

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: October 21, 2021

SUBJECT: Graduate degree-level Certificate in Indigenous Nation Building

DECISIONS REQUESTED:

It is recommended that the Council approve the graduate degree-level certificate in Indigenous Nation Building, 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 Johnson Shoyama Graduate School of Public Policy (JSGS) propose a graduate-degree level certificate in Indigenous Nation Building. This program is being developed through a partnership between JSGS and the First Nations University of Canada and in consultation with Elders and Knowledge Keeper. This program will build upon the existing Indigenous Leadership Program offered through the Executive Education arm of JSGS and will offer practical and conceptual governance training for leaders in Indigenous communities and those who interact regularly with elected officials.

This 9 credit unit program addressed both institutional commitments to Indigenization and response to a number of the Truth and Reconciliation Commission's Calls to Action.

Proponents of this program anticipate initially attracting 8-10 students per year and would target both Indigenous and non-Indigenous peoples who work in Indigenous communities.

This program will be offered as a blend of online and face-to-face delivery.

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its October 6, 2021 meeting. The committee is supportive of this graduate certificate that focuses on governance training for Indigenous communities and appreciated its fit with the university's priorities.

ATTACHMENTS:

1. Proposal for the graduate degree-level certificate in Indigenous Nation Building



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Alastair MacFadden, Director, Johnson Shoyama Graduate School of Public Policy

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: September 14, 2021

Re: New Graduate Certificate – Indigenous Nation Building

A new graduate certificate program in Indigenous Nation Building is being proposed. The new graduate certificate would be delivered in partnership with First Nations University of Canada.

The proponents want to ensure that they can admit a representative student base to complement the program delivery to Indigenous leaders that may not meet traditional admission requirements for graduate programming. The proposal contains standard admission requirements as well as an alternate option for non-traditional admissions. The supplementary documentation for the non-standard admissions would provide sufficient information for an admissions committee to assess applicants' potential success in the program. The CGPS governance committees were supportive of the non-standard admission requirements recognizing that those requirements may be changed in the future as the proponents gained experience with assessing applicants who did not meet traditional admission requirements.

It was noted that consultation for the proposal was thorough and considerate, and the new course proposals looked appropriate and well thought out.

On June 7, 2021, the proposal was supported unanimously by the Graduate Programs Committee. The proposal was subsequently supported unanimously by the CGPS Executive Committee on June 17, 2021.

Attached please find support from the review committees along with the proposal.

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



UNIVERSITY OF SASKATCHEWAN

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MEMORANDUM

To: Graduate Programs Committee (GPC)
From: Debby Burshtyn, Chair - Executive Committee
Date: June 17, 2021
Re: New Indigenous Nation Building Graduate Certificate

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

Heavin introduced this proposal – this proposal encompasses two campuses (Regina/Saskatoon). This is an 18-cr certificate and requirement for a noncredit unit residency course that allows students to connect with elders, community etc.

It seemed that the proponents wanted to ensure that they could admit a representative student base to complement the program delivery to Indigenous leaders that may not meet traditional admission requirements for graduate programming. The proposal contained standard admission requirements as well as an alternate option for non-traditional admissions.

Overall the EC found no issues with the proposal. **Heavin/Misa – proposal approved unanimously.**

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

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MEMORANDUM

To: Executive Committee of CGPS

Copy: Murray Fulton, Director, Johnson Shoyama Graduate School of Public Policy

From: Graduate Programs Committee

Date: June 10, 2021

Re: New Indigenous Nation Building Graduate Certificate

On June 7, 2021, the Graduate Programs Committee reviewed a proposal for a new Indigenous Nation Building Graduate Certificate. The new certificate program would be delivered in partnership with First Nations University of Canada.

It seemed that the proponents wanted to ensure that they could admit a representative student base to complement the program delivery to Indigenous leaders that may not meet traditional admission requirements for graduate programming. The proposal contained standard admission requirements as well as an alternate option for non-traditional admissions. The supplementary documentation for the non-standard admissions could provide sufficient information for an admissions committee to assess applicants' potential success in the program. Overall, the members of the Graduate Programs Committee were supportive of the non-standard admission requirements recognizing that those requirements may be changed in the future as the proponents gained experience with assessing applicants who did not meet traditional admission requirements.

It was noted that consultation for the proposal was thorough and considerate, and the new course proposals looked appropriate and well thought out.

The Graduate Programs Committee passed the following motion:

To recommend approval for the Indigenous Nation Building Graduate Certificate.

Tanaka/Da Silva 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: Graduate Certificate in Indigenous Nation Building

Degree(s): Graduate Certificate

Field(s) of Specialization: Indigenous Nation Building

Level(s) of Concentration:

Option(s):

Degree College: Johnson Shoyama Graduate School of Public Policy

Contact person(s) (name, telephone, fax, e-mail): Murray Fulton (Murray.Fulton@usask.ca)

Proposed date of implementation: May 2022

Proposal Document

Please provide information which covers the following subtopics. 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.

The proposed program will fill a much-needed educational gap in Saskatchewan and Canada, while simultaneously creating unique educational value on matters of Indigenous traditional knowledge of governance and nationhood in the Saskatchewan context. The Graduate Certificate in Indigenous Nation-building is a partnership program offered through First Nations University of Canada (FNU) and Johnson Shoyama Graduate School of Public Policy (JSGS). It will be developed in collaboration with Old Ones, Elders, Knowledge Keepers/Guardians, thought leaders, and community experts and will highlight the distinctiveness of Indigenous (specifically, the First Nations and Métis nations in Saskatchewan) ways of knowing, cultural protocols, and approaches to relationship-building as related to governance practices.

Graduate-level programming on Indigenous Nation-building is not currently offered in Saskatchewan. While several programs exist elsewhere in Canada, they are primarily theoretical, consider Indigenous governance on a pan-Indigenous, national scale, and often limit conceptualization of Indigenous nationhood to existing within settler colonial Canada. In contrast, the Graduate Certificate in Indigenous Nation-building program is steeped in practical skills and based on Indigenous-centred and informed approaches to governance and nationhood. It is also built on a model that will train students to move past pan-Indigenous conceptualizations of Indigenous governance and sit with, learn from, and animate the specific world views of the differing nations, and their cultures, histories, and linguistic groups.

The Graduate Certificate in Indigenous Nation-building builds on the existing Indigenous Leadership Program that is offered through the Executive Education arm of the JSGS. A joint initiative between FNU and JSGS, the non-credit Indigenous Leadership Program offers governance training to Chiefs, Councilors, and senior Band administrators of First Nation communities, who have regular interaction with elected officials. The proposed Graduate Certificate in Indigenous Nation-building will build on this base and offer graduate-level training that incorporates both the practical and the conceptual.

The Graduate Certificate in Indigenous Nation-building will provide direct benefit to Indigenous nations and the structures of settler colonialism in Canada (such as decolonization processes). Indigenous communities face numerous challenges in their quest for self-determination, including greater control over natural resources, devolution of social and health services, and pursuing economic diversification. The challenges place many demands on Indigenous leadership. The Graduate Certificate in Indigenous Nation-building will fill an educational gap by helping students develop a broad range of leadership skills necessary to meet the complexity of these challenges surrounding self-determination.

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 proposal for a Graduate Certificate in Indigenous Nation-building aligns with the JSGS's Strategic Plan for 2016-2020, which makes both Indigenization and reconciliation key directions for the School. The Graduate Certificate in Indigenous Nation-building is an important facet of Indigenization; it will create the space for Indigenous peoples to bring their knowledge systems into the curriculum in ways appropriate to Indigenous community values and interests. More specifically, the Plan indicates that the JSGS will collaborate with Indigenous peoples to forge and maintain respectful and meaningful relationships by:

- Facilitating and participating in reconciliation initiatives, including hosting events that provide opportunities for learning and reconciliation.
- Expanding governance training to support First Nations- and Métis-owned and managed organizations.
- Providing public sector education workshops that address First Nations and Métis policy, administration and governance.
- Recruiting Indigenous students and expanding the number of Indigenous interns.

This program also directly meets several of the TRC's *Calls to Action*, including:

- 46. ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and terra nullius, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
- 63. iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

- 92. ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- 92.iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Furthermore, this proposal meets the priorities of the University Plan 2025 goals to Uplift Indigenization and Experience Reconciliation, and falls clearly in the Indigenous Peoples signature area. The Graduate Certificate in Indigenous Nation-building clearly addresses the following guideposts in the Uplift Indigenization area “Expand the understanding and practice of Indigenous ways of knowing and concepts of innovation”:

- Growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples
- A university community—Indigenous and non-Indigenous—increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization
- Local, provincial, national, and international recognition as leaders of Indigenization and decolonization

The Graduate Certificate in Indigenous Nation-building proposal also addresses the Plan’s goal to Experience Reconciliation through the following relevant guideposts:

- Growth in the number, diversity, and strength of reconciliation programming across colleges and schools
- Recognized leadership in reconciliation models, initiatives, and methodologies
- Systems and structures that support reconciliation
- Local, provincial, national, and international recognition for the strong stance on reconciliation and for meaningful reconciliation initiatives
- Strong evidence of initiatives that are responsive to the TRC Calls to Action

The development of a Graduate Certificate in Indigenous Nation-building would facilitate both JSGS’s and USask’s success in addressing these priority areas.

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)

We anticipate that the Graduate Certificate in Indigenous Nation-building will initially attract 8-10 students per year. Saskatchewan has a significant number of First Nations and Métis communities which provide a substantial pool of candidates who are likely to be interested in the Graduate Certificate, given the practical applicability of the skills it will teach. With no similar program in the province or country, this program is also well-positioned to attract students from diverse backgrounds and interests from within Saskatchewan and across Canada. For instance, a broad range of students is increasingly interested in careers with an Indigenous governance component. This student body could include Indigenous or non-Indigenous peoples working in Indigenous communities or for the settler state on policy or programs that intersect with Indigenous matters, including, but not limited to, Indigenous governance, nation-building, and natural resource management. The online nature of this program makes it accessible to people across the country.

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

There are no similar graduate programs of this kind in Saskatchewan; however, there are similar graduate programs elsewhere in Canada. These include the Master of Arts in Indigenous Governance (University of Winnipeg), the Graduate Diploma in Indigenous Policy and Administration (Carlton University), the Master of Arts in Indigenous Governance (University of Victoria), and the Certificate in Indigenous Governance and Partnership (University of Alberta).

The proposed Graduate Certificate in Indigenous Nation-building is distinct from these programs in several ways. In Canada, undergraduate and graduate programs concerning Indigenous peoples and governance issues typically approach these topics from a position of how Indigenous peoples fit into Canadian systems of governance. Understanding colonial structures of policy, public administration, legal structures, and the philosophies of governance are essential to establishing an understanding of contemporary Indigenous governance in colonial Canada; however, this does not provide the whole picture. Importantly, this does not include Indigenous peoples' traditional knowledge systems concerning governance and nationhood which are integral to decolonization processes. The Graduate Certificate in Indigenous Nation-building takes this latter focus.

This program is timely for Indigenous nations in Saskatchewan. As colonial barriers lift, Indigenous communities across Canada are increasingly taking a more active role in service delivery and economic development, including the development of economic development corporations and community-owned businesses. As the Harvard Project on American Indian Economic Development has demonstrated, strong governance practices are the key to sustainable economic development and self-determination.

Additionally, the Graduate Certificate in Indigenous Nation-building will equip students with community-framed and Indigenous-centred approaches to governance to reframe and support autonomous nationhood, while also transforming colonial restraints. Significant emphasis will be given to building skills that enable an implementation of community or nation-specific approaches to governance. The program will also help students build a professional network and provide the space for peer interaction, community empowerment, and knowledge mobilization. Such a professional network will be increasingly crucial as Indigenous communities build and rebuild capacity in areas such as self-determination and economic sustainability.

2. Admissions

a. What are the admissions requirements of this program?

As with the other JSGS graduate certificates, the basic admission requirements are completion of a four-year undergraduate degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

However, for the Graduate Certificate in Indigenous Nation-building, the JSGS recognizes the need to allow for the admission of students whose academic performance is not sufficient for regular graduate

admission but who otherwise have the work experience necessary to successfully complete graduate work. To address this issue, the JSGS is proposing the following non-standard application process.

Applicants who do not meet the standard admission requirements may wish to apply using the non-standard application process. Successful applicants likely will have:

- Recognized completion of at least one year (18 CUs) of higher education
- A break of at least five years from formal higher education
- At least ten years of work experience and at least five years of management experience.

In addition to completing the usual application package (e.g., CV, letters of reference, letter of intent), applicants must submit a letter indicating that they wish to be considered under the non-standard application process and why they wish to be considered under this process. Applicants must also submit evidence that they possess the following skills and expertise:

- Ability to undertake effective critical thinking (e.g., to critically examine arguments, to critically examine data and the conclusions drawn from it)
- Ability to collect and analyze data (whether qualitative or quantitative), and to connect the results of the analysis to broader concepts and ideas
- Ability to communicate effectively in both an oral and a written form

To provide evidence that they possess the above skills, applicants should draw from recent work where they demonstrated competency in the three areas. The evidence should include concrete outputs (e.g., writing samples, reports), as well as explanations of their relevance and importance. The evidence package should be three to four pages in length.

Applicants must also provide a list of the positions they have held and indicate the extent to which they have acquired and relied on the three core competencies outlined in the MPA program — analysis and use of evidence, politics and democracy, and policy delivery.

Applicants applying under the non-standard application process would generally not be required to take additional undergraduate courses beyond those they have already taken. The reason is that there is no basic theory or knowledge that is required for public policy; instead, if applicants can demonstrate that they have the skills and expertise outlined above, they should be able to do well in a public policy graduate program.

Based on the above material, a decision would be made about admission to the certificate.

3. Description of the program

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

The curricular objectives of this program are organized thematically in three groups: decolonizing, Indigenizing, and reconciliatory.

Decolonizing curricular objectives. Students should:

- Understand how concepts and applications of governance differ between Indigenous nations and the Canadian state.

- Be able to analyze, through an investigation of the formation of the Canadian nation-state, the legitimacy of the Canadian state.
- Understand the colonial, neo-colonial, and decolonial aspects of contemporary Canadian policy and public administration.
- Understand the impact of colonization and patriarchy on Indigenous nationhood and membership.
- Understand how the Canadian state, past and present, attempts and succeeds at eroding Indigenous nationhood.
- Be able to demonstrate how Indigenous nations, past and present, resist Canadian settler colonialism through self-determination and the rebuilding of nationhood.

Indigenizing curricular objectives. Students should:

- Be able to critically analyze and articulate how Indigenous nations define self-determination and whether these can or cannot exist alongside the Canadian state, making space for specific conceptualizations of knowledge (such as, but limited to, those nations in Saskatchewan: Dene, nêhiyawak, Anihşināpēk, Dakota, Lakota, Nakoda, Métis, and Michif).
- Understand the premise and implications of honourable Treaty governance and Treaty federalism in Canada.
- Assess the potential benefits, costs, and ethical considerations of various approaches to community and economic development in Indigenous communities.
- Understand and make space for various forms of Indigenous leadership within different community structures while simultaneously recognizing the diversity of Indigenous nations.
- Develop the tools and techniques required to contribute to nation-building based on the needs of a particular nation or community.

Reconciliatory curricular objectives. Students should:

- Understand how to bridge Indigenous traditional knowledge with settler-based policy approaches, including public policy development, program evolution, and legislation, to support Indigenous nationhood.
- Understand the history of Indigenous peoples' rights movements in Canada as they pertain to the Treaties, the Constitution Act, 1982 s. 35, and the ongoing and emerging rights discourses in the Canadian courts.
- Be able to draw parallels between Indigenous peoples' rights in Canada and rights recognized in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
- Be able to constructively and respectfully communicate complex issues around colonization and Indigenous governance with diverse audiences.
- Have a trans-systemic understating of settler-colonial systems and Indigenous knowledge systems to move past cognitive imperialism and institutional or structural fetishism to be able to solve inequity through new governing practices and institutions.

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:

The Graduate Certificate in Indigenous Nation-building will be delivered through four main components. Teaching and learning tools are often based on the conceptual framework of four in the shared regions (Treaties 4 and 6, and the traditional territories of the nêhiyawak, Anihşināpēk, Dakota, Lakota, and Nakoda nations, and the homeland of the Métis and Michif Nations) of the partners, FNUniv and JSGS. Thus, the program delivery of four components is appropriate for Indigenous pedagogy and cultural frameworks.

Similar to the other JSGS graduate certificates, the proposed Graduate Certificate in Indigenous Nation-building would be comprised of three courses for credit; in addition, students will be required to participate in a non-credit residency course.

The formal requirements of the program are:

Required Courses

- JSGS 893 Foundations of Indigenous Governance (3 CUs)
- JSGS 894 Indigenous Nation-building In Practice (3 CUs)
- JSGS 895 Community Residency (0 CUs)

Elective Course (select one)

- JSGS 896 Indigenous Nation Building in Canada (3 CUs)
- JSGS 863 Indigenous Peoples and Public Policy (3 CUs)
- JSGS 851 Qualitative Methods (3 CUs)
- JSGS 808 Ethical Leadership and Democracy in the Public Service (3 CUs)
- INDG 810 Aboriginal Self Determination Through Mitho Pimachesowin (3 CUs)
- POLS 826 Topics in Aboriginal Public Policy and Administration (3 CUs)
- Another course approved by the JSGS Graduate Chair (3 CUs)

JSGS 893 Foundations of Indigenous Governance provides students with a grounding in how traditional approaches to governance frame contemporary practices.

JSGS 894 Indigenous Nation-building in Practice is a practicum-like course in which students will be matched with a community project. Some students will work with their home community, while others will find placements in Indigenous communities arranged through FNUniv, Morning Star Lodge, and the Métis Nation of Saskatchewan.

JSGS 895 Community Residency is a non-credit residency that will be delivered face-to-face when possible. The JSGS 895 Community Residence course is designed to provide a forum for dialogue, knowledge sharing, and networking. As with the required course content, the residency will be informed by Old Ones, Elders, or Knowledge Keepers/Guardians, who will help shape content and, where appropriate, assist with delivery.

The final three credit-unit course in the certificate is an elective: students can choose from a variety of existing courses within JSGS and other cross-listed programs.

The credit courses will be delivered primarily through online platforms. The focus on online delivery emerged from stakeholder engagement sessions that informed us of a deep commitment to reaching

students in remote, rural, and reserve communities. Additionally, the recent COVID-19 global health pandemic has shifted how many of the stakeholders we engaged view access to education in the foreseeable future. There will, however, be barriers due to the online nature of this program. Many communities do not have adequate ICT connectivity. We are considering creative solutions to such barriers. For example, the provision of course content in a static formation such as a memory stick or a tablet would provide students with access to readings, videos, and course assignments. Students without ICT connectivity would have various options available to submit assignments and complete additional work in lieu of course discussions. For example, those who have inconsistent Internet connectivity might upload videos related to seminar topics in lieu of participating in course discussions. Such options can be determined and agreed upon on a case-by-case basis between the course instructor and student.

Experiential learning opportunities:

While the program will be offered through a blend of online and face-to-face delivery for practical purposes regarding distance and the impacts of the current/future global health pandemics, several features related to Indigenous teaching practices will be embedded in this program. Often Indigenous Old Ones, Elders, or Knowledge Keepers/Guardians discuss the importance of oral teachings, relational responsibility, intergenerational teachings, and the many connections between teaching and learning from the land, language, and societal organizations. In fact, it would be impossible to remove the knowledge basis of Indigenous governance, past and present, from the land, languages, and oral teachings shared by the Old Ones, Elders, or Knowledge Keepers/Guardians. The Certificate, therefore, will rely on both guest speakers, either in-person or through video/web conferencing, and recorded interviews with Old Ones, Elders, or Knowledge Keepers/Guardians and leaders to animate these points. Whether online or in-person, oral teachings will frame experiential learning through recorded interviews, peer-to-peer learning, and course instruction from guest speakers in real-time.

As with any graduate-level program, readings and written assignments will construct a significant portion of the courses that make up this program. Additionally, however, several assignments will be designed around the fundamentals of oral teachings, relational responsibility, and intergenerational teachings. Achieving these fundamentals will require students, through case studies, course assignments, and online discussion forums, to explore, learn, and provide evidence of an understanding of Indigenous knowledge systems through oral transmission. This requirement includes relational responsibility through community relationship building, whether through online peer-to-peer discussion forums or group assignment work, video/web conferencing class discussions, dialogue/interviews with Old Ones, Elders, or Knowledge Keepers/Guardians, or practicum-like work with Indigenous communities. There will be an opportunity for students to have some flexibility with written assignments should they want to deliver these in an oral format to better reflect and embed oral tradition authentically within their work.

The in-person residency (JSGS 895 Community Residency) will be created alongside Old Ones, Elders, or Knowledge Keepers/Guardians. During these sessions, the course instructor and Old Ones, Elders, or Knowledge Keepers/Guardians will facilitate lessons on Indigenous governance through dialogue and Indigenous-centred teachings. This experiential learning based on the oral tradition will importantly instill the understanding that Indigenous governance is fundamentally about a dialogue amongst peoples and not the governing systems and institutions of the settler-colonial state.

Teaching Philosophies:

- 1) *Indigenous-centred pedagogy* – This program will use various Indigenous pedagogies to frame teaching philosophies.
- a) *Reciprocal Relationships*: All students have various sources of knowledge and diverse life experiences. These will be recognized and acknowledged by this program of study, along with that of faculty and guest speakers' knowledge. Kirkness and Barnhardt (2001) describe this teaching approach as "Reciprocal Relationships", and write:

One of the most frustrating aspects of the university experience for First Nation students is the role dichotomy between the producers and the consumers of knowledge in university settings. The conventional institutionalized roles of a university faculty member as the creator and dispenser of knowledge and expertise and the student as the passive recipient of that knowledge and expertise tend to interfere with the establishment of the kinds of personalized "human" relationships to which First Nations students are most likely to respond. (Kirkness and Barnhardt 2001, 10)
- b) *Experiential Knowledge*: During stakeholder engagement, various subject-matter experts informed us of the importance of embedding experiential knowledge into the program. As Battiste (2002) explains, "The first principle of Aboriginal learning is a preference for experiential knowledge. Indigenous pedagogy values a person's ability to learn independently by observing, listening, and participating with a minimum of intervention or instruction" (15). In particular, for this program, experiential knowledge as a teaching philosophy includes the application of reflective learning: observe, listen, apply, and reflect. As one interview participant stated: "When we build in reflection—to observe, apply, reflect—we make learning about what it means to the student: why do we learn this? How might this compare to other learning/disciplines?"
- c) *Oral Teachings*: The Old Ones, Elders, or Knowledge Keepers/Guardians are essential sources of teaching and learning in Indigenous communities. Bauer (2017), a member of the Choctaw Nation in California, explains that for his community oral teachings are a method to transmit and mobilize knowledge, they serve as a historical record, and they operate along with kinship relationships (162-3). In situations where researchers have excluded Indigenous people's accounts, oral accounts are importantly used to correct inaccuracies: these can be vital for Indigenous peoples to shape authentic and autonomous representation (Bauer 162). Oral teachings, therefore, are a necessary foundation to authentic Indigenous ways of teaching and learning (to transmit and mobilize knowledge) and enable Indigenous voice, which is imperative given the impact of settler colonialism on Indigenous knowledge and modes of transmission.

For some, Indigenous teachings are alive and most appropriately shared through oral transmission; when recorded on paper, object, monument, or video/audio, they are considered to lose the essence of their being (McCall 2008). For this reason, Old Ones, Elders, or Knowledge Keepers/Guardians will provide appropriate teachings as in-person guest speakers (through video or web conferencing) whenever possible. When it is appropriate, video-recorded interviews will be made to give the students authentic oral teachings from Old Ones, Elders, or Knowledge Keepers/Guardians and other Indigenous leaders.
- d) *Intergenerational Teachings*: For many Indigenous peoples, authentic Indigenous knowledge transmission occurs through intergenerational knowledge transfer. As Battiste (2002) writes, "Indigenous knowledge comprises all knowledge pertaining to a particular people and its territory, the nature or use of which has been transmitted from generation to generation" (8). Indeed, the teachings are present in our communities and families, our primary educators, and emphasis on inter-generational transmission is a regular component of any advisory framework or system of guidance.

One participant from our stakeholder engagement posed the question: “How do we bridge this into our scholarly work?” In part, the presence of Old Ones, Elders, or Knowledge Keepers/Guardians sharing oral teachings will bridge intergenerational teachings. Additionally, reciprocal relations—recognizing the student as an educator—will provide other avenues for intergenerational knowledge mobilization. Finally, looking to our families and communities for knowledge—through teachings, stories, language, memories, song, or other cultural expressions—will help transmit knowledge. This can be facilitated through JSJS 894 Indigenous Nation-Building in Practice, a practicum-like course, the residency program (JSJS 895 Community ResidenceE), and other course activities.

2. *Decolonial Framework*: Indigenous peoples' knowledge and pedagogy remain largely ignored and displaced in postsecondary educational institutions in favour of assimilative and accultural education practices (Cote-Meek 2014). While decolonial teaching philosophies are multifaceted, Bhambra, Gebrial, & Nisancioglu (2018) write, “First, it is a way of thinking about the world which takes colonialism, empire and racism as its empirical and discursive objects of study; it re-situates these phenomena as key shaping forces of the contemporary world, in a context where their role has been systemically effaced from view. Second, it purports to offer alternative ways of thinking about the world and alternative forms of political praxis” (2). This quote demonstrates that a foundational premise of decolonial practices is to both dismantle and develop alternative approaches. This program aims to do just this by deconstructing the premise of the settler-colonial state and developing alternative methods of governance based on specific notions of Indigenous nation-building.
3. *Trans-systemic Learning Philosophy*: Teaching philosophies that are Eurocentric or framed by dominant cultural perspectives and applications support a status quo that typically excludes Indigenous knowledge, or these philosophies misapply or appropriate Indigenous knowledge. Additionally, in systems of education, those oppressive structures and philosophies that support colonialism are routinely presented as innocuous and normative. To adequately frame curriculum with Indigenous-centred or decolonial pedagogies, it is integral that the Graduate Certificate in Indigenous Nation-building work against the status quo of Eurocentric or dominant cultural perspectives and applications.

Henderson (2020) argues that a teaching philosophy with a trans-systemic approach can assist this effort as it will blend Eurocentric and Indigenous knowledge systems. A trans-systemic approach includes both Indigenous concepts of governance and nation-building, and contemporary settler-colonial approaches to governance to conceptualize the emancipation of Indigenous peoples. The intended outcome of the trans-system approach is to provide students with the theoretical understandings of both Indigenous western orientations of governance and the practical tools to navigate the two systems to address and overcome the conditions of settler-colonial equity that are present in modern Canadian society.

The above approach is similar to Freire’s (2011:1970) discussion on education systems that are intended to empower those peoples living within systems of oppression to undertake strategies of liberation. Freire writes, “Liberating education consists in acts of cognition, not transferals of information” (79). Essentially, Freire argues that it is not sufficient for students to learn facts or figures; they must, instead, be exposed to tools that enable a cognitive shift or realization that can assist with a re-imagining of new social, economic, and political structures of power to develop realistic and effective transformational liberation. Trans-systemic pedagogical

approaches can support a cognitive shift that synthesizes Indigenous-specific approaches to governance and that of Canadian settler colonialism.

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- Henderson, S. (2020). Personal Communication. March 30, 2020.
- Kirkness, V. J. and R. Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. In R. Hayoe and J. Pan (Eds.), *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.
- McCall, S. (2008). Amplified Voices: Rebecca Belmore's Reinvention of Recording technologies in the Transmission of Aboriginal Oral Traditions. In R. Hulan and R. Eigenbrod (Eds.), *Aboriginal Oral Traditions: Theory, Practice, Ethics*, 99-112. Halifax: Fernwood Books.

c. Provide an overview of the curriculum mapping.

Graduate Certificate in Indigenous Nation-building	Required courses		Selected electives					
	JSGS 893 <i>Foundations in Indigenous Governance</i>	JSGS 894 <i>Indigenous Nation-building</i>	JSGS 863 <i>Indigenous Peoples and Public Policy</i>	JSGS 851 <i>Qualitative Methods</i>	JSGS 896 <i>Indigenous Nation-Building in Canada</i>	JSGS 808 <i>Ethical Leadership and Democracy in the Public Service</i>	INDG 810 <i>Aboriginal Self Determination Through Mitho Pimachesowin</i>	POLS 826 Topics in Aboriginal Public Policy and Administration
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it	✓	✓	✓		✓	✓	✓	✓
Communication and Social Skills Ability to communicate effectively and build enduring trust-based interpersonal, professional relationships	✓	✓		✓		✓		
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound innovative conclusions	✓	✓	✓	✓	✓	✓	✓	✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓	✓	✓	✓	✓	✓		✓

Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement	✓	✓		✓	✓	✓	✓	✓
Public Knowledge Ability to analyze and contribute content to at least one applied policy field	✓		✓	✓	✓	✓	✓	✓

Please see the attached new course syllabi for JSGS 893 Foundations in Indigenous Governance, JSGS 894 Indigenous Nation-building in Practice, JSGS 895 Community Residency and JSGS 896 Indigenous Nation-Building in Canada.

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

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the work that students will do in JSGS 894 Indigenous Nation-building in Practice.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in JSGS 894 Indigenous Nation-Building and JSGS 894 Indigenous Nation-building in Practice, and in preparation of term papers and final exam answers where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program but particularly in JSGS's new course, JSGS 893 Foundations of Indigenous Governance, which is a core course in this program. These skills are also stressed in key electives such as JSGS 808 Ethical Leadership and Democracy in the Public Service and JSGS 898 Indigenous Nation Building in Canada.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers). It is particularly important in JSGS 894 Indigenous Nation-building in Practice.

Flexible Thinking – Flexible or nimble thinking will be a crucial element of all courses, in particular the core courses. Indigenous nations are diverse, and communities often comprise differing or multiple nations. Students must be prepared to listen, understand, and respond in ways appropriate to a community's particular needs and in alignment with specific cultural values.

e. Explain the comprehensive breadth of the program.

Across Canada, Indigenous nations have different ideas of and diverse forms of nationhood and self-determination. Canadian settler colonialism has impacted—to varying degrees—each of these nation's ability to be sovereign or self-governing. Many Indigenous nations seek to address the impact of settler colonialism on their sovereignty through forms of traditional governance. Others look to modern forms of self-determination, while still others look to bridge the traditional and modern. The Graduate Certificate in Indigenous Nation-building provides students with an in-depth understanding of the impact of Canadian settler colonialism on Indigenous nationhood, the ways Indigenous peoples have resisted the colonization of their governance systems, and how Indigenous nations assert self-determination, despite colonial Canada, through traditional and modern governance approaches.

The program will meet this mandate by addressing three key, overarching questions: 1) What is governance from an Indigenous perspective? 2) Why is Canadian society, that which is comprised of

both settler and Indigenous populations, in this contemporary situation of settler-colonial inequity? 3) How do students work with Indigenous communities to understand their particular nation, circumstance, and assist with moving forward from this contemporary situation of settler-colonial inequity? This program will work to strengthen the knowledge and skills needed to meet the challenges of policy development and implementation, governance, and self-determination on reserves and in other Indigenous communities. Specifically, students will be encouraged and trained to listen to, learn from, and facilitate or help to implement the specific concepts and approaches to self-determination that are informed by a nation's specific culture, language, history, and the Old Ones, Elders, or Knowledge Keepers/Guardians that guide the community.

The certificate program is designed to meet the needs of Indigenous leaders and practicing public administrators, policy analysts, and non-profit administrators who wish to enhance their conceptual and technical skills in the fields of public administration or public policy as related to Indigenous peoples and communities. The program will be open to qualified students who have an undergraduate degree or a diploma combined with a significant amount of experience. As the curriculum map above demonstrates, students who earn the certificate designation will be competent in critical areas that are vital to success in the roles to which the Certificate is targeted. The program is designed to prepare students to be managers, leaders and innovators in First Nations, Métis and Inuit governments and other organizations that work with Indigenous governments, with particular focus in Saskatchewan Indigenous nations and communities. This includes those who wish to increase their skills in the increasingly competitive fields of Indigenous government, Indigenous governance, Indigenous nation-building, and policy and program development related to Indigenous peoples. The program will be offered in a blended format through online and face-to-face delivery and will allow students the opportunity to work together in a community governance project.

f. Referring to the university "Learning Charter", explain how the five learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed and the attributes and skills that will be acquired by graduates are listed under each goal.

Discovery Goals

- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories but to apply them to real-life problems. This problem-based learning is undertaken explicitly in the required course JSGS 894 Indigenous Nation-Building in Practice.

Knowledge Goals

- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other, and in the community practice. In this work, students will be held to a high standard—they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration, as well as Indigenous governance, require an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

Integrity Goals

- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the broader context in which Indigenous governance and nation-building are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals

- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals

- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in Indigenous governance and nation-building public policy are critical to societal wellbeing and involve the pressing issues of the time—everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

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

The Graduate Certificate in Indigenous Nation-building is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the Certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be minimal. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent. There is also a non-standard application process for students whose academic performance is not sufficient for regular

graduate admission but who otherwise have the work experience necessary to successfully complete the Certificate.

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.

Program success will be measured in four ways: 1) assessing community satisfaction; 2) assessing student satisfaction; 3) student enrolment; and, 4) the number of students who ladder from the certificate program into the MPA program.

1. *Assessing Community Satisfaction:* We will follow-up with the communities in which we partner on major projects at various intervals: six months, and one and five years. This follow-up will give constructive feedback from the organizations that practicum students and graduates are working with to ascertain student's ability to listen, understand, collaborate, and meet specific nation-based and community-based interests.
2. *Assessing Student Satisfaction –* We will solicit and track graduate student feedback at various intervals: six months, and one and five years. This follow-up will allow us to ascertain students' capability in implementing culturally appropriate community-centred projects of self-determination.
3. *Student Enrolment:* In the first year of offering, our enrolment target will be a total of 8-10 students; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled.
4. *Ladder:* Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we also aim to have approximately 25% of certificate students ladder into the MPA each year.

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?

Some of the courses comprising the Certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. There are cross-listed courses, INDG 810 Aboriginal Self Determination Through Mitho Pimachesowin and POLS 826.3 Topics in Aboriginal Public Policy and Administration, both at the University of Saskatchewan.

Four new course offerings are proposed:

- JSGS 893 Foundations in Indigenous Governance
- JSGS 894 Indigenous Nation-building in Practice
- JSGS 895 Community Residence and
- JSGS 896 Indigenous Nation Building in Canada.

It is not anticipated that many students from other programs will take these courses, although they would be welcome to do so (with the exception of JSGS 895 Community Residence). JSGS 893, JSGS 894 and JSGS 896 will be available as optional courses for students in other JSGS programs.

Students who have completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications.

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.

Initially, program consultation was planned through several community-wide engagement sessions. Unfortunately, due to the COVID-19 global health pandemic we were unable to do carry them out. Instead, we held one-on-one engagement sessions from April to July, 2020 across all three campuses (semi-structured interviews facilitated through Zoom, Microsoft WebEx, telephone, and email).

First Nations University of Canada

- Dr. Bob Kayseas, Associate Vice President
- FNUUniv Elders Council (providing on-going support)

University of Saskatchewan

College of Medicine

- Dr. Carrie Bourassa, Professor, Department of Community Health & Epidemiology; Scientific Director of the CIHR Institute of Indigenous Peoples' Health; Research Lead, Morning Star Lodge

Indigenous Law Centre

- Marilyn Poitras, Director

College of Law/ Indigenous Law Centre

- Dr. Sakej Henderson, Research Fellow
- Dr. Jaime Lavallee Assistant Professor

College of Arts and Science

Department of Indigenous Studies

- Dr. Bonita Beatty, Faculty Member
- Dr. Rob Henry, Assistant Professor
- Dr. Simon Lambert, Acting Dept Head, Associate Professor

Department of Political Studies

- Dr. Loleen Berdohl, Professor, Department Head
- Dr. Neil Hibbert, Faculty Member
- Dr. Joe Garcea, Faculty Member
- Kathy Walker, PhD (ABD), Lecturer

Johnson Shoyama Graduate School of Public Policy

- Dr. Murray Fulton, Director
- Neal Kewistep, Executive-in-Residence

Edwards School of Business

- Dr. Noreen Mahoney, Associate Dean, Students & Degree Programs
- Dr. Vincent Bruni-Bossio, Associate Professor, Department Head, Department of Management and Marketing
- Dr. Lee Swanson, Associate Professor
- Dr. Norman Sheehan, Professor

College of Education

- David Burgess, Associate Dean (Research, Graduate Support, and International Initiatives)

Office of the Vice-Provost of Indigenous Engagement

- Candice Pete-Cardoso, Associate Director
- Dr. Jacqueline Ottman, Vice-Provost, Indigenous Engagement

University of Regina:

Johnson Shoyama Graduate School of Public Policy

- Dr. Ken Rasmussen, Director
- Ken Acton, Executive-in-Residence

Department of Political Science and International Studies

- Dr. Allyson Stevenson, Canada Research Chair in Indigenous Peoples and Global Social Justice

Gabriel Dumont Institute, University of Regina

- Janice Thompson, PhD Cand., Program Head

Engagement continues with Community leaders, experts, and Old Ones, Elders, or Knowledge Keepers/Guardians, including:

- Edmund Bellegarde, Tribal Chief, File Hills Qu'Appelle Tribal Council
- Saskatchewan Treaty Commission
- Brenda Dubois, Knowledge Keeper, University of Regina, Regina SK
- Kim Anderson, Professor, University of Guelph, Guelph ON
- Jamie Lavallee, Assistant Professor, USASK, Saskatoon SK
- Ken Coates, CRC, JSGS, Saskatoon SK
- Lisa Clarke, CEO, Clear Sky Connections, Winnipeg MB
- Dr. Peter Kulchyski, Prof, Native Studies, University of Manitoba
- Dr. Emily Eaton, University of Regina, Regina SK
- Margaret Kisikaw Piyesis, Executive Director, All Nations Hope, Regina SK
- Metis Nation of Saskatchewan
- Dr. Carrie Bourassa, Professor, Department of Community Health & Epidemiology; Scientific Director of the CIHR Institute of Indigenous Peoples' Health; Research Lead, Morning Star Lodge
- Senator Yvonne Boyer, Senate of Canada
- Joseph Naytowhow, Storyteller and Knowledge Keeper, Saskatoon, SK
- Satsan (Herb George), Wet'suwet'en Hereditary Chief of the Frog Clan
- Brenda Dubois – Knowledge Keeper
- Margaret Kisikaw Piyesis – Knowledge Keeper

- Dr. Manley Begay, Professor, Applied Indigenous Studies Department, Northern Arizona University
- Chief Darcy Bear, Whitecap Dakota First Nation, SK
- Sol Sanderson – Senator, Federation of Sovereign Indigenous Nations

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.

See letters of support from the departments of Political Studies and Indigenous Studies.

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

Because the courses and the subject matter that comprise the certificate program are JSGS courses, existing courses in other areas of the university, or based on existing disciplinary content, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

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

Consultation with Indigenous community leaders included Cadmus Delorme, Chief, Cowessess First Nation. Please see attached letter of support.

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).

The courses in the Graduate Certificate in Indigenous Nation-building will be taught by existing faculty at the USask campus, the U of R campus, FNUUniv, and/or sessionals. The JSGS's USask campus has recently hired an Indigenous scholar into a Lecturer position and the U of R campus is in the process of hiring an Indigenous faculty member; both of these faculty will provide teaching support to this program. Teaching support will also be provided by FNUUniv, who is a partner in the program.

The Certificate courses will be well integrated into JSGS programming. The elective courses for the Certificate are already part of the JSGS course complement, either as core courses in the Masters of Public Policy (MPA) or as MPA electives. The four new courses that will be offered—JSGS 893 Foundations of Indigenous Governance, JSGS 894 Indigenous Nation-building In Practice, JSGS 895 Community Practice, and JSGS 896 Indigenous Nation-building in Canada—will be made available to students in the MPA, Masters of Public Policy (MPP), PhD in Public Policy and the Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) programs, thus expanding the set of elective courses they have available. Students have been asking for more programming in the Indigenous area and the development of these courses will provide these much-needed offerings.

The JSGS consulted with IPA prior to submitting the NOI to PPC in fall 2020; the response from IPA indicated that “the program is financially sustainable given that the amount of new resources and investment in this program are limited and that this program will rely heavily on existing courses and resources” (see Appendix).

The Graduate Certificate in Indigenous Nation-building program will be overseen by a group affiliated with FNUiv and the USask and U of R campuses of the JSGS. The group includes professors Bob Kayseas (FNUiv), Ken Coates (USask) and Murray Fulton (USask), JSGS executives-in-residence Neil Kewistep and Doug Moen, lecturer Kurtis Boyer (USask) and special assistant Emily Grafton (U of R).

Appendix

IPA Response

From: "Beck, Jennifer" <jennifer.beck@usask.ca>
Subject: RE: IPA Consultation - Certificate in Indigenous Nation Building
Date: August 6, 2020 at 3:43:18 PM CST
To: "Fulton, Murray" <murray.fulton@usask.ca>, "Vuong, Lucy" <lucy.vuong@usask.ca>
Cc: "McMartin, Dena" <dena.mcmartin@usask.ca>, Emily Grafton <Emily.Grafton@uregina.ca>, Doug Moen <doug.moen@uregina.ca>

Hi Murray,

Thank you for providing this information. Upon review it appears that the program is financially sustainable given that the amount of new resources and investment in this program are limited and that this program will rely heavily on existing courses and resources. We have no further questions related to this so please proceed with including this additional financial info in your revised NOI for PPC.

Cheers,
-Jennifer

JS GS 893 – Foundations of Indigenous Governance

UNIVERSITY OF SASKATCHEWAN CAMPUS	
INSTRUCTOR:	
PHONE:	
E-MAIL:	
OFFICE HOURS:	
OFFICE LOCATION:	
TERM:	
ROOM:	
DATE AND TIME:	

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed for the first time in 2021 by Emily Grafton.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JS GS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JS GS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the

JSGS), we are committed to upholding the Academic Honor Code.

ACADEMIC HONOUR PLEDGE

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the difficulties in providing a course online. Since remote teaching and learning is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

Indigenous peoples' governance frameworks, while diverse, are intrinsically informed by Indigenous worldviews. This course explores settler-colonial Canada's attempts to eradicate Indigenous nationhood and the Indigenous peoples' resistance to these attempts through the continued practice of governance. In particular, Indigenous worldviews will be presupposed to transform colonial inequity in contemporary Indigenous/Canadian governing relationships.

LEARNING OBJECTIVES

The specific readings, assignments and activities in JSGS 893 will help you both acquire and demonstrate the ability to:

- Understand the opportunities for using Indigenous ways of knowing to inform governance in Indigenous communities.
- Think critically and analytically about settler colonial governance and its impact on Indigenous peoples and the livelihood of Indigenous ways of knowing.
- Analyze, through an investigation of the formation of the Canadian nation-state, the legitimacy of the Canadian state, and understand the colonial, neo-colonial, and decolonial aspects of contemporary Canadian policy and public administration.
- Analyze the impact of colonization and patriarchy on Indigenous nationhood, and understand how the Canadian state, past and present, attempts and succeeds at eroding Indigenous nationhood.
- Analyze policy problems using theories and practices of Indigenous governance, and understand how to bridge Indigenous traditional knowledge with settler-based policy approaches, including public policy development, program evolution, and legislation, to support Indigenous nationhood.
- Assess the potential benefits, costs, and ethical considerations of various approaches to community and economic development in Indigenous communities.
- Communicate information and analyses critically and effectively. (Be able to constructively and respectfully communicate complex issues around colonization and Indigenous governance with diverse audiences).

- Understand the history of Indigenous peoples' rights movements in Canada as they pertain to the Treaties, the Constitution Act, 1982 s. 35, and the on-going and emerging rights discourses in the Canadian courts.
- Be able to draw parallels between Indigenous peoples' rights in Canada and rights recognized in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
- Understand the premise and implications of honourable Treaty governance and Treaty federalism in Canada.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

REQUIRED READINGS

Craft, Aimée. (2013). *Breathing life into the Stone Fort Treaty: an Anishinabe understanding of Treaty One*. Saskatoon, Saskatchewan: Purich Publishers.

Hogue, M. (2015). *Metis and the medicine line: creating a border and dividing a people*. Regina, Saskatchewan: University of Regina Press.

Kulchyski, P. (2013). *Aboriginal Rights Are Not Human Rights: In Defence of Indigenous Struggles*. Winnipeg, Manitoba: Arbeiter Ring Publisher.

Simpson, L. (2017). *As We Have Always Done: Indigenous Freedom through Radical Resistance*. Minneapolis: University of Minnesota Press.

COURSE OUTLINE

Section 1: Building an Indigenous Governance Framework

- 1. Introductions, Definitions, & Grounding Concepts**
- 2. Locating Indigenous political resurgence as a practice of Indigenous knowledge systems**

Readings:

Simpson, L. (2017). *As We Have Always Done: Indigenous Freedom through Radical Resistance*. Minneapolis: University of Minnesota Press.

3. Indigenous Governance in the Saskatchewan Context

Readings:

Desnomie, C. 2016. "The File Hills Farm Colony Legacy." In *Global Stage, Local Knowledge: Histories of Anthropology 10*, edited by Regna Darnell and Frederic Gleach, 303-334. Lincoln: University of Nebraska Press.

Hogue, M. (2015). Introduction: Borders and Belonging. In *Metis and the medicine line: creating a border and dividing a people*, 1-14. Regina, Saskatchewan: University of Regina Press.

Snyder, Emily. (2018). Introduction. In *Gender, Power, and Representations of Cree Law*, 3-27. Vancouver: UBC Press.

Supplemental Readings:

Stenberg, R. K., Stonechild, B., Waiser, B. (1998). Loyal till Death: Indian and the North-West Rebellion. *The Western Historical Quarterly*, 29(2), 250.

Teillet, J. (2019). *The North-west is our Mother: The Story of Louis Riel's People, the Metis Nation*. Toronto, Ontario: Harper Collins.

Section 2: Indigenous Governance in resistance to the Canadian state

4. Treaties: What is 'Spirit and Intent'?

Readings:

Ray, A. J., J. R. Miller, & F. Tough. (2000). Chapter 7: Qu'Appelle Treaty, or Treaty 4." *Bounty and Benevolence: A History of Saskatchewan Treaties*, 105- 120. Montreal Que.: McGill-Queen's University Press.

McCleod, N. (2007). Chapter 4: Kâ-miyikowisiyahk: what the powers have given us. *Cree Narrative Memory: from Treaties to contemporary times*. Saskatoon, Sask.: Purich Publishers.

Archibald-Barber, Jesse Rae. (2018). *Kisiskaciwan: Indigenous Voices from Where the River Flows Swiftly*. Regina, Saskatchewan: University of Regina Press. Selected pages, 27-35.

Supplemental Readings:

Anderson, E. (1982). The Saskatchewan Indians and Canada's new constitution. *Journal of International Affairs*, Spring-Summer, 36(1), 125-148

5. Defining 'Spirit and Intent' in relationships to land and kinship

Readings:

Craft, A. (2013). *Breathing life into the Stone Fort Treaty: an Anishinabe understanding of Treaty One*. Saskatoon, Saskatchewan: Purich Publishers.

6. Problematizing the Indian Act and Situating Indigenous Self-Governance

Readings:

Borrows, J. 2008. *Seven Generations, Seven Teachings: Ending the Indian Act*. Ottawa: The National Centre for First Nations Governance.

http://www.fngovernance.org/ncfng_research/john_borrows.pdf

Gordon Christie. 2007. *Aboriginal Nationhood and the Inherent Right to Self-Government*. Ottawa: The National Centre for First Nations Governance.

http://www.fngovernance.org/ncfng_research/gordon_christie.pdf

Ladner, K. & M. Orsini. 2003. "The Persistence of Paradigm Paralysis: The first Nations Governance Act as the Continuation of Colonial Policy." In M. Murphy (Ed.) *Reconfiguring Aboriginal-State Relations*, 185-203. Montreal & Kingston: Institute of Intergovernmental Relations, McGill- Queen's University Press.

Supplemental Readings:

Abele, F. (2007). *Like an Ill-Fitting Boot: Government, Governance and Management Systems in the Contemporary Indian Act*. Ottawa: The National Centre for First Nations Governance.

http://www.fngovernance.org/research/frances_able.pdf

Milloy, J. (2007). *Indian Act Colonialism: A Century of Dishonour, 1869-1969*. Ottawa: The National Centre for First Nations Governance. <http://www.fngovernance.org/research/milloy.pdf>

7. The Constitution: Treaty and Aboriginal Rights

Readings:

Henderson, J. (S.) Y. (2007). "Introduction." *Treaty Rights in the Constitution of Canada*. Toronto: Thomson Carswell.

Macklem, P. (2001). Chapter six: Interests, Rights, and Limitations. *Indigenous Difference and the Constitution of Canada*, 160-193. Toronto: University of Toronto Press.

Asch, M. (2014). Aboriginal Rights and Self-determination. In M. Asch. *On Being Here to Stay*, 10-33. Toronto: University of Toronto Press.

Supplemental Readings:

Ladner, K. L. (2009). Take 35: Reconciling constitutional orders. In A. M. Timpson (Ed.) *First Nations First Thoughts: The impact of Indigenous thought in Canada*, 279-300. Vancouver: UBC Press.

8. The Canadian Constitution Act, 1982 s. 35: Rights recognition or assimilation?

Readings:

Kulchyski, P. (2013). *Aboriginal Rights Are Not Human Rights: In Defence of Indigenous Struggles*. Winnipeg, Manitoba: Arbeiter Ring Publisher.

Coulthard, G. S. (2007). Subjects of empire: Indigenous peoples and the "politics of recognition" in Canada. *Contemporary Political Theory* 6, 437-460.

Supplemental Readings:

Russell, P. (2005). "Chapter 2: Western Imperialism and Its Legal Magic." In *Recognizing Aboriginal Title*, 30-50. Toronto: University of Toronto Press.

Slattery, B. (2011). "Making Sense of Aboriginal and Treaty Rights" In C. Leuprecht & P. H. Russell (Eds.), *Essential Readings in Canadian Constitutional Politics*. Toronto, Ont: University of Toronto Press.

9. Indigenous Rights, Aboriginal Title, and the Courts

Readings:

Borrows, J. (2010). "Introduction." *Drawing Out Law*. Toronto: University of Toronto Press.

Bhandar, Brenna. 2004. "Anxious Reconciliation(s): Unsettling Foundations and Spatializing History." *Environment and Planning D: Society and Space*, 22:831-845.

McCrossan, Michael. 2015. "Contaminating and collapsing Indigenous space: judicial narratives of Canadian territoriality." *Settler Colonial Studies*, 5:1, 20-39.

Supplemental Readings:

Murphy, M. (2001). Culture and the Courts. *Canadian Journal of Political Science* xxxiv:1, 109-131.

Reid, J. (2010). The Doctrine of Discovery and Canadian Law. *The Canadian Journal of Native Studies* XXX, 2:335-359.

Section 3: Looking Forward: Asserting Indigenous Governance to transform Canadian governing systems

10. Treaty Federalism: A Path Forward?

Readings:

Dubois, J. & K. Saunders. (2013). "Just Do It!": Carving Out a Space for the Métis in Canadian Federalism. *Canadian Journal of Political Science*. 46(1), 187-214.

Henderson, J. (S.) Y. (2002). "Sui Generis and Treaty Citizenship." *Citizenship Studies* 6:415- 440.

Papillon, M. (2019). The Two Faces of Treaty Federalism.
https://www.researchgate.net/publication/330956531_The_Two_Faces_of_Treaty_Federalism

Supplemental Readings:

Ladner, Kiera L. (2003). Treaty Federalism: An Indigenous Vision of Canadian Federalisms. In M. Smith and F. Rocher (eds.), *New Trends in Canadian Federalism*, 167-196. Peterborough: Broadview.

Macklem, P. (2001). Chapter five: The Treaty Process. *Indigenous Difference and the Constitution of Canada*, 132-159. Toronto: University of Toronto Press.

11. United Nations and Indigenous Rights: Affirming rights in Canada?

Readings:

Anaya, James. (2014). The situation of Indigenous peoples in Canada. United Nations.
<http://unsr.jamesanaya.org/docs/countries/2014-report-canada-a-hrc-27-52-add-2-en.pdf>

United Nations. 2008. United Nations Declaration on the Rights of Indigenous peoples.
http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.

Henderson, J. (S.) Y. (2008). Chapter 10: Implementation Quandaries & 11. Being a Self-Determining Human [Aboriginal or Native peoples, Indians, First Nations]. *Indigenous Diplomacy and the Rights of Peoples: Achieving UN Recognition*. Saskatoon: Purich Publishing.

Supplemental Readings:

Russell, P. (2005). Chapter 11: International Dimensions and Reconciliation. In *Recognizing Aboriginal Title*, 335-365. Toronto: University of Toronto Press.

12. Looking forward: Re-imagining the "Right" Relationship

Readings:

Graben, S. & M. Mehaffey. (2017). Negotiating Self-Government Over & Over & Over Again: Interpreting Contemporary Treaties. In J. Borrows & M. Coyle (Eds.). *The Right Relationship: Re-imagining the Implementation of Historical Treaties*, 164 - 184. Toronto: University of Toronto Press.

Stark, H. S. (2017). Changing the Treaty Question: Remedying the Right(s) Relationship. In J. Borrows & M. Coyle (Eds.). *The Right Relationship: Re-imagining the Implementation of Historical Treaties*, 248-276. Toronto: University of Toronto Press.

White, S., M. Atkinson, L. Berdahl, & D. Mcgrane. (2015). Public Policies toward Aboriginal Peoples: Attitudinal Obstacles and Uphill Battles. *Canadian Journal of Political Science*, 48(2), 281-304.

Supplemental Readings:

Ladner, K. L. (2006). *Indigenous Governance: Questioning the Status and the Possibilities for Reconciliation with Canada's Commitment to Aboriginal and Treaty Rights*. Ottawa: National Centre for First Nations Governance.

13. Putting It All Together: The Mechanics of Indigenous Nation-building

Readings:

Alfred, T. (2005). Rebellion of the Truth. *Wasase: Indigenous Pathways of Action and Freedom*, 39-100. Peterborough, Ont.: Broadview Press.

Borrows, J. (1997). Frozen Rights in Canada: Constitutional Interpretation and the Trickster. *American Indian Law Review*, 22, 37-64.

Satsan. (2013). Use the Tools we have. *Policy Options*.
<https://policyoptions.irpp.org/magazines/aboriginality/use-the-tools-we-have/>

The National Centre for First Nations Governance. (October 19, 2017). The Transitional Governance Project: From Indian Act to Self Determination.
http://www.fngovernance.org/news/news_article/from_indian_act_to_self_determination

ASSIGNMENTS

Seminar Presentation

Each student will present a course reading of their choice. Presentations will be 15-20 minutes, provide a synopsis of the author's thesis and supporting arguments, and include two questions that will inform proceeding class discussion.

Briefing Note — Due Week 4

Students will prepare a two-page briefing note on L. Simpson, *As We Have Always Done: Indigenous Freedom through Radical Resistance* (2017).

The intention of the briefing note is for pertinent information to be synthesized and communicated succinctly. Week Two provides students with a platform for understanding Indigenous governance as a form of political resurgence and revitalization of language and legal traditions. These concepts will be brought into the subsequent weeks and, thus, students must have a good understanding of these concepts. Briefing notes should demonstrate an understanding of these concepts and communicate these concepts in clear and concise language.

Social Media Assignment – Due Week 7

The role of social media in communication is an increasingly important platform for information dissemination. This assignment encourages students to engage creatively with course content.

Students have the option to present a communication piece through various social media platforms. They can develop a 3-minute podcast, upload a 3-minute video, or write a 2-page blog post.

Alternative forms of social media submissions will be encouraged and considered for approval by instructor on a case-by-case basis.

Content of the social media post ought to connect course content, which is academically oriented, to a social matter that reflects societal injustice, inequity, or public unrest in some way. This might be something within one's community, the media, on campus, in the workplace, and so on.

Questions to consider might include:

- How does this social issue or event connect to Indigenous governance?
- In what ways does this issue (perhaps of social inequity or public unrest) relate to colonial frameworks of inequity?
- How might decolonizing governance in Canada contribute to the amelioration of the issues of social injustice, inequity, or public unrest.

Major Essay - Week 13

The research paper is an opportunity to explore in-depth a particular issue or case example relating to settler colonialism in Canada or abroad. The course instructor will provide a selection of topics; however, students can choose their own topic but must discuss it in advance with the course instructor.

In-Class participation

It is expected that students attend online classes, having read the required readings, watched the selected videos, and prepared to participate in seminar discussions. It is the responsibility of students to pose and answer questions, generating discussion.

This course is online and offered to students throughout Saskatchewan. Bandwidth and internet access are real barriers in remote communities in Saskatchewan. It is understood that this will limit some students access and involvement in weekly seminars. Weekly seminars will be recorded. For those students who irregularly or regularly cannot attend weekly seminars, they will be able to watch the recorded seminar. They must then provide the instructor with a one-page briefing note or brief video on the weekly topic, course readings and video, and class discussion instead of in-class participation.

EVALUATION

Activity	Marks
Seminar Presentation	20%
Briefing Note	15%
Social Media Assignment	15%
Major Essay	35%
Class Participation	15%
Total	100%

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions. If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Active participation in class discussion is expected by all students.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, may be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

COPYRIGHT

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 <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.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 <https://library.usask.ca/copyright/index.php>. For information on students' rights, see <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

STUDENT RESOURCES

Information on Netiquette. These resources show you how to appropriately connect and communicate in a remote teaching and learning context. The first one is a video made by Martin Boucher and Heather McWhinney for JSGS. The second is a document produced by the Gwenna Moss Centre for Teaching and Learning at the University of Saskatchewan. The last one is a video on how to write a polite email message, also by Martin and Heather.

- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f39a126a-ee27-44f9-9ec5-ac2400e128c7>
- <https://teaching.usask.ca/remote-teaching/netiquette.php>
- <https://studentstest.usask.ca/articles/netiquette.php>

Remote learning Readiness Tutorial for Students. These resources engage you in learning about the skills associated with remote learning success.

- https://libguides.usask.ca/remote_learning.
- <https://students.usask.ca/remote-learning/index.php>.

Academic Integrity and Avoiding Plagiarism. There are three resources listed below. The first one is a video made especially for JSGS students by Martin Boucher and Heather McWhinney. The second, also a video by Martin and Heather, addresses students' frequently asked questions about citing and paraphrasing. The third is a guide on your responsibilities regarding academic work, your rights, and the supports and services available to ensure you succeed within the larger scholarly community.

- <https://edpuzzle.com/embed/media/5f4f0087b086963f62d35d52>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=7fd78297-b175-4c47-ba48-ac4300246e16>
- <https://libguides.usask.ca/AcademicIntegrityTutorial>

Using Inclusive Language. These three videos by Martin Boucher and Heather McWhinney address issues of diversity and inclusion in research and language. The first one is general; the second is on conventions for writing about Indigenous Peoples; and the third is on Indigenous expressions.

- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3612d5de-1f72-4573-a3c6-ac24003b3fd3>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f1e308cb-eb9c-4c89-9df6-ac8d001d9de0>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3c38d24e-2a9b-4b97-ad52-ac43003a1176>

General Wellness. Be Well at USask is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHQQW6DZoQOhoXes.

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.

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.

ENROLLMENT LIMIT

Class enrollment will be limited to 30 students.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

USask: Disability Services for Students (DSS) – 966-7273.

U of R: Coordinator of Special Needs Services – (306) 585-4631.

STUDENTS EXPERIENCING STRESS

Students who are experiencing stress can seek assistance from one of the following:

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

U of R: Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

USask: Guidelines for Academic Conduct – www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php.

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

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

80-85 very good

An excellent performance with strong evidence of:

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

75-80 good

A good performance with evidence of:

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

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

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

JS GS 894 – Indigenous Nation-Building in Practice

UNIVERSITY OF SASKATCHEWAN CAMPUS	
INSTRUCTOR:	
PHONE:	
E-MAIL:	
OFFICE HOURS:	
OFFICE LOCATION:	
TERM:	
ROOM:	
DATE AND TIME:	

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed for the first time in 2021 by Emily Grafton.

Honour Code

At the Johnson Shoyama Graduate School of Public Policy (JS GS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JS GS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the

JSGS), we are committed to upholding the Academic Honor Code.

ACADEMIC HONOUR PLEDGE

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the difficulties in providing a course online. Since remote teaching and learning is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

This course develops a structure by which the connection between the traditional and contemporary forms of governance can decolonize and mitigate colonial inequity in settler-colonial Canada. Among the questions considered are: How is decision making informed by traditional approaches to Indigenous governance? What impact does settler colonialism have on political, social, and economic institutions and developments in Indigenous communities? What role can governance have on economic performance? How can Indigenous self-governance transform settler-colonial inequity?

LEARNING OBJECTIVES

JSGS has developed a set of three competencies that all graduates will be able to demonstrate. The specific readings, assignments and activities in JSGS 894 will help you both acquire and demonstrate the ability to:

- Understand the unique and varied forms of Indigenous leadership that exist within different community structures while simultaneously recognizing the diversity of Indigenous nations.
- Think critically and analytically about the tools and techniques required to contribute to nation-building based on the needs of a particular nation or community.
- Understand how to bridge Indigenous traditional knowledge with settler-based policy approaches, including public policy development, program evolution, and legislation, to support Indigenous nationhood.
- Be able to demonstrate how Indigenous nations, past and present, resist Canadian settler colonialism through self-determination and the rebuilding of nationhood.
- Be able to critically analyze how Indigenous nations define self-determination and whether these can or cannot exist alongside the Canadian state.
- Be able to constructively and respectfully communicate complex issues around colonization and Indigenous governance with diverse audiences.
- Have a trans-systemic understating of settler-colonial systems and Indigenous knowledge systems to move past cognitive imperialism and institutional or structural fetishism to be able to solve inequity through new governing practices and institutions.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE OUTLINE

1. Introducing Community Projects (Week 1)

Introduction of course components, main concepts, and sharing community projects.

Reading:

First Nations Governance Centre. Seven Steps to Nation Rebuilding.

http://www.fngovernance.org/publication_docs/SevenSteps_Restoring_Our_Nations.pdf

2. Relational Responsibility (Week 2)

Reading:

Wilson, Shaun. (2008). *Research is Ceremony: Indigenous Research Methods*. Winnipeg: Fernwood Publishing.

3. Evaluating Indigenous Community Development (Week 3)

This unit explores important features for the implementation and evaluation of strengths-based and community-centred projects in Indigenous communities.

Readings:

Smith, L. T. (2018). "Indigenous Insight on Valuing Complexity, Sustaining Relationships, Being Accountable." In R. Hopson & F. Cram (Eds.) *Tackling Wicked Problems in Complex Ecologies*. Stanford: Stanford Business Books.

National Collaborating Centre for Aboriginal Health. (2013). "Indigenous Approaches to program evaluation." <https://www.nccih.ca/docs/context/FS-IndigenousApproachesProgramEvaluation-EN.pdf>

Great Plains Tribal Epidemiology Centre's Indigenous Evaluation Toolkit:
<https://gptec.gptchb.org/indigenous-evaluation-toolkit/>

4. Indigenous Community Economic Development (Week 4)

Readings:

Calliou, B. (2012). Wise Practices in Indigenous Community Economic Development. *Revue internationale sur l'Autochtonie*. 4, 14-26.

Seaman, P., B. Pritchard, & D. Potter. (2011). Betting on reconciliation: law, self-governance, and First Nations economic development in Canada. *Gaming Law Review and Economics*, 207-13.

Kermoal, N. (2016). Community-based Research and Métis Women's Knowledge in Northwestern Saskatchewan. In N. Kermoal & I. Altamirano-Jimenez (Eds.), *Living on the Land: Indigenous Women's Understanding of Place*, 139-167. Edmonton: Athabasca University.

5. Indigenous Land Claims and Economic Development (Week 5)

Readings:

Anderson, R. B., B. Kayseas, L. P. Dana, & K. Hindle. (2004). Indigenous Land Claims and Economic Development: The Canadian Experience. *American Indian Quarterly*. 28, 3/4, 634-648.

Anderson, R. B. (1997). Corporate/indigenous partnerships in economic development: The first nations in Canada. *World Development*. 25, 9, 1483-1503.

6. Indigenous Communities & Food Security Initiatives (Week 6)

Readings:

Skinner, K., R. M. Hanning, E. Desjardins, & L. J. S. Tsuji. (2013). Giving voice to food insecurity in a remote indigenous community in subarctic Ontario, Canada: traditional ways, ways to cope, ways forward. *BMC Public Health*. 13(427), 1-13.

Awume, O., R. Patrick, & W. Baijius, (2020). Indigenous Perspectives on Water Security in Saskatchewan, Canada. *Water*. 12(3), 810.

Haener, M., D. Dosman, W. Adamowicz, & P. Boxall. (2001). Can stated preference methods be used to value attributes of subsistence hunting by Aboriginal peoples? A case study in Northern Saskatchewan. *American Journal of Agricultural Economics*. 83(5), 1334-1340.

7. Indigenous-centred Business and Entrepreneurial Practices (Week 7)

Readings:

Anderson, R. B. (2014). The Business Economy of the First Nations in Saskatchewan: A Contingency Perspective. *Canadian Journal of Native Studies*, 15(2), 309-46.

Willmott, C. (2014). Radical Entrepreneurs: First Nations Designers' Approaches to Community Economic Development. <https://doi.org/10.1111/awr.12043>

Warren I. W. (2007). First Nation Small Business and Entrepreneurship in Canada. The National Centre for First Nations Governance.
http://www.fngovernance.org/ncfng_research/warren_weir.pdf.

8. Connectivity and Indigenous communities (Week 8)

Readings:

O'Donnell, S., S. Perley, B. Walmark, & K. Burton. (2009). Community-based broadband organizations and video communications for remote and rural First Nations in Canada. Proceedings of the Community Informatics Research Network (CIRN) 2007 Conference, Prato, Italy, November.

Whiteduck, Judy. (2010). Building the First Nations E-Community. Aboriginal Policy Research Consortium International (APRCi). 85. <https://ir.lib.uwo.ca/aprci/85>.

9. Resource Development and Indigenous Communities (Week 9)

Readings:

Dana, L. P., R. B. Anderson, & A. Meis-Mason. (2009). A study of the impact of oil and gas development on the Dene First Nations of the Sahtu (Great Bear Lake) Region of the Canadian Northwest Territories (NWT). *Journal of Enterprising Communities: People and Places in the Global Economy*. 3, 1, 94-117.

Stanley, A. (2016). Resilient Settler Colonialism: "Responsible Resource Development," "Flow-Through" Financing, and the Risk Management of Indigenous Sovereignty in Canada. *Environment and Planning A: Economy and Space*, 48 : 12, 2422-2442.

Brenda L. Parlee. (2015). Avoiding the Resource Curse: Indigenous Communities and Canada's Oil Sands. *World Development*, 74, 425-436.

10. Environment, Climate Change, and Indigenous Communities (Week 10)

Readings:

Haalboom, B. & D. C. Natcher. (2012). The Power and Peril of "Vulnerability": Approaching Community Labels with Caution in Climate Change Research. *Arctic*, 65: 3, 319-327

Berkes, F. (2000). Indigenous ways of knowing and the study of environmental change. *The Journal of the Royal Society of New Zealand*, 39:4, 151-156.

Turner, N. & P. R. Spalding. (2013). We Might Go Back to This"; Drawing on the Past to Meet the Future in Northwestern North American Indigenous Communities. *Ecology and Society*, 18: 4, 29-40.

11. Community Project (Week 11)

No readings or course/forum discussion.

12. Community Project (Week 12)

No readings or course/forum discussion.

13. Community Project Class Discussion (Week 13)

The class will convene to discuss progress on community projects, lessons learned, and outstanding questions.

ASSIGNMENTS

Assignments	Due Date	Assessment Value
Community Accountability Assignment	Week 3	10%
Online Forum Assignment (7 weeks)	Weekly (weeks 4-10)	35%
Community Project Proposal	Week 6	20%
Community Project	2 weeks after term	35%
Total		100%

Community Project

The intention of the community project is two-fold: 1) to provide students with a hands-on learning experience that in some way relates to Indigenous governance or nation-building in a supportive environment; and 2) to provide Indigenous communities with a capacity-building initiative.

Projects are to be identified by a community. Students will be grouped and matched to a project before or at the onset of course commencement. Not all community-identified proposals, however, will necessarily be fulfilled: student capacity and interest will determine which projects might be undertaken. Likewise, student capacity and interest might contribute to community decision-making around a specific community project.

Students will be supported as needed by the course instructor throughout the semester. Weekly readings and on-line discussion forums are intended to provide students with the tools and knowledge required to develop their community project. Additionally, Elder support will be encouraged.

Project topics might include, but are not limited to:

- case study
- strategic plan
- policy development
- operational plan
- business proposal
- human resource management strategy
- project proposal or project management strategy

- governance agreement or framework
- service delivery plan (healthcare, education, ICT connectivity, etc.)
- land-based initiatives such as educational programming, a reconciliation walking tour, or treaty/traditional land use maps
- economic development plan/policy
- resource management plan/policy

Community Project Proposal

Students will be expected to develop a proposal for their community project. The proposal should be co-created with the community. It should be 5-7 pages in length and include the following points (in no particular order):

- Origin of project:
 - How did the project idea originate?
- Desired outcomes:
 - What does the community hope to achieve?
- Identification of community leaders:
 - Who in the community must be involved in the project?
- How do you ensure no one is excluded?
- Project steps:
 - What are the required steps to take your project from idea to completion?
- Method for engaging with the community:
 - How will you engage with leaders and the broader community to ensure the project is authentically community-led?
 - How does the project ensure that the community is involved throughout the project, reflecting community will?
 - How do you build and maintain relational responsibility with the community?
- Possible risks/challenges that might arise:
 - What challenges might arise during this project?
 - How might you mitigate these?
- Timeline:
 - What is the expected timeframe and important milestones for the project?
 - Who contributes to the schedule and needs to be involved in assessing that the project is on track?
- Evaluation Processes:
 - What evaluation metrics will be used to determine the success of the project?
 - How does the community contribute to developing these metrics?
 - When and who will implement this process?
 - How will the outcomes of the evaluation process be used to inform the project or other community initiatives?
- Steps to ensure Indigenous knowledge systems are embedded in work:
 - How do you ensure that the specific Indigenous knowledge of the community is embedded in the project?
- Identification of colonial barriers are intended to be transformed.
 - What colonial markers of inequity should be transformed?

Community Accountability Assignment

This assignment, based on Wilson's *Research is Ceremony: Indigenous Research Methods* (2008), challenges students to think through accountability measures that best reflect community interest. Reflecting on Wilson (2008), respond to the following questions in 4-5 pages:

- What is relational responsibility?
- How does relationship-building ensure project success?
- In what ways can we work with the community to understand their needs and interests?
- How do we integrate these needs and interests into the project?
- What roles do Elders, knowledge keepers, political and community leaders, and youths play in project creation and implementation?
- How do we ground a project in elements of authentic culture, language, or other specific and unique aspects of the community?
- If we ignore the community will and involvement, what negative impacts might arise?

Online Forum Assignment

Each week, for the weeks of four through ten, students are expected to complete assigned readings, watch select videos, and post one question or comment on these resources. Additionally, each student will comment on two other students question or comment. The readings, videos and other resources are intended to provide students with a strong foundation in different approaches to Indigenous community-centred nation-building. As students expand their knowledge of this field, they will also develop skills to apply to their community project. Students are encouraged to use this exercise to build content for their project and work through challenges.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions. If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Active participation in class discussion is expected by all students.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, may be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

COPYRIGHT

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 <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.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 <https://library.usask.ca/copyright/index.php>. For information on students' rights, see <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

STUDENT RESOURCES

Information on Netiquette. These resources show you how to appropriately connect and communicate in a remote teaching and learning context. The first one is a video made by Martin Boucher and Heather McWhinney for JSGS. The second is a document produced by the Gwenna Moss Centre for Teaching and Learning at the University of Saskatchewan. The last one is a video on how to write a polite email message, also by Martin and Heather.

- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f39a126a-ee27-44f9-9ec5-ac2400e128c7>
- <https://teaching.usask.ca/remote-teaching/netiquette.php>
- <https://studentstest.usask.ca/articles/netiquette.php>

Remote learning Readiness Tutorial for Students. These resources engage you in learning about the skills associated with remote learning success.

- https://libguides.usask.ca/remote_learning.
- <https://students.usask.ca/remote-learning/index.php>.

Academic Integrity and Avoiding Plagiarism. There are three resources listed below. The first one is a video made especially for JSGS students by Martin Boucher and Heather McWhinney. The second, also a video by Martin and Heather, addresses students' frequently asked questions about citing and

paraphrasing. The third is a guide on your responsibilities regarding academic work, your rights, and the supports and services available to ensure you succeed within the larger scholarly community.

- <https://edpuzzle.com/embed/media/5f4f0087b086963f62d35d52>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=7fd78297-b175-4c47-ba48-ac4300246e16>
- <https://libguides.usask.ca/AcademicIntegrityTutorial>

Using Inclusive Language. These three videos by Martin Boucher and Heather McWhinney address issues of diversity and inclusion in research and language. The first one is general; the second is on conventions for writing about Indigenous Peoples; and the third is on Indigenous expressions.

- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3612d5de-1f72-4573-a3c6-ac24003b3fd3>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f1e308cb-eb9c-4c89-9df6-ac8d001d9de0>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3c38d24e-2a9b-4b97-ad52-ac43003a1176>

General Wellness. Be Well at USask is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHQQW6DZoQOhoXes.

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.

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

<http://teaching.usask.ca/about/policies/learning-charter.php>.

ENROLLMENT LIMIT

Class enrollment will be limited to 30 students.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

USask: Disability Services for Students (DSS) – 966-7273.

U of R: Coordinator of Special Needs Services – (306) 585-4631.

Students Experiencing Stress

Students who are experiencing stress can seek assistance from one of the following:

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

U of R: Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSJS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

USask: Guidelines for Academic Conduct – www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php.

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

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

80-85 very good

An excellent performance with strong evidence of:

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

75-80 good

A good performance with evidence of:

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

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

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

JSGS 895—Community Residency

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
INSTRUCTOR:		
PHONE:		
E-MAIL:		
OFFICE HOURS:		
OFFICE LOCATION:		
TERM:		
ROOM:		
DATE AND TIME:		Three-day block period in fall.

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed for the first time in 2021 by Emily Grafton.



HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

ACADEMIC HONOUR PLEDGE

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the difficulties in providing a course online. Since remote teaching and learning is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

This pass/fail course is designed to provide students with an opportunity and forum for dialogue, knowledge sharing, and networking. The course provides students with an introduction to the MPA competencies and an introduction to Indigenous nation-building and its importance to contemporary Canada. The course also introduces students to the tools that are used to engage in and support Indigenous nation-building. The residency will use cases to illustrate concepts and will be informed by Old Ones, Elders, and Knowledge Keepers/Guardians who will help shape content and, where appropriate, assist with delivery.

LEARNING OBJECTIVES

The Indigenous Nation-building Community Residency's learning objectives include:

- Understanding Indigenous governance through dialogue.
- Ensuring respectful communication skills, including listening skills, articulating complex governance systems, and understanding and respecting diversity.
- Understanding the influence of traditional or ancestral approaches to governance as potential and realistic processes of decolonization and reconciliation.
- Understanding that leadership during times of change requires community-led approaches.



- Building a broad network of Indigenous leaders and engaging in a community of peers interested in pursuing Indigenous self-determination or self-governance.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

The Indigenous Nation-building Community Residency must be taught in a good way. To do so will require authentic instruction from Elders and Knowledge Keepers and other Indigenous thought leaders and community leaders. It is also essential to consider the role that Elders play in contemporary Indigenous communities. Due to settler colonialism and its oppressive legislation and policy, the efforts of assimilation have resulted in lost, hidden, or impacted Indigenous knowledge systems. Elders work very hard to preserve, revitalize, and share these diverse teachings and gifts based on ancestral or traditional knowledge. They ought to be appropriately compensated for this work. Institutions, such as universities, must also be cognizant that these Elders should not be expected to work all day. This will lead to undue health implications for our Old Ones.

Placeholders in the following program that include Elders or Knowledge Keepers are suggestions. It ought not to be expected that this be a schedule for one or two such Knowledge Holders to work all day for four straight days. This workload would cause an undue burden for these individuals and possibly the wider community, which would be impacted by the diversion of teachings and presence from these Knowledge Holders. Importantly, Elders and Knowledge Keepers ought to determine their roles within this program through discussion and appropriate protocol measures. The Elders and Knowledge Keepers—and, ultimately, their roles and participation—ought to change alongside different residency program offerings.

Ceremony

The Indigenous Nation-building Community Residency will be framed by Indigenous ceremony. The importance of the role of ceremony cannot be overstated. There is space in this program designated for ceremony; however, this is suggested and not prescribed. Elders all have unique gifts: such differing gifts will likely impact the specific ceremony provided by the Elder(s). These might include (but are not limited to) Prayer, Smudge, Pipe Ceremony, Sunrise Ceremony, Sweat Lodge, Water Ceremony, or Sharing Circles. Additionally, while the role and type of ceremony ought to be developed with Elder(s), the frequency of this ceremony and the necessary adjustments due to the pandemic ought to also be shaped by the Knowledge Holders.

Teaching Philosophies

1. Indigenous-centred pedagogy: This program will use various Indigenous pedagogies to frame teaching philosophies.
2. Reciprocal Relationships: All students have various sources of knowledge and diverse life experiences. These will be recognized and acknowledged by this program of study, along with that of faculty and guest speakers' knowledge. Kirkness and Barnhardt (2001) describe this teaching approach as "Reciprocal Relationships" and write:

"One of the most frustrating aspects of the university experience for First Nation students is the role dichotomy between the producers and the consumers of knowledge in university settings. The conventional institutionalized roles of a university faculty member as the creator and dispenser of knowledge and expertise and the student as the passive recipient of that knowledge and expertise tend to interfere with the establishment of the kinds of personalized "human" relationships to which First Nations students are most likely to respond." (Kirkness and Barnhardt 2001, 10)

3. Experiential Knowledge: During stakeholder engagement, various subject-matter experts informed us of the importance of embedding experiential knowledge into the program. As Battiste (2002) explains, "The first principle of Aboriginal learning is a preference for experiential knowledge. Indigenous pedagogy values a person's ability to learn independently by observing, listening, and participating with a minimum of intervention or instruction" (15). In particular, for this program, experiential knowledge as a teaching philosophy includes the application of reflective learning: observe, listen, apply, and reflect. As one interview participant stated: "When we build in reflection—to observe, apply, reflect—we make learning about what it means to the student: why do we learn this? How might this compare to other learning/disciplines?"
4. Oral Teachings: The Old Ones, Elders, or Knowledge Keepers/Guardians are essential sources of teaching and learning in Indigenous communities. Bauer (2017), a member of the Choctaw Nation in California, explains that for his community oral teachings are a method to transmit and mobilize knowledge, they serve as a historical record, and they operate along with kinship relationships (162-3). In situations where researchers have excluded Indigenous people's accounts, oral accounts are importantly used to correct inaccuracies: these can be vital for Indigenous peoples to shape authentic and autonomous representation (Bauer 162). Oral teachings, therefore, are a necessary foundation to authentic Indigenous ways of teaching and learning (to transmit and mobilize knowledge) and enable Indigenous voice, which is imperative given the impact of settler colonialism on Indigenous knowledge and modes of transmission.

For some, Indigenous teachings are alive and most appropriately shared through oral transmission; when recorded on paper, object, monument, or video/audio, they are considered to lose the essence of their being (McCall 2008). For this reason, Old Ones, Elders, or Knowledge Keepers/Guardians will provide appropriate teachings as in-person guest speakers (through video or web conferencing) whenever possible. When it is appropriate, video-recorded

interviews will be made to give the students authentic oral teachings from Old Ones, Elders, or Knowledge Keepers/Guardians and other Indigenous leaders.

5. Intergenerational Teachings: For many Indigenous peoples, authentic Indigenous knowledge transmission occurs through intergenerational knowledge transfer. As Battiste (2002) writes, “Indigenous knowledge comprises all knowledge pertaining to a particular people and its territory, the nature or use of which has been transmitted from generation to generation” (8). Indeed, the teachings are present in our communities and families, our primary educators, and emphasis on inter-generational transmission is a regular component of any advisory framework or system of guidance.
6. One participant from our stakeholder engagement posed the question: “How do we bridge this into our scholarly work?” In part, the presence of Old Ones, Elders, or Knowledge Keepers/Guardians sharing oral teachings will bridge intergenerational teachings. Additionally, reciprocal relations—recognizing the student as an educator or knowledge producer—will provide other avenues for intergenerational knowledge mobilization. Finally, looking to our families and communities for knowledge—through teachings, stories, language, memories, song, or other cultural expressions—will help transmit knowledge.
7. Decolonial Framework: Indigenous peoples’ knowledge and pedagogy remain largely ignored and displaced in postsecondary educational institutions in favour of assimilative and accultural education practices (Cote-Meek 2014). While decolonial teaching philosophies are multi-faceted, Bhambra, Gebrial, & Nisancioglu (2018) write, “First, it is a way of thinking about the world which takes colonialism, empire and racism as its empirical and discursive objects of study; it re-situates these phenomena as key shaping forces of the contemporary world, in a context where their role has been systemically effaced from view. Second, it purports to offer alternative ways of thinking about the world and alternative forms of political praxis” (2). This quote demonstrates that a foundational premise of decolonial practices is to both dismantle and develop alternative approaches. This program purports to do just this by deconstructing the premise of the settler-colonial state and developing alternative methods of governance based on specific notions of Indigenous nation-building.
8. Trans-systemic Learning Philosophy: Teaching philosophies that are Eurocentric or framed by dominant cultural perspectives and applications support a status quo that typically excludes Indigenous knowledge, or these philosophies misapply or appropriate Indigenous knowledge. Additionally, in systems of education, those oppressive structures and philosophies that support colonialism are routinely presented as innocuous and normative. To adequately frame curriculum with Indigenous-centred or decolonial pedagogies, it is integral that the Graduate Certificate in Indigenous Nation-building work against the status quo of Eurocentric or dominant cultural perspectives and applications.
9. Henderson (2020) argues that a teaching philosophy with a trans-systemic approach can assist this effort as it will blend Eurocentric and Indigenous knowledge systems. A trans-systemic approach includes both Indigenous concepts of governance and nation-building, and contemporary settler-colonial approaches to governance to conceptualize the emancipation of Indigenous peoples. The intended outcome of the trans-system approach is to provide students

with the theoretical understandings of both Indigenous western orientations of governance and the practical tools to navigate the two systems to address and overcome the conditions of settler-colonial equity that are present in modern Canadian society.

10. This is similar to Freire's (2011:1970) discussion on education systems that are intended to empower those peoples living within systems of oppression to undertake strategies of liberation. Freire writes, "Liberating education consists in acts of cognition, not transfers of information" (79). Essentially, Freire argues that it is not sufficient for students to learn facts or figures; they must, instead, be exposed to tools that enable a cognitive shift or realization that can assist with a re-imagining of new social, economic, and political structures of power to develop realistic and effective transformational liberation. Trans-systemic pedagogical approaches can support a cognitive shift that synthesizes Indigenous-specific approaches to governance and that of Canadian settler colonialism.

Works Cited:

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- McCall, S. (2008). Amplified Voices: Rebecca Belmore's Reinvention of Recording technologies in the Transmission of Aboriginal Oral Traditions. In R. Hulan and R. Eigenbrod (Eds.), *Aboriginal Oral Traditions: Theory, Practice, Ethics*, 99-112. Halifax: Fernwood Books.

Reflexive Reflection

The Indigenous Nation-building Community Residency is based on Indigenous-centred pedagogy and traditional Indigenous worldviews. Indigenous worldviews are not just incorporated throughout this program: ceremony frames this program which imbues it with spirit. The program participants, instructors, and facilitators will engage with this spirit—which, according to Indigenous epistemologies, ensures that the program’s spirit is alive—and will have a responsibility to nourish it beyond those few days spent together. To support students relationality and reciprocal responsibility to this program and the community of participants, instructors, and facilitators, time is devoted in the schedule for “Reflexive Reflection.”

Students will be expected to read the Required Reading to understand and apply the Indigenous-centred, community research protocol of Reflexive Reflection. The residency program’s scheduled time for Reflexive Reflection will be used by students independently or in small groups to think about, discuss, journal, or sketch ideas related to the course content, its teachings, and concepts connected to relationality and reciprocal responsibility.

Timetable of Activities

Day 1: Indigenous Governance is Dialogue

Time	Activity	Learning Outcomes
Morning	Opening Smudge and Sharing Circle/Opening Ceremony?	-Welcome and introductions -Students and instructors share positionalities The program is started “in a good way”
	Elder Talk: Land, Language, and Governance (option: land-based component) - How does ancestral/traditional knowledge frame contemporary Indigenous governance? - What are the connections between land, language, and governance?	-Indigenous governance is complex - Traditional or ancestral knowledge, as connected to land and language, underpins sovereignty movements
	Cohort Discussion	-Connecting readings and course work to dialogue
Afternoon	Lunch	
	Leaders Talk: Dialogue	-What is traditional governance? Where and how is it practiced? How is it different than settler government?

Commented [MOU1]: Depending on the time of year and status of the pandemic, this could take place outside or in a tipi.

	-What is the role of dialogue in traditional and contemporary governance? What is the role of dialogue in oral tradition? How is dialogue different from passive listening?	How is dialogue important to oral history and traditional governance (dynamic, conversational, reflective)?
	Reflexive Reflection	-Independent time for reflection on reciprocal responsibility, traditional governance, course content, etc.
	Group Exercise – Case Studies	Students will workshop the complexities of contemporary Indigenous governance through case studies focused on pertinent governance issues in small groups.
	Closing Smudge and Sharing Circle	-Reflections on the day
Evening	Dinner & Team Building Activity	-Build community/network

Day 2: Overcoming Barriers to Decolonization

Time	Activity	Learning Outcome
Morning	Opening Smudge and Sharing Circle	-Welcome and time to set intentions for the day
	Community Capacity-building <ul style="list-style-type: none"> - What training or capacity does a community require to successfully manage a project once a student/consultant/researcher has left the project/community initiative? - What needs to be put in place to maintain momentum and ensure the success of the project? - How might a community avoid stagnation or deterioration of the project? 	-Developing skills to ensure work is community-led and meets the interests of a specific community.
	Class Discussion	-Connecting readings and course work to dialogue

	Medicine Walk at FNUUniv	-Deepen understandings of the connections between land and Indigenous ways of knowing; deepen awareness of sovereignty
Afternoon	Lunch	
	<p>Change fatigue as a barrier to community capacity-building:</p> <ul style="list-style-type: none"> - In what ways might communities have been over-promised and under-delivered? - How do we deal with and overcome resistance in community-based work? - How do we develop practical and feasible projects? - How do we manage our own change fatigue when project objectives start to become unmanageable? 	
	Reflexive Reflection	-Independent time for reflection on reciprocal responsibility, traditional governance, course content, etc.
	<p>Group Exercise: Tipi teachings and Tipi raising</p> <ul style="list-style-type: none"> - An Elder and youth will demonstrate raising a tipi while sharing the specific teachings. - Students will break into small groups to construct the tipi with assistance from the Elder and youth. 	<p>-Group-building exercise</p> <p>-An example of grounding practice in Indigenous, traditional theory</p>
	Closing Smudge and Sharing Circle	-Reflections on the day
Evening	Indigenous-related Film and (if possible) Director Talk	-Build community/network

Day 3: Language and Land: Situating Existing Strategies for Decolonization

Time	Activity	Learning Outcome
Morning	Opening Smudge and Sharing Circle	-Set intentions for the day
	Metis Community Leaders/Elders: Metis Governance	-Traditional Metis governance; contemporary governance practices
	Class Lecture: Decolonization Practices <ul style="list-style-type: none"> - What is: decolonization; Indigenization; reconciliation; post-colonialism? - How might these components to decolonial initiatives be implemented? What barriers can arise during these processes? 	-Terminology; best practices in decolonial and related initiatives
	Reflexive Reflection	-Independent time for reflection on reciprocal responsibility, traditional governance, course content, etc.
Afternoon	Lunch	
	Contemporary Political Structures <ul style="list-style-type: none"> - In what ways does the Indian Act define contemporary governance? - What are the structures of formal political systems of governance in Indian country? How do levels of governance work with each other? What does devolution mean for decolonizing these structures? - What is it that we are attempting to decolonize? 	-Develop understandings of various levels of governance.
	Class Discussion: Sharing Diversity <ul style="list-style-type: none"> - Participants will share Indigenous governance practices and knowledge from their specific nations. -What differences exist amongst the Indigenous nations across Saskatchewan or Canada? -What are some shared principles? 	-Connecting readings and course work to dialogue

	-How do these concepts change depending on language, relationships to land, or differing experiences with colonialism? How might we celebrate these differences?	
	Group Exercise Options: -an activity outside to reflect land and/or language -workshop/case study on decolonization - workshop/case study on political mobilization that includes technologies/use of social medias	
	Closing Smudge and Sharing Circle	-reflections on the day
Evening	Open	

11. Day 4: Emerging Issues in Indigenous Leadership

Time	Activity	Learning Outcome
Morning	Opening Smudge and Sharing Circle	-Set intentions for the day
	Leadership: Emerging Issues - What is leadership? What are the attributes of a leader? How might traditional values shape leadership in Indigenous communities? What are traditional approaches to leading, and how have these changed/adapted in modern, settler-colonial Canada?	-A discussion on bridging western and Indigenous leadership styles; consideration of changing resources available to leaders (for example, social media)
	Matriarchy: The Resurgence of Women's Traditional Roles	-Explore the revitalization of matriarchy and women's roles and its impact on broader governance
	Class Discussion	-Connecting readings and course work to dialogue
Afternoon	Closing Lunch & Final Sharing Circle/ Closing Ceremony	



INDIGENOUS NATION-BUILDING COMMUNITY RESIDENCY (HYBRID/ONLINE PROGRAM)

Context

Given the current global health pandemic, Covid-19, it's prudent to develop a contingency plan for a virtual program offering of the Indigenous Nation-building Community Residency. The overall content for the background, learning objectives, and program instruction from the in-person program will apply to this hybrid/online program unless stated otherwise.

Please note that the program tables below are simplified and do not include learning objectives or facilitators.

Location & Logistics

The online program will be offered through the online, web-based platform, Zoom. A hybrid model might include bringing a smaller group of local participants together for face-to-face programming that meets the standards of pandemic-related health restrictions (such as, but not limited to, hand-washing, facemasks, restricted participant numbers, and socially distanced seating). These sessions could be held on FNU's Regina campus or JSGS's Saskatoon campus, as examples. Those participants who live elsewhere would connect to the program through online, web-based programs such as Zoom.

Schedule Adjustments

The hybrid/online program is structured differently than the in-person four-day program. It is suggested that these sessions be shortened to limit Zoom fatigue. The following program collapses the four days into two. Alternatively, this program can revert to the four-day schedule with shortened half-day sessions. Either approach might increase accessibility for participants to schedule and remain fully engaged in, regardless of the challenges of virtual learning.

Day 1, Morning: Indigenous Governance is Dialogue

Activity	Time
Opening Smudge and sharing circle/Opening Ceremony?	20-30 minutes
Elder Talk: Land, Language, and Governance	45 minutes
Break	10 minutes
Leaders Talk: Dialogue	45 minutes
Cohort Discussion (Break out room)	30 minutes

Day 1, Afternoon: Overcoming Barriers to Decolonization

Activity	
Community Capacity-building	45 minutes
Group Exercise – Case Studies	30 minutes
Break	20 minutes
Change fatigue as a barrier to community capacity-building	45 minutes
Closing Smudge and Sharing Circle	30 minutes

Day 2, Morning: Language and Land: Situating Existing Strategies for Decolonization

Opening Smudge and Sharing Circle	20-30 minutes
Metis Community Leaders/Elders: Metis Governance	45 minutes
Break	10 minutes
Tribal Chief Discussion on Governance	45 minutes
Group Exercise – Case Studies	30 minutes

Day 2, Afternoon: Emerging Issues in Indigenous Leadership

Leadership: Emerging Issues	45 minutes
Matriarchy: The Resurgence of Women's Traditional Roles	45 minutes
Break	10 minutes
Class Discussion (Break Out Session)	30 minutes
Closing Sharing Circle/ Closing Ceremony	30 minutes

REQUIRED READING

LaVallie, C. & J. Sasakamoose. 2021. Reflexive Reflection Co-created with Kehte-ayak (Old Ones) as an Indigenous Qualitative Methodological Data Contemplation Tool. *International Journal of Indigenous Health*, 16 (2), 208-224.

STUDENT ASSESSMENT

Group Discussion (25%)

Your group discussion score will be determined by the effort made to engage with other students constructively and with the quality of the contributions that were made.

Case Study Presentation (50%)

Your case study presentation score will be determined by the quality of your group's case study presentation. Attention will be paid to the clarity of the presentation, the extent to which it focuses on key lessons, and the ability to connect key elements of the case to elements seen in other cases and/or discussed in class.

Participation Journal (25%)

Your participation journal will provide an explanation of why you were motivated to make comments and what you think they contributed to the discussion and understanding.

This course is graded on a Pass/Fail basis. Students will be evaluated on the basis of the effort they make to engage with others constructively and with the quality of the contributions that were made. To pass the course, students must participate in all in-class activities and assignments.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the sessions. If you are unable to attend, you must let the instructor know.

Active participation in the class is expected by all students.

COPYRIGHT

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JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

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

80-85 very good

An excellent performance with strong evidence of:

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

75-80 good

A good performance with evidence of:

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

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

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

JS GS 896—Indigenous Nation Building in Canada

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
INSTRUCTOR:		Dr. Kurtis Boyer
PHONE:		
E-MAIL:		kurtis.boyer@usask.ca
OFFICE HOURS:		By appointment
OFFICE LOCATION:		
TERM:		2020 Spring
ROOM:		
DATE AND TIME:		Three-week block course

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed for the first time in 2020 by Kurtis Boyer.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

ACADEMIC HONOUR PLEDGE

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the difficulties in providing a course online. Since remote teaching and learning is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

This course will explore critical nation-building issues confronting Indigenous peoples. While during the course, comparisons can be made to relevant international cases - the primary focus will be on Indigenous nation building in Canada. The course will examine multi-dimensional settings that confront Indigenous peoples in their pursuit of social, cultural, political, educational, and economic development. It will provide in-depth, hands-on exposure to issues related to nation-building, including: sovereignty, territorial integrity and expansion, economic development, constitutional reform, leadership, governance, national identity and epistemic authority, as well as institutional building and cultural match.

LEARNING OBJECTIVES

Upon completion of this course, students will:

- Be familiar with the principles of nation building in a Canadian context
- Understand the challenges associated with the implementation of these principles
- Be able to apply specific principles of nation building to contemporary real-world cases in a Canadian context

- Understand the relationship between an exercise of Indigenous political self-determination and increased social and economic development outcomes

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

This online course takes a unique approach to learning. In an attempt to be flexible to a student's learning style, it offers four kinds of engagement: Individual study and presentation, lectures, group work, and peer feedback.

The main goal of the course is to develop a case study. This case study will apply a particular principle of nation building to a case in Canada (i.e. outcomes, challenges, lessons learned etc. (see the section "Student Assessment" and the page "Case Study" respectively, for more information).

This course employs an instructional strategy that blends two types of activities: peer-engagement and individual learning, which run concurrently.

The course will be held from May 4th, 2020 to May 22nd, 2020. This is a condensed class and it will be an intensive three weeks. Please review the syllabus carefully and contact your instructor if you have any questions.

The course work is roughly divided into 3 parts per week. Below you will find a description of the course's approach, activities and timeline.

1. Week 1

Goal: Familiarize yourself with the structure of the course

By reviewing the "Course Resources" pages you should become familiar with the course structure and the tools that will be used. Developing an individualized plan to manage the various tasks for the coming weeks is also advised.

Goal: Gain a working knowledge to start developing your case study

In the first week, students are expected to engage with the online learning materials provided. A link

to these materials will be found on the courses' blackboard landing page. Engaging with these lessons will provide examples of nation building. This in turn will allow the student an understanding of some of the principles of nation building that are at work in Canada. By seeing how a principle relates to a particular developmental outcome, the student will be practicing the same basic analytical framework that they will use in developing their own case study. Students are expected to work through each learning module independently, as should approach their learning as something that prepares them for participating in the group learning activities and for building their own case study. Once a student feels confident in grasping the relationship between principle and an exercise of nation building, it is recommended that the student begin working on a case that interests that interests them.

Goal: Prepare preliminary ideas to allow feedback

By the end of the first week the student will sign up to attend one online video conference meeting with the lecturer and several other students. During the meeting the student will be expected to introduce their preliminary ideas about their case (principle and outcome) and explain their interest in it. Students should be ready to present their ideas and provide feedback and suggestions to groupmates.

Notes:

For help in preparing your presentation see "live meeting prompts."

Students will be placed in a group and meeting time slot by the instructor. Meetings (30-40 minutes) will take place during the morning (8am-11am) of Friday May 8, 2020.

This group will be your group for the rest of the course

It is advised that students become familiar with the activities that will occur in Week Two, and plan their time/work for the first week, accordingly.

2. Week 2

On Monday of the second week (May 11, 2020) each student will submit to the instructor, one reading - that they believe speaks to the principle of nation building relevant to their own case.

Goal: Begin structuring your case study

On Tuesday of the second week (May 12, 2020) the student will create a thread in the course forum. This thread serves as a kind of "sandbox" the students will work in to develop and present their ideas about their case. Each thread will have the following: a working title; a brief description of their proposed case; an explanation of their interest; a reading (in form of a link or an attached file); and a discussion question.

Note: The reading is chosen by the student and should provide a discussion of the principle in a way that is somehow (directly or indirectly related to Indigenous nation building).

The discussion question should relate to the reading but should also be designed to generate

discussion that aids the student building their own case study (see pages: “Case Study” and “Discussion Threads”).

In your initial post - please feel free to provide more contextual information about the reading or question, that you feel will help the reader engage with your thoughts and reflections.

Goal: Increase an applied knowledge of Indigenous nation building

For the rest of the week the student will attend to each group member’s forum thread, engage with the reading and respond to the discussion question. Students will also be expected to reply to any comments directed towards either their own thread or towards their responses.

Note: Your comments will be attached to your “Participation Journal” so it is a good idea to choose one comment or string of comments that you will submit as you “Engagement Highlight” (see Assignment: “Participation Journal” below)

3. Week 3

Goal: Finalize a structure for your case study and a way to present findings

As this week begins, each student will create their own page in the course’s wiki. This page will house the final version of the student’s case study.

Throughout the week, students are expected to incorporate input received in group discussion, engage with any additional readings, and collect all supplemental resources for finalizing their case study. Supplemental resources are anything that makes the information - your analysis and discussion - accessible to those without prior knowledge. This includes diagrams, audio or video files, photographs, newspaper clippings, or anything else that helps tell your story. All of these should be inserted into the wiki page in a way the student thinks best represents their case.

During the week the student will be assigned to provide feedback on a case study made by a student in another group. On Wednesday (May 20, 2020) each pair of students will meet online, via blackboard’s chat function to discuss each other’s case studies and provide feedback.

Ensure you come prepared to provide constructive feedback to your classmate. This means, prior to the day of providing feedback, you have read over their case study, carried out any research and asked for any needed clarifications. At the end of the feedback session the students will jointly create a “Feedback Highlight Summary”. This summary (max 1 page) will include, for each student, an explanation of what feedback was received and how it was helpful. This summary should also detail whether any revisions will result from the feedback.

Note: Your Feedback Highlight Summary will be included in your graded “Participation Journal” and should therefore accurately reflect the effort and value each participant put into the feedback session (see Assignment: “Participation Journal” below for more information).

STUDENT ASSESMENT

Group Discussion Thread/Question (15%)

Your group thread should provide a link or attachment containing your reading.

It should also include a question that sparks engagement over your topic and helps you gain insight to improve your case study.

Please see “Course Resources” for more information.

Participation Journal (25%) - Due May 22, 2020

Your final participation score will be calculated by the number of attempts and effort made to engage with other students constructively. This document will include the joint-feedback summary from Week 3, and a list of the responses that you made to other student discussion questions during Week 2.

Also please choose a comment or string of comments that you made during week 2, that you wish to highlight.

Provide a very brief explanation of why you were motivated to make these comments and why you think they could have contributed to another student’s case study. For an explanation of how your comments will be assessed - please see the “Course Resources” pages for more information.

Final Case Study (60%) — Due May 22, 2020

The case study will be the page in the course wiki that you have prepared. The content should include a description of the case, an explanation of the principle in action, its relation to the outcome described, as well as (when relevant) some cursory reflections on how the case study relates to the literature on, or the process of nation building generally. For more information on what might make up a case please see the section “Case Study”

LATE ASSIGNMENTS

Assignments are due when the class begins (on the date they are due). They must be uploaded to Canvas as a Word document. Late assignments will not be accepted unless prior arrangements have been made. If you encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact me as soon as possible.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions. If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Active participation in class discussion is expected by all students.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, may be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet

connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

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- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

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

75-80 good

A good performance with evidence of:

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

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

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



July 17, 2020

Jacquie Thomarat, Associate Secretary
Planning & Priorities Committee of Council
c/o Office of the University Secretary
University of Saskatchewan
E70 Administration Building
105 Administration Place
Saskatoon, SK. S7N 5A2

RE: Notice of Intent – Graduate Certificate in Indigenous Nation-building

Dear Planning and Priorities Committee of Council:

I am pleased to offer my support and that of the Morning Star Lab to the proposed Graduate Certificate in Indigenous Nation-building (a collaboration between the Johnson Shoyama Graduate School of Public Policy (JSGS) and First Nations University of Canada (FNUUniv)).

In particular, we see partnership opportunities with the applied learning and practicum components of this program. This might include practicum placements at either of our labs or supporting students to with placements in community.

We look forward to working with the Graduate Certificate in Indigenous Nation-building, and continuing to provide training and educational experiences of excellence to Indigenous communities throughout Saskatchewan.

Sincerely,

A handwritten signature in blue ink, reading "Carrie Bourassa".

Dr. Carrie Bourassa, PhD, MA, BA (Hons.)
Professor, Department of Community Health & Epidemiology, College of Medicine, University of Saskatchewan, Saskatoon





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

April 8, 2021

To whom it may concern:

I am writing to express support for the proposal from the Johnson Shoyama Graduate School of Public Policy to offer a Graduate Certificate in Indigenous Nation-Building. As Indigenous communities assume greater responsibility for legislative and administrative control over their own affairs, it is important for Indigenous people to have opportunities to develop conceptual and practical skills related to governance, through educational programs that are grounded in Indigenous knowledge and tradition.

In its own college plan, the College of Education has stated a renewed commitment to increasing educational options for Indigenous students that are based on land, culture and language; seeking ways to advance reconciliation and decolonization; and forging strong partnerships with Indigenous communities. We can identify aspects of this proposal that would open avenues for students and faculty in the College of Education who have an interest in Indigenous governance and nation-building. Given the importance of education to Indigenous communities, we see strong links between the subject matter of the proposed program and some of the programs offered in this college, and we look forward to exploring partnership with JSGS in relation to the new program.

Sincerely,

Beth Bilson, B.A., M.A., LL.B, Ph.D., Q.C.

Interim Dean, College of Education

University of Saskatchewan



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

Wednesday, May 19, 2021

To Whom It May Concern:

This letter briefly speaks to the new Graduate Certificate in Indigenous Nation-Building proposed by the Johnson-Shoyama Graduate School of Public Policy's. The Indigenous Studies faculty have reviewed the proposal and various course syllabi and believe that this certificate addresses a need within the School of Public Policy's curriculum. In addition, the faculty believe that the certificate compliments our curriculum and will give our students an opportunity to access courses that will enhance their program of study.

The Department of Indigenous wholly supports the Johnson-Shoyama Graduate School of Public Policy's new Graduate Certificate in Indigenous Nation-Building

Sincerely,

Robert Innes,
Department Head



First Nations University of Canada

tradition innovation leadership

April 24, 2020

Jacquie Thomarat, Associate Secretary
Planning & Priorities Committee of Council
c/o Office of the University Secretary
University of Saskatchewan
E70 Administration Building
105 Administration Place
Saskatoon, SK. S7N 5A2

RE: Notice of Intent – Graduate Certificate in Indigenous Nation-building

Dear Planning and Priorities Committee of Council:

I am pleased to offer, by way of this letter, our support to the proposed Graduate Certificate in Indigenous Nation-building, a collaboration between the Johnson Shoyama Graduate School of Public Policy (JSGS) and First Nations University of Canada (FNUUniv). JSGS and FNUUniv have a successful partnership, as demonstrated through the delivery of the non-degree Indigenous Leadership Program (ILP). We look forward to continuing to provide training and educational experiences of excellence to Indigenous communities throughout Saskatchewan.

This program provides an opportunity to fill knowledge gaps on topics of Indigenous governance and nation-building, and to allow these institutions to build a reputation of educational excellence amongst Indigenous communities in Canada. It further enables FNUUniv to fulfil its mandate to enhance the learning pathways of our students and the research needs of Indigenous communities.

We look forward to developing and implementing the Graduate Certificate in Indigenous Nation-building alongside JSGS.

Sincerely,

Dr. Bob Kayseas
Interim President & Vice President Academic
First Nations University of Canada
atim kê-mihkosit (Red Dog) Urban Reserve
1 First Nations Way
Regina, SK S4S 7K2



Cowessess First Nation #73

Office of the Chief

Office (306) 696-2520

Facsimile: (306) 696-2767

E-mail: Chief.Delorme@cowessessfn.com

April 28th, 2020

To: Planning & Priorities Committee of Council

Re: Notice of Intent – Graduate Certificate in Indigenous Nation Building

It is a honour to provide a letter of support for the proposed Graduate Certificate in Indigenous Nation-Building, a collaboration between the First Nations University of Canada (FNUniv) and the Johnson Shoyama School of Public Policy (JSGS). As a graduate of both institutions, I have gained knowledge and tools to successfully help being Chief the Cowessess First Nation. Over the past four years, Nation Building is needed more and more in this province and beyond. The JSGS and FNUniv have a forward thinking partnership, as demonstrated through the delivery of the non-degree Indigenous Leadership Program (ILP).

In the realm of Truth and Reconciliation and moving beyond the ignorance of the Indian Act, we cannot sentence another generation to the oppression we all inherited. With seventy-four First Nation's, Metis Nation, a provincial government willing to understand the world ideology of Indigneous governance, the program is needed more then ever. I recently took in a Manley Begay Nation Building program in University of Northern Arizona with American Indian tribes. I came home questioning the void we have in this province with a similar program.

I support a idea of a Graduate Certificate in Indigenous Nation-Building.

Chief Cadmus Delorme
Cowessess First Nation



April 7, 2021

Dear Prof. Murray Fulton,

Thank you for consulting Political Studies on JSGS' proposal for the Graduate Certificate in Indigenous Nation Building. I've had the chance to review the certificate proposal and shared it with my colleague Kathy Walker, who coordinates our department's certificate in Indigenous Governance and Politics.

From our departmental perspective, this is a valuable and much needed certificate program that will effectively compliment existing graduate offerings in the political and policy dimensions of decolonization and capacity building, and offer students opportunities to gain practical skill-sets in furthering these goals.

We would be pleased if you were to consider including POLS 826.3 (Topics in Aboriginal Public Policy and Administration) in the electives as it has nation (re)-building at the core of its content.

Best of luck with the proposal and development of the certificate.

Sincerely,



Neil Hibbert
Head, Department of Political Studies
University of Saskatchewan
Saskatoon, SK, S7N 5A5
306 966 8944



MEMORANDUM

TO: Jeremy Rayner, Johnson-Shoyama Graduate School of Public Policy (JSGS)
Amber McQuaig, Executive Officer, JSGS

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

DATE: October 15, 2020

RE: **Proposed Certificate in Indigenous Nation Building**

On behalf of the Planning and Priorities Committee (PPC) of Council, thank you for attending the PPC meeting of September 9, 2020 to discuss the proposed Certificate in Indigenous Nation Building and the feedback you received from the committee on May 28, 2020.

The committee members appreciated the work that went in over the summer to engage Indigenous scholars and experts at the University of Saskatchewan, and to consider the feedback provided by the committee. Several concerns remain, however.

Enrolment into this proposed program requires an undergraduate degree, which may exclude some Indigenous leaders – exactly the suggested target market. This is a problematic position for the university to take, a position even more challenging given our commitments to Indigenization. Creative approaches need to be considered on how to recruit Indigenous leaders with lived experiences that equate to an undergraduate degree.

As noted previously, there are opportunities for partnership with other offerings on campus that could provide for laddering from undergraduate programming to graduate certificates (e.g. the undergraduate certificate in Indigenous Governance and Politics, and the undergraduate degree in Indigenous Studies. Further, there are opportunities for upper year undergraduate courses (in departments outside of JSGS) to be cross listed with graduate courses offered under this certificate (somewhat analogously, those implemented in the Department of Educational Administration between an undergraduate certificate and master's degree program in Post-Secondary Leadership). Finally, alternative models for assessing academic excellence could be considered, e.g. lived experience in leadership roles in Indigenous communities. We expect careful consideration of these opportunities as you move forward.

PPC members recognize that the values we espouse as an organization for equity, diversity, inclusion (EDI), and reconciliation and Indigenization do not always align with the processes we

have in place for providing access to education. This is an institutional issue, but it is an embedded bias in the notice of intent for this proposed certificate. Specifically, there are structural barriers that do not allow for creative approaches to be more inclusive of diverse knowledges and experiences that would enable a greater number of Indigenous leaders to participate in the program. For your information, a subcommittee of PPC has been formed to consider these issues and will be making a recommendation to PPC for institution-wide consideration. We expect immediate attention and action on this important issue. PPC will ask that the institution make progress on removing structural barriers during this academic year.

Given that we expect that this work gets underway this year, we support the proposal moving forward to APC and Council. However, once institutional solutions have been developed that address EDI issues related to student recruitment, we expect that these mechanisms will be incorporated into the admissions requirements for the certificate.

We look forward to learning from your experience in moving forward on EDI when it comes to this certificate, and to your contributions to future conversations on the topic.

Kind regards,

Darrell Mousseau
Chair, Planning and Priorities Committee
University of Saskatchewan
tel: (306) 966-8824

BE WHAT THE WORLD NEEDS

- c. David Burgess, Vice-Chair, Planning and Priorities Committee
Melissa Just, Interim Provost and Vice-President Academic
Debby Burshtyn, Dean, College of Graduate and Postdoctoral Studies
Russ Isinger, University Registrar
Chelsea Willness, University Secretary and Chief Governance Officer
Susan Detmer, Chair, Academic Programs Committee of Council

MEMORANDUM

To: Darrell Mousseau, Chair
Planning and Priorities Committee
University Council

From: Murray Fulton, Director, USask Campus
Johnson Shoyama Graduate School of Public Policy

Subject: Notice of Intent: Graduate Certificate in Indigenous Nation-building

Date: September 1, 2020

University of Saskatchewan Campus
142 - 101 Diefenbaker Place,
Saskatoon, SK S7N 5B8 Canada
Telephone: 306-966-1984
Facsimile: 306-966-1967
www.schoolofpublicpolicy.sk.ca

We are pleased to submit the attached revised Notice of Intent (NOI) to begin the formal process for approval of a Graduate Certificate in Indigenous Nation-building.

Graduate-level programming on Indigenous Nation-building is not currently offered in Saskatchewan. While several programs exist elsewhere in Canada, they are primarily theoretical and consider Indigenous governance on a national scale and often limit conceptualization of Indigenous nationhood to existing within settler colonial Canada.

The proposed Graduate Certificate in Indigenous Nation-building will offer graduate-level training that incorporates both the conceptual and the practical. Similar to the other JSGS graduate certificates, the proposed certificate would be comprised of nine credit units of course work. In addition, the program would have one non-credit course designed to provide a forum for discussion, knowledge sharing and networking. The credit courses would be taught online, while the non-credit course would be completed in a face-to-face format. The proposed program will fill a much-needed educational gap in Saskatchewan and Canada, while simultaneously creating unique educational value on matters of Indigenous traditional knowledge of governance and nationhood in the Saskatchewan context.

The JSGS would like to offer the certificate beginning in May 2021.

The revised NOI addresses the concerns that were raised in the memo of May 28, 2020.

The first concern raised was with respect to the level of engagement of Indigenous scholars at the University of Saskatchewan. As you will see in the revised NOI, we have now consulted widely with USask Indigenous scholars, as well as Indigenous scholars at the University of Regina, First Nations University and the Gabriel Dumont Institute (see page 6). One of the outcomes of this consultation is that we have received an indication from Dr. Carrie Bourassa of her interest in partnership opportunities with the applied learning and practicum components (see attached letter of support). In addition, and this is very important, I am pleased to report that the JSGS Saskatoon campus has hired an Indigenous scholar, while the JSGS Regina campus is in the process of doing so. We expect that these scholars, once they are in place, will take the lead in overseeing the program.

The second concern that you raised was with respect to the use of the Harvard model. As part of the work for this proposal and as part of the outgoing work of the Indigenous Leadership Program offered by the JSGS through Executive Education, we have consulted widely with Indigenous leaders. They are very interested in the support that a certificate such as this can provide to Indigenous governance and nation-building in the province

(see the attached letter of support from Chief Cadmus Delorme as an example). We consider the emphasis on Indigenous governance and nation-building as key elements of the Harvard Model. Thus, to this extent we will be using what might be called the Harvard Model. However, as you point out, there is much work to be done to understand how Indigenous governance and nation-building takes place in the Canadian context. One of the strengths of the JSJS is that it can integrate into the certificate program the knowledge and wishes of Indigenous communities along with the research that our Indigenous scholars are and will be doing on nation building. This is a program that is very much designed to meet the needs of Indigenous leaders and communities and we are committed to having the content that is presented reflect this.

The third concern raised was with respect to the consultation with Institutional Planning and Assessment (IPA). We have undertaken this consultation and they have indicated that the proposed certificate is financially sustainable (see attached note from IPA).

The fourth concern raised was with respect to the opportunities that exist for better alignment of programs across campus. As is outlined on page 5, our consultations identified a number of opportunities, including:

- Department of Political Studies: opportunities to both cross-list electives and ladder students.
- Department of Indigenous Studies: opportunities to ladder students. One interviewee did note that should the graduate certificate become a Master's degree, some duplication or decrease in graduate student enrollment might occur.
- Indigenous Law Centre: opportunities to both cross-list electives and ladder students once a new program on Indigenous laws is developed.
- Edwards School of Business: opportunities to both cross-list electives and ladder students.
- College of Education: there is interest to explore laddering options.
- Morning Star Lab: practicum placements with Indigenous communities.

The final concern raised was with respect to the number of students that we might be able to attract. We agree that there is an audience of potential students that do not have undergraduate degrees and thus would not be eligible for the certificate. While it will be important to look at other forms of credentials (indeed, the JSJS is already doing this with the Indigenous Leadership Program offered through its Executive Education arm and will continue to explore other opportunities), we have also heard from Indigenous leaders that it is important to introduce a program at the graduate level (see the attached letter of support from Chief Cadmus Delorme as an example). We believe there will be sufficient demand (eight to ten students a year) to make the program viable, particularly because we expect to attract both Indigenous and non-Indigenous students (many of whom will be working in the various levels of government (Indigenous, municipal, provincial, federal)).

We look forward to feedback from the Planning and Priorities Committee of Council.

Please let us know if you have any questions or would like additional information.


Murray Fulton

Attachments

c: Jacquie Thomarat, Associate Secretary, Academic Governance, University of Saskatchewan

**Notice of Intent to the
Planning and Priorities Committee of University Council to
for a Graduate Certificate in Indigenous Nation-building**

Submitted by the Johnson Shoyama Graduate School of Public Policy

September 1, 2020

1.1. What is the motivation for proposing these programs at this time?

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy (JSGS) proposes a Graduate Certificate in Indigenous Nation-building that will be developed in collaboration and partnership with the JSGS's University of Regina campus and the First Nation University of Canada (FNUiv).

FNUiv and the Executive Education arm of the JSGS currently offer the non-degree Indigenous Leadership Program (ILP) to Chiefs, Councilors, and senior Band administrators of First Nation communities. As a result of the success of this program, Indigenous communities have requested an increase in training opportunities, particularly at the graduate level, on Indigenous governance and nation-building.

Graduate-level programming on Indigenous Nation-building is not currently offered in Saskatchewan. While several programs exist elsewhere in Canada, they are primarily theoretical and consider Indigenous governance on a national scale and often limit conceptualization of Indigenous nationhood to existing within settler colonial Canada. The proposed program will fill a much-needed educational gap in Saskatchewan and Canada, while simultaneously creating unique educational value on matters of Indigenous traditional knowledge of governance and nationhood in the Saskatchewan context.

The ILP is a successful model because it matches theory with strong practical skill-based knowledge in a setting specific to Saskatchewan Indigenous communities. The proposed Graduate Certificate in Indigenous Nation-building will build on this base and offer graduate-level training that incorporates both the conceptual and the practical. Similar to the other JSGS graduate certificates, the proposed certificate would be comprised of nine credit units of course work. In addition, the program would have one non-credit course designed to provide a forum for discussion, knowledge sharing and networking. The credit courses would be taught online, while the non-credit course would be completed in a face-to-face format.

1.2 What elements of the University and/or society support and/or require this program?

Indigenous communities face numerous challenges in their quest for self-determination, including greater control over natural resources, social and health services, and economic diversification. The challenges place many demands on Indigenous leadership. The Graduate Certificate in Indigenous Nation-building will help students develop a broad range of leadership skills necessary to meet the complexity of these challenges.

As identified in the JSJS Strategic Plan for 2016-2020, Indigenization and reconciliation are key directions for the JSJS. The Graduate Certificate in Indigenous Nation-building is an important facet of Indigenization; it will create the space for Indigenous peoples to bring their knowledge systems into the curriculum in ways appropriate to Indigenous community values and interests. This program also directly meets several of the TRC's *Calls to Action*, including:

- 46. ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and terra nullius, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
- 63. iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- 92. ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

2.1 What is the anticipated student demand for the program?

We anticipate that the Graduate Certificate in Indigenous Nation-building program will initially attract 8-10 students per year. Saskatchewan has a significant number of First Nations and Métis communities which provide a substantial pool of candidates who may be interested in the Graduate Certificate, given the practical applicability of the skills it will teach. With no similar program in the province or country, this program is well-positioned to attract students from diverse backgrounds and interests from within Saskatchewan and across Canada. As well, a broad range of students is increasingly interested in careers with an Indigenous governance component. This student body could include Indigenous or non-Indigenous peoples working in Indigenous communities or for the settler state on policy or programs that intersect with Indigenous matters, including, but not limited to, Indigenous governance and nation-building and Indigenous development.

2.2 Does the program meet a perceived need, particularly within a national context?

In Canada, undergraduate and graduate programs concerning Indigenous peoples and governance issues typically approach these topics from a position of how Indigenous peoples fit into Canadian systems of governance. While understanding colonial structures of policy, public administration, legal structures, and the philosophies of governance are essential to establishing an understanding of contemporary Indigenous governance in colonial Canada, this does not provide the whole picture. Importantly, this does not include Indigenous peoples' traditional knowledge systems concerning governance and nationhood, and how an application of these systems can be used to decolonize contemporary Indigenous/Canadian relations and enhance economic development and more generally Indigenous well-being.

As Indigenous peoples work to lift colonial barriers, Indigenous communities across Canada are increasingly taking a more active role in their economic development, including the development of economic development corporations and community-owned businesses. As the Harvard Project on American Indian Economic Development has demonstrated, strong governance practices are the key to sustainable economic development and self-determination. Through the administration of the ILP, Indigenous communities have told FNU and JSGS that they have need and interest in developing a stronger leadership skill set to meet the continued need for enhanced self-determination and build economic livelihood.

The Graduate Certificate in Indigenous Nation-building will equip students to use community-framed traditional approaches to governance to reframe and support nationhood, while also transforming colonial restraints. The program will also help students build a professional network and provide the space for peer interaction, community empowerment, and knowledge mobilization. Such a professional network will be increasingly crucial as Indigenous communities build and re-build capacity in areas such as self-determination and economic sustainability.

In addition to being of interest to students across Canada, the proposed program will be attuned to the histories, politics, and diversities of Indigenous nations, whether First Nations or Métis, in Saskatchewan (and western Canada more generally). This will include exploring distinctions and similarities amongst communities, regions, and nationhood through course readings and guest speakers. A practicum component, as an example, will be one of many important components to exploring these many diversities as this course will be based on developing a project suited to the needs and knowledgebase of a particular community.

2.3 What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

We anticipate enrolments of at least 8-10 students initially, based on feedback through the ILP. We are confident that the timely delivery of this critical subject matter using an online program delivery method will encourage program uptake in Saskatchewan, and across Canada, leading to an increase in these numbers.

3.1 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?

This proposal meets the priorities of the University Plan 2025 goals to Uplift Indigenization and Experience Reconciliation. Specifically, Uplift Indigenization includes "Expand the understanding and practice of Indigenous ways of knowing and concepts of innovation."

Relevant guideposts include:

- Growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples
- A university community—Indigenous and non-Indigenous—increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization
- Local, provincial, national, and international recognition as leaders of Indigenization and decolonization

The Plan's goal to Experience Reconciliation includes the following relevant guideposts:

- Growth in the number, diversity, and strength of reconciliation programming across colleges and schools
- Recognized leadership in reconciliation models, initiatives, and methodologies
- Systems and structures that support reconciliation
- Local, provincial, national, and international recognition for the strong stance on reconciliation and for meaningful reconciliation initiatives
- Strong evidence of initiatives that are responsive to the TRC Calls to Action

The proposal for a Graduate Certificate in Indigenous Nation-building also aligns with the JSGS's strategic plan. In the 2016-20 plan, the JSGS identified three intersecting strategic directions to guide the School's planning, programming, student recruitment, and faculty hiring: innovation, Indigenization, and internationalization. More specifically, the plan indicates that the JSGS will collaborate with Indigenous peoples to forge and maintain respectful and meaningful relationships by:

- Facilitating and participating in reconciliation initiatives, including, hosting events that provide opportunities for learning and reconciliation.
- Expanding governance training to support First Nations and Métis owned and managed organizations.
- Providing public sector education workshops that address First Nations and Métis policy, administration and governance.
- Recruiting Indigenous students and expanding the number of Indigenous interns.

The development of a Graduate Certificate in Indigenous Nation-building is part of the strategy to address these priority areas.

3.2 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 JSGS has been developing its expertise in Indigenous governance for some time. In addition to the Indigenous Leadership Program and the hiring of Professor Ken Coates as a Canada Research Chair in Regional Innovation, the JSGS has added two courses, JSGS 863 Indigenous Peoples and Public Policy and JSGS 898 Indigenous Nation Building, to its offerings and revamped the Masters in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI). It has developed a relationship with the Harvard Project on American Indian Economic Development and has been working, in response to interest from First Nations communities, to support Indigenous governance and nation-building. JSGS is working with Indigenous communities and scholars across Canada and around the world to explore the interrelationship between nation-building and well-being and the insights from this work will be integrated into the certificate.

With this foundation, the Graduate Certificate in Indigenous Nation-building is a natural next step. The Saskatoon campus recently filled a Lecturer position with an Indigenous scholar among whose interests and expertise is Indigenous governance. The Regina campus of the JSGS will soon be hiring a new faculty position with special focus on Indigenous health policy and governance, and have recently staffed a coordinator position to provide administrative support to the Indigenous Leadership Program and the Graduate Certificate. In addition, both the JSGS's University of Regina campus and the Executive Education program have developed a close relationship with FNUiv. The sustainable and successful partnership between JSGS and

FNUUniv will be instrumental in achieving the strategic objectives of the University Plan 2025, and further presents an opportunity to envision, develop, and deliver further programming that will create spaces for empowerment and transformation in Indigenous communities throughout Saskatchewan.

3.3 Are there measurable benefits to offering the program at this time?

Direct measurable benefits will include supporting the University Plan 2025 and JSGS Strategic Plan for 2016-2020, and meeting several of the TRC's *Calls to Action* (specifically, 46. ii, 63. iii, and 92. ii and iii). Additionally, direct, measurable benefits will include the number of students registering in this program and the revenue that is subsequently generated.

Longer-term and less direct benefits will arise through the subsequent collaborations between FNUUniv, JSGS, other faculties and departments on campus, and Indigenous (First Nations and Métis) communities throughout the province. By integrating traditional and contemporary understandings of governance into an accessible academic program, the Graduate Certificate in Indigenous Nation-building will generate momentum in Indigenous communities resulting in economic development and self-determination.

4.1 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 Graduate Certificate in Indigenous Nation-building will nicely complement the suite of graduate certificate programs currently offered by the JSGS. Courses from the Graduate Certificate in Indigenous Nation-building program will be available as electives in the other certificate programs, as well as across all the JSGS's programs (Masters of Public Administration, the GENI, the Masters of Public Policy and the PhD in Public Policy). As with the other certificate programs, students completing the Graduate Certificate in Indigenous Nation-building can ladder into the Masters of Public Administration.

There is strong interest from programs offered across USask. From April to July, 2020 a representative from JSGS and FNUUniv held consultative sessions across all three campuses (semi-structured interviews facilitated through Zoom, Microsoft Webex, telephone, and email).

Of particular importance is the overwhelming USask support and interest in opportunities to cross-list curriculum and ladder students from the Graduate Certificate to other graduate programs. For example, from the following disciplines we heard:

- Department of Political Studies: opportunities to both cross-list electives and ladder students.
- Department of Indigenous Studies: opportunities to ladder students. One interviewee did note that should the graduate certificate become a Master's degree, some duplication or decrease in graduate student enrollment might occur.
- Indigenous Law Centre: opportunities to both cross-list electives and ladder students once a new program on Indigenous laws is developed.
- Edwards School of Business: opportunities to both cross-list electives and ladder students.
- College of Education: there is interest to explore laddering options.

- Morning Star Lab: practicum placements with Indigenous communities.

Those interviewed to date include:

First Nations University of Canada:

- Dr. Bob Kayseas, Interim President & Vice President Academic
- FNUiv Elder Council (providing on-going support)

University of Saskatchewan:

College of Medicine

- Dr. Carrie Bourassa, Professor, Department of Community Health & Epidemiology; Scientific Director of the CIHR Institute of Indigenous Peoples' Health; Research Lead, Morning Star Lodge

Indigenous Law Centre

- Marilyn Poitras, Director

College of Law/ Indigenous Law Centre

- Dr. Sakej Henderson, Research Fellow
- Dr. Jaime Lavallee Assistant Professor

College of Arts and Science

Department of Indigenous Studies

- Dr. Bonita Beatty, Faculty Member
- Dr. Rob Henry, Assistant Professor
- Dr. Simon Lambert, Acting Dept Head, Associate Professor

Department of Political Studies

- Dr. Loleen Berdohl, Professor, Department Head
- Dr. Neil Hibbert, Faculty Member
- Dr. Joe Garcea, Faculty Member
- Kathy Walker, PhD (ABD), Lecturer

Johnson Shoyama Graduate School of Public Policy

- Dr. Murray Fulton, Director
- Neal Kewistep, Executive-in-Residence

Edwards School of Business

- Dr. Noreen Mahoney, Associate Dean, Students & Degree Programs
- Dr. Vincent Bruni-Bossio, Associate Professor, Department Head, Department of Management and Marketing
- Dr. Lee Swanson, Associate Professor
- Dr. Norman Sheehan, Professor

College of Education

- David Burgess, Associate Dean (Research, Graduate Support, and International Initiatives)

Office of the Vice-Provost of Indigenous Engagement

- Candice Pete-Cardoso, Associate Director
- Dr. Jacqueline Ottman, Vice-Provost, Indigenous Engagement

University of Regina:

Johnson Shoyama Graduate School of Public Policy

- Dr. Ken Rasmussen, Director
- Ken Acton, Executive-in-Residence

Department of Political Science and International Studies

- Dr. Allyson Stevenson, Canada Research Chair in Indigenous Peoples and Global Social Justice

Gabriel Dumont Institute

- Janice Thompson, PhD Cand., Program Head

While there are Indigenous governance or Indigenous-related public administration programs elsewhere in Canada, most are theoretical or focus on how Indigenous peoples fit into the colonial Canadian model of governance instead of how Indigenous peoples can use Indigenous knowledge systems to transform colonial inequity. The proposed Graduate Certificate in Indigenous Nation-building program is, in this respect, a unique program and fills a current educational void in Canada's post-secondary system.

4.2 What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs?

We foresee no major negative impact on student enrolment in our other programs such as the MPA and MPP. The Graduate Certificate in Indigenous Nation-building program will allow us to expand our annual total number of accepted students applying to JSJS by 8-10, with the potential to increase these numbers. There is no reason to believe that the attraction of the existing MPA or MPP programs will be affected by the addition of the new program. In fact, with the ability to ladder into the MPA program, we expect the MPA program to be strengthened.

Our cross-campus consultation indicated several opportunities to cross-list elective courses and ladder students from the Graduate Certificate in Indigenous Nation-building into other graduate level programs.

4.3 Is there justification to proceed regardless of any perceived duplication?

There is no duplication of program. While there are similarities in course content to that of the Native Law Centre, Political Science, and Indigenous Studies, the subject matter of colonization, decolonization, Indigenous rights (whether Aboriginal, Treaty, or Inherent), governance and

legal conceptualization and approaches, histories, and policy make-up are incredibly broad and diverse; it would likely be impossible to fully duplicate this content in such a way that renders any existing program redundant. Our consultation revealed an interest and commitment to building relationships across disciplines with a focus on developing Indigenous knowledge within the academy and building infrastructure that acknowledges and respects Indigenous knowledge.

4.4 Will a program be deleted as a result of offering the new program?

No.

5.1 Please describe the resources available and committed to the program, both in terms of onetime costs and ongoing operating costs.

One-time costs: The cost of developing the NOI, the program proposal and the courses required for the certificate will be covered by internal JSGS resources (both in-kind and cash) and by resources provided through the JSGS's partnership with FNUniv.

Ongoing costs:

Faculty Resources. Program development will be overseen by a four-person committee made up of a faculty member from each of the JSGS USask campus, the JSGS U of R campus, and FNUniv, and a community representative, with at least three members being Indigenous representatives. The two core courses are to be taught by Indigenous scholars; while attempts will be made to have the elective courses taught by Indigenous scholars, there may be times when it makes sense to have a distinguished non-Indigenous scholar teach an elective course. The JSGS's University of Regina campus is in the process of hiring a new Indigenous faculty member who will provide teaching support to this program. Additional teaching support will come from existing faculty and/or new Indigenous sessionals.

Administrative Resources. The existing staff complement will be adequate to handle the anticipated additional students (8-10 per year).

5.2 How will tuition be assessed for the program and what is the rationale for the tuition proposed?

The tuition for the Graduate Certificate in Indigenous Nation-building will be the same as for the other graduate certificates (currently \$1,340 per 3 CU course).

5.3 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)?

Yes, we are confident in our ability to offer this course within the existing infrastructure.

5.4 Will additional university resources be required, for example, library resources, IT support?

No.

5.5 Has the Provost or Institutional Planning and Assessment Office been involved in any discussions related to resources?

Yes. They have reviewed the proposed budget for the certificate and have indicated that it is financially sustainable.

5.6 Please attach a letter of support outlining the resource commitments that have been made to the new program.

Attached is a letter of support from FNUUniv indicating their desire to participate with the JS GS in this unique collaboration/partnership and a letter of support from the Department of Political Studies at USask.

6.1 Please describe the risks, assumptions, or constraints associated with initiating this new program at this time.

The recent global health pandemic has presented significant constraints to the traditional university instruction and operation model. The timeline for overcoming the pandemic is unknown. Due to this, and to make the program more accessible, this program will be delivered online to provide students living in remote areas access to graduate-level education, as well as limit disruptions due to the lingering impact of COVID-19. Offering the program online does create challenges, particularly for communities that lack strong Internet access. If lack of access becomes a problem, we will look at offering the course material in a way that reduces the reliance on good Internet service (e.g., development of modules that can be downloaded when access is available and then used offline).

Since the proposed program is collaborative, we are dependent on the FNUUniv for their continuing contributions to the program. We do, however, have a successful and sustainable partnership thus far, as evidenced through the delivery of the ILP, and we believe delivery of this new program will only enhance this partnership. We do not anticipate risk through partnership deterioration.

The major projects will be operated with Indigenous community support and, in many cases, in communities. JS GS will rely on collaborations with FNUUniv and Morning Star Lab to ensure the success of the major projects. Should community partnerships collapse, this might impact the program in the short term. In the long term, we are confident that we can (re)build new partnerships with Indigenous communities. In fact, the model for the major projects is based on the diversification of Indigenous community alliances.

6.2 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?

No systematic risk analysis has been completed to date. Ongoing monitoring of the financial strength of the Graduate Certificate in Indigenous Nation-building, including a thorough and complete evaluation at the end of three years to determine its financial viability, will be systematically undertaken.

6.3 What risks are associated with not proceeding with the program at this time?

The risk is that the interested students will look to other institutions for online education on Indigenous governance. These programs are not Saskatchewan-focused and often rely on

theoretical frameworks instead of practical governance skills. This will limit the efficacy of Indigenous nation-building in Saskatchewan.

Further, the incentives for USask faculty to devote time and energy to the Indigenization and reconciliation objectives of the University may be compromised if we do not proceed with the program at this time.

7.1 What is the anticipated start date of the program?

The anticipated start date is Spring 2021.

7.2 What considerations apply to the start date, including changes within the Student Information System.

We think Spring 2021 is a realistic start date. Faculty at both universities would need to select projects and find community partners.

April 29, 2020

Jacquie Thomarat, Associate Secretary
Planning & Priorities Committee of Council
c/o Office of the University Secretary
University of Saskatchewan
E70 Administration Building
105 Administration Place
Saskatoon, SK. S7N 5A2

RE: Notice of Intent – Graduate Certificate in Indigenous Nation-building

Dear Planning and Priorities Committee of Council:

The Johnson Shoyama Graduate School of Public Policy (JSGS), in collaboration with First Nations University of Canada (FNUUniv), is proposing a Graduate Certificate in Indigenous Nation-building. The proposed program will be instrumental in achieving the University's strategic objectives concerning Indigenization and reconciliation; it will also be an essential element in assisting the University of Saskatchewan to become the "university the world needs." Also, the program will help the JSGS achieve its strategic objectives relating to Indigenization and will enable the JSGS to use its resources more effectively. The accompanying Notice of Intent indicates that the Graduate Certificate in Indigenous Nation-building will be developed in collaboration with FNUUniv.

We look forward to the feedback from the Planning and Priorities Committee. Thank you for your consideration.

Sincerely,



Doug Moen
Executive Director
Johnson Shoyama Graduate School of Public Policy

Enclosure



First Nations University of Canada

tradition innovation leadership

April 24, 2020

Jacquie Thomarat, Associate Secretary
Planning & Priorities Committee of Council
c/o Office of the University Secretary
University of Saskatchewan
E70 Administration Building
105 Administration Place
Saskatoon, SK. S7N 5A2

RE: Notice of Intent – Graduate Certificate in Indigenous Nation-building

Dear Planning and Priorities Committee of Council:

I am pleased to offer, by way of this letter, our support to the proposed Graduate Certificate in Indigenous Nation-building, a collaboration between the Johnson Shoyama Graduate School of Public Policy (JSGS) and First Nations University of Canada (FNUUniv). JSGS and FNUUniv have a successful partnership, as demonstrated through the delivery of the non-degree Indigenous Leadership Program (ILP). We look forward to continuing to provide training and educational experiences of excellence to Indigenous communities throughout Saskatchewan.

This program provides an opportunity to fill knowledge gaps on topics of Indigenous governance and nation-building, and to allow these institutions to build a reputation of educational excellence amongst Indigenous communities in Canada. It further enables FNUUniv to fulfil its mandate to enhance the learning pathways of our students and the research needs of Indigenous communities.

We look forward to developing and implementing the Graduate Certificate in Indigenous Nation-building alongside JSGS.

Sincerely,

Dr. Bob Kayseas
Interim President & Vice President Academic
First Nations University of Canada
atim kê-mihkosit (Red Dog) Urban Reserve
1 First Nations Way
Regina, SK S4S 7K2



Cowessess First Nation #73

Office of the Chief

Office (306) 696-2520

Facsimile: (306) 696-2767

E-mail: Chief.Delorme@cowessessfn.com

April 28th, 2020

To: Planning & Priorities Committee of Council

Re: Notice of Intent – Graduate Certificate in Indigenous Nation Building

It is a honour to provide a letter of support for the proposed Graduate Certificate in Indigenous Nation-Building, a collaboration between the First Nations University of Canada (FNUniv) and the Johnson Shoyama School of Public Policy (JSGS). As a graduate of both institutions, I have gained knowledge and tools to successfully help being Chief the Cowessess First Nation. Over the past four years, Nation Building is needed more and more in this province and beyond. The JSGS and FNUniv have a forward thinking partnership, as demonstrated through the delivery of the non-degree Indigenous Leadership Program (ILP).

In the realm of Truth and Reconciliation and moving beyond the ignorance of the Indian Act, we cannot sentence another generation to the oppression we all inherited. With seventy-four First Nation's, Metis Nation, a provincial government willing to understand the world ideology of Indigneous governance, the program is needed more then ever. I recently took in a Manley Begay Nation Building program in University of Northern Arizona with American Indian tribes. I came home questioning the void we have in this province with a similar program.

I support a idea of a Graduate Certificate in Indigenous Nation-Building.

Chief Cadmus Delorme
Cowessess First Nation



July 17, 2020

Jacquie Thomarat, Associate Secretary
Planning & Priorities Committee of Council
c/o Office of the University Secretary
University of Saskatchewan
E70 Administration Building
105 Administration Place
Saskatoon, SK. S7N 5A2

RE: Notice of Intent – Graduate Certificate in Indigenous Nation-building

Dear Planning and Priorities Committee of Council:

I am pleased to offer my support and that of the Morning Star Lab to the proposed Graduate Certificate in Indigenous Nation-building (a collaboration between the Johnson Shoyama Graduate School of Public Policy (JSGS) and First Nations University of Canada (FNUUniv)).

In particular, we see partnership opportunities with the applied learning and practicum components of this program. This might include practicum placements at either of our labs or supporting students to with placements in community.

We look forward to working with the Graduate Certificate in Indigenous Nation-building, and continuing to provide training and educational experiences of excellence to Indigenous communities throughout Saskatchewan.

Sincerely,

A handwritten signature in blue ink, reading "Carrie Bourassa".

Dr. Carrie Bourassa, PhD, MA, BA (Hons.)
Professor, Department of Community Health & Epidemiology, College of Medicine, University of Saskatchewan, Saskatoon

From: Beck, Jennifer jennifer.beck@usask.ca
Subject: RE: IPA Consultation - Certificate in Indigenous Nation Building
Date: August 6, 2020 at 3:43 PM
To: Fulton, Murray murray.fulton@usask.ca, Vuong, Lucy lucy.vuong@usask.ca
Cc: McMartin, Dena dena.mcmartin@usask.ca, Emily Grafton Emily.Grafton@uregina.ca, Doug Moen doug.moen@uregina.ca

Hi Murray,

Thank you for providing this information. Upon review it appears that the program is financially sustainable given that the amount of new resources and investment in this program are likely heavily on existing courses and resources. We have no further questions related to this so please proceed with including this additional financial info in your revised NOI for PPC.

Cheers,
-Jennifer

From: Fulton, Murray <murray.fulton@usask.ca>
Sent: Friday, July 24, 2020 11:48 AM
To: Vuong, Lucy <lucy.vuong@usask.ca>
Cc: Beck, Jennifer <jennifer.beck@usask.ca>; McMartin, Dena <dena.mcmartin@usask.ca>; Emily Grafton <Emily.Grafton@uregina.ca>; Doug Moen <doug.moen@uregina.ca>
Subject: Re: IPA Consultation - Certificate in Indigenous Nation Building

Hi Lucy

Here you go — I have made the change.

I thought we had aligned the two rates — we'll just have to try harder next year.

Murray

On Jul 24, 2020, at 11:40 AM, Vuong, Lucy <lucy.vuong@usask.ca> wrote:

Good morning Murray,

Thank you for your timely submission of the financial information related to the Certificate in Indigenous Nation Building program. It is great to hear that you have found this to be filling it out.

I have reviewed your submission and have noticed that the course tuition rate you have used was \$1,341.75. The USask Board-approved rate is actually \$1,340.10 per course rate you had noted. If you could revise your submission to use the USask rate, that would be great. For tuition rate-setting next year, perhaps you may consider aligning the two universities to ensure students are paying the same rate per course.

Dena and Jen - please let Murray know of any other feedback before he resubmits the template. Also feel free to let me know of any feedback on the template as I am putting it on it before we have a final version to share with the University Secretary's Office.

Have a great day and weekend!

Cheers,
L

From: Fulton, Murray <murray.fulton@usask.ca>
Sent: July 24, 2020 11:07 AM
To: Beck, Jennifer <jennifer.beck@usask.ca>
Cc: McMartin, Dena <dena.mcmartin@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>; Emily Grafton <Emily.Grafton@uregina.ca>; Doug Moen <doug.moen@uregina.ca>
Subject: Re: IPA Consultation - Certificate in Indigenous Nation Building

Hi Jennifer

Thanks for the template. You will be pleased to know that I found it easy to use and very useful in thinking through the financial implications.

I have attached a completed version of the form. Let me know if you have any questions about what I have done.

All the best.

Murray

On Jul 15, 2020, at 11:13 AM, Beck, Jennifer <jennifer.beck@usask.ca> wrote:

Hi Murray,

Thank you for providing this information and allowing IPA an opportunity to provide support and resources to your NOI.

We have attached a template to capture some more specific financial information that will allow us to assess the feasibility and financial sustainability of this proposed certificate program attachment that will require some financial information as well as third tab of supplementary information that is more background to support the financials. If you have questions about the hesitate to reach out to Lucy Vuong and she can provide you with any assistance you may need. If you could please return the completed template by no later than July 27th, that will allow all information provided and follow up with any additional questions.

As we are currently working with the University Secretary's Office to improve the NOI process for PPC, the current template is a pilot so we would also be interested in any feedback you perspective, on this tool and its completion.

Cheers,
-Jennifer

From: Fulton, Murray <murray.fulton@usask.ca>
Sent: Monday, July 6, 2020 4:51 PM
To: McMartin, Dena <dena.mcmartin@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Cc: Emily Grafton <Emily.Grafton@uregina.ca>; Doug Moen <doug.moen@uregina.ca>
Subject: IPA Consultation - Certificate in Indigenous Nation Building

Hi Dena and Jen

As part of the JSGS's ongoing efforts to develop our graduate programs and make them relevant for key audiences, we are developing a certificate in Indigenous Nation Building. I have attached the template for your review.

to PPC in May.

While PPC was supportive of our efforts, they did want to see a few additions to the NOI. One of these additions was a consultation with IPA about the budget and financial implications of off regard to this consultation that I am writing.

The budget implications for introducing the certificate are very simple. Based on the student uptake we have had with our other certificate programs and based on the feedback that the Indigenous getting about the need for and interest in a certificate in Indigenous Nation Building, we believe we will be able to attract at least 8-10 students per year to the program. As is the case with other this one through both the University of Regina and USask. Since three of the four proposed courses will be offered online, we will be able to share the costs of these courses across the two can share the cost of the fourth course by having the students from both campuses get together for the residency. If we are able to attract four students each year to USask for the certificate, tuition students * 4 courses/student * \$1,341.75/course), which is more than sufficient to cover the cost of two sessionals (roughly \$8,000 each), assuming the teaching is split between the two campus likely to be even more favourable than this in practice. One reason is that one of the elective courses in the certificate is currently being offered at USask; thus additional resources will not be a reason is that both campuses would like to use upcoming hires (USask, for instance, has budgeted for two new faculty hires over the next five years) to hire an Indigenous scholar, thus eliminating

We are planning on re-submitting the NOI by the end of the summer; doing so will allow us, I hope, to get the proposal through the approval process so that the certificate can be offered in 2021. Please let me know what you need from me so that the consultation can be completed by the end of August.

Thanks

Murray

Murray Fulton
Professor and Director
Johnson Shoyama Graduate School of Public Policy
Saskatoon Campus
University of Saskatchewan
Saskatoon SK S7N 5B8
Canada

P: (306) 966-8507
E: Murray.Fulton@usask.ca

<NOI_Budget and Finance Template_July 2020.xlsx>



Planning & Priorities Committee of Council
Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal
July 2020

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 to the Planning & Priorities Committee of Council.

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:

Graduate Certificate in Indigenous Nation Building

	Academic Year					Comments
	Year 1	Year 2	Year 3	Year 4	Year 5	
Revenue						
Tuition revenue:						
Total # of domestic students (headcount)	4	4	4	4	4	
Domestic tuition rate	\$ 5,360.40	\$ 5,360.40	\$ 5,360.40	\$ 5,360.40	\$ 5,360.40	
Total tuition revenue - domestic	\$ 21,441.60	\$ 21,441.60	\$ 21,441.60	\$ 21,441.60	\$ 21,441.60	
Total # of international students (headcount)						
International tuition rate						
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Student fees*						
Excursion						
Lab						
Other (list in Comments)						
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
Total Revenue	\$ 21,441.60	\$ 21,441.60	\$ 21,441.60	\$ 21,441.60	\$ 21,441.60	
Expenditures						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty						
Sessionals or limited term instructional support	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	
Students						
Staff						
Honoraria						
Total salary and benefits	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	
Scholarships and bursaries						
Marketing and promotion	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	

Materials and supplies						
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>						
Total Expenditures	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	
Estimated Surplus or Deficit	\$ 4,441.60	\$ 4,441.60	\$ 4,441.60	\$ 4,441.60	\$ 4,441.60	<i>If deficit in any given year, explain how it will be managed</i>

**Relates to fees revenue specific to the course or program (e.g. excursion, lab, materials, etc). Excludes compulsory institutional fees (e.g. Athletic, Recreation, etc.).*

Notes: The budget above assumes an annual intake of eight students across the two campuses, with half of them coming to USask. The assumption is also made that half of the added instruction cost would be borne by the University of Regina. Thus, the USask campus would be responsible for two sessionals at approximately \$8,000 per sessional. Students would take four courses in the certificate, with each course having tuition of \$1,340.10. Thus, the tuition per student is 4 courses/student * \$1,340.10/course = \$5,360.40 per student.

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 (Start-Up Costs) - New or Existing Program Proposal
July 2020

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:

Graduate Certificate in Indigenous Nation Building

	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: There are no start-up costs. The cost associated with developing the proposal is being borne by the JSGS Regina Campus. The cost of online course development is being covered by the JSGS Regina campus through their affiliation with First Nations University. As well, a number of the courses have already been developed for use in the MPA program. Given the small number of students in the program, we will not be hiring any faculty to teach in the program. Instead, we will rely on existing courses and, when needed, sessionals. Marketing and promotion will not be required at start-up -- we know from other work we are doing that there is a latent demand currently. However, we have built marketing and promotion costs into the year-to-year budgets. No new IT facilities or library resources are required.

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
July 2020

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:

Graduate Certificate in Indigenous Nation Building

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?

We anticipate that we will attract 8-10 students per year across the two JSGS campuses. These students can be expected to be new to the university -- in fact, one of the objectives of the program is to open up the university to a new set of learners, ones that have not traditionally taken graduate programs. The JSGS has had some experience with certificates and we have found that about 25-30% of the students in the certificates end up staying on and doing a Masters of Public Administration degree. We expect some of this "laddering up" will happen with the students in this certificate. Given the growing interest in Indigenous Nation Building, we expect our enrolment targets will be met. However, if they are not, we have sufficient flexibility to continue to offer the program without it being a financial burden. Much of this flexibility comes from the fact that a number of the courses in the program will be offered regardless of certificate enrolment -- these courses are part of the general set of electives that we offer on a regular basis. Still other flexibility arises because we are able to use course offerings from the Regina campus. Finally, we can limit the number of options the students have

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.

Year 1: Two sessional positions.
Year 2: Two sessional positions.
Year 3: Two sessional positions.
Year 4: Two sessional positions.
Year 5: Two sessional positions.

Indirect Costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program. Given this particular program will be online course delivery, is there a requirement for DEU and ICT support)?

Support will be required from DEU to support the development and launch of the courses. However, given the course development model we are using at JSGS (we have course developers layout the course in Rise 360; the modules from Rise are then imported into Canvas), DEU involvement is not as involved as in other cases. We don't anticipate any additional IT support being required.

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.

The delivery of this program will be the formal responsibility of the director of the Saskatoon campus; day-to-day operations will be the responsibility of a staff member who works on all online programming. The JSGS has just hired Indigenous scholar into one of the Lecturer positions; it is anticipated that this person, alongside an Indigenous scholar from the U of R campus, would provide academic leadership to the program. If there was a revenue shortfall, the JSGS is in position to move quickly to address the shortfall using one or more of the strategies outlined above (e.g., using courses from the Regina campus, reducing the number of electives). It is important to note that, given the subject matter of this certificate -- Indigenous Nation Building -- the director, in consultation with the Executive Director, may decide to finance at least part of any shortfall with funds from general revenue. The decision to cross-subsidize the certificate would be taken as part of the JSGS's policy of promoting reconciliation and of ensuring a strong relationship with Indigenous communities. In short, this certificate is a key part of the JSGS's strategic plan and is something that would be managed

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?

Graduate Certificate in Indigenous Nation Building (GCINB - suggested Banner code and Grad Cert in Indig Nation Bldg - suggested Banner short description - maximum of 30 characters)

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

G. Cert.

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:

GCIN - In Grad Cert inIndigNationBldg (maximum of 4 characters for code and 30 characters for description)

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.

INNBN - Indigenous Nation Building (suggested Banner code and Banner description)

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

N/A

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?

Graduate Certificate in Indigenous Nation Building (GCINB - suggested Banner code and Grad Cert in Indig Nation Bldg - suggested Banner short description - maximum of 30 characters)

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

Graduate Certificate in Indigenous Nation Building (GCINB-GP - suggested Banner code and Grad Cert in Indig Nation Bldg - suggested Banner description - maximum of 30 characters)

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?

College of Graduate and Postdoctoral Studies (GP) / JSG School of Public Policy (JSGS)

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?

N/A

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?

YYYY01, YYYY05, YYYY09

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

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

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

N/A

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?

Expect increase of 30 students per year

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

Refer to Johnson-Shoyama Graduate School of Public Policy

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

Yes

9 What is the application deadline?

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

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

Completion of a four-year undergraduate degree from a recognized university.

An average of 70% or better must be maintained during the final two years (60 cu's) of the undergraduate program or in the graduate program if students are entering after a graduate degree.

Proof of English proficiency is required.

Will also be a non-standard application process (an applicant must submit a letter indicating they wish to be considered under this process and must submit evidence they possess acceptable skills and expertise):

- recognized completion of at least one year (18 cu) of higher education
- a break of at least five years from formal higher education
- at least ten years of work experience and at least five years of management experience

- 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?)

Online application and checklist items to College of Graduate and Postdoctoral Studies

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

College of Graduate and Postdoctoral Studies

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

No

- 16 Will the standard application fee apply?

Yes

- 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).

\$9,372.21

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 graduate certificate

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

Yes

- 3 When is the first class expected to graduate?

202305 Term (Fall Convocation 2023)

4

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

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.)

As per current set-up for graduate certificates

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate certificates

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

* See attached documents for further details

NOTE: Tuition will be the the same as other graduate certificates (current 2021-2022 rate is \$1,422.24 per 3 cu course).

The international differential fee of \$1,227.75 per term will be assessed.

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?

By credit unit

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

Yes ☐ No ☐

If NO, please describe.

Yes

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.)

The rate of their program of registration

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.

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 internatioanl 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

College of Graduate
and Postdoctoral Studies

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Memorandum

To: Seanine Warrington, Office of the Registrar
Amanda Storey, Governance Office

Copy: Alastair MacFadden, Director, Johnson Shoyama Graduate School of Public Policy

From: Ryan Walker, Associate Dean, Policy & Programming Innovation, CGPS

Date: October 8, 2021

Re: Tuition clarification – Graduate Certificate Indigenous Nation Building

Staff in the Registrar's Office requested a memo be submitted to harmonize (1) the tuition and fees discussed at the Consultation with the Registrar and (2) reference to tuition on p. 96 of the combined new program proposal document approved by CGPS and the APC of Council.

On page 96 it states:

"The tuition for the Graduate Certificate in Indigenous Nation-building will be the same as for the other graduate certificates (currently \$1,340 per 3 CU course)."

Please take this memo as assurance that the tuition and fees will be the current rate at time of implementation, which in 2021-22 is 474.08 per credit which works out to 1,422.24 for a 3-credit unit course.

On page 96 there is no mention of the JSGS international fee per term assessment of \$1,227.75 for international students.

Please take this memo as assurance that the current rate for the additional fee per term for international students, as per other JSGS graduate certificates, will apply to this new program.