19 Year Totals	322	61	202	59	27	482	N/A	94	576	170	63	1	31	34

NOTES:

1. Full Board Reviews : Refers to review of research assessed as above minimal risk, and reviewed at a face-to-face REB meeting and is inclusive of full board delegated reviews.
2. Delegated Reviews : Refers to a review by the Chair and/or one or more REB members.
3. Exempt : Projects exempt from research ethics review based on TCPS2 criteria (e.g. quality assurance, secondary use of de-identified data).
4. Full Board Amendment : Major amendment to an already approved study reviewed at a face-to-face REB meeting
5. Delegated Amendment : Minor revisions to an already approved study reviewed by the Chair and/or one or more REB members.
6. Administrative Review: Minor administrative amendments reviewed and acknowledged by the Specialist.
7. Full Board Renewals : Study renewals that require review at a face-to-face REB meeting.
8. Delegated Renewals : Study renewals reviewed through the delegated review process.
9. Closures include completed protocols as well as those that are cancelled or withdrawn.
10. Protocol Violations : Unanticipated or unintentional divergence from the expected conduct of an approved study that is not consistent with the current protocol.
11. Internal SAE's : Refers to any unanticipated problem(s) that occurs involving a USask researcher/study participant.
12. From ABCC : Files that we have received from Allan Blair Cancer Centre
13. CTSU : Studies that are managed by the Clinical Trial Support Unit

May 1, 2020 - April 30, 2021	Protocols Submitted	1 Full Board Reviews	2 Delegated Reviews	3 Exempt	4 Acknowledged	5 Renewed	6 Amendment	7 Closed
May	68	3	37	21	7	35	39	16
June	53	1	33	16	3	52	47	27
July	45	3	30	9	3	60	29	14
August	44	3	27	10	4	38	34	11
September	50	0	39	10	1	56	22	19
October	60	1	37	19	3	47	38	29
November	35	2	21	7	5	28	43	23
December	42	0	29	11	2	30	25	25
January	48	2	24	19	3	63	33	24
February	43	1	27	14	1	34	28	10
March	74	3	55	12	4	47	31	25
April	57	4	34	17	2	36	28	17
Total	619	23	393	165	38	526	397	240
May 2019 - Apr 2020	533	14	376	115	28	435	348	246
May 2018 - Apr 2019	567	16	380	144	27	450	265	241
% Change	16%	64%	5%	43%	36%	21%	14%	-2%

Notes:

1. Full Board Review - Refers to the review of "above minimal risk" protocols by the full Beh-REB.
2. Delegated Review - Refers to the review of "minimal risk" protocols by a delegated member of the REB.
3. Exempt from review reflects the protocols that are deemed exempt after ethical review by the Beh-REB, based on the TCPS2 (e.g. quality assurance, secondary use of anonymous data)
4. Acknowledged - Refers to minimal risk protocols approved by another REB where Usask review would be redundant.
5. The Annual Renewals column denotes those files that remain active.
6. Amendments - Refers to modifications made to previously approved projects that have been submitted for review.
7. Closed - Studies that have been finished and file closed

The Usask REBs no longer perform Harmonized Reviews under the new Reciprocity Agreement - We are currently working on a way to track protocols that have gone through Reciprocity with UofR and/or SHA

Bio-REB-1 Membership Roster

BIO-REB MEMBER	CURRENT TERM	AFFILIATION WITH REB	AFFILIATION WITH INSTITUTION
Dr. Gordon McKay, Chair Professor Emeritus, College of Pharmacy and Nutrition (Chair from 01-Jan-2016)	01-May-2019 to 30-Apr-2022	Scientific Representative	Yes
Dr. Ildiko Badea* College of Pharmacy & Nutrition (Vice-Chair)	01-Mar-2020 to 28-Feb-2023	Scientific Representative	Yes
Dr. Christine Pask* General Practitioner	01-Mar-2020 to 28-Feb-2023	Clinician	Yes
Dr. Ali El-Gayed* Radiation Oncology	01-Dec-2019 to 30-Nov-2022	Clinician	Yes
Dr. Don Cockcroft* Respirology, Critical Care and Sleep Medicine	01-Oct-2018 to 30-Sep-2021	Clinician	Yes
Dr. Phil Chilibeck* College of Kinesiology	01-Feb-2019 to 31-Jan-2023	Scientific Representative	Yes
Dr. Soo Kim* School of Rehabilitation Science	01-Dec-2019 to 30-Nov-2022	Scientific Representative	Yes
Dr. Barbara von Tigerstrom* College of Law	01-Nov-2020 to 31-Oct-2023	Legal Representative	Yes
Dr. Ibironke Odumosu-Ayanu* College of Law	01-Jan-2020 to 31-Dec-2023	Legal Representative	Yes
Connie Plotzki*	01-Mar-2019 to 28-Feb-2022	Community Member	No
Janine Platana*	01-Mar-2020 to 28-Feb-2023	Community Member	No
Dr. Bryan Wiebe* Department of Philosophy	01-Dec-2018 to 30-Nov-2021	Knowledgeable in Ethics	Yes
Caitlin Prebble, Biomedical Ethics Facilitator, Research Ethics Office	08-Jun-2018 to Present	Ex officio	Yes
Shawna Weeks, Research Approval Coordinator, Saskatoon Health Region	01-Nov-2018 to 31-Oct-2021	Ex officio	Yes

(*) Members may serve as alternates on the Bio-REB-2 to meet quorum requirements.

Bio-REB-2 Membership Roster

BIO-REB MEMBER	CURRENT TERM	AFFILIATION WITH REB	AFFILIATION WITH INSTITUTION
Dr. Gordon McKay, Chair Professor Emeritus, College of Pharmacy and Nutrition (Chair from 01-Jan-2016)	01-May-2019 to 30-Apr-2022	Scientific Representative	Yes
Dr. Ildiko Badea Pharmacy and Nutrition (Vice-Chair from 01-Mar-2020)	01-Mar-2020 to 28-Feb-2023	Scientific Representative	Yes
Dr. Hadi Goubran Messiha* Radiation Oncology/Hematology	01-Oct-2019 to 30-Sep-2022	Clinician	Yes
Dr. Sharyle Fowler* Gastroenterology and Hepatology	01-Nov-2018 to 31-Oct-2021	Clinician	Yes
Dr. Dean Weninger* Optometrist	01-Oct-2018 30-Sep-2021	Scientific Representative	No
Janet DeGirolamo*	01-Dec-2019 to 30-Nov-2022	Scientific Representative	No
Norma Sim*	01-Nov-2019 to 31-Oct-2022	Legal Representative	No
Leah Howie* College of Law	01-Oct-2018 to 30-Sep-2021	Legal Representative	Yes
Leslie Spokes*	02-Sep-2019 to 01-Sep-2022	Community Member	No
Brian Galka*	15-Mar-2020 to 14-Mar-2023	Community Member	No
Alex Beldan* Teaching, Learning & Student Experience	28-Apr-2019 to 27-Apr-2022	Knowledgeable in Ethics	No
Caitlin Prebble, Biomedical Ethics Specialist, Research Ethics Office	08-Jun-2018 to Present	Ex officio	Yes
Shawna Weeks, Research Approval Coordinator, Saskatchewan Health Authority	01-Nov-2018 to 31-Oct-2021	Ex officio	Yes

(*) Members may serve as alternates on the Bio-REB-1 to meet quorum requirements.

Behavioural Research Ethics Board Membership Roster

BEH-REB Member	Current Term	Affiliation with REB	USask Affiliation
Dr. Diane Martz, Chair	04 April 2019 - 31 Dec 2021	Behavioural Research Representative	Yes
Dr. Vivian Ramsden, Vice-Chair Academic Family Medicine	01 Jan 2019 - 31 Dec 2021	Behavioural Research Representative	Yes
Rev. Patricia Simonson, Vice-Chair	01 Sept 2018 - 31 Aug 2021	Ethicist	No
Dr. Stephanie Martin, Vice-Chair College of Education	01 Jan 2021 - 31 Dec 2023	Behavioural Research Representative	Yes
Dr. Marjorie Delbaere Edwards School of Business	01 Sept 2020 - 01 Sept 2023	Behavioural Research Representative	Yes
Dr. Mary Heilman	01 Jan 2021 - 31 Dec 2023	Ethicist	No
Dr. Pammla Petrucka College of Nursing	01 Jan 2019 - 31 Dec 2021	Behavioural Research Representative	Yes
Dr. Holly Graham College of Nursing	26 Sept 2018 - 01 Sept 2021	Behavioural Research Representative	Yes
Dr. Bonita Beatty Department of Indigenous Studies	30 Aug 2018 - 01 Sept 2021	Behavioural Research Representative	Yes
Shawna Weeks, Interprofessional Practice, Education & Research, Saskatchewan Health Authority	01 Oct 2018 - 01 Oct 2021	Community Member	No
Dr. Michael Szafron School of Public Health	01 Sept 2017 - 01 Sept 2020 On leave	Behavioural Research Representative	Yes
Dr. Melanie Kirsten Bayly Canadian Centre for Health and Safety in Agriculture	01 April 2021 - 01 April 2024	Research Representative	Yes
Dr. Scott Tunison College of Education	10 Dec 2018 - 31 Dec 2021	Behavioural Research Representative	Yes
Dr. Karen Lawson Department of Psychology	01 Sept 2019 - 01 Sept 2022	Behavioural Research Representative	Yes
David Katz	01 Sept 2019 - 01 Sept 2022	Community Member	No
Dr. Robert Patrick, Department of Geography & Planning & School of Environment & Sustainability	10 Sept 2019 - 10 Sept 2022	Behavioural Research Representative	Yes
Dr. Robert Henry Dept. of Indigenous Studies	01 Oct 2019 - 01 Oct 2022	Behavioural Research Representative	Yes
Dr. Olga Lovick Department of Linguistics	01 Sept 2020 - 01 Sept 2023	Behavioural Research Representative	Yes
Nick Reymond, Behavioural Research Ethics Specialist	Feb 2018 to present	Research Services and Ethics Office, non-voting member	Yes
Joni Aschim, Behavioural Research Ethics Coordinator	March 2016 to present	Research Services and Ethics Office, non-voting member	Yes

Annual Report of the Animal Care and Use Program and University Animal Care Committee

To the Research, Scholarly and Artistic Work Committee of Council

For the period November 1, 2020 to September 31, 2021

The University Animal Care Committee (**UACC**) Chairs (Drs. Christy Morrissey and Robert Laprairie) and University Veterinarian (Dr. Kurtis Swekla) are pleased to provide the following overview of the key accomplishments and activities of the Animal Care and Research Support (**ACRS**) office and UACC for the period November 1, 2020 to September 31, 2021.

OVERVIEW OF THE RESPONSIBILITIES OF THE UNIVERSITY ANIMAL CARE COMMITTEE

The UACC must review Animal Use Protocols (AUPs) and approve any use of animals for research, teaching, production, and testing before animal use is initiated. The UACC ensures animal welfare, animal user training, scientific and pedagogical merit review, adequate veterinary care, adequate animal facilities, animal user environmental safety, and best practices to comply with USask Policy, Canadian Council on Animal Care (CCAC) guidelines, and international, federal, provincial, and local regulations. UACC Policy reflects the perspective of USask which views the use of animals in research, teaching, production, and testing as a privilege and thus carries significant responsibility for all animal users. USask is committed to ensuring that all animal care and use is conducted with exemplary standards which is critical for high quality research.

The UACC receives administrative support from Research Excellence and Innovation (REI) Animal Care and Research Support (ACRS) Office staff. The ACRS Office is directed by the University Veterinarian and includes the following personnel:

- UACC Administrative Support
- UACC Animal Technicians
- UACC Clinical Veterinarians
- UACC Post-Approval Veterinarian
- UACC Aquatics Manager
- Animal Care and Research Support Services Facility Manager and Animal Technicians

SUMMARY OF ACTIVITIES (November 1, 2020 – September 31, 2021)

Review of research protocols, modifications, and renewals

There are currently 415 active USask Animal Use Protocols (**AUP**). This includes 19 AUPs which involve a collaboration with another institution, 15 AUPs which are “Category of Invasiveness (**CI**) Level E”, the highest CI level defined by the CCAC. In addition, 20 Exempt Activity submissions (CI level A study or live animal use that does not require AREB review) were received during the reporting period. The UACC serves approximately 200 principal investigators on campus. AUPs, Renewals, and Modifications are reviewed at 2 full board meetings per month (CI Level C and above, Major Modifications) and 2 subcommittee meetings per month (CI Level B and minor Modifications).

Since the pandemic began, an increasing number of AUPs are generated by COVID-19 related research at VIDO. During the reporting period, there were 55 modifications and 5 full AUPs submitted and approved for COVID-19 research.

Online database System

The ACRS and UACC were scheduled to move AUPs and animal use tracking information into the University Research System (UnivRS). However, as the compliance modules for UnivRS have been cancelled ACRS will be switching to an alternative vendor-based tracking and information system in the future. Currently there is no

timeline for this transition. In the interim, ACRS is nearing completion of altering the submission forms used which are expected to launch prior to the end of 2021.

Enhancing Service

University Animal Care Committee

Effective summer 2021, Dr. Christy Morrissey (Department of Biology) and Dr. Robert Laprairie (College of Pharmacy and Nutrition) were appointed as UACC Co-Chairs serving a one and three year-term respectively.

Animal Research Ethics Board meeting frequency: The AREB, a subcommittee of the UACC, meets twice monthly since 2018 which has reduced turnaround time for AUP review, improved accommodations for contract research, and reduced the length of AREB meetings. All meetings have moved to online video conferencing since the beginning of the pandemic and will continue until USask and the Government of Saskatchewan deems it safe to return to in-person meetings of this nature.

Pedagogical Merit Review (PMR) of Teaching and Training AUPs: The CCAC requires pedagogical merit review of all new and 4-year renewal teaching AUPs. All USask courses for credit (undergraduate or graduate) that involve the use of animals require review by the TLSE Pedagogical Merit Review Committee (**PMRC**) prior to AREB approval. The PMRC is currently comprised of 8 members, including experts in pedagogy and the Three Rs. This CCAC-mandated committee, chaired by Dr. Karen Schwean-Lardner, reports through the Office of the Vice Provost for Teaching, Learning, and Student Experience to Dr. Jay Wilson (Interim Vice-Provost, TLSE); however, PMRC meetings and reviews are coordinated by staff from ACRS REI. This committee was established in spring 2019. PMRC Terms of Reference are in place and the committee worked diligently to develop the review form for course instructors to complete, along with the assessment form the PMRC now uses to evaluate the review forms. The PMRC is using a phased-in approach to review the 30+ active teaching AUPs that require review by the committee.

Scientific merit review of research AUPs: The CCAC requires scientific merit review of all new and 4-year renewal research AUPs. For any research AUPs that are not funded via an agency that employs scientific peer review, the AUP must be reviewed by the OVPR Scientific Merit Review Committee for Animal-Based Research (**SMRCABR**). This committee functions at arm's length from the AREB and it reports to the Director, REI. The SMRCABR is currently comprised of 9 faculty members, chaired by Dr. Darrell Mousseau. ACRS staff use SharePoint as the platform to coordinate and circulate AUPs for merit review. During the current RSAW reporting period, the SMRCABR reviewed 29 AUPs for scientific merit. The SMRCABR continues to receive a consistent number of COVID-19 related trials conducted at VIDO.

Participation in the USask Live Animal Re-Use and Tissue Share Program has remained consistent this year, facilitated through an online user SharePoint site. Through this program, investigators donate surplus or control animals to be used by recipient investigators for training or experimental use. Use of the tissue share program was reduced during the initial lockdown and reduced research at USask although the use has started to increase and return to more normal levels as more animal users returned to conducting research on campus.

ACRS Office/UACC Reporting Changes

The OVPR is conducting a search process for Associate Vice-Presidents Research; the UACC and University Veterinarian will report directly to the AVPR Ethics and Infrastructure position. These areas currently report to the Director of REI.

Additional administrative positions are necessary to fulfill the full scope of the ACRS mandate and CCAC reporting requirements and guidelines; a term administration position was developed and hired in February 2021. Continuance of this position and additional positions would assist the administration of the animal research program and maintain compliance with the CCAC guidelines and regulations.

Animal Order Desk

The Animal Order Desk tracked approximately 111,000 animals during this reporting period. This is a slight reduction compared to previous years due to the pandemic and the temporary shutdown on new research at USask. Animal ordering is centralized through REI to reduce costs by amalgamating animal orders, to track animal numbers for CCAC reporting, and to facilitate the acquisition of export/import permits. Animal orders historically total approximately \$500,000 annually.

Animal User Training Opportunities

- Rodent handling, surgery, and anesthesia practical skills training continue to be offered regularly.
- A Fish User Training Practical Skills Course is offered monthly.
- ACRS staff continue to offer specialized practical skills training by request.
- ACRS staff deliver animal handling laboratories to VLAC 215 students
- Due to the pandemic and reduced numbers of people within a space, training frequency has increased. Compounding this is a higher than usual influx of new students during the second and third quarters 2021 which has resulted in a longer than usual time frame for students to be trained. This has significantly increased workload and diversion of human resources towards training from other duties.

Facility Expansion and Development

The UACC Veterinarians and animal facility managers actively engage in planning and design of new vivaria and renovations across campus, providing input to optimize facility operations and workflow, optimize biocontainment, ensure compliance with CCAC guidelines, and advise on species-specific requirements. For the referenced time period, input was provided on the following projects:

- The Vaccine and Infectious Disease Organization (VIDO) plans for renovation and expansion as they develop their plans for Canada's Centre for Pandemic Research.

Per diems are charged for animal husbandry in Laboratory Animal Services Unit (**LASU**), Collaborative Sciences Research Building (**CSRB**), and Aquatic Toxicology Research Facility (**ATRF**). ACRS animal technician salaries are funded separately by OVPR, i.e. they are not cost-recovered through *per diems*.

Crisis Management Planning

The Crisis Operations Team meets regularly to assess the ongoing pandemic-related situation at USask in addition to other unexpected operation interruptions (inclement weather, power outage, work action, etc). The University Veterinarian sits on this committee to advise with respect to potential effects on the animals housed at USask and the impacts on animal-based research.

Training Initiatives for Laboratory Animal Veterinarians

USask offers many unique opportunities to engage students in laboratory animal medicine and research. Its diverse research programs, broad aquatics program, well-established veterinary pathology program, and unique, state-of-the-art facilities such as Vaccine and Infectious Disease Organization (VIDO), the Canadian Light Source, and the Saskatchewan Centre for Cyclotron Sciences offer ample opportunities and strength of experience for students interested in laboratory animal medicine and research. As such, the ACRS group continues to promote student engagement as follows:

- **Laboratory Animal Medicine Rotation:** A 2-week long fourth year WCVN veterinary student rotation is offered through ACRS. Students learn about laboratory animal medicine, a board specialty, by participating in clinical veterinary care, surgery, anesthesia, compliance activities, AUP review, animal facility management, research support activities, animal user training, and diagnostics activities. During the reporting period encompassing the pandemic ACRS continues to offer this rotation; however, students experience approximately half of the rotation by remote learning opportunities.
- **Laboratory Animal Residency Externships:** Laboratory Animal Medicine Veterinary Residents are offered 3-4 week externships in Laboratory Animal Medicine under the supervision of the University Veterinarian and the UACC Clinical Veterinarians.
- **Laboratory Animal Medicine Club (for Veterinary Students):** UACC Clinical Veterinarians interact frequently with the WCVN veterinary student laboratory animal club to foster student interest and knowledge in laboratory animal medicine and enhance their opportunities in laboratory animal medicine and residencies upon graduation from WCVN. ACRS offers this group hands-on laboratory animal workshops and one-on-one or group discussions with regards to future training and career options in laboratory animal medicine. During the pandemic training has moved primarily to online lectures.

International and Community Engagement

ACRS staff have initiated, coordinated, or collaborated in the development of several activities to bring a very positive international or national spotlight on the USask Animal Care Program.

Canadian Association for Laboratory Animal Science (CALAS) National Conference

The annual CALAS conference will be held in Saskatoon in 2025. The event was delayed due to the COVID-19 pandemic as it was initially planned for 2022. Planning is underway, led by Michele Moroz, Animal Care and Research Support Services Manager.

Canadian Council on Animal Care (CCAC) Assessments

Veterinarians and animal technicians within the ACRS have been invited and completed a number of CCAC assessments at other institutions. This provides an excellent opportunity for collaboration with animal research and teaching programs across Canada and heightens USask's role on the national stage with various regional and national stakeholders.

CCAC Site Assessment, 2022

The CCAC conducts full site assessments every six years and interim assessments every three years to ensure compliance with CCAC guidelines and support institutions in achieving best practices in animal ethics and care. Their standards are CCAC policy statements, guidelines documents, and other CCAC-recognized standards designed to promote the ethical use and care of animals in science.

The CCAC conducted a full site assessment in May 2019; USask was awarded a full Good Animal Practice (GAP) Certificate as a result of the assessment. USask is due for an interim assessment in May 2022; planning for the assessment has begun with discussions between the ACRS office and the CCAC.

Pandemic update

In June 2020 new animal-based research activities began to be approved; since that time there has been a steady rise and return to animal research with activity being close to pre-pandemic levels during the past 6 months. Animal-based teaching was primarily performed remotely during the 2020-21 academic year; fall 2021 term has seen the return of some of the in-person teaching modalities.

