AGENDA 2:30 p.m. Thursday, October 21, 2021

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

Please note the following steps for the October 21st meeting:

- Thursday October 21st from 2:30 4:30 pm: We will host a virtual Zoom meeting with access to the link provided, you do not need a Zoom account to join the meeting. The virtual meeting will have access to both video and audio with everyone's microphones automatically muted. Video will be enabled for the *presenters of the Council Meeting use only*. Please be sure to turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.
- Motions: Only voting members can move or second a motion. Please use the 'Chat' function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.
- Questions or Comments: If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. *Please do not type your question or comment* directly into the chat dialogue box.
- Attendance and quorum will be determined by the list of participants at the virtual Zoom meeting.

In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2021/22 academic year marks the 27th year of the representative Council.

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

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

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

- 1. Call to Order
- 2. Tributes (none)
- 3. Adoption of the agenda
- 4. Chair's Opening remarks
 - 4.1 Council Chair update
- 5. Approval of Minutes of the meeting of September 16, 2021
- 6. Business Arising from the Minutes (no items)
- 7. Report of the President
- 8. Report of the Provost
- **9.** Pandemic Response and Recovery Team (PRT) Verbal Report presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair

10. Post Pandemic Shift Project – presented by Debra Pozega Osburn, Vice-President University Relations

11. Student Societies

- 11.1 Report from the USSU Tasnim Jaisee, USSU President
- 11.2 Report from the GSA Rifat Zahan, GSA President

12. Nominations Committee

12.1 Request for Decision: Senior Administrator Search & Review Committees

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

12.2 Request for Decision: Council and USFA Collective Agreement Committee Nominations 2021/22

It is recommended that Council approve the nominations below (and attached and highlighted) for Council committees and chairs, effective immediately.

13. Academic Programs Committee

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

It is recommended that Council approve the graduate degree-level certificate in Environmental Planning, effective May 2022.

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

It is recommended that Council approve the graduate degree-level certificate in Indigenous Nation Building, effective May 2022.

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

It is recommended that Council approve the graduate degree-level certificate in Leadership, effective May 2022.

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

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

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

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

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

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

13.7 Report for information: Certificate in Geomatics

14. Governance Committee

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

It is recommended that Council approve the proposed revisions to the Council Bylaws Part Two Sections I and V (as per Attachment 2), effective October 21, 2021. 14.2 Notice of Motion: Name of the Coordinating Committee

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

- 14.3 Request for Input: Revisions to the Student Academic Misconduct Regulations
- 14.4 Report for Information: Number of student appeals from 2020-2021
- 14.5 Report for Information: Policy Oversight Committee Annual Report 2020-21
- 15. Academic Programs Committee and Planning and Priorities Committee
 15.1 Report for Information: Microcredential framework development and pilot programs
- **16. Planning and Priorities Committee and Research, Scholarly and Artistic Work Committee** 16.1 Report for Information: Update on the Renewal of the Signature Areas of Research
- 17. Coordinating Committee17.1 Report for Information: Council meeting dates 2022-23
- 18. Other business
- 19. Question period
- 20. Adjournment

Next Council meeting is November 18, 2021 – Please send regrets to michelle.kjargaard@usask.ca. Deadline for submission of motions to the Coordinating Committee: October 25, 2021.

Join Zoom Meeting: https://usask-ca.zoom.us/j/92611856817?pwd=UnIORmRHV053dmhMeIJTMmx2am9sQT09

Join by Telephone: Local Saskatoon Dial-in Number: (639) 638-7474 Other Zoom Dial-in Numbers: https://usask-ca.zoom.us/u/adHrWRKXJc

Join by Video Conferencing Device (SIP): 92611856817@zoomcrc.com

Meeting ID: 926 1185 6817 Passcode: 27743176 Telephone Passcode: 27743176



MINUTES OF UNIVERSITY COUNCIL 2:30 p.m. Thursday, September 16, 2021 Via Zoom

1. Call to Order

Dr. Pamela Downe, Interim Council Chair, called the meeting to order at 2:32pm. She informed Council members that due to the resignation from the position of Council Chair of Dr. Jay Wilson (who took on the position of Interim Vice Provost, Teaching Learning and Student Experience), she would be serving as Interim Council Chair until November 1, 2021. She noted that information regarding the call for nominations for Council Chair and the election was circulated to Council members and available on the Governance Office's website.

2. Tributes

None.

3. Adoption of the agenda

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

CARRIED.

4. Chair's Opening remarks

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

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

The chair informed Council members of the protocols for the synchronous remote meeting.

Dr. Downe reported on the regular monthly meeting between Council committee chairs and the President's Executive Committee (PEC). She reported that the discussion topics at the last meeting were the pandemic response and recovery, and an update on revisions to the TABBS model.

Dr. Downe introduced and thanked the members of the University's Governance Office.

5. Approval of Minutes of the meeting of June 17, 2021

(Gjevre/Jones): That the minutes be approved.

CARRIED.

6. Business Arising from the Minutes

None.

7. Report of the President

President Peter Stoicheff thanked Dr. Downe for taking on the role of Interim Council Chair and welcomed Council members back for the 2021-22 academic year.

The President reported that plans to transition to increased in-person teaching and research for fall 2021 were going well. He thanked Council members for their flexibility and support. He reported on the positive results of the vaccination declaration rates by faculty, staff, and students, as well as ongoing monitoring activities and preventative measures for COVID-19.

The President reported that the Memorandum of Understanding (MOU) between USask and Wanuskewin was renewed. He thanked Patti McDougall, and Candace Wasacase-Lafferty for their leadership in the partnership. He also noted that the MOU will contribute to the bid for Wanuskewin to be declared a UNESCO heritage site.

He reported that the university continues to work with the City of Saskatoon toward a 'Green Community' and the shared commitment to climate goals and actions, which stem from the MOU that was signed between City and USask approximately four years ago.

President Stoicheff reflected on the upcoming National Day for Truth and Reconciliation on September 30th, and that it is a day for deep reflection. He noted for Council members that USask would have programming on that day.

Finally, he reported that the work of the *Post-Pandemic Shift Project* had been completed and that an update to Council would be forthcoming.

There was a question about the work that is being done at USask on the Indigenous Strategy. The President responded that with the departure of Dr. Jacqueline Ottmann, the previous Vice Provost, Indigenous Engagement, that work was being organized by the Interim Vice Provost, Dr. Angela Jaime. An update will be provided to Council at a future meeting.

8. Report of the Provost

Dr. Airini, Provost and Vice President Academic, also thanked Dr. Downe for taking on the role of Interim Council Chair, and welcomed the continuing and new Council committee chairs. She expressed thanks to USask's senior leaders, student leaders, and the PEC for their efforts in ensuring a safe return to campus this fall.

Dr. Airini highlighted some of the key points in her written report, e.g., the Uniforum Project, renewal of the Signature Areas of Research, university rankings, and academic program reviews. She encouraged Council members to click on the links in the report for further information.

Dr. Airini welcomed the new Deputy Provost, Dr. Patti McDougall, and new members of the Provost's Executive Team: Dr. Vince Bruni-Bossio, Interim Associate Provost, Strategic Priorities; Dr. Adam Baxter Jones (renewal) as Interim Associate Provost, Health; Dr. Jay Wilson as Interim Vice Provost, Teaching Learning and Student Experience; and Dr. Angela Jaime as Interim Vice Provost, Indigenous Engagement. She noted that three of these are secondments, and the duration of each appointment will align with the strategic planning work and reviewed in 2023. She also welcomed the Executive Director of the School of Environment and Sustainability (SENS), Dr. Karsten Liber, and the new Dean of Nursing, Dr. Solina Richter.

There were no questions about the Provost's Report.

9. Pandemic Response and Recovery Team (PRT) Report

Dr. Patti McDougall, on behalf of Dr. Darcy Marciniuk, Associate Vice President, Research and PRT Chair, gave a report on the work of the PRT. She reported on the following:

- Successful implementation of the system for declaration of vaccination status.
- The website that will be launched to track USask's COVID-19 related data.
- Number of positive COVID-19 rates on and off campus.
- That different approaches will need to be followed for students, staff, or faculty who chose not to declare their vaccination status.

She asked Council members to remind their friends, students and colleagues to get vaccinated and to stay home if they feel ill. She reported that further information will be forthcoming regarding plans for January 2022 as it becomes available.

There was a question about the safety of instructors teaching in person, and whether ventilation systems had been upgraded in certain buildings. There was another question about how confidentiality and data privacy would be ensured by USask when tracking and communicating active, positive COVID-19 cases on campus. Dr. McDougall committed to follow-up individually with the Council members.

10. Student Societies

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

Tasnim Jaisee, President of the USSU, presented the report of the USSU as provided in the materials. She announced that all USSU services are back and in person; that funding was made available for anti-racism and anti-oppression for campus clubs; that the USSU is happy to see increased in person study spaces and hours; and that the USSU is working with the University of Regina to advocate for affordability and accessibility of post-secondary education with the Government of Saskatchewan.

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

Rifat Zahan, President of the GSA, reported that the GSA's annual fall orientation was successful. She noted that GSA bursaries are being distributed; that the GSA continues to provide support for students for equity, diversity and inclusion, and mental health and wellbeing; and that the GSA continues to work with students and faculty on the Student Supervisor Agreement.

11. Nominations Committee

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

11.1 Request for Decision: Acting Vice Chair of Council

(Jones/Paslawski): It is recommended that Council approve the nomination of Dr. Dirk De Boer, Department of Geography & Planning, as Interim Vice-Chair of University Council effective immediately until November 1, 2021.

CARRIED.

11.2 Request for Decision: Council and Collective Agreement Committees

(Jones/Paslawski): It is recommended that Council approve the nominations (as attached to the Council agenda package and highlighted) for Council committees and USFA Collective agreement committees, effective immediately.

CARRIED.

12. Planning and Priorities Committee (PPC)

Dr. Darrell Mousseau, Chair of PPC, introduced the information item and invited Dr. Airini and Vice President Finance and Resources, Greg Fowler, to provide a presentation to Council.

12.1. Report for Information: Financial Update (Q4 results, budget 2021-22) and Strategic Planning

Dr. Airini and Greg Fowler gave a presentation [attached] on USask's financial position, comprehensive financial results (including variances), budget, and strategic priorities. They noted that Financial Townhalls are being planned for October and November, where more detailed information will be available. They emphasized the importance of academic values in the context of ensuring the financial sustainability of the university.

There were questions about what it means to 'create academic themes' and to 'refine academic programs.' Dr. Airini responded that there are several hundred academic programs across campus in different disciplines, and that USask needs to find a way to succinctly communicate USask's unique position to stakeholders such as the Province of Saskatchewan. She provided the example of 'sustainability' as a possible theme. She also responded that refining academic programs is about setting up the university to succeed in areas of priority and to ensure support for programs that are vital to the institution (e.g., Indigenization, or microcredentials).

There was another question about the connection between the five areas of strategic priority and the Uniforum benchmarking project. Dr. Airini replied that the Uniforum work assists in understanding how USask compares to competitors and supports evidence-based planning and decision-making.

13. Governance Committee

Dr. Terry Wotherspoon, Chair of the Governance Committee, presented the item. He reported that pending feedback from Council after this notice of motion, a request for decision would be presented at the October Council meeting. The purpose of the revisions to the Council Bylaws is to realign the roles and responsibilities of APC and PPC in keeping with the recommendations of the Academic Program Approvals Process Review that was conducted in 2020-21 and presented to Council in June 2021.

13.1. Notice of Motion: Revisions to the Council Bylaws

It is recommended that Council approve the proposed revisions to the Council Bylaws Part Two Sections I and V (as per Attachment 13.1.2), effective October 21, 2021.

There was a question about how proposed changes or cancellations of programs will be communicated to campus. Dr. Wotherspoon replied that this falls outside the scope of the proposed changes to the Council Bylaws. Such changes come from academic units, and require consultation with the affected units, which is not affected by these proposed Bylaw revisions.

14. Academic Programs Committee (APC)

Dr. Alison Oates, Chair of APC, presented the information items as provided in the materials.

14.1. Report for Information: Changes to the Academic Calendar 2021-22

Dr. Oates provided an update on changes and accommodations that will be made for students who are impacted.

14.2. Report for Information: Academic Courses Policy 1.2 – Syllabi Changes

Dr. Oates indicated that this provision for syllabi changes will remain in effect for Fall 2021 and will be revisited in December 2021 as we prepare for Winter 2022 term.

There were no questions related to these reports.

15. Other Business

None.

16. Question Period None.

17. Adjournment

(Jones): Adjourned at 4:23pm

Appendix A: Listing of members in attendance Appendix B: Presentation - Financial Update (Q4 results, budget 2021-22) and Strategic Planning

Attendance Summary - Voting Participants

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.											
							No				
Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	Mtng	Mar 17	Apr 21	May 19	Jun 16
	Airini	Р									
Adl	Sina	Р									
Aitken	Alec	R	R	R							
Akintola-student	Olusola	Р									
Alcorn	Jane	Р									
Augusta	Carolyn	Р									
Bally	Jill	Р									
Bauman-student	Elisabeth	Р									
Bedard-Haughn	Angela	Р									
Bedard-student	Derek	А									
Bell	Scott	Р									
Bhatti-student rep	Haseeb	A									
Bilson	Beth	Р									
Boden	Catherine	P									
Boland	Mark	P									
Bonham-Smith	Peta	P									
Bradley	Michael	R	R	R	R						
Brothwell	Doug	A	IX.	N N	N N						
Burshtyn	Deborah	P									
Card	Claire	-									
Chernoff	Egan	A P									
		-									
Chowdhury	Nurul	P									
Cooper De de chave	David	P									
Dadachova	Kate	Р									
DaSilva	Keith	Р									
Dawson	DeDe	Р									
de Boer	Dirk	Р									
Delbaere	Majorie	Р									
Deters	Ralph	Р									
Detmer	Susan	Р									
Downe	Pamela	Р									
Gabriel	Andrew	Р									
Gebreab-student	Henok	А									
Gjevre	John	Р									
Grosvenor	Andrew	Р									
Gyurcsik	Nancy	Р									
Harasymchuk	Robert	Р									
Harrison	William	А									
Hogan	Natacha	Р									
Jacob-student rep	Sharon	Α									
Jamali	Nadeem	Р									
James-Cavan	Kathleen	Р									
Jensen	Gordon	Р									
Jones	Paul	Р									
Just	Melissa	R									
Kahn-student rep	Maria	R									
Kalra	Jay	Р									
Khandelwal	Ramji	Р									
Kim-student rep	David	Α									
Koechl	Natasha	Р									
Kovacs-student rep		A	Ì	Ì							
Kresta	Suzanne	R	Ì	Ì							
Lamb	Eric	A									
Larre	Tamara	P	1	1				1	1		
Lindenschmidt	Karl-Enrich	P									
London	Chad	P									
Lovick	Olga	P		t							
	Uiga	۲ I	1	I				1	1		

Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	Mtng	Mar 17	Apr 21	May 19	Jun 16
Luke	lain	А									
Lummerding-	Dominque	А									
Macfarlane	Cal	А									
Makarova	Veronika	Р									
Mamun	Abdullah	Р									
Manley-Tannis	Richard	R									
Marche	Tammy	Р									
Martin	Stephanie	Р									
Meda	Venkatesh	Р									
Mousseau	Darrell	Р									
Muir	Gillian	Р									
Murphy	JoAnn	Р									
Neufeld	Matthew	Р									
Oates	Alison	Р									
Paslawski	Teresa	A									
Peacock	Shelley	P	Ì	1				İ		1	
Perrault-student	Levi	A									
Phillipson	Martin	P									
Pocha	Sheila	P									
Poettcker	Grant	A									
Pomazon	Alisha	P									
Rayan	Steven	P									
Richter	Solina	P									
Rohs-student rep	Jesse	A									
Ross-student rep	Cassidy	A									
Sarjeant-Jenkins	Rachel	P									
Shevchuk	Yvonne	P									
Singh	Jaswant	P									
Smith	Preston	P									
Smyth	Stuart	P									
Somerville	Kara	P									
Sorensen	Charlene	P	n/a	n/a	n/a	n/a			n/a	n/a	n/a
Spurr	Shelley	P	11/d	n/a	II/d	II/d		n/a	n/a	II/d	II/d
Squires	Vicki	_									
Steele	Tom	P P									
Stoicheff	1										
	Peter	P									
Stuart	Glenn	P									
Szmigielski	Jacek	Р									
Vassileva	Julita	Р									
Waldner	Cheryl	Р									
Walker	Keith	Р									
Willenborg	Christian	Р									
Willoughby	Keith	Р									
Woods	Phil	Р		 						 	
Wotherspoon	Terry	Р									
Wu	FangXiang	Р									
Xiao	Jing	Р	ļ	ļ				ļ		ļ	
Yao	Yansun	Р		ļ						ļ	
Yu-student rep	Angela	А									
Zhang	Lifeng	Р									

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.											
Last Name	First Name	Sep 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
Akintola-GSA VP 2021-22	Olusola	P							-		
Fowler	Greg	Р									
Iftikhar-USSU VP 2021-22	Tauqeer	Р									
Isinger	Russell	Р									
Jaisee-USSU President 2021- 22	Tasnim	Р									
Jamie	Angela	А									
Kaminski-Senate rep	Nicholas	Р									
Pozega Osburn	Debra	R									
Singh	Baljit	А									
Still	Carl	Р									
Thronberg-Senate rep	John	Р									
Willness	Chelsea	Р									
Wilson	Jay	Р									
Zahan-GSA Pres 2021-22	Rifat	Р									



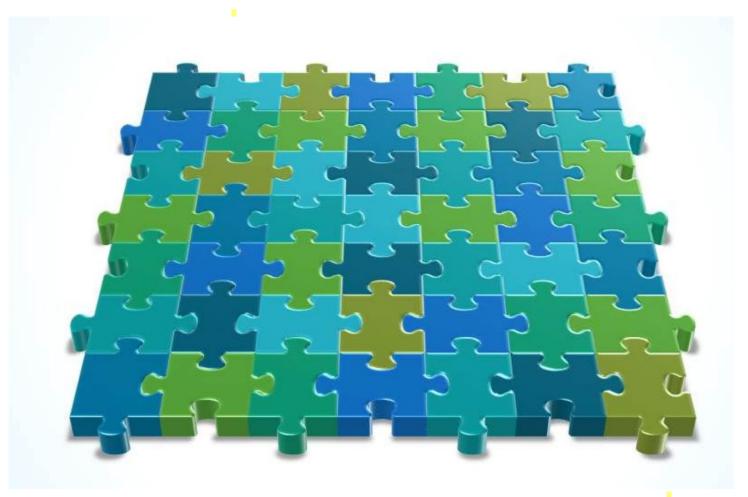
APPENDIX B

University Council Financial update and strategic priorities

September 16, 2021

Budget Townhalls: Oct/Nov 2021





"Academic values lead our decision-making. Budget realities inform our decision-making"



Highlights of Discussion

- Academic values lead our decision-making
- Financial Update
 - Year-end (Q4) Update
 - USask 2021-22 Budget
 - Measures of Financial Health
 - Financial Sustainability
- University 2025 Plan strategic priorities



Comprehensive Year-End (Q4) Results

to April 30, 2021

	Genera	al Fund		Restricted Funds						
	Operating	Ancillary	SFA**	Research	Capital	Endowments	TOTAL			
\$ BUDGET	\$(36.7)M	\$(5.4)M	\$1.8M	\$3.9M	\$(4.1)M	\$(4.9)M	\$(45.4)M			
	\$42.0M	\$(7.2)M	1 0.5M	\$59.5M	\$(16.3)M	1 \$51.9M	1 \$140.4M			
○ Ø ○ ○ VARIANCE	\$78.7M	\$(1.8)M	\$8.7M	\$55.6M	\$(12.2)M	\$56.8M	\$185.8M			
FUND BALANCE APRIL 30, 2021	\$121.9M*	\$(26.4)M	\$68.7M	\$431.2M	\$1,435.6M***	\$459.4M	\$2,490.4M			

* Operating fund balance includes \$44.3M invested in collections

**SFA = Student Financial Aid

***Capital fund balance includes \$1,389.5M invested in capital assets



Budget 2021-2022



Comprehensive Budget May 1, 2021 – April 30, 2022

	Genera	l Fund					
	Operating	Ancillary	SFA*	Research	Capital	Endowments	TOTAL
(\$+) REVENUE	\$707.8M	\$54.1M	\$16.5M	\$218.3M	\$30.4M	\$17.3M	\$1044.4M
S_ EXPENSES**	\$694.0M	\$51.1M	\$14.7M	\$226.0M	\$52.3M	(\$1.9)M	\$1036.2M
S± NET	\$13.8M	\$3.0M	\$1.8M	(\$7.7)M	(\$21.9)M	\$19.2M	\$8.2M

*SFA = Student Financial Aid

** = Expenses include interfund transfers

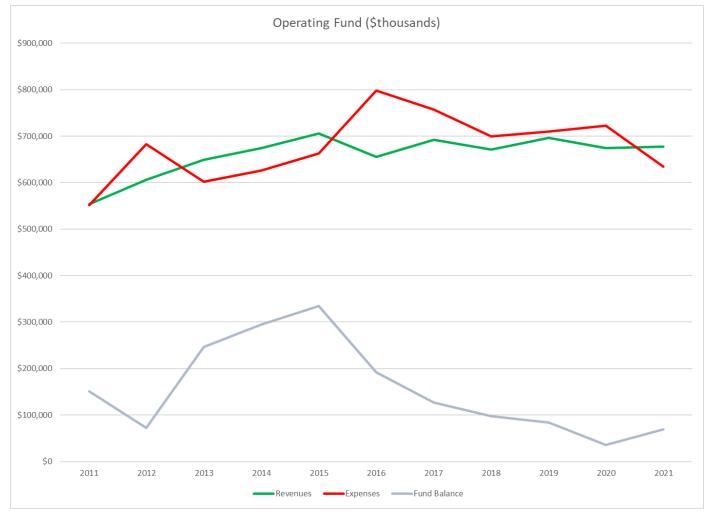


Measures of Financial Health As of April 30, 2021

	Internal Financi	al Management	External Reve	Capitalization	
Key Questions to be Answered	What is the University's ability to absorb losses?			What is the level of government support?	Do we have sufficient cash flow to meet our debt service obligations?
Primary Measure	General fund reserve balance and trend	Accumulated restricted fund balance and trend	Investment return % and trend	Provincial operating grant level and trend	Debt service coverage ratio
Trigger Ranges	≥ 1.5-6% of expenditures	Growth of >10% for more than 2 years	Current spending allocation	Base + % increase in SK CPI	>1.25 x
Q4 2021	(1.8)% ↓	4.4% ↑	11.2% ↑	\$317.4M ↑	1.45x ↑
Related Measures (under development)	 Internally restricted and unrestricted fund balances and trend Sources of operating revenue and trend Tuition revenues and trend 	 Restricted fund balance by type (research, capital, student financial aid) Research revenues and trend Deferred maintenance value 	 Endowment and non- endowment fund balance Actual return on pension plan assets Return on assets Return on land assets 	 Operating grant as % of total revenue Special or one-time funding allocations 	 Interest coverage ratio Unfunded interest affordability Expendable resources to net debt Operating cash balances

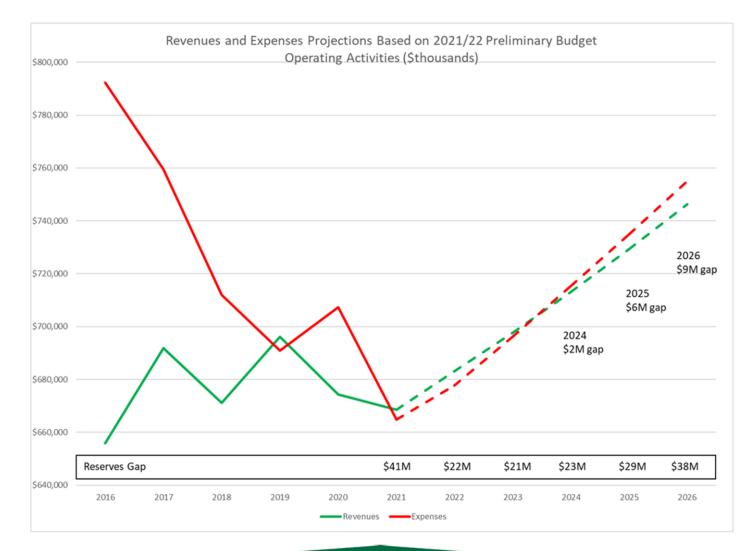


Operating Fund Trends





Looking Forward: Financial Scenarios





Financial Update Summary

- Our budget is balanced for this fiscal year but there are weaknesses. Challenges continue to exist in college and unit budgets, both in our year-end results and multi-year forecasts
- Cumulative year-end deficits in the general fund (operating + ancillary) for the previous 5 of 6 years are a factor in our overall financial situation
- The financial sustainability strategy which includes the Senior Leadership Forum strategic priority work - is our plan for addressing this challenge through short, medium and long-term strategic priorities

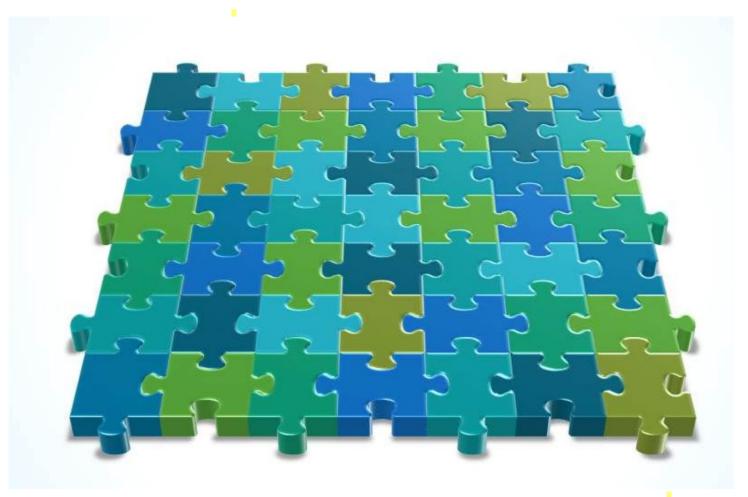


Financial Sustainability Strategy

Recovery through short, medium and long-term strategies in areas of...

- University 2025 plan aspirations
- Financial management
- Organizational effectiveness & structure alignment
- Funding model effectiveness / continuous improvement
- Government relations
- Revenue generation and maximization
- Governance effectiveness





"Academic values lead our decision-making. Budget realties inform our decision-making."

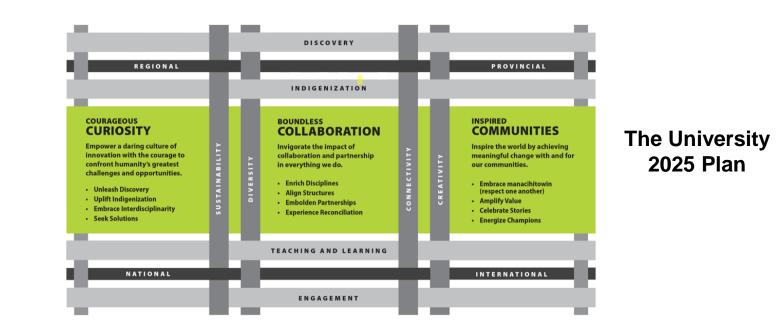


The University of Saskatchewan Act, 1995

Primary role of university

4 (1) The primary role of the university is to provide post-secondary instruction and research in the humanities, sciences, social sciences and other areas of human intellectual, cultural, social and physical development.

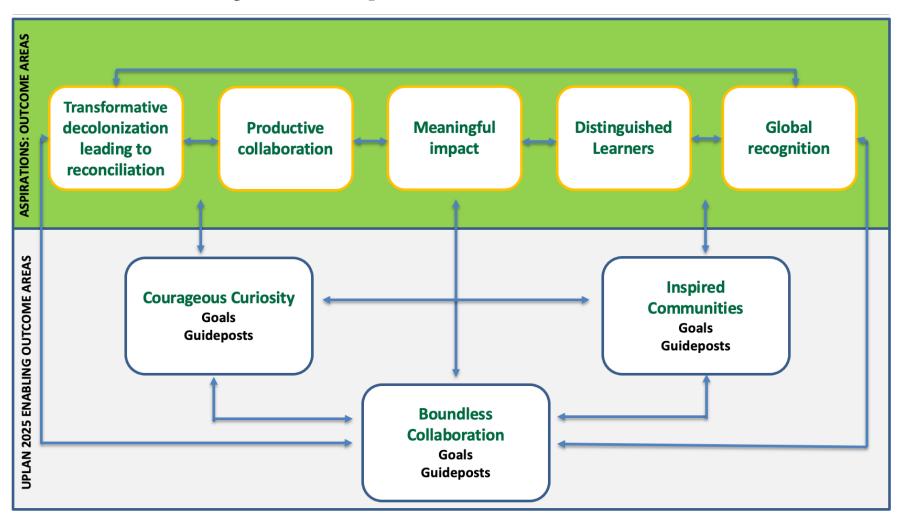
Our Vision: We will contribute to a sustainable future by **being among the best** in the world in areas of special and emerging strengths that address the needs and aspirations of our region and the world ...



Tracking our progress towards five aspirations



University 2025 plan: Measures of Health





University 2025 plan: Measures of Health

Transformative decolonization leading to reconciliation	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
Productive collaboration	A university in which research and innovation are inspired by and accountable to community partners.
Meaningful impact	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
Distinguished Learners	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
Global recognition	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.



- The **University 2025 plan** is our plan for our journey together from 2018.
- Our plan comes from our **strengths** and is a journey of **bold ambition**.
- We can't get there in 2025 operating the way we are currently.
- There is no better time to address barriers than when we're in a position of strength.
- We have **solid government funding**.
- There are going to be changes to services, programs, and employment.
- We won't be at this stage forever. We will have the opportunity for growth, and success, from a smaller base.
- We have the University 2025 plan. We are the team we've been waiting for. Together, we can do this.

University 2025 plan strategic priorities



Create academic themes



Refresh through reorganizing



Identify what things we will stop doing



Ensure labor force sustainability



Refine academic programs







Project planning

- Concept stage *
- Design stage
- Plan/initiate
- Implementation
- Monitor, closeout of project

Forthcoming:

- Oct-Nov 2021: Budget Townhalls
- Strategic priorities planning & advisory meetings
- Discussions/ briefings/ papers: College & School Councils, University Council Committees, University Council, Board of Governors, Senate
- Online information, including Q and A





- We have the University 2025 plan.
- Together we are taking action to address immediate financial pressures at USask, and that the changes we make will advance our academic and research priorities and aspirations, within our means.
- Academic values lead our decision making. Budget realities inform our decision making.
- We will have the **opportunity for growth, and success**, from a smaller base.
- We are the team we've been waiting for. Together, we can do this.



University Council Financial update and strategic priorities

Advancing our university's academic and research priorities and aspirations, within our means.

thank you. merci. mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

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PRESIDENT'S REPORT TO COUNCIL October 2021

After more than 18 months and now a fourth wave, the COVID-19 pandemic continues to challenge us all. It has disrupted our daily routines, affected our sense of familiarity and comfort, and most importantly, it has presented many health and safety challenges. To protect the health and safety of our campuses, our USask community has met every challenge with resourcefulness and resilience. The low case and transmission rates on our campus to date confirm that the steps we have taken have truly helped 'Protect the Pack'.

As the Delta variant rapidly spread over the summer, we knew that further measures around vaccination requirements and proof of vaccination would be necessary for a successful and safe fall term—and once again our campus community approached this challenge with the unwavering commitment I have come to expect.

The numbers speak for themselves: over 25,000 students, faculty and staff have submitted their vaccine status. Of those who have done so, **97 per cent** of staff and faculty, and **92 per cent** of students are fully vaccinated. <u>These numbers</u> far exceed those of the general population in this province and across the country. We will continue to work to get these numbers higher, as full participation is vital to continue offering in-person activities.

Three per cent of those who have responded are either not vaccinated or have chosen not to disclose. Those individuals are now required to submit <u>two negative rapid test results</u> each week and complete a daily symptom record to participate in on-campus activities.

The paramount need for safety has led us to introduce consequences of non-compliance for individuals who have yet to declare vaccination status, including loss of access to course tools, unpaid leave and no longer being permitted on campus. All information submitted through our secure system will be protected in accordance with the university's Freedom of Information and Protection of Privacy Policies, and Saskatchewan's *The Local Authority Freedom of Information and Protection of Privacy Act*.

Implementing the guidelines, systems and processes around vaccination and proof of vaccination is a complex and comprehensive undertaking. I am confident in our response as we work through the fall term.

We acknowledge that even with these outstanding numbers, COVID-19 will continue to have a presence on our campuses and in our communities. As an additional health and safety measure, and to help everyone in our campus community be fully informed, we have begun providing additional updates on positive cases reported by our community members on and off campus, including when and where the confirmed COVID-19 cases have been reported. This information can be found on the **Daily Case Count page**

We continue to adapt our measures in response to current realities and trends. In addition to our mask policy for all indoor spaces, we are now requiring masks be worn at any outdoor on-campus gathering of more than 20 people, including Huskies games. And please remember that given Saskatchewan is experiencing a significant rise in positive cases, please stay home if you are feeling unwell and get tested for COVID-19.

Every wave of this pandemic brings anxiety, stress and fear. Be assured that there are resources to support you. There is a broad range of services for students at the <u>Student Wellness Centre</u>, while staff and faculty can access confidential counseling through the <u>Employee and Family Assistance</u> <u>Program</u>.

As fall term progresses and the number of COVID-19 cases in our province evolves, we will continue to monitor the status of COVID-19 and its effects on USask, and to respond accordingly by updating processes and activities. Additionally, USask will be flexible in operations to ensure we are aligned with the government safety measures recently announced. As guidelines are updated, details will be included in the weekly COVID Update e-newsletters.

For the most up-to-date information please visit <u>covid19.usask.ca</u>. If you have any questions, please email <u>covid19@usask.ca</u>.

Reporting on the Post-Pandemic Shift Project

Dr. Debra Pozega Osburn, Vice President University Relations, will present the Post-Pandemic Shift project report at this month's Council meeting. Council members will recall that the purpose of the project was not to create a plan or direct outcomes for the institution; rather, the project was designed to reflect on what we heard from our internal and external communities, and to create a framework to guide decisions in a post-pandemic reality. The framework that will be presented was developed from the voices of our stakeholders and will provide us with a lens through which to view the decisions we will need to make to be the university they need in our post-pandemic world.

The project was led by Dr. Pozega Osburn and supported by Julian Demkiw, Senior Strategist, Office of the President. Guiding the internal engagement was a commission of campus stakeholders led by Commission Co-Chairs Candace Wasacase-Lafferty and Dr. Vince Bruni-Bossio. Commission members included Dr. Angela Bedard-Haughn, Sarah Buhler, Dr. Pam Downe, Marcy Hildebrand, Don Leidl, Kiefer Roberts, Dr. Vicki Squires, Dr. Nancy Turner, and Candice Weingartner.

These commissioners, made up of students, faculty, staff, and senior leaders, volunteered their time to design engagement processes, lead workshops, and provide feedback on what we collectively heard. I thank them for their time, energy and, most importantly, their wisdom in helping bring the many voices together.

USask marks the first National Day for Truth and Reconciliation

USask events organized throughout the week of September 30th gave the USask community the opportunity to acknowledge and reflect on the tragic legacy and history of the residential school system, reminding us of our responsibility to be national leaders in transformative decolonization leading to reconciliation.

We pay tribute to the survivors, their families and their communities by being responsive to the TRC's Calls to Action. That is a commitment woven throughout our University Plan 2025 and embedded in our new **Indigenous Strategy** — ohpahotân | oohpaahotaan ("Let's Fly Up Together") — which was generously gifted to the university by Indigenous leaders, Elders, and Traditional Knowledge Keepers and Teachers, as well as Indigenous students, staff and faculty.

Establishing a new federal statutory day to recognize the tragic legacy of residential schools was one of the 94 Calls to Action of the Truth and Reconciliation Commission of Canada. All faculty, students, staff and alumni, and all members of our extended campus community, were encouraged to take this day to learn and to listen, to remember the victims and the survivors, and to reflect on the trauma caused by residential schools and how we can move forward to heal together.

I want to thank the team led by the Provost's office that organized the many events on campus to commemorate this important day. This first National Day for Truth and Reconciliation is another step forward on the path to being the best place we can be for Indigenous students, staff, and faculty, and their families and communities. It is also part of our critical ongoing effort to make USask a more diverse, equitable and inclusive campus community for all. We are committed to doing all that we can to remove barriers, and to dismantle structural forms of discrimination on our campuses.

Three USask researchers become fellows in the Canadian Academy of Health Sciences

Three University of Saskatchewan (USask) leaders and researchers have been inducted as fellows into the Canadian Academy of Health Sciences (CAHS): Dr. Volker Gerdts (DVM, PhD), Dr. Walter Siqueira (DDS, PhD) and Dr. Cheryl Waldner (DVM, PhD).

The Canadian Academy of Health Sciences (CAHS) is one of three national academies that comprise the Council of Canadian Academies, the highest honour granted to scholars in Canada. (The other two CCA academies are the Royal Society of Canada and the Canadian Academy of Engineering.) Fellows of the Academy are elected based on their demonstrated leadership, creativity, distinctive competencies and commitment to advancing academic health sciences.

A total of 73 new fellows were inducted to the CAHS on Sept. 13.

USask researcher named a fellow of the Royal Society of Canada

University of Saskatchewan (USask) researcher <u>Dr. Malcolm King</u> (PhD) has been named a fellow in one of Canada's oldest and most prestigious national institutions. King, a member of the Mississaugas of the

Credit First Nation, professor of community health and epidemiology, and scientific director of the Saskatchewan Centre for Patient-Oriented Research at USask, was named a fellow of the Royal Society of Canada (RSC) on Sept. 7—one of 89 new fellows elected by their peers for their outstanding scholarly, scientific and artistic achievement.

Dr. King is one of Canada's prominent leaders in the promotion of the health and well-being of Indigenous Peoples, and internationally has been key to efforts to improve health and health research for Indigenous communities.

His high-impact publications on Indigenous health have served as major benchmarks for understanding health equity and have been cited thousands of times. Dr. King's role on the Canadian Institutes for Health Research's inaugural governing council and as scientific director of CIHR's Institute of Indigenous Peoples' Health have helped to set the agenda for health research engaging Indigenous Peoples.

Dr. King was trained as a polymer chemist and has contributed substantially to the study of respiratory medicine, including cystic fibrosis, chronic obstructive lung disease, and most recently, the aerosol spread of COVID-19. He currently co-leads the Indigenous Wellness Research Group *pewaseskwan* (Cree for "the sky is clearing") with Dr. Alexandra King (MD).

USask celebrates Nunavut Law Program

Graduates, their families, and others who contributed to the USask Nunavut Law program recently gathered for the official graduation ceremony in Iqaluit. Delivered in partnership with the College of Law, Nunavut Arctic College (NAC) and the Government of Nunavut, the program aimed to increase the number of practicing lawyers in Nunavut. After one year of pre-law instruction, three years of law lectures from more than 25 instructors, trips to various conferences, and participation in moot competitions across Canada, the program concluded with 21 students earning their Juris Doctor (JD) degrees.

USask hosts inaugural Equity, Diversity and Inclusion (EDI) event

USask is committed to establishing and nurturing an equitable, diverse and inclusive USask community. From the development of USask's **Equity, Diversity and Inclusion (EDI) policy** to the forthcoming companion EDI Strategy and Action Plan, this event is intended to recognize and celebrate initiatives that support and advance equity, diversity and inclusion at USask. Please join us on Tuesday, October 19 for this inaugural EDI event: *From Policy to Implementation*.

The online event will feature **Dr. Malinda Smith**, vice-provost (Equity, Diversity and Inclusion) from the University of Calgary, as this year's virtual keynote speaker. The day will also include USask EDI scholars' perspectives, and those of students, and an update on the EDI Strategy and Action Plan.

RSVP your attendance to the event through the following Eventbrite link: <u>https://usask-edi-event-2021.eventbrite.ca</u>

Provost's report to University Council October, 2021

Hello Council Chair, members, and visitors. Bonjour. à tous. tānsi. hau koda. ëdłanet'e? hau kola. taanishi. hau kona. anin [English. French. Cree. Dakota. Dene.Lakota. Michif. Nakota. Saulteaux]

GENERAL REMARKS

I hope that the first term is going as well as possible in these dynamic, challenging times. I would like to share some updates and news with you around what we're currently working on in the Provost's Office.

Over these last 20 months, and through this fall term, everyone at USask has put an immense amount of effort, much of it innovative and creative, to keep USask moving forward across all aspects of the organization - from teaching and learning, to research, scholarship and creative works, and community engagement, along with student support and all operations. I remain so impressed by how everyone across the university has contributed so significantly to our safety and well-being while continuing to advance so many important initiatives forward for the benefit of our students, faculty, staff, and communities. We all are aware too that these accomplishments have happened at the same time as we have all experienced challenges affecting our personal and professional lives. Thank you, everyone, for the care for one another and our university community.

Our main focus continues to be keeping our campus safe while supporting academic initiatives. Thank you so much to the Pandemic Response Team for the leadership the members have provided for us all in ensuring solid, science-informed actions for our shared safety. Thank you to all members of our university community for your own actions to ensure a safe campus. This month I would like to give a special acknowledgement to our facilities team members.

National Truth and Reconciliation Day

This past September, Canada marked the first National Day for Truth and Reconciliation. USask acknowledged this important day by supporting a day of reflection and learning for our campus community to recognize and commemorate the legacy of residential schools and the resilience of survivors. By closing regular operations on Thursday, September 30 to allow staff, faculty, and students time for learning, reflection and awareness. Observing this day is part of our commitment to reconciliation. I would like to acknowledge the resilience of the residential school survivors in the university community and the emotionally demanding and difficult work made possible through these respected leaders and all those directly affected by the colonial legacy of residential schools and other policies imposed by the Canadian government on Indigenous Peoples.

Members across our university prepared a series of events that aimed to provide opportunities for learning during the entire week from September 27th through September 30th ,raising awareness and supporting reflection and education. The week began with remarks from our President and the illumination of our Saskatoon campus in orange light. The recording is available for viewing <u>here</u>.

Equity, Diversity, and Inclusion

Thank you, President Peter Stoicheff and the organizing committee for USask's inaugural Equity, Diversity and Inclusion (EDI) event featuring Dr. Malinda Smith, vice-provost (Equity, Diversity and Inclusion) from the University of Calgary (October 19). To be the university the world needs, we embrace equity, diversity and inclusion in our teaching, research, scholarship and creative works, and community engagement.

Planning and budget

This section provides general comments and information about planning and budget town halls and tuition.

Over the last year and more, members of my portfolio, along with those in the VP Finance & Resources' team, have considered, analyzed, and planned for how COVID-19 might potentially impact university operations, as well as how the university could mitigate some of these impacts. At this point, we can cautiously say that USask has weathered the initial impact of COVID-19 through the fiscal year 2020/21 more positively than originally anticipated. While we have a reserves deficit that needs to be resolved, we are in stronger financial position than we had contemplated at the outset of the pandemic. Even so, our resources are still constrained.

I am looking forward to working with the Deans, committee members, and my fellow Executive members on the upcoming 2022/23 budget cycle, so that our university is best-positioned to advance our academic and research priorities and ambitions within our means. Thank you in advance to Council and its committees for forthcoming discussions on planning and budget reports that will be provided to these meetings. The stability of our finances is critical for the university to sustain operations and drive innovation, necessary to fulfil the aspirations in our University 2025 plan, as well as to see how we can mobilize available resources to invest further in the academic mission of the university.

Planning and budget townhalls

As part of our commitment to regular briefings to the university, Vice President Finance and Resources Greg Fowler and I would like to invite you to attend town halls that will provide information on strategic planning and budget. We plan to have these briefings each year in fall term (as we identify strategic priorities and head into annual planning for budget) and spring/summer term (following planning and budget approval).

Our first fall town hall will be on October 25, followed by a second on November 5.

After a short presentation from myself and Greg, we will invite the audience to engage in a discussion about planning and budget. This will serve to augment the feedback already received from the Planning and Priorities Committee (PPC) and Council from the regular reports that we make on strategic priorities and financial updates. In addition, we regularly report to the Deans' Council, Senior Leadership Forum, and the Board of Governors.

Thank you to the PPC and Council Chairs, and members for the support to widen this information sharing and for Greg and me to initiate regular townhalls for the university community. We appreciate this support.

Please join us online on October 25 at this link <u>here</u>. We will run two sessions on October. 25, 2021, so you can choose the time that better suits you:

• Session One: 9 am – 9:55 am. Session 2: 10 am – 10:55 am.

If you can't make it to the event, it will also be recorded and available online.

Questions are welcome. We will also seek feedback after the town hall, which will help shape the format and agenda for the November 5 gathering.

To support university-wide information sharing, these regular town hall meetings will be live-streamed. Notes will be taken and shared with the PPC, Council, GSA and USSU Executives, and every college and school. We look forward to hearing from you at the town hall and in the months ahead.

Tuition

The Provost's Tuition Advisory Group meets regularly to develop recommendations regarding tuition consultation and tuition setting. Thank you to the Executives of the USSU and GSA for participation in the working group on Tuition consultation that met over spring and summer terms. I have approved all recommendations from the working group and thank all members for providing clear guidance on how to strengthen tuition consultations consistent with our related <u>policy</u>.

As chair of the TAG, Deputy Provost Patti McDougall, will this month launch one of these recommendations: the online tuition consultation survey for students. This information will help inform tuition planning and communications.

If you have questions about any of the initiatives coming out of the Office of the Provost and Vice-President, Academic, you can reach me at <u>airini@usask.ca</u>

COLLEGE AND SCHOOL UPDATES

Edwards School of Business

The Edwards School of Business is excited to announce the creation of a CPA Saskatchewan Indigenous Achievement Advisor in Residence. The new advising role aims to support students, focusing on selfdeclared Indigenous students and will play a critical role in driving academic success, recruitment, retention, graduate rates, employment, and overall quality of the student experience for Indigenous students and the entire Edwards community.

CPHR Saskatchewan also announced that it had accredited seven Edwards Executive Education programs for continuing professional development (CPD) hours. CPD eligibility signals to employers and the marketplace that the Edwards School of Business is closely tied to professional practice.

College of Education

On September 1, the College of Education <u>opened applications</u> for two new programs offered through the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning. The Master of the Scholarship of Teaching and Learning (MSoTL) and the Certificate in the Scholarship of Teaching and Learning are the first of their kind offered by a post-secondary institute in Canada. Both programs provide the opportunity to understand the importance of and differences in disciplinary teaching and learning contexts and learn how to apply research methods appropriate in educational settings, focusing on the student's context. On September 17, the College of Education was <u>pleased to announce a \$1-</u> <u>million donation by alumni Jane and Ron Graham</u> to further support and enhance the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning.

I am also happy to confirm one-time funding to support the Scholarship of Teaching and Learning renovation within the College of Education. These funds will go towards the development of the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning. The funding will be used for hiring a project consultant, and construction will be funded through the Strategic Initiative Fund.

College of Nursing

The College of Nursing wishes to highlight the work of our 3rd and 4th year Bachelor of Science in Nursing (BSN) students. Approximately 650 BSN students undertake about 900 hours of clinical education in their 3rd and 4th year of study. These students are each providing front-line, hands-on nursing care while they learn. This year a portion of their time will be spent providing care to COVID-19 positive patients at locations across Saskatchewan. Collectively in a year, this group of students will

BE WHAT THE WORLD NEEDS

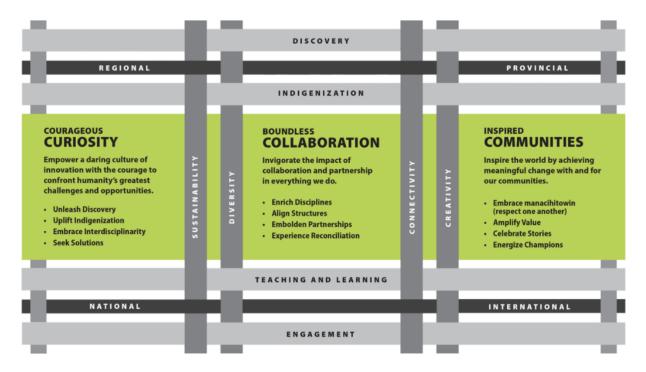
provide ~300,000 hours of clinical care in our province at a time when the pandemic is depleting our healthcare resources and exhausting healthcare workers.

The Saskatoon Open Door Society has also called upon our students to assist in the refugee settlement effort for a group of incoming Afghan refugees. Planning is underway for senior nursing students, under the supervision of a faculty member and as part of a community clinical placement, to assist in completing the rapid antigen testing / COVID-19 screening required as part of the resettlement plan for the refugees.

College of Arts and Science

The College of Arts and Science, Galleries, and Indigenous Student Achievement Pathways celebrated the final installment of the 13th slate step on September 21, 2021, for the collaborative art project: anohc kipasikônaw/we rise/niipawi. This art project was publicly launched during Indigenous Achievement Week in 2020 and was conceived to celebrate Indigenous knowledge systems. Thirteen slate stair treads were reclaimed from a staircase in the Thorvaldson Building and were carved with Cree syllabics, representing the 13 moons in the lunar cycle. The 13th moon with the Cree syllabics for nôcihitowipîsim rutting moon was installed on September 21, representing the completion of this project. All 13 slate steps can be currently viewed in the Gordon Snelgrove Gallery foyer.

The StarPhoenix covered the installation of the final step in the *anohc kipasikônaw/we rise/niipawi* collaborative art project. Here is the link to the article: <u>Collaborative art project at U of S</u> <u>gallery reaches final phase | The Star Phoenix</u>



UNIVERSITY 2025 PLAN ASPIRATIONS

The following events and initiatives, of the many across our university, featured during the past recent months. News items from our Colleges and Schools, related to each of our University 2025 Aspirations, is included.

Transformative decolonization leading to reconciliation

With a history dating back more than a century through five generations of Métis farmers, Megan Wasden <u>has a deep appreciation and connection to the land.</u> Her graduate studies have been supported by two major scholarships at USask: the Indigenous Graduate Leadership Award (\$16,000 plus two years of tuition) and the Keith Gilmore Foundation Prize for Beef Cattle Innovation (\$10,000) for advanced studies leading to a career in the beef industry.

Distinguished Learners

<u>Two exceptional students</u> beginning STEM studies at the USask this year have received a financial boost to help them realize their educational and entrepreneurial dreams. Cole Willmann and Eva Sosnina have been named the University of Saskatchewan (USask) 2021 recipients of the prestigious Schulich Leader Scholarship, the largest science, technology, engineering, or mathematics (STEM) scholarship in Canada. Through The Schulich Foundation, these entrance scholarships are awarded to 100 graduating high school graduates enrolled in a STEM undergraduate program at one of 20 partner universities in Canada.

<u>USask's revamped biomedical sciences program</u> is also proving popular with students. The revamped biomedical sciences (BMSC) degree program at USask is attracting significant attention from prospective students from around the world.

Meaningful impact

The University of Saskatchewan's <u>most generous alumni</u>, Ron and Jane Graham, are supporting Huskie Athletics, the Vaccine and Infectious Disease Organization (VIDO), the College of Education, and the College of Engineering with a multimillion-dollar donation. The Grahams' donation includes contributions of \$3 million to Huskie Athletics, \$1 million to VIDO, \$1 million to the College of Education and \$900,000 to the College of Engineering.

SEARCHES, APPOINTMENTS, AND REVIEWS

Appointments

Thank you sincerely to all committee members serving on appointments committees and to the administration and support staff who support these committees. Thank you for taking up these vitally important roles as university citizens for those appointed to service leadership roles. And, for those individuals new to USask: a very warm welcome.

College and School Executive members:

- Emily Snyder, has been seconded from her position as a member of the Department of Indigenous Studies to be acting vice-dean Indigenous, College of Arts and Science. This temporary arrangement is effective September 1, 2021 for up to one year, while we await the completion of the Vice Provost indigenous Engagement search. This follows **Angela Jaime**'s secondment to be Interim Vice Provost Indigenous Engagement.
- Haissam Haddad has been appointed department head, College of Medicine, (Medicine), for a five-year term effective October 1, 2021.

Reviews

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

Reviews:

- Dean Keith Willoughby, Edwards School of Business

- Dean Suzanne Kresta, College of Engineering

Searches:

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

The University Library:

In welcoming back <u>Dean, Melissa Just</u>, we would like express our thanks to outgoing acting dean, Charlene Sorensen, for her leadership over the last 18 months, April 9, 2020 – September 30, 2021.

.....

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy



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October 2021

It has once again been an active and constructive month at the USSU. Back-to-School season has been full of business and excitement for many students. We have already created several campaign weeks to engage students in our advocacy efforts.

Welcome Week

Our Welcome Week events took place during September 2nd-3rd in the Bowl, with a large of students dropping by. A huge thank you to Sasktel, our main sponsor for this event. We had live DJs playing music all day on the stage, complete with fog machines and dazzling lights that caught the attention of folks all the way to the other end of the Bowl. We also had additional performances from Association Jeunesse Fransaskoise. The bowl was full of initiatives from bubble machines to free cotton candy. In the middle of the Bowl, we set up a huge tent where we had our USSU table, and other USask departments came to promote their resources, including Huskie Athletics, USask Rec etc. At our table, our execs and coordinators gave away free USSU water bottles, USSU lanyards, and Survival Calendars to all students who came to visit.

We also featured two giveaways: a social media contest in which students could enter to win a Louis' gift card by uploading a photo of themselves with our USSU Welcome Week Frame on their Instagram accounts and a draw for a Samsung Galaxy S20 5G phone. Other booths from different companies and organizations were around our tent with various interactive activities set up. We made sure to communicate with the Saskatchewan Health Authority in providing pop-up vaccine clinics in front of Marquis Hall. To top it off, we had a car-less drive-in, and the movie we played was *Mean Girls*. Students who attended the movie received free blankets (from Sasktel), and it was indeed very <u>fetch</u>. We were thrilled to see such a large number of students attend these events. The joy of returning to campus was all around the Bowl.

Campus Groups Week

We held Campus Groups Week from September 7th to the 10th. Many groups set up tables with goods, merch, and information throughout the week in the Arts Tunnel. Music was playing, and people were conversing, filming and photographing in groups, and more. Involved were more than 20 ratified groups. Any student who came by and connected with campus groups were given a draw ticket for a chance to win Louis' gift cards. We also had contests running online to promote and spread the news about the week among students.

We hosted a Campus Groups Hangout event for the week's closing event, when we invited all executives from our ratified campus groups to Louis'. During the "Get to Know You" bingo and ratification trivia, everyone in attendance enjoyed complementary snacks and a chance to win gift cards, with the goal of raising student knowledge of USSUHub, ratification perks, grants,



and insurance. We received great feedback from students who want to do more events like this in the future.

Equity, Diversity and Inclusion Week

From September 13th to 17th, we had our first-ever Equity, Diversity, and Inclusion Week. Students were able to pick up brochures and information at a kiosk set up in North Concourse. Students were also given the following questions through an interactive activity at the booth: What is Equity, Diversity, Inclusion, and Accessibility? Students were then given the opportunity to write answers to the questions on post-its and hang it up on our display.

There were also numerous accessibility challenges to raise awareness about people with disabilities' lived experiences. We brought in wheelchairs, a disability simulator and a bias test for students to try out. At Louis', there was also a Talent Show where students could showcase their skills and talk about their experiences.

Additionally, our executives planned an accessibility tour and invited Dr. Airini, Provost and Vice President of Academics, and Troy Linsley, Director of Facilities. During the tour, they were required to use wheelchairs for mobility. We visited a vast area on campus surrounding the bowl, both inside and outside of buildings, addressing various accessibility concerns and needs. One of the most important points we brought up during this was the need for an accessibility assessment at USask, with a full review of physical barriers to mobility on campus. The Bus Rapid Transit system was another major topic addressed throughout the tour. We had a lengthy conversation regarding the Bus Rapid Transit system, ensuring that changes would not impede students' ability to utilise buses, as well as ensuring that we were supporting a greener campus so a high number of students continued to use public transportation.

Elections

It was essential for us to make sure USask students recognized the importance of student representation at the polls. During the Federal election period, we kept encouraging eligible students to go out and vote. We provided information to students on the election process through our social media and on-campus promotions and continued to provide information regarding voting through our active UVOTE campaign. On election night, we also had a socially distanced election watch party at Louis'.

We noticed the considerable barriers in this election for students due to the lack of the Vote on Campus initiative. We will continue to communicate and urge Elections Canada to bring this essential service back for future elections.

University Students' Council

The University Students' Council (USC) has had a packed schedule. This month, we had the opportunity to introduce ourselves and become acquainted with all of our amazing councillors.



We've been inviting councillors to contribute ideas and inquiries from their constituencies each week to provide resources and information to them. Our USC chair started a new approach to give MSCs gender equity speaking privileges so that all members may participate in balanced discussions. We also created a new segment on social media called USC Spotlights to highlight the various student members on our council and let students get to know them.

This year, we're also trying to make all USC Committees active. Students' opinions matter and these committees provide students with a more substantial say in the work of the USSU leadership. The Anti-Racism and Anti-Oppression Committee, the Student and City of Saskatoon Connection Committee, and the First-Year Students' Committee are among the three ad-hoc committees struck this year, to go along with our ten official committees. Our councillors have been nominated to the committees.

Students-at-Large (SAL) have seats on USC committees. With 290 applications, we set a new record for the number of students who applied for SAL positions on our committees. We were delighted to see so many enthusiastic and engaged students apply to be a part of our initiatives. All applications were reviewed by the USC Appointments Committee, which met to nominate SALs to their respective committees. We're also working with the Presidents of the Indigenous Students' Union and the International Students' Association to form the Indigenous Student Advisory Committee and the International Student Association Committee, respectively.

For guest speakers to council, we have had Dr. Patti McDougall and Wade Epp from the Pandemic Response Team, and Dr. Jay Willson speak to our members about establishing a safe campus for students returning to in-person classes during this ongoing pandemic and also to enhance student experience after a year and a half away from campus. Following that, Maxine Kinakin from Access and Equity Services talked to our council regarding methods of accommodated learning for students. Lastly, Tracy Spencer, Manager of Student Affairs and Outreach, came to present a variety of resources and services provided by their office available to survivors of sexual violence.

Association of Constituency Presidents

This month, the student presidents from each of our constituencies gathered to address a range of subjects related to the reopening of campus and preparations for this term. The first edition of Semester 1 USSU Town Halls was one of the main topics we discussed. Each President has been asked to arrange for us to attend their council meetings in order to get to know their constituents, acquaint themselves with USSU services, and provide an opportunity for our executives to get feedback from students. Another major topic for the Presidents was COVID-19 and student safety in general, ensuring that students felt secure upon returning to school.



National Day of Truth and Reconciliation

In the week of September 30th, we encouraged all students to actively engage with on and off campus initiatives in honour of the National Day for Truth and Reconciliation. We also encouraged students to use this time to reflect, listen, learn and educate themselves on Indigenous history, knowledge, and perspectives. Throughout the week, we collaborated on projects with the Aboriginal Students' Centre, Office of the Vice-Provost Indigenous Engagement, and others to promote awareness on campus.

For the Orange Ribbons initiative, we collected ribbons from SUNTEP and handed out the ribbons at our USSU Office in Place Riel. Also, USSU Centre volunteers set up tables in the Arts Tunnel to also hand out the orange ribbons and post cards with information regarding the Calls to Action by the Truth and Reconciliation Commission. We made sure our staff and volunteers informed students of the respectfulness and importance of the Week of Reflection.

Additionally, our Pride Centre created a Two-Spirit smudge in partnership with OutSaskatoon to create a welcoming environment for Two-Spirit students on campus. The centre also launched a Truth and Reconciliation Online Campaign.

Provincial Advocacy

We met with Minister Makowsky, Minister of Advanced Education, and Minister Hindley, Minister of Mental Health and Addictions. We spoke about many of the ways in which students are struggling with their mental health, particularly during the pandemic. There was a lot of discussion on the Healthy Campus program updates and how more students could benefit from its resources. We also discussed how critical it is for our provincial government to prioritize specialized resources for Indigenous and international students. We also talked about the need to develop strategies for instructors to be educated in supporting students with mental health resources.

Additionally, we met with the University of Regina Students' Union executives to discuss updates in our finalization of our provincial lobbying document. There was also communication with the Saskatchewan Polytechnic Students' Association regarding their potential involvements in joint advocacy efforts.

U-Pass

One of the most significant improvements we've made this year is moving the U-Pass system online. Students can use their phones to access their bus passes. Students no longer need to stand in long lines in front of our USSU office to obtain a sticker on their student ID at the start of the semester. There are additional alternatives for students who do not have access to a phone. We've also set up charging stations at Place Riel in case any students' phones run out of battery.



Open Education Resources Tenureship Proposal

Open Education Resources (OER) are critical to the future of making education more accessible. We want to explore proactive strategies to support OER usage on our campus from our Union. We're launching a new advocacy strategy to encourage the use of OER on campus by providing tenureship points. We spoke with Heather Ross (Educational Development Specialist) and met with the Director of Teaching and Learning at the University of British Columbia to learn more and engage in this initiative.

Our executives have also met with the Interim Vice-Provost of Teaching, Learning, and Student Experience to discuss the proposal further, and will meet with the chair of the University Review Committee (URC) and its members in the near future to propose some changes to the Standards for Promotion and Tenure.

Centres

September was a busy month for our centres as we transitioned back to working on campus and welcomed back students. The Help, Pride, and Women's Centres onboarded volunteers who completed training modules and continued readying the centres for student engagement. All of the spaces began doing peer support and providing safe spaces for students to gather in small groups and access resources.

The Women's Centre hosted **Sexual Violence Awareness Week** from September 20-24. The event featured informative sessions including Understanding Sexualized Violence with Morgan Price from Saskatoon Sexual Assault and Information Centre and Consent and Campus Culture with Natalya Mason from Saskatoon Sexual Health. Other events in the week included a letter-writing campaign, a TED Talk discussion group night, and an interactive Time's Up campaign on Instagram.

The Pride Centre Hosted **Queerapalooza** from September 27-30. The event is our on-campus pride week, and the centre hosted events that sought to educate and welcome students on our campus. Events included a Queer 101 education session, a Two Spirit Smudge and discussion group, Gaymer Night, and an online campaign focused on Truth and Reconciliation. The centre had hoped to host a Drag Show at Louis' but postponed the event due to increasing COVID numbers.

The Help Centre worked on plans for **Mental Health Awareness Week**, which will take place in the first week of October. The event will feature multiple speakers offering information on relevant topics throughout the week. The centre was also busy preparing students for exams, performing peer support, and providing resources to students in need.

The Food Centre continues to run the uFood emergency hamper program for students. Students can order non-perishable goods online from our website for pick up at our office.



Looking Ahead

Next month, our executives and coordinators will focus on Mental Health Awareness Week, Sustainability Week and Academic Awareness Week. We are seeking to create more conversations with the USask Administration on making our campus safer. We also hope to connect with more students to support and amplify their needs in this upcoming month.

With Respect,

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



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

Dear Members of Council,

The Graduate Students' Association is dedicated to serve the graduate students at the University of Saskatchewan by connecting them with the appropriate resources, providing guidance, and advocating for them.

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

1. Bursaries for Fall 2021

The Graduate Students' Association with support from the College of Graduate and Postdoctoral Studies provides need-based bursaries to eligible graduate students. The application for fall term need-based bursaries is open until October 22, 2021 for students to apply.

2. Celebrating National Day of Truth and Reconciliation

The Graduate Students' Association worked with the Wanuskewin Community to provide volunteers to facilitate the National Day of Truth and Reconciliation on September 30, 2021.

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

The Graduate Students' Association is celebrating Mental Health Awareness Week by promoting existing resources to support mental health for students. As part of this initiative the GSA is working closely with Studentcare to continue 'Empower Me', which was initiated in 2020 to provide students with mental health support. The GSA is also rallying with the USSU against sexual violence on October 7, 2021 at the UofS.

4. Promoting the Student-Supervisor Agreement

The Graduate Students' Association continues its effort to promote the student-supervisor agreement and encourage both new and continuing students to have a student-supervisor agreement in place at the beginning of their academic journey. The GSA is also collaborating with the College of Graduate and Postdoctoral Studies to organize events dedicated to the improvement of the student-supervisor relationship during the fall 2021 term.

We look forward to working with graduate students and the university community to support a harmonious journey during their academic endeavour.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Paul Jones, Chair, Nominations Committee of Council
DATE OF MEETING:	October 21, 2021
SUBJECT:	Senior Administrator Search & Review Committees
DECISION REQUESTED:	It is recommended that Council approve the nomination of Roy Dobson, College of Pharmacy & Nutrition to the Vice President University Relations Search Committee, effective immediately.

SUMMARY:

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

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

The following nomination is presented for decision:

 Vice President University Relations Search Committee – Roy Dobson, College of Pharmacy & Nutrition

The Nominations Committee is continuing its work to fill the other vacancies on Search and Review Committees. Another request for decision will be forthcoming to Council in November.

The following additional searches and reviews are open. Please consider putting your name forward to the Nominations Committee where you might be eligible.

- Dean, College of Arts & Science (Search)
 - One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University
 - An additional member of GAA who is not a member of the faculty of the College, and who holds a senior administrative position in the University;
- Vice-Provost, Teaching, Learning and Student Experience (Search)

- One member of Council, selected by Council and who holds a senior administrative position in the University
- Four members of the GAA selected by Council
- Dean, College of Dentistry (review)
 - One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University
- Dean, College of Engineering (review)
 - One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University
- Dean, College of Education
 - One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University
- Vice Provost Indigenous Engagement
 - One member of Council, selected by Council and who holds a senior administrative position in the University
 - Four members of the GAA selected by Council

ATTACHED:

NA

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Paul Jones, Chair, Nominations Committee of Council
DATE OF MEETING:	October 21, 2021
SUBJECT:	Council and USFA Collective Agreement Committee Nominations 2021/22
DECISION REQUESTED:	It is recommended that Council approve the nominations below (and attached and highlighted) for Council committees and chairs, effective immediately.

DISCUSSION SUMMARY:

Each year, the Nominations Committee reviews the membership of Council committees and other university-level committees and submits a list of nominees to Council for approval in May. Not all the vacancies were filled at the May 2021 Council meeting, and additional resignations were received. A second call for volunteers was made over the summer, and 25 volunteers came forward. The committee met on September 2, 2021, to consider the outstanding vacancies. Nominations were approved at the September 16, 2021, meeting of Council. Further vacancies needed to be filled, so the committee met again on October 15, 2021, and now present further nominations to Council for consideration.

The recommended individuals for additional vacancies are:

- Teaching, Learning and Academic Resource Committee (TLARC) 3-year GAA member vacancy Mary Ellen Labrecque, College of Nursing is nominated
- Chair of the Scholarships & Awards Committee 1 year vacancy Susan Shantz, Department of Art & Art History, is nominated

ATTACHED:

2021/22 Committee membership lists and Nominees (nominees highlighted in yellow)

SCHOLARSHIPS AND AWARDS COMMITTEE

- Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.
- Membership comprises 9 members of the GAA, at least 3 of whom are elected members of Council

Council Members		
Abdullah Mamun Fi	nance & Management Science	2024
Catherine Boden Li	brary	2024
Hyunjung Shin Cu	urriculum Studies	2022
General Academic Assembly Me	mbers	
<mark>Susan Shantz (chair) - exec</mark>	Art & Art History	2023
Som Niyogi	Biology	2022
Saman Razavi	SENS	2024
Renata Grazziontin (1yoar cabbati	c Educational Administration	2022

Renata Grazziontin (1year sabbatic	Educational Administration	2022
leave replacement for Janet Okoko)		
Jason Perepelkin	Pharmacy	2024
Fan Yang	Finance & Mangement Science	2024

Other Members

Deborah Burshtyn	Dean, Graduate and Postdoctoral Studies	(ex officio)
Candace Pete-Cardoso	Director, Office of the Vice-Provost Indige	nous Engagement
Alison Pickrell	Assistant Vice-provost, Strategic Enrolme	nt Management (<i>ex officio</i>)
Debra Pozega Osburn	Vice-President University Relations (ex of	<i>ficio,</i> non-voting)
Tauqueer Iftikhar	USSU designate (VP Academic Affairs)	2022
Ehsan Moradi	GSA designate	2022

Resource Members (non-voting)

Shandi Boser	Manager, Donation and Trusts Services
Russell Isinger	Registrar
Heather Lukey	Director, Graduate Awards and Scholarships
Alex Beldan-exec	Student Finance and Awards (Committee Coordinator)

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Reviews and advises on pedagogical issues, support services for teaching and learning, Indigenous teaching and learning, and policy issues on teaching, learning and academic resources.
- Membership comprises 11 members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

Kate Langrell

Kathleen James-Cavan (Chair)-Exe		nglish	2022
John Gjevre		1edicine	2023
Natacha Hogan		nimal and Poultry Science	2023
Paul Jones		oxicology	2022
JoAnn Murphy	Li	ibrary	2023
General Academic Assembly Me	mbers		
Loleen Berdahl (Vice-chair)-Exec			2022
Manar Angrini	Biolo	gy	2022
Diego Ardenghi	Denti	istry	2024
Mary Ellen Labrecque	<mark>Nursi</mark>	ing	<mark>2024</mark>
Kelly Foley	Econ	omics	2024
Ann Martin	Englis	sh	2023
Student Members			
Tauqueer Iftikhar		J Designate (VP Academic Affairs)	2022
Olusola Akintola	GSA I	Designate (VP Academic)	2022
Ex-officio (voting)	\ <i>!</i> '		
Patti McDougall-Exec	vice-	Provost, Teaching, Learning and Stud	ent Experience
Sessional Lecturer			
Jordan Raymond	Educa	ational Foundations	2022
Resource Members (non-voting)			
Shari Baraniuk		Information and Communications Te	chnologies
Rachel Sarjeant-Jenkins		<i>gnate for)</i> Dean, University Library	
Cheri Spooner		tor, Distance Education Unit	
Nancy Turner-Exec		tor, Teaching and Learning Enhancer	nent
Candace Wasacase-Lafferty		tor, Indigenous Initiatives	
Candice Weingartner	Direc	tor, ICT Academic and Research Tech	nologies
Erin Holcomb-Exec	Teach	hing and Learning (Committee Coord	inator)
Associate Members (non-voting))		

Copyright Coordinator

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

SUBJECT:	Graduate degree-level Certificate in Environmental Planning
DATE OF MEETING:	October 21, 2021
PRESENTED BY:	Alison Oates, chair, Academic Programs Committee

DECISIONS REQUESTED:

It is recommended that the Council approve the graduate degree-level certificate in Environmental Planning, 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 Department of Geography and Planning in the College of Arts and Science propose a new graduate degree-level certificate in Environmental Planning. The program responds to a growing demands for professionals in Environmental Planning fields to complement their skills and training but who are unable to attend a full-time graduate program or who are not interested in a thesisbased degree. The certificate program will provide students with the opportunity to learn tools, concepts, and approaches in environmental planning.

The tuition rate for the certificate is standard graduate tuition. The certificate will be offered through remove delivery.

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its October 6, 2021 meeting. The committee appreciated how this program will address a gap in graduate-level training for potential students who are unable to step away from careers to pursue further education and training.

ATTACHMENTS:

1. Proposal for the graduate degree-level certificate in Environmental Planning



university of saskatchewan College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

Memorandum

То:	Executive Committee of CGPS
Copy:	Jill Blakley, Graduate Chair, Department of Geography and Planning
From:	Graduate Programs Committee of CGPS
Date:	September 17, 2021
Re:	New Program Proposal – Graduate Certificate in Environmental Planning

On September 7, 2021, the Graduate Programs Committee (GPC) reviewed a proposal for a new Graduate Certificate in Environmental Planning. The addition of this new graduate certificate was well justified in the proposal. The following excerpts from the proposal summarize the proposed student audience, and its international reach, well:

"Current and future professionals in environmental planning, from environmental consultants and land and resource managers to community and regional planners and decision makers. The certificate is designed to attract local, national and international professionals.

The Graduate Certificate in Environmental Planning responds to the growing demand for professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. Designed for distance learning, the certificate will be accessible to career professionals and individuals worldwide desiring to complement their current skillsets or postsecondary training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based degree."

The members of the GPC found that the proposal was thorough, builds on the strengths and expertise of the unit, and the scan of comparators was noteworthy. It makes practical use of existing faculty expertise and graduate course offerings in the academic unit, complemented by a professional skills course that will be an attractive feature of the certificate. Resources are well considered and noted in the proposal. Members of GPC advised that the proponent should give careful consideration in the design of online course delivery to the state-of-the-art in remote online instruction to ensure that faculty deliver the best possible online certificate delivery. Members also felt that while the interchange between prior post-secondary study credentials and years of professional experience is good, its precision needs to be worked out in a way that can be made very clear to prospective students, and those at USask applying the admission standards, to avoid any confusion.

The Graduate Programs Committee passed the following motion:

To recommend approval for the Graduate Certificate in Environmental Planning. CARRIED unanimous (one abstention)

Attached please find the full proposal.

If you have any questions, please contact Ryan Walker at ryan.walker@usask.ca



PROPOSAL IDENTIFICATION

Title of proposal: Environmental Planning Graduate Certificate

Degree(s): none

Field(s) of Specialization: Environmental Planning

Level(s) of Concentration: Graduate

Option(s): N/A

Degree College: Graduate and Postdoctoral Studies (CGPS)

Contact person(s) (name, telephone, fax, e-mail): Dr. Ryan Walker, 306-966-2229, <u>Kelly.clement@usask.ca</u> (CGPS), and Dr. Jill Blakley, 306-966-1944, <u>jill.blakley@usask.ca</u> OR Dr. Alec Aitken, 306-966-5672, alec.aitken@usask.ca (Department of Geography and Planning)

Proposed date of implementation: May 2022

Proposal Document

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

1. Academic justification:

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

The Global Sustainable Development Goals (SDGS) is a call to action to create a better world, made possible through such pathways as access to clean water, responsible resource consumption and production, climate action, and sustainable cities and communities. Innovative and effective tools and approaches are emerging for planning land and resource use,

infrastructure, and services to create sustainable and resilient communities. These approaches embrace environmental, social, economic, and governance factors, and employ evidence- and place-based planning practices to ensure inclusive frameworks for achieving sustainable outcomes. Career opportunities in **Environmental Planning** are thus growing, but university graduates require practical and skills-based training to transition to the workforce.¹ Amid rapidly changing environment and development conditions, including the emergence of new technologies and reimagining of how policies and places are designed and planned, early- and mid-career professionals also need to expand and adapt their skill sets.²

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 Department of Geography and Planning shares the University's mission to achieve excellence in the scholarly activities of teaching, discovering, preserving, and applying knowledge. Included amongst the values we hold as important in this Certificate initiative are: internationalization and interdisciplinarity; excellence in scholarship; excellence and innovation in graduate student mentoring; integration and collaboration; connection with communities. The University interest in and need for a graduate certificate in Environmental Planning is to further develop and promote the coordination of several interrelated fields in which the Department already has recognized academic excellence; improve visibility of the Department; increase revenue; enhance recruitment of graduate students; improve and expand graduate student training opportunities; and serve communities locally but also globally. These ambitions align well with the University Plan 2025 as we propose to empower students to confront one of humanity's greatest challenges - ensuring communities are sustainable long into the future. Commitment #3 of the University Plan 2025 is 'inspired communities.' The related goal to 'amplify value' holds that the University should become "an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability and student success...in our towns and cities, and in communities across Canada, and globally'³. A graduate certificate in Environmental Planning will help the University to achieve just that.

The University and College of arts and science are encouraging the development of microcredential programs and programs that can be offered online to a potentially global audience. This certificate meets these priorities. It features a few university signature areas in the case studies featured in courses: energy and mineral resources, agriculture and Indigenous peoples.

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)

¹ Edge J, Munro D. 2015. Inside and Outside the Academy: Valuing and Preparing PHDs for Careers. Ottawa: The Conference Board of Canada

² EnvironmentalScience.org

³ https://plan.usask.ca/inspired-communities.php#value

Audience: Current and future professionals in environmental planning, from environmental consultants and land and resource managers to community and regional planners and decision makers. The certificate is designed to attract local, national and international professionals.

The Graduate Certificate in Environmental Planning responds to the growing demand for professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. Designed for distance learning, the certificate will be accessible to career professionals and individuals worldwide desiring to complement their current skillsets or postsecondary training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based degree.

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

There are few related programs in Canada or internationally. There are no similar programs offered by remote delivery. There are no similar or competing programs offered at USask, and there is no anticipated attrition on enrollment in other programs. The Department of Geography and Planning offers the only planning courses on campus, and the courses that comprise the certificate are unique to our Department. The certificate complements existing graduate-level thesis and project-based degree programs on campus (e.g. Geography, SENS, Engineering) and reaches new audiences through remote delivery – i.e. working professionals and students unlikely to pursue a thesis-based degree but wanting advanced training in Environmental Planning. A student may choose to complete the certificate in addition to their degree program. No programs will be deleted as a result of the certificate. All courses will be offered through the Department of Geography and Planning.

A scan of other programs in Canada and internationally suggests a unique opportunity for USask to pursue a graduate certificate in Environmental Planning. Existing graduate certificates in planning tend to focus on urban design or community/municipal planning and administration, but in absence of environmental and technical skill sets. Environment certificates tend to focus on climate policy and/or environmental management, but in absence of professional planning. There are no graduate level certificates in Environmental Planning available through remote delivery.

Institution	Graduate Certificate	#	# Delivery model		del
		courses required	remote	in- person	hybrid
University of	Built and Landscape Heritage	4		Х	
Calgary	Designing Smart and Secure Communities	4		Х	
University of Alberta	Applied Land Use Planning	7			X

Scan of Graduate Certificate Programs in Environment and/or Planning

Simon Fraser	Urban Design	8		Х	
University	Development and Sustainability	4		Х	
University of	Environmental Management	4		Х	
Sydney					
University of	Environmental Policy and	2		Х	
Adelaide	Management				
York University	Environmental/Sustainability	4			Х
	Education				
Royal Roads	Climate Action Leadership	3			Х
University	Science and Policy of Climate	3	Х		
	Change				
	Sustainable Community	?			Х
	Development				

Note: Information regarding the number of courses required for the Sustainable Community Development program offered through Royal Roads University is currently unavailable; student intake to this program is currently suspended.

2. Admissions

- a. What are the admissions requirements of this program?
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study;
 - OR 5 years professional experience in Environmental Planning fields;
 - OR 3 years professional experience plus a 2-year diploma or certificate

To meet the needs of many career professionals who may not have an undergraduate degree (e.g. environmental field practitioners, Indigenous land managers and band administrators), we are proposing that applicants with at least 5 yrs. of professional experience in Environmental Planning fields, or 3 years experience plus a 2-yr. diploma or certificate, may be admitted without an undergraduate degree.

The program was designed to be as flexible as possible to attract a wider array of career professionals.

Enrollment in an online certificate program in Environmental Planning is difficult to predict since there is no benchmark for comparison. Face-to-face enrollments in the courses included in the proposed program fluctuate, but we have seen as many as 12 to 24 students enrolled in some of these classes (e.g. Geographic Information Sciences, Environmental Assessment). Given increased accessibility to courses through remote delivery, a flexible learning environment, and a focus on professional practice, we anticipate strong demand for this program, with target enrollments between 20 to 30 students annually.

3. Description of the program

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

The certificate provides students with applied skills for professional practice in Environmental Planning. Focused on tools, concepts, and approaches for the practitioner, the certificate is designed for those currently working, or wanting to work, in applied environment and planning fields. The certificate is valuable to both career professionals and individuals wanting to complement their current skillsets or postsecondary training.

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.

Delivery: Online, remote delivery. Not being delivered in a distributed format.

c. Provide an overview of the curriculum mapping.

Students may complete courses to satisfy the certificate requirements at their own pace to a maximum of 36 months.

Program requirements: 9 credit units.

Students complete 6 cu of subject matter expertise in environmental planning and 3 cu professional skills.

A. Subject matter expertise (6 cu): Courses provide students with an opportunity to learn tools, concepts and approaches in specific fields of environmental planning that most closely align with their career paths, training needs or general interest. 6 cu of courses is required, selected from the following:

•	GEOG 822	Advanced Geographic Information Science (3cu)
•	GEOG 886	Environmental Impact Assessment (3cu)
•	GEOG 823	Field and Lab Techniques in Remote Sensing (3cu)
•	GEOG 849	Planning with Indigenous Communities (3 cu)
•	GEOG 881	Land Use and Transportation Planning (3cu)
•	GEOG 884	Water Resources Planning and Management (3cu)

- **B.** Professional skills in environmental planning (3cu): The suite of professional skills reflects the training needs of the work environment and build personal and professional capacity in project planning, application, and management.
 - GEOG 882 Professional Skills in Environmental Planning (3 cu)

Students must complete a minimum of 3 modules, selected from the following:

- o Fundamentals of project management
- Policy, plan, and program performance auditing
- o Understanding environmental planning legislation and regulation
- Good practices in data management

- Ethical conduct in environmental planning
- Facilitation, mediation, and negotiation skills
- Principles for Indigenous consultation and engagement

Admission: An undergraduate degree from a recognized university, a weighted average of at least 70 per cent during the final two years (60 credit units), and proof of English proficiency for international applicants and for applicants whose first language is not English. Applicants with at least 5 years of professional career experience in the environment or planning fields, or 3 years of experience plus a 2-year diploma or certificate, may be admitted without an undergraduate degree.

Course Descriptions

GEOG 822 Advanced Geographic Information Science (3cu)

Geographic Information Science is the systematic study and theory of digital representations of the Earth, and the processes that can be applied to that information. Students will explore contemporary theory and research in GIScience to better understand how technology can be used for geographic inquiry.

GEOG 886 Environmental Impact Assessment (3cu)

Emerging concepts and broader applications of environmental assessment principles and practices, including cumulative effects assessment, strategic environmental assessment, project scooping, assessment methods and techniques, monitoring and follow-up.

GEOG 823 Field and Lab Techniques in Remote Sensing (3cu)

There are three major parts to this course: class discussion, real field collected data processing, and a research project. A topic is assigned for weekly in-class discussion. Field collected data includes but not limited to spectral data and biophysical data. Each student must finish a research project.

GEOG 849 Planning with Indigenous Communities (3 cu)

Indigenous community planning in reserve, rural, urban, northern, and international contexts. Students will apply course content in classroom discussions and to produce a research essay. Guest lectures from practitioners and a field trip are additional highlights to the learning experience.

GEOG 881 Land Use and Transportation Planning (3cu)

The course introduces the emerging land use and transportation planning issues, policies, trends, modelling, and analytical tools. It focuses on the areas of land use and transportation systems integration, public transport planning and operations, and planning for active transportation and shared-mobility options. Students will learn how to adapt evidence-based approaches to evaluate land use and transportation systems performance.

GEOG 884 Water Resources Planning and Management (3cu)

The processes and practices of water resource planning and management in the urban and rural land use contexts. A focus on water and land use policy, water governance, and fundamental

principles and practices for integrated watershed planning and management, source water protection, and urban stormwater and wastewater management.

GEOG 882 Professional Skills in Environmental Planning (3 cu)

Professional skills development for the environmental planner. A focus personal and professional capacity development in a variety of professional skills including fundamentals of project management, performance auditing, understanding legislation, data management, and principles for Indigenous engagement. Students complete a series of self-guided modules.

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

See course descriptions above under "c".

e. Explain the comprehensive breadth of the program.

See course descriptions above under "c".

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

Goal 1. Pursuit of truth and understanding: enhances understanding of core environmental planning activities in a professional realm

Goal 2. Pursuit of knowledges: combines instruction from a variety of applied fields common in environmental planning including GIS, environmental impact assessment, transportation planning, and planning with Indigenous communities

Goal 3. Pursuit of integrity and respect: includes instruction about planning with Indigenous communities

Goal 4. Pursuit of skills and practices: includes a course that specifically develops professional skills in environmental planning

Goal 5. Individual and community pursuits: features courses that cover community pursuits such as transportation planning and water resources planning and management.

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

Students already enrolled in graduate degrees may opt to enrol in the Environmental Planning Graduate Certificate to augment their graduate training. Students completing the Environmental Planning Graduate Certificate may choose to continue their graduate studies by applying to a graduate degree programming. Coursework taken as part of the certificate program could be used to ladder into a degree program.

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.

Demand is expected to be high. Eco Canada reports that Canada's environmental job market increased by 17% from 2016-18, with demand highest in Environmental Planning fields (e.g. environmental protection, sustainability planning, urban design, sustainable transportation planning). In the United States, EnvironmentalScience.org reports that careers in Environmental Planning are projected to grow faster than average.

Enrollment in an online certificate program in Environmental Planning is difficult to predict since there is no benchmark for comparison. Face-to-face enrollments in the courses included in the proposed program fluctuate, but we have seen as many as 12 to 24 students enrolled in some of these classes (e.g. Geographic Information Sciences, Environmental Assessment). Given increased accessibility to courses through remote delivery, a flexible learning environment, and a focus on professional practice, we anticipate strong demand for this program, with target enrollments between 20 to 30 students annually.

We will track enrollment over the first five years and if we are not attracting between 20 to 30 students annually after 5 years we will re-evaluate the certificate offering.

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

N/A

4. Consultation

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

The certificate capitalizes on the Departments' reputation and strengths in water resource planning; land use and transportation planning; environmental impact assessment; GIS and remote sensing; and planning with Indigenous communities. A remotely delivered certificate program reflects the nature of anticipated demand in Environmental Planning, and the new post-secondary landscape likely to emerge following COVID-19. The Department sees this as an opportunity not only to be proactive by responding to the needs of practitioners, but also to generate a revenue stream that supports University and Department operations.

The Department has a long history of excellence in environmental planning teaching and research – including collaborations with both Indigenous and non-Indigenous communities. This includes, for example, existing research agreements with Peter Ballantyne Cree Nation, Gwich'in Tribal Council, and Prince Albert Grand Council; a Band Council resolution for ongoing work

with Onion Lake Cree Nation, and multiple public and private sector partnerships in the planning, energy, and water resource fields. In addition, through the College of Arts and Science, we are working on an MOU with Mistawasis Nêhiyawak to facilitate the sharing of research and teaching that will feature collaborative research and training activities. These are just some examples of the Department's commitment to community, which we define as inclusive of local Indigenous and non-indigenous communities and public and private sector partners.

The Department is also home to one of the longest established undergraduate planning degrees in Canada, accredited by the Canadian Institute of Planners, in addition to professionally accredited programs in Hydrology, and Environment and Society and Health Studies. The Department is a national leader in the planning field ranking 2nd in Canada in 2019⁴, with more than \$100 million of funding secured by the department's faculty as principal or co-investigator in 2018 from a variety of sources, including Tri-Agency, industry, governments, not-for-profit organizations, and foundations⁵. This reflects the breadth and interdisciplinary nature of research undertaking in the Department of Geography and Planning. The certificate will serve as a recruitment tool, increasing the University's international profile and impact in Environmental Planning.

Students that complete the certificate are well-positioned to ladder into a Geography master's degree, and other master's programs offered by USask such as the MES and MSs programs offered by the School of Environment and Sustainability.

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.

School of Environment and Sustainability. No concerns were raised (see email correspondence reproduced below).

Hello Alec,

A number of our faculty here in SENS have reviewed the attached materials and we lend our support to your initiative. It appears to draw on strengths of the department and could be an excellent way to bring students in. While we could see some issues of overlap/competition, your focus on planning hopefully differentiates courses adequately from our courses/offerings. The professional course is an interesting model that offers several modules from which two are required and students select one of the remaining to complete the course. Whether all modules are available in all years is not clear. We wish you success with your initiative.

Sincerely,

⁴ Scholarly Reputation and Metrics (http://scholarmetrics.com/metrics)

5 Geography & Planning Research Profile (https://artsandscience.usask.ca/geography/research/welcome.php#ResearchbytheNumbers)

Karsten Liber

Karsten Liber, Ph.D. Executive Director (Interim) and Distinguished Professor School of Environment and Sustainability University of Saskatchewan

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.

N/A

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

We have not consulted directly with the library as the certificate courses do not require any special materials beyond what is already available in the library collection.

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

N/A

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).

Six Geography and Planning instructors will deliver existing courses for this certificate program as part of their regular assignment of duties. These six courses do not represent an increase to current teaching loads, or constitute overload teaching assignments. The one additional course (GEOG 882.3) will be modular, with modules developed by professionals on a fee-for-service basis. GEOG 882 will be offered as an online course, accessible to students as a self-guided curriculum.

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

None.

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

Not affected. Courses to satisfy the certificate requirements are already included in assignment to duties.

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

The Department of Geography and Planning possesses the necessary human, financial, and infrastructure resources to offer the certificate for a start date of May 2022. The certificate is taking advantage of existing and previously planned graduate courses offered by the Department and the need to move a number of the courses to online delivery due to COVID-19 pandemic, within normal teaching loads. The tuition rate for the graduate certificate program will follow the University of Saskatchewan's standard graduate tuition for course-based program rates per 3-credit unit course. We anticipate in-kind support from USask IT to build and maintain a webpage for the certificate and from the Gwenna Moss Centre for Teaching and Learning for assistance in developing online content. The certificate will also benefit from involvement by in-house Indigenous leaders, such as Stryker Calvez, Manager Indigenous Education Initiatives, for the development of Indigenous content to engage actively in the process of Indigenization at the University of Saskatchewan.

We also plan to employ the College of Arts & Science's internal marketing resources to develop online and printed marketing materials and short promotional videos of the certificate. As the certificate will be delivered online, the Department will not need to hire any additional support personnel, but rather it will require some time allocation from current administrators within the department. As we anticipate an increasing demand for the certificate over the coming few years, additional administrative support may be required, which we anticipate shall be funded by the generated revenues. The Professional Skills course will be overseen by a faculty member within the Department. Nevertheless, we will need one-time stipends to pay planning professionals to develop content for some of the Professional Skills modules. These modules will be updated every three to five years as required, which we anticipate shall also be funded by the generated revenues.

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

Not offered in a distributed context.

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

N/A

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

Certificate programs are not eligible for scholarship; however, industry professionals may have access to professional development funds through their employers.

We have received Tuition Bridge funding for 2021/22 from the office of the Provost and Vice-President Academic in the amount of \$13,000. The funding will be dedicated to marketing the certificate (\$5,000) and hiring four professional instructors for different modules of a required course (Professional Skills course) in the certificate (\$8,000). Dedicated funding for marketing will ensure the development of targeted online materials and short promotional videos. Enabling the Graduate Certificate in Environmental Planning will create potential for increasing student enrolment, anticipated coming from professionals already in the Environmental Planning field, and institutional reputation.

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

Standard graduate course-based tuition.

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)

All courses offered will be assigned as part of regular teaching loads, except for **GEOG 882** Professional Skills in Environmental Planning *(3 cu)*. This course will be delivered in an ondemand, self-serve, online format, with content created by professionals. The professionals will be paid using Tuition Bridge funding as noted above. Please see attachment: "PPC NOI Budget and Finance Template".

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

Target enrolment is 20-30 students. We expect to reach this level within 3-5 years. There is no minimum enrolment as the courses will be offered regardless, and GEOG 882 is a self-directed online module-based course. We do not anticipate an enrolment ceiling as all courses can easily accommodate 2-3 times our expected annual enrolment.

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

Please see attachment: "PPC NOI Budget and Finance Template".

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

TBD

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

Please see attachment: "PPC NOI Budget and Finance Template".

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

The Department of Geography and Planning has been allocated *\$13,000* for the *Graduate Certificate in Environmental Planning* initiative through the Tuition Bridge Funding Program provided by the Provost and VP Academic's office. The funding will be dedicated to marketing the certificate (\$5,000) and hiring four professional instructors for different modules of a required course (Professional Skills course) in the certificate (\$8,000). Dedicated funding for marketing will ensure the development of targeted online materials and short promotional videos.

College Statement

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

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

From: Aitken, Alec <<u>alec.aitken@usask.ca</u>>

Sent: Thursday, April 29, 2021 12:22 PM

To: Walker, Ryan <<u>ryan.walker@usask.ca</u>>; Clement, Kelly <<u>kelly.clement@usask.ca</u>>; Turner, Nancy <<u>nancy.turner@usask.ca</u>>; Vuong, Lucy <<u>lucy.vuong@usask.ca</u>>

Cc: DesBrisay, Gordon <<u>gordon.desbrisay@usask.ca</u>>; Adams, Toryn <<u>toryn.adams@usask.ca</u>>; Blakley, Jill <<u>jill.blakley@usask.ca</u>>

Subject: NOI for graduate-level certificate in Environmental Planning

Dear Ryan, Kelly, Nancy, and Lucy,

Please find attached to this correspondence the materials to support the Department of Geography and Planning's submission of a NOI for a graduate-level certificate program in Environmental Planning. This submission has been thoroughly vetted by Vice-Dean Indigenous Angela Jaime and Vice-Dean Academic Gordon DesBrisay in the College of Arts & Science.

Letters of support for the NOI and the proposed 3 new graduate courses from by Gordon DesBrisay will be forwarded separately.

Thank you for your attention to this submission. Questions related to this NOI should be directed to Dr. Jill Blakley (jill.blakley@usask.ca) in the first instance.

Sincerely,

Alec Aitken Professor and Head Geography and Planning

Related Documentation

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

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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

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

Required for all submissions:

- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

1. MOTIVATION

The Global Sustainable Development Goals (SDGS) is a call to action to create a better world, made possible through such pathways as access to clean water, responsible resource consumption and production, climate action, and sustainable cities and communities. Innovative and effective tools and approaches are emerging for planning land and resource use, infrastructure, and services to create sustainable and resilient communities. These approaches embrace environmental, social, economic, and governance factors, and employ evidence-and place-based planning practices to ensure inclusive frameworks for achieving sustainable outcomes. Career opportunities in **Environmental Planning** are thus growing, but university graduates require practical and skills-based training to transition to the workforce.¹ Amid rapidly changing environment and development conditions, including the emergence of new technologies and reimagining of how policies and places are designed and planned, early- and mid-career professionals also need to expand and adapt their skill sets.²

The Graduate Certificate in Environmental Planning responds to the growing demand for professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. Designed for distance learning, the certificate will be accessible to career professionals and individuals worldwide desiring to complement their current skillsets or postsecondary training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based degree.

The certificate capitalizes on the Departments' reputation and strengths in water resource planning; land use and transportation planning; environmental impact assessment; GIS and remote sensing; and planning with Indigenous communities. A remotely delivered certificate program reflects the nature of anticipated demand in Environmental Planning, and the new post-secondary landscape likely to emerge following COVID-19. The Department sees this as an opportunity not only to be proactive by responding to the needs of practitioners, but also to generate a revenue stream that supports University and Department operations.

The Department has a long history of excellence in environmental planning teaching and research – including collaborations with both Indigenous and non-Indigenous communities. This includes, for example, existing research agreements with Peter Ballantyne Cree Nation, Gwich'in Tribal Council, and Prince Albert Grand Council; a Band Council resolution for ongoing work with Onion Lake Cree Nation, and multiple public and private sector partnerships in the planning, energy, and water resource fields. In addition, through the College, we are working on an MOU with Mistawasis Nêhiyawak to facilitate the sharing of research and teaching that will feature collaborative research and training activities. These are just some examples of the Department's commitment to community, which we define as inclusive of local Indigenous and non-indigenous communities and public and private sector partners.

The Department is also home to one of the longest established undergraduate planning degrees in Canada, accredited by the Canadian Institute of Planners, in addition to professionally accredited programs in Hydrology, and Environment and Society and Health Studies. The Department is a national leader in the planning field ranking 2nd in Canada in 2019³, with more than \$100 million of funding secured by the department's faculty as principal or co-investigator in 2018 from a variety of sources, including Tri-Agency,

¹ Edge J, Munro D. 2015. Inside and Outside the Academy: Valuing and Preparing PHDs for Careers. Ottawa: The Conference Board of Canada

² EnvironmentalScience.org

³ Scholarly Reputation and Metrics (http://scholarmetrics.com/metrics)

industry, governments, not-for-profit organizations, and foundations⁴. This reflects the breadth and interdisciplinary nature of research undertaking in the Department of Geography and Planning. The certificate will serve as a recruitment tool, increasing the University's international profile and impact in Environmental Planning.

2. DEMAND

Demand is expected to be high. There are few related programs in Canada or internationally. There are no similar programs offered by remote delivery. Eco Canada reports that Canada's environmental job market increased by 17% from 2016-18, with demand highest in Environmental Planning fields (e.g. environmental protection, sustainability planning, urban design, sustainable transportation planning).⁵ In the United States, EnvironmentalScience.org reports that careers in Environmental Planning are projected to grow faster than average.⁶ To ensure meet the needs of many career professionals who may not have an undergraduate degree (e.g. environmental field practitioners, Indigenous land managers and band administrators), we are proposing that applicants with at least 5 yrs. of professional experience in Environmental Planning fields, or 3 years experience plus a 2-yr. diploma or certificate, may be admitted without an undergraduate degree.

The program was designed to be as flexible as possible to attract a wider array of career professionals. As some professionals may not have sufficient time to complete the requirements of the program, they may prefer to apply for a single online course rather than to apply for the full certificate at the start. To meet this requirement, the proposed program will allow single course applications. By allowing this option, this will increase not only the enrolment in the program courses but also the odds of having this group of professionals complete more courses and obtain the certificate in the future.

Enrollment in an online certificate program in Environmental Planning is difficult to predict since there is no benchmark for comparison. Face-to-face enrollments in the courses included in the proposed program fluctuate, but we have seen as many as 12 to 24 students enrolled in some of these classes (e.g. Geographic Information Sciences, Environmental Assessment). Given increased accessibility to courses through remote delivery, a flexible learning environment, and a focus on professional practice, we anticipate strong demand for this program, with target enrollments between 20 to 30 students annually.

To maximize training and capacity building opportunities amongst professionals, especially amongst Indigenous community members, applicants with at least 5 years of career experience in the environment or planning fields, or 3 years of experience plus a 2-year diploma or certificate, may be admitted without an undergraduate degree. Applications for individual courses without enrolling in the certificate program are also accepted, especially where individual are seeking technical (e.g. Geographic Information Systems) or regulatory (e.g. Environmental Impact Assessment) skill sets.

3. FIT WITH UNIVERSITY VISION

The Department of Geography and Planning shares the University's mission to achieve excellence in the scholarly activities of teaching, discovering, preserving, and applying knowledge. Included amongst the values we hold as important in this Certificate initiative are: internationalization and interdisciplinarity; excellence in scholarship; excellence and innovation in graduate student mentoring; integration and collaboration; connection with communities. The University *interest in and need for* a graduate certificate in Environmental Planning is to further develop and promote the coordination of several interrelated fields in which the Department already has recognized academic excellence; improve visibility of the Department; increase revenue; enhance recruitment of graduate students; improve and expand graduate student training

⁴ Geography & Planning Research Profile (https://artsandscience.usask.ca/geography/research/welcome.php#ResearchbytheNumbers)

⁵ Eco Canada (https://www.eco.ca/research/report/environmental-job-market-trends-2018/)

⁶ EnvironmentalScience.org

opportunities; and serve communities locally but also globally. These ambitions align well with the University Plan 2025 as we propose to empower students to confront one of humanity's greatest challenges - ensuring communities are sustainable long into the future. Commitment #3 of the University Plan 2025 is 'inspired communities.' The related goal to 'amplify value' holds that the University should become "an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability and student success...in our towns and cities, and in communities across Canada, and globally'⁷. A graduate certificate in Environmental Planning will help the University to achieve just that.

4. RELATIONSHIP TO OTHER PROGRAMS

There are no similar or competing programs offered at USask, and there is no anticipated attrition on enrollment in other programs. The Department of Geography and Planning offers to the only planning courses on campus, and the courses that comprise the certificate are unique to our Department. The certificate complements existing graduate-level thesis and project-based degree programs on campus (e.g. Geography, SENS, Engineering) and reaches new audiences through remote delivery – i.e. working professionals and students unlikely to pursue a thesis-based degree but wanting advanced training in Environmental Planning. A student may choose to complete the certificate in addition to their degree program. No programs will be deleted as a result of the certificate. All courses will be offered through the Department of Geography and Planning.

A scan of other programs in Canada and internationally suggests a unique opportunity for USask to pursue a graduate certificate in Environmental Planning. Existing graduate certificates in planning tend to focus on urban design or community/municipal planning and administration, but in absence of environmental and technical skill sets. Environment certificates tend to focus on climate policy and/or environmental management, but in absence of professional planning. There are no graduate level certificates in Environmental Planning available through remote delivery.

Institution	Graduate Certificate	# courses required	Delivery model			
			remote	in-person	hybrid	
University of Calgary	Built and Landscape Heritage	4		Х		
	Designing Smart and Secure Communities	4		Х		
University of Alberta	Applied Land Use Planning	7			х	
Simon Fraser University	Urban Design	8		Х		
	Development and Sustainability	4		Х		
University of Sydney	Environmental Management	4		Х		
University of Adelaide	Environmental Policy and Management	2		Х		
York University	Environmental/Sustainability Education	4			Х	
Royal Roads University	Climate Action Leadership	3			Х	
	Science and Policy of Climate Change	3	Х			
	Sustainable Community Development	?			Х	

Scan of Graduate Certificate Programs in Environment and/or Planning

Note: Information regarding the number of courses required for the Sustainable Community Development program offered through Royal Roads University is currently unavailable; student intake to this program is currently suspended.

5. RESOURCE REQUIREMENTS

The Department of Geography and Planning possesses the necessary human, financial, and infrastructure resources to offer the certificate for a start date of January 2022. The certificate is taking advantage of existing and previously planned graduate courses offered by the Department and the need to move a number of the

⁷ https://plan.usask.ca/inspired-communities.php#value

courses to online delivery due to COVID-19 pandemic, within normal teaching loads. The tuition rate for the graduate certificate program will follow the University of Saskatchewan's rates per 3-credit unit course. We anticipate in-kind support from USask IT to build and maintain a webpage for the certificate and from the Gwenna Moss Centre for Teaching and Learning for assistance in developing online content. The certificate will also benefit from involvement by in-house Indigenous leaders, such as Stryker Calvez, Manager Indigenous Education Initiatives, for the development of Indigenous content to engage actively in the process of Indigenization at the University of Saskatchewan.

We also plan to employ the College of Arts & Science's internal marketing resources to develop online and printed marketing materials and short promotional videos of the certificate. As the certificate will be delivered online, the Department will not need to hire any additional support personnel, but rather it will require some time allocation from current administrators within the department. As we anticipate an increasing demand for the certificate over the coming few years, additional administrative support may be required, which we anticipate shall be funded by the generated revenues. The Professional Skills course will be overseen by a faculty member within the Department. Nevertheless, we will need one-time stipends to pay planning professionals to develop content for some of the Professional Skills modules. These modules will be updated every three to five years as required, which we anticipate shall also be funded by the generated revenues.

6. RISKS

Almost all of the courses to be included in the certificate currently exist and are already well subscribed and proven to be successful, featuring robust curricula delivered by experienced faculty members. The certificate will be delivered by experts both recognized in their fields, and engaged in professional practice, lending credibility to the certificate and extending reach to the professional audience. The Department has recently added a new faculty member in planning, who has already commenced developing a new graduate level course that will also be included in the certificate program. With all that considered, the certificate contents are 'new' in name only and probable success of the program is very high. It is safe to assume post-COVID-19 that there will be a sharp increase worldwide for quality online graduate-level training and believe risk is mitigated by being early to enter this space. The risks of delaying entry into this space are those of reputation and reach. We can either be leaders, develop strong brand recognition, build student loyalty, and perfect our offerings through early feedback, or we can be followers among the many who will struggle for recognition as competition increases.

7. ANTICIPATED START DATE

Entry of the first student cohort in the graduate certificate of Environmental Planning will be January 2022. Some students may be current USask students, grandfathered into the certificate program via prior completion of courses included in the certificate.

Graduate Certificate in Environmental Planning

The certificate provides students with applied skills for professional practice in Environmental Planning. Focused on tools, concepts, and approaches for the practitioner, the certificate is designed for those currently working, or wanting to work, in applied environment and planning fields. The certificate is valuable to both career professionals and individuals wanting to complement their current skillsets or postsecondary training.

Audience: Current and future professionals in environmental planning, from environmental consultants and land and resource managers to community and regional planners and decision makers. The certificate is designed to attract local, national and international professionals.

Delivery: Online, remote delivery.

Program duration: 6 to maximum of 36 months part-time enrollment.

Program requirements: 9 credit units.

Students complete 6 cu of subject matter expertise in environmental planning and 3 cu professional skills.

- *A. Subject matter expertise (6 cu):* Courses provide students with an opportunity to learn tools, concepts and approaches in specific fields of environmental planning that most closely align with their career paths, training needs or general interest. 6 cu of courses is required, selected from the following:
 - GEOG 822 Advanced Geographic Information Science (3cu)
 - GEOG 886 Environmental Impact Assessment (3cu)
 - GEOG 823 Field and Lab Techniques in Remote Sensing (3cu)
 - GEOG 849 Planning with Indigenous Communities (3 cu)
 - GEOG 881 Land Use and Transportation Planning (3cu)
 - GEOG 884 Water Resources Planning and Management (3cu)
- **B.** Professional skills in environmental planning (3cu): The suite of professional skills reflects the training needs of the work environment and build personal and professional capacity in project planning, application, and management.
 - GEOG 882 Professional Skills in Environmental Planning (3 cu)

Students must complete a minimum of 3 modules, selected from the following:

- o Fundamentals of project management
- Policy, plan, and program performance auditing
- $\circ~$ Understanding environment and planning legislation and regulation
- o Good practices in data management
- $\circ~$ Ethical conduct in environment and planning
- o Facilitation, mediation, and negotiation skills
- Principles for Indigenous consultation and engagement

Admission: An undergraduate degree from a recognized university, a weighted average of at least 70 per cent during the final two years (60 credit units), and proof of English proficiency for international applicants and for applicants whose first language is not English. Applicants with at least 5 years of professional career experience in the environment or planning fields, or 3 years of experience plus a 2-year diploma or certificate, may be admitted without an undergraduate degree.

Applications for individual courses without enrolling in the certificate program are also accepted.

Course Descriptions

GEOG 822 Advanced Geographic Information Science (3cu)

Geographic Information Science is the systematic study and theory of digital representations of the Earth, and the processes that can be applied to that information. Students will explore contemporary theory and research in GIScience to better understand how technology can be used for geographic inquiry.

GEOG 886 Environmental Impact Assessment (3cu)

Emerging concepts and broader applications of environmental assessment principles and practices, including cumulative effects assessment, strategic environmental assessment, project scooping, assessment methods and techniques, monitoring and follow-up.

GEOG 823 Field and Lab Techniques in Remote Sensing (3cu)

There are three major parts to this course: class discussion, real field collected data processing, and a research project. A topic is assigned for weekly in-class discussion. Field collected data includes but not limited to spectral data and biophysical data. Each student must finish a research project.

GEOG 849 Planning with Indigenous Communities (3 cu)

Indigenous community planning in reserve, rural, urban, northern, and international contexts. Students will apply course content in classroom discussions and to produce a research essay. Guest lectures from practitioners and a field trip are additional highlights to the learning experience.

GEOG 881 Land Use and Transportation Planning (3cu)

The course introduces the emerging land use and transportation planning issues, policies, trends, modelling, and analytical tools. It focuses on the areas of land use and transportation systems integration, public transport planning and operations, and planning for active transportation and shared-mobility options. Students will learn how to adapt evidence-based approaches to evaluate land use and transportation systems performance.

GEOG 884 Water Resources Planning and Management (3cu)

The processes and practices of water resource planning and management in the urban and rural land use contexts. A focus on water and land use policy, water governance, and fundamental principles and practices for integrated watershed planning and management, source water protection, and urban stormwater and wastewater management.

GEOG 882 Professional Skills in Environmental Planning (3 cu)

Professional skills development for the environmental planner. A focus personal and professional capacity development in a variety of professional skills including fundamentals of project management, performance auditing, understanding legislation, data management, and principles for Indigenous engagement. Students complete a series of self-guided modules.

Clement, Kelly

From:	Aitken, Alec
Sent:	Thursday, April 29, 2021 11:47 AM
То:	Walker, Ryan; Clement, Kelly; Turner, Nancy; Vuong, Lucy
Subject:	Fw: NOI for graduate-level certificate program in Environment and Planning

Dear Ryan, Kelly, Nancy, and Lucy,

Please see the letter of support for this NOI provided by Vice-Dean Gordon DesBrisay that appears below. Thank you for your attention to this correspondence.

Sincerely,

Alec Aitken Professor and Head Geography and Planning

From: DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Sent: April 26, 2021 2:53 PM
To: Gillis, Barbara <barb.gillis@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Aitken, Alec <alec.aitken@usask.ca>
Cc: Adams, Toryn <toryn.adams@usask.ca>
Subject: Re: NOI for graduate-level certificate program in Environment and Planning

Dear Alec,

Congratulations on this excellent proposal. I wish you all the best with it. My letter of support follows, for inclusion in the package for CGPS.

Dear Colleagues,

On behalf of the College of Arts and Science, I am pleased to confirm our support for the proposed *Graduate Certificate in Environmental Planning* being brought forward by the Department of Geography and Planning.

Designed for remote learners, the proposed graduate certificate will address a real need among professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. The certificate will be accessible to career professionals worldwide seeking to upgrade current skills and training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based program.

This innovate program can be offered with existing graduate courses delivered by the existing departmental complement of faculty and staff, with course design augmented as necessary by consultants in the profession. The budget is reasonable and sustainable, and the proposed start-up costs for instructional and promotional materials can be managed by the department and the college. The prospect for growth supported by program revenues is strong.

This is an excellent proposal, and we are pleased to support it and recommend it to you.

Yours sincerely,

Gordon

Gordon DesBrisay, Ph.D. Associate Professor and Vice-Dean, Academic **College of Arts & Science** University of Saskatchewan Saskatoon SK Phone: (306) 966-4315 <u>https://artsandscience.usask.ca/</u>

Here Today, Tomorrow the World. Help students navigate challenges in a year like no other with a gift today at <u>give.usask.ca/students</u>.

From: Gillis, Barbara <barb.gillis@usask.ca>
Sent: Monday, April 26, 2021 11:47 AM
To: Dahl, Alexis <alexis.dahl@usask.ca>; Aitken, Alec <alec.aitken@usask.ca>; DesBrisay, Gordon
<gordon.desbrisay@usask.ca>
Cc: Adams, Toryn <toryn.adams@usask.ca>
Subject: RE: NOI for graduate-level certificate program in Environment and Planning

Thanks Alec and Alexis.

Alec and I worked on the budget together previously and it's ready now for you to share it with Lucy Vuong in IPA if you haven't already, Alec. Will the department cover any of the video production that isn't covered by the college's media production allocation fund? I think there is a good shot at getting much of this cost covered and you should ask for the full amount.

Best,

Barb

Barb Gillis, CPA (CMA)

Chief Operating Officer, Arts & Science

From: Dahl, Alexis <alexis.dahl@usask.ca>
Sent: Monday, April 26, 2021 10:36 AM
To: Aitken, Alec <alec.aitken@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>; Gillis, Barbara

<barb.gillis@usask.ca>

Cc: Adams, Toryn <toryn.adams@usask.ca>

Subject: RE: NOI for graduate-level certificate program in Environment and Planning

Hi Alec,

I have taken a quick look at the NOI, and my suggestions are:

- 1. For the Sustainable Community Development program at Royal Roads, I would remove this (as it appears that intake is currently suspended), contact them to determine how many courses are needed, or add a note to indicate that the information is currently unavailable as intake is suspended. The "?" in the "# courses required" column is likely to catch peoples' eyes and raise questions.
- 2. Add that you consulted with Dr. Angela Jaime (assuming that this happened) on Indigenization.

As for the other proposal, I will leave the budget/resource requirements questions to Barb, including the budget for the video production.

Kind regards, Alexis

From: Aitken, Alec <<u>alec.aitken@usask.ca</u>>
Sent: Monday, April 26, 2021 7:11 AM
To: DesBrisay, Gordon <<u>gordon.desbrisay@usask.ca</u>>; Gillis, Barbara <<u>barb.gillis@usask.ca</u>>; Alexis Dahl
<<u>alexis.dahl@artsandscience.usask.ca</u>>
Cc: Adams, Toryn <<u>toryn.adams@usask.ca</u>>
Subject: NOI for graduate-level certificate program in Environment and Planning

Good morning everyone,

I regret this tardy submission. It has taken longer than anticipated to pull all of the necessary pieces of this submission together. Please be advised that we are working with Ryan Walker and Kelly Clement in CGPS to expedite approval of this NOI. We hope to get these documents in front of the Planning and Priorities Committee for its meeting on May 5.

I have attached the Notice of Intent and it's supporting documents for your review. Please do not hesitate to contact me if you have questions or concerns. Thank you for your attention to this submission.

Respectfully,

Alec Aitken Professor and Head Geography and Planning

Clement, Kelly

From:	Liber, Karsten
Sent:	Thursday, May 6, 2021 9:08 AM
То:	Aitken, Alec
Cc:	Blakley, Jill; Walker, Ryan; Clement, Kelly
Subject:	RE: NOI for a graduate-level certificate program in Environmental Planning

Hello Alec,

A number of our faculty here in SENS have reviewed the attached materials and we lend our support to your initiative. It appears to draw on strengths of the department and could be an excellent way to bring students in. While we could see some issues of overlap/competition, your focus on planning hopefully differentiates courses adequately from our courses/offerings. The professional course is an interesting model that offers several modules from which two are required and students select one of the remaining to complete the course. Whether all modules are available in all years is not clear.

We wish you success with your initiative.

Sincerely,

Karsten Liber

Karsten Liber, Ph.D. Executive Director (Interim) and Distinguished Professor School of Environment and Sustainability University of Saskatchewan

BE WHAT THE WORLD NEEDS

Fellow, Society of Environmental Toxicology and Chemistry Recipient, Outstanding Contribution to Canadian Ecotoxicology award, Canadian Ecotoxicity Workshop

From: Aitken, Alec <alec.aitken@usask.ca>
Sent: Friday, April 30, 2021 1:23 PM
To: Liber, Karsten <karsten.liber@usask.ca>
Cc: Schwalm, Irene <irene.schwalm@usask.ca>
Subject: NOI for a graduate-level certificate program in Environmental Planning

Dear Karsten,

Please find attached to this correspondence the materials to support the Department of Geography and Planning's submission of a NOI for a graduate-level certificate program in Environmental Planning. This submission has been thoroughly vetted by Vice-Dean Indigenous Angela Jaime and Vice-Dean Academic Gordon DesBrisay in the College of Arts & Science and has their support.

Letters of support from Gordon DesBrisay for the NOI and the proposed 3 new graduate courses have been forwarded to CGPS.

We welcome your comments and those of SENS faculty on this program proposal. Please direct your comments to the following persons: Associate Dean Ryan Walker and Kelly Clement in CGPS, and Jill Blakley and me. A timely response will be appreciated.

Thank you for your attention to this submission. Questions related to this NOI should be directed to Dr. Jill Blakley (jill.blakley@usask.ca) in the first instance.

Sincerely,

Alec Aitken Professor and Head Geography and Planning



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

<u>Requirements</u>: To be completed for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> 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:

Environment and Planning Graduate Certificate

				Ac	ademic Year			
	Year 1		Year 2		Year 3	Year 4	Year 5	Comments
Revenue								
Tuition revenue:								
Total # of domestic students (headcount)	14	ŀ	15		17	18	20	first intake of 14 students growing to 20 students by year 5
Domestic tuition rate	\$ 2,169.00	\$	2,255.76	\$	2,345.99	\$ 2,439.83	\$ 2,537.42	9 cu 800 level courses; assumes rate increase of 4% per year
Total tuition revenue - domestic	\$ 30,366.00	\$	33,836.40	\$	39,881.84	\$ 43,916.94	\$ 50,748.46	
Total # of international students (headcount)	6	;	7		8	9	 10	first intake of 6 students growing to 10 students by year 5
International tuition rate	\$ 3,925.89	\$	4,082.93	\$	4,246.24	\$ 4,416.09	\$ 4,592.74	
Total tuition revenue - international	\$ 23,555.34	\$	28,580.48	\$	33,969.94	\$ 39,744.83	\$ 45,927.36	
Student fees*								
Excursion								
Lab								
Other (list in Comments)								
Total student fees	\$ -	\$	-	\$	-	\$ -	\$ -	
External funding sources (list in Comments)								
Internal funding sources (list in Comments)								Communications funds to support production of a 3-5 minute video (see notes below)
Total Revenue	\$ 53,921.34	\$	62,416.88	\$	73,851.78	\$ 83,661.77	\$ 96,675.82	
Expenditures								
Start-up costs	\$		n/a		n/a	n/a	n/a	
Salary and benefits:		-		-				
,								The existing faculty complement has the capacity for the anticipated enrolments
Faculty								in the first 5 years.
Sessionals or limited term instructional support	\$ 8,000.00							Development of modules for the professional skills course; 4 stipends of \$2,000 each to community planners; Dept. will cover from reserves
Students								
Staff								
Honoraria								

Total salary and benefits	\$ 8,000.00	\$-	\$-	\$-	\$-	
Scholarships and bursaries						
Marketing and promotion	\$3,685.25					Production and distribuion of 3-5 minute video to promote the certificate (see notes below)
Materials and supplies						
Travel						
Equipment and IT						
Other costs (list in Comments)						
Total Expenditures	\$ 11,685.25	\$-	\$-	\$-	\$-	
Estimated Surplus or Deficit	\$ 42,236.09	\$ 62,416.88	\$ 73,851.78	\$ 83,661.77	\$ 96,675.82	If deficit in any given year, explain how it will be managed

*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: Line 53 - EMAP quotation for video production valued at \$7370.50 (attached). We are asking for one-half of these funds to support this certificate program. We will be applying to the Media Production Allocation fund administered by the College of Arts & Science to cover some or all of these production costs (see Line 36). New funding applications can be received beginning in May, 2021. Costs not covered by the College will be covered from the department's operating budget. Barb Gillis informed Alec Aitken the College should be able to cover the full cost.

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

<u>Requirements</u>: 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:

Environment and Planning Graduate Certificate

	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 (list in Comments)		
Total Start-Up Costs		

Notes: No incremental direct costs expected - rather in-kind in-house resources will be accessed.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.



Planning & Priorities Committee of Council Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

Requirements: Provide detailed information to support the financial information noted in the worksheets.

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Name of Program:

Environment and Planning Graduate Certificate

Enrolment: What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

The target market for this Certificate is i) graduate students and environment and planning professionals across Canada and internationally who would like additional certification in Environmental Planning. The Certificate may serve as a complement an existing academic degree in fields related to environment and planning, or it may serve as professional development training complementary to an established professional practice. We do not see any barriers to recruitment in the coming year, rather we see an opportunity for online learning due to pandemic restrictions and remote locations for many students and professionals. Environmental planning is an area of rapidly increasing policy interest in Saskatchewan, Canada and internationally and many governments and societies are actively seeking capacity-building programs and opportunities. If enrollment targets are not met then we would adjust the advertising strategy for the Certificate to focus more strongly on certain groups and to adjust to shifting work and training needs. If enrollment targets are repeatedly not met year after year, then we would assess the certificate in light of possible redirection or cancelling it. Given its low incremental costs, it is still viable at enrollments well below the targets that have been set.

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:Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment) Year 2:Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment) Year 3:Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment) Year 4:Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment) Year 5:Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment) Year 5:Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment)

Indirect costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).

Usask IT to build and maintain webpage; GMCTL assitance in developing on-line content; Usask indigenous leaders to advise re: indigenous content (i.e. Stryker Calvez); A&S comms resources to develop promotional material; in-kind support from dept'l admin

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.

Program will be delivered with existing/in-kind resources with the exception of 3 stipends to community planners for development of modules.

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?

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

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

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

Graduate Certificate in Environmental Planning (GCEP - suggested Banner code and Grad CertEnvironmentalPlanning - 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?

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:

GCEP - In Grad Cert EnvironPlanning (maximum of 4 characters 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.

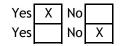
N/A

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.

ENPL (Environmental Planning) - suggested new Banner code and description

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

N/A



Yes X No

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

1 Is this a new program?

Is an existing program being revised?

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

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

Graduate Certificate in Environmental Planning (GCEP - suggested Banner code and Grad CertEnvironmentalPlanning - suggested Banner short description - maximum of 30 characters)

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

Graduate Certificate in Environmental Planning (GCEP-GP - suggested Banner code and Grad CertEnvironmentalPlanning - suggested Banner short 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) / Geography and Planning (GEPL)

6 Is this a replacement for a current program?

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

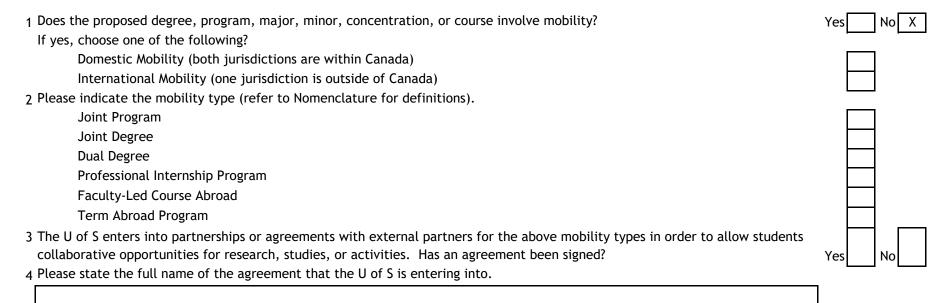
9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Yes	Х	No	
Yes		No	Х

Yes

No X

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.



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? 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?

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 <u>and</u> 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?

Yes No X Revised

Yes No X Revised

Title: Graduate Certificate in Environmental Planning

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

No

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?

2

No

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?

If NO, please describe.

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

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 between 20 to 30 students annually within the next 3-5 years

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

Refer to the Department of Geography and Planning

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.)

- Proof of English proficiency may be required for international applications and for applicants who first language is not English

- A cumulative weighted average of at least a 70% (Usask grade system equivalent) in the last 2 years of student (60 cu's)

- Four-year honours degree or equivalent from a recognized college or university in an academic discipline relevant to the proposed field of study:

OR 5 years professional experience in environmental planning fields

OR 3 years professional experience plus a 2 year diploma or certificate

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.)

Effective Term: 202205

Title: Graduate Certificate in Environmental Planning

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?

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).

\$6,094.89



Yes X No

Title: Graduate Certificate in Environmental Planning

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 - new graduate certificate

3 When is the first class expected to graduate?

Fall Convocation 2022

4

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

Expect increase of between 20 to 30 students annually within the next 3 to 5 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)?

If YES, what and by what date?

Yes No X

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?

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?

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?

Section 15: Awards Information

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

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?

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.

Yes X No

Yes X No



Yes No X



Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?	_	
2 What is the effective date of this termination?	-	
2 Will there be any courses closed as a result of this termination?		
3 Will there be any courses closed as a result of this termination?	Yes	NO
If yes, what courses?	٦	
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?	J	
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			
Standard Graduate per credit	Х		
Standard Graduate per term			
Non standard per credit*			
Non standard per term*			
Other *			
Program Based*			
* See attached documents for further details			
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?	I		
3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?			
	' F	— r	
4 Does proponent's proposal contain detailed information regarding requested tuition?	Yes	No	
If NO, please describe.	1		
	I		
5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?	l		
6 IPA Additional comments?	1		
7 Will students outside the program be allowed to take the classes?			
Yes			
8 If YES, what should they be assessed? (This is especially important for program based.)			
Standard graduate per credit			
9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?			
Yes			
10 Do standard cancellation fee rules apply?			
Yes			
11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.			
No			
12 Are you moving from one tuition code (TC) to another tuition code?	Yes	No	Х
If YES, from which tuition code to which tuition code?	ـــ		
13 Are international students admissible to the program? If yes, will they pay the international tuition differential?			
Yes - they will pay the international tuition differential			

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- $8\ \text{Has}$ ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

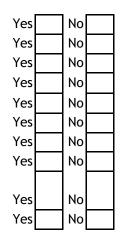
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

SUBJECT:	Graduate degree-level Certificate in Indigenous Nation Building
DATE OF MEETING:	October 21, 2021
PRESENTED BY:	Alison Oates, chair, Academic Programs Committee

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



university of saskatchewan College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Facsimile: 306-966-5756 Email: grad.studies@usask.ca

MEMORANDUM

To:	Academic Programs Committee of University Council
Сору:	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 <u>kelly.clement@usask.ca</u>



MEMORANDUM

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

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.

/||



university of saskatchewan College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

MEMORANDUM

To:	Executive Committee of CGPS
Сору:	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 <u>kelly.clement@usask.ca</u>

:kc



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 (FNUniv) 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 FNUniv 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 communityframed 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 selfdetermination 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 fouryear 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 nonstandard 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, Anihšināpēk, 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, Anihšināpēk, 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 Nationbuilding 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 JSGS 894 Indigenous Nation-Building in Practice, a practicum-like course, the residency program (JSGS 895 Community ResidencE), 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.

Works Cited:

Battiste, M. (2002). Indigenous Knowledge and Pedagogy in First Nations Education: A Literature Review with Recommendations.

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- Bhambra, G.K., D. Gebrial, & K. Nisancioglu. (2018). Introduction: Decolonising the University? In
 Bhambra, G.K., D. Gebrial, & K. Nisancioglu (Eds.), *Decolonising the University*, 1-15. London: Pluto Press.

Cotes-Meek, S. (2014). Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education. Halifax and Winnipeg: Fernwood Publishing.

Freire, P. (2011:1970). *Pedagogy of the Oppressed*. New York, NY: Continuum International Publishing Group.

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.

Graduate Certificate in Indigenous Nation- building	te in Indigenous Nation- Required courses			Selected electives						
	JSGS 893 Foundations in Indigenous Governance	JSGS 894 Indigeno us Nation- building	JSGS 863 <u>Indiaeno</u> <u>us</u> Peoples and Public Policy	JSGS 851 Qualitative Methods	JSGS 896 Indigenous Nation- Building in Canada	JSGS 808 Ethical Leadership and Democracy in the Public Service	INDG 810 Aboriginal Self Determination Through Mitho Pimachesowin	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	1	√	~		1	1	1	V		
Communication and Social Skills Ability to communicate effectively and build enduring trust-based interpersonal, professional relationships	\checkmark	\checkmark		\checkmark		\checkmark				
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound innovative conclusions	√	\checkmark	~	1	1	√	√	\checkmark		
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	\checkmark	\checkmark	√	\checkmark	\checkmark	\checkmark		\checkmark		

c. Provide an overview of the curriculum mapping.

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

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 selfdetermination. 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 selfdetermination, 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.

- 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.
- 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 selfdetermination.
- 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
- FNUniv 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, FNUniv, 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 FNUniv, 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 FNUniv and the USask and U of R campuses of the JSGS. The group includes professors Bob Kayseas (FNUniv), 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



JSGS 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 (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

www.schoolofpublicpolicy.sk.ca



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. <u>http://unsr.jamesanaya.org/docs/countries/2014-report-canada-a-hrc-27-52-add-2-en.pdf</u>

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 development 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 <u>https://library.usask.ca/copyright/index.php. For</u> <u>information on students' rights, see https://library.usask.ca/copyright/students/rights.php</u>, or contact the University's Copyright Coordinator at <u>copyright.coordinator@usask.ca</u> 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-ee27-44f9-9ec5ac2400e128c7
- <u>https://teaching.usask.ca/remote-teaching/netiquette.php</u>
- <u>https://studentstest.usask.ca/articles/netiquette.php</u>

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

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

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.

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

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_HZ0XAfHQW6DZoQOhoXes.



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, brining 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: <u>http://policies.usask.ca/policies/academic-affairs/academic-courses.php</u>

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



U of R: Counselling Services – <u>http://www.uregina.ca/student/counselling/contact.html</u> 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 – <u>www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php</u>.

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



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 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 (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

www.schoolofpublicpolicy.sk.ca



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 nationbuilding 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 international 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 cocreated 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?
 - \circ 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 <u>https://library.usask.ca/copyright/index.php. For</u> <u>information on students' rights, see https://library.usask.ca/copyright/students/rights.php</u>, or contact the University's Copyright Coordinator at <u>copyright.coordinator@usask.ca</u> 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.

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

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

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

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

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.

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

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_HZ0XAfHQW6DZoQOhoXes.

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, brining 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: <u>http://policies.usask.ca/policies/academic-affairs/academic-courses.php</u>



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

U of R: Counselling Services – <u>http://www.uregina.ca/student/counselling/contact.html</u> 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 – <u>https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html</u>



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 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 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 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.

Works Cited:

Battiste, M. (2002). Indigenous Knowledge and Pedagogy in First Nations Education: A Literature Review with Recommendations.

 $https://www.afn.ca/uploads/files/education/24._2002_oct_marie_battiste_indigenousknowledgeandpedagogy_lit_review_for_min_working_group.pdf$

Bauer, W. (2017). Oral History. In C. Anderson & J. M. O'Brien (Eds.), *Sources and Methods in Indigenous Studies*, 162-168. New York, NY: Routledge.

Bhambra, G.K., D. Gebrial, & K. Nisancioglu. (2018). Introduction: Decolonising the University? In Bhambra, G.K., D. Gebrial, & K. Nisancioglu (Eds.), *Decolonising the University*, 1-15. London: Pluto Press.

Cotes-Meek, S. (2014). Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education. Halifax and Winnipeg: Fernwood Publishing.

Freire, P. (2011:1970). Pedagogy of the Oppressed. New York, NY: Continuum International Publishing Group.

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.



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 Indigenouscentred, 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)	-Indigenous governance is complex	Commented [MOU1]: Depending on the time of year and
	· · · · · ·	- Traditional or ancestral knowledge,	status of the pandemic, this could take place outside or in a tipi.
	 How does ancestral/traditional knowledge frame contemporary Indigenous governance? What are the connections between land, language, and governance? 	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?	



	-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 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 FNUniv	-Deepen understandings of the connections between land and Indigenous ways of knowing; deepen awareness of sovereignty
Afternoon	Lunch	
	 Change fatigue as a barrier to community capacity-building: 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.
	Group Exercise: Tipi teachings and Tipi raising	-Group-building exercise
	 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. 	-An example of grounding practice in Indigenous, traditional theory
	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 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 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 - Participants will share Indigenous governance practices and knowledge from their specific nations.	-Connecting readings and course work to dialogue
	-What differences exist amongst the Indigenous nations across Saskatchewan or Canada?	
	-What are some shared principles?	



	-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, its 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 ASSESMENT

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 them 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 the class is expected by all students.

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Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html).



Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at 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.

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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.

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

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

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.

<u>https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3612d5de-1f72-4573-a3c6-ac24003b3fd3</u>



- <u>https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f1e308cb-eb9c-4c89-9df6ac8d001d9de0</u>
- <u>https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3c38d24e-2a9b-4b97-ad52-ac43003a1176</u>

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 HZ0XAfHQW6DZoQOhoXes.

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, brining 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.

ADDITIONAL EVALUATION INFORMATION

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

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

U of R: Counselling Services – <u>http://www.uregina.ca/student/counselling/contact.html</u> 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 – <u>https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html</u>



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 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.

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.

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- <u>https://teaching.usask.ca/remote-teaching/netiquette.php</u>
- <u>https://studentstest.usask.ca/articles/netiquette.php</u>

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

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.

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

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_HZ0XAfHQW6DZoQOhoXes.

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, brining 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.

ADDITIONAL EVALUATION INFORMATION

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



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

U of R: Counselling Services – <u>http://www.uregina.ca/student/counselling/contact.html</u> 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 – <u>https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html</u>



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.

Morning Star Lodge 401-2631 28th Avenue, Regina, SK, S4S 6X3 306.584.4464



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 (FNUniv)).

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,

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

Morning Star Lodge 401-2631 28th Avenue, Regina, SK, S4S 6X3 306.584.4464





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

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





142 Kırk 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,

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Robert Innes, Department Head



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 (FNUniv). JSGS and FNUniv 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 FNUniv 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 Nationbuilding alongside JSGS.

Sincerely,

Dr. Bob Kayseas Interim President & Vice President Academic First Nations University of Canada atim kâ-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 Reconcilliation 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



Department of Political Studies283B Arts Building, 9 Campus Drive Saskatoon, Saskatchewan S7N 5A5 CanadaPh: (306) 966-1666 Fx: (306) 966-5250Email: political.studies@usask.caWeb: artandscience.usask.ca/politicalstudies

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 opporunties to gain practical skill-sets in furthering these goals.

We would be pleased if you were to consider including POLS 826.3 (Topics in Aboringinal 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,

Nellfeft

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



UREGINA 🤜 USASK

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

MEMORANDUM

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

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 JSGS 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 ٠ 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. ٠

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 JSGS 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.

Munay 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 (FNUniv).

FNUniv 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 JSGS Strategic Plan for 2016-2020, Indigenization and reconciliation are key directions for the JSGS. 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 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 FNUniv 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 communityframed 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 antion-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 FNUniv. The sustainable and successful partnership between JSGS and

FNUniv 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 FNUniv, 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 FNUniv 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
- FNUniv 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 JSGS 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 FNUniv indicating their desire to participate with the JSGS 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 FNUniv 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. JSGS will rely on collaborations with FNUniv 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.



University of Regina Campus 3rd Floor, 2155 College Avenue Regina, SK S4S 0A2 Canada

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 (FNUniv), 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 FNUniv.

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

Sincerely,

Doug Mden Executive Director Johnson Shoyama Graduate School of Public Policy

Enclosure



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 (FNUniv). JSGS and FNUniv 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 FNUniv 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 Nationbuilding alongside JSGS.

Sincerely,

Dr. Bob Kayseas Interim President & Vice President Academic First Nations University of Canada atim kâ-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 Reconcilliation 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

Morning Star Lodge 401-2631 28th Avenue, Regina, SK, S4S 6X3 306.584.4464



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 (FNUniv)).

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,

anni Demana

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 lin 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

From: Fulton, Murray <murray.fulton@usask.ca>

Sent: Friday, July 24, 2020 11:48 AM

To: Vuong, Lucy <ucy.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 <<u>lucy.vuong@usask.ca</u>> 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 you were 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 cours: R rate you had noted. If you could revise your submission to use the USask rate, that would to great. For tuition rate-setting next year, perhaps you may consider aligning the 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 on it before we have a final version to share with the University Secretary's Office.

Have a great day and weekend!

Cheers,

From: Fulton, Murray <<u>murray.fulton@usask.ca</u>> Sent: July 24, 2020 11:07 AM

To: Beck, Jennifer <jennifer.beck@usask.ca>

Ce: McMartin, Dena <<u>dena.mcmartin@usask.ca</u>>; Vuong, Lucy <<u>lucy.vuong@usask.ca</u>>; Emily Grafton <<u>Emily.Grafton@uregina.ca</u>>; Doug Moen <<u>doug.moen@uregina.ca</u>> 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</p>

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 allo 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 <<u>murray.fulton@usask.ca</u>> Sent: Monday, July 6, 2020 4:51 PM To: McMartin, Dena <<u>dena.mcmartin@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>> Ce: Emily Gratton <<u>Cmily.Gratton@uregina.ca</u>>; Doug Moen <<u>doug.moen@uregina.ca</u>> 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 attack

JB

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 Indigen 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 othe this one through both the University of Regina and USask. Since three of the four proposed courses will be offreed 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 campu 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 1 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 elimina

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 eith 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: <u>Murray.Fulton@usask.ca</u>

<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

<u>Requirements</u>: To be completed for proposals of new academic programs <u>or</u> 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 <u>grey</u> 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								
		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	\$	-	\$	-	\$	-	\$	-	\$	-
	Ŷ		Ţ.		V		Ŷ		Ŷ	
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

Comments

Estimated Surplus or Deficit	÷	4,441.60	4,441.60	4,441.60	Ψ Ψ	4,441.60		If deficit in any given year, explain l
Total Expenditures	\$	17,000.00	\$ 17,000.00	\$ 17,000.00	\$	17,000.00	\$ 17,000.00	
Other costs (list in Comments)								
Equipment and IT	_							
Fautoment and IT								
Travel								
	_							
Materials and supplies								

*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.

in how it will be managed



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

<u>Requirements</u>: Itemize start-up costs for proposals of new academic programs <u>or</u> 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 <u>grey</u> 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 (list in Comments)		
Total Start-Up Costs	\$-	

<u>Notes:</u> 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

<u>Requirements</u>: Provide detailed information to support the financial information noted in the worksheets. Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> 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 programing. 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.

Title: Graduate Certificate in Indigenous Nation Building

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

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

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

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?
- 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.

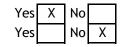
N/A

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.

INNB - 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



Yes X No

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

1 Is this a new program?

Is an existing program being revised?

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

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?

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?

Yes	Х	No	
Yes		No	Х

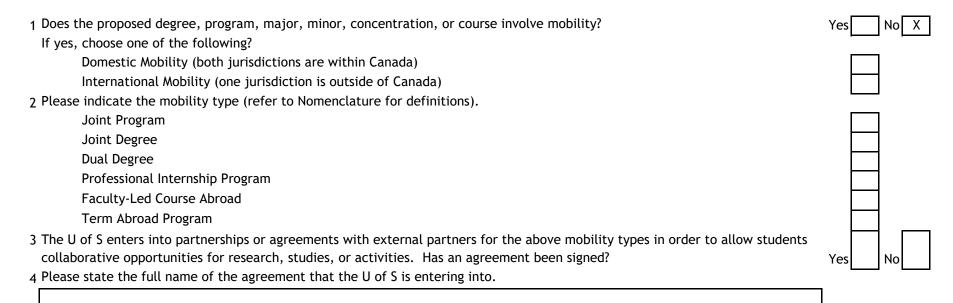
Yes

No X

Title: Graduate Certificate in Indigenous Nation Building

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.



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Title: Graduate Certificate in Indigenous Nation Building

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? 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?

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

 ${\bf 2}$ 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 <u>and</u> 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?

Yes No X Revised



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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

No

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?

2

No

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?

If NO, please describe.

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

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 uner 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?

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?

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

Yes X No

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)?

If YES, what and by what date?

Yes No X

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?

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?

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?

Section 15: Awards Information

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

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?

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.

Yes X No

Yes X No



Yes No X

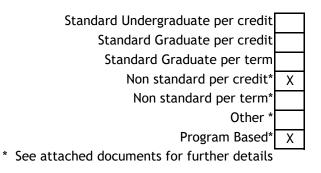


Section 17: Program Termination

1 Is this a program termination? If yes, what is the name of the program?	Yes	No X
2 What is the effective date of this termination?] ר	
3 Will there be any courses closed as a result of this termination? If yes, what courses?	Yes	No
4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program?	Yes	No
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? If yes, please select one of the following mobility activity types.] Yes	No
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?



Yes

Yes

No X

No

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?

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?

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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- $8\ \text{Has}$ ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

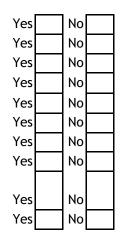
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):







UNIVERSITY OF SASKATCHEWAN College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

Memorandum

То:	Seanine Warrington, Office of the Registrar Amanda Storey, Governance Office
Сору:	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.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

SUBJECT:	Graduate degree-level Certificate in Leadership
DATE OF MEETING:	October 21, 2021
PRESENTED BY:	Alison Oates, chair, Academic Programs Committee

DECISIONS REQUESTED:

It is recommended that the Council approve the graduate degree-level certificate in Leadership, 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 Edwards School of Business propose a graduate-degree level certificate in Leadership. This program is being developed to offer targeted leadership training to students who are unable to access or commit to the full Master of Business Administration (MBA) program. The program will attract students who are seeking a credential and who are seeking to enhance their leadership skills, and will target both mid-career professionals as well as recent graduate.

This certificate program can be used to ladder into the MBA program and, therefore, the admissions requirements are the same as the MBA, with the exception of the requirement of the GMAT.

This program will be offered as a blend of online and face-to-face delivery, as it will reply on existing MBA offerings.

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 this certificate both as an attractive stand-alone program for students seeking to improve their leadership skills, as well as for students looking to ladder into the MBA program.

ATTACHMENTS:

1. Proposal for the graduate degree-level certificate in Leadership



UNIVERSITY OF SASKATCHEWAN College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

Memorandum

То:	Executive Committee of CGPS
Copy:	Marjorie Delbaere, Associate Dean, Research & Faculty Relations, ESB
From:	Graduate Programs Committee of CGPS
Date:	September 17, 2021
Re:	New Program Proposal – Graduate Certificate in Leadership

On September 7, 2021, the Graduate Programs Committee reviewed a proposal for a new Graduate Certificate in Leadership. The addition of this new graduate certificate was well justified in the proposal. This excerpt from the proposal summarizes the proposed graduate certificate's value proposition well:

"People from all disciplines and all work environments benefit from leadership skills. The Graduate Certificate in Leadership (GCL) would emphasize the development of basic and essential leadership skills, including self-awareness, personal development, and emotional intelligence. Students in the GCL will gain an understanding of contemporary leadership issues that will help them increase their leadership potential in either formal or informal leadership roles.

The GCL will be attractive to emerging leaders looking to enhance their skillset and grow professionally. The program will cater to full-time, working professionals through convenient evening and weekend offerings, with the potential to eventually offer blended (online and in-person), remote, or high-flex (combination of blended and remote) delivery. Students who complete the GCL can apply the completed courses to the MBA program.

The Edwards School of Business currently offers a Master of Business Administration (MBA) program. A holistic review of the MBA program identified opportunities to better serve our university and province with targeted leadership programming. The proposed certificate would allow the Edwards School the opportunity to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA."

The members of the Graduate Programs Committee found that the proposal was thorough, and that consultation and support is noteworthy. It makes practical use of existing resource allocations to the MBA program, with shared courses between the two programs and a laddering opportunity from certificate to MBA program should students wish to. There is some genuine excitement around its introduction (see letters from Education, Medicine, Dentistry). The new zero-credit leadership seminar course proposal, required for all students enrolled in the Graduate Certificate in Leadership program appears appropriate and well thought out.

The Graduate Programs Committee passed the following motion:

To recommend approval for the Graduate Certificate in Leadership. CARRIED unanimous

Attached please find the full proposal.

If you have any questions, please contact Ryan Walker at ryan.walker@usask.ca



TO:	College of Graduate and Postdoctoral Studies			
FROM:	Marjorie Delbaere, Associate Dean, Research & Faculty Relations			
DATE:	August 26, 2021			
RE:	Graduate Certificate in Leadership			

The attached proposal for a Graduate Certificate in Leadership program was approved on May 6, 2021 by the Edwards School of Business MBA Committee and is presented to the College of Graduate and Postdoctoral Studies for approval.

The proposal was developed through consultations with Edwards School of Business faculty, colleagues across campus, and through feedback received from the Planning and Priorities Committee of Council. Feedback has been extremely positive from all stakeholder groups. The proposal highlights the need to increase accessibility in our current programming to meet the changing demands of the economy.

We look forward to the opportunity to discuss this proposal with you further. Please contact me with any questions you may have. Thank you for your consideration.

Sincerely,

Marjorie Delbaere Associate Dean, Research & Faculty Relations Edwards School of Business PotashCorp Centre - 25 Campus Drive Saskatoon, SK, CA S7N 5A7



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Graduate C	ertificate in Leadership	
Degree(s):	Graduate Certificate ir	Leadership
Field(s) of Specialization:	n/a	
Level(s) of Concentration:	n/a	
Option(s):	n/a	
Degree College: Colleg	e of Graduate and Postd	octoral Studies / Edwards School of Business
Contact Person(s):		
Marjorie Delbaere Associate Dean, Research & Fa delbaere@edwards.usask.ca	aculty Relations	Vicky Parohl Manager, Accreditation & Strategic Initiatives parohl@edwards.usask.ca
Proposed date of implementa	tion: September 2022	
Proposal Document		

ACADEMIC JUSTIFICATION

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

People from all disciplines and all work environments benefit from leadership skills. The Graduate Certificate in Leadership (GCL) would emphasize the development of basic and essential leadership skills, including self-awareness, personal development, and emotional intelligence. Students in the GCL will gain an understanding of contemporary leadership issues that will help them increase their leadership potential in either formal or informal leadership roles.

The GCL will be attractive to emerging leaders looking to enhance their skillset and grow professionally. The program will cater to full-time, working professionals through convenient evening and weekend offerings, with the potential to eventually offer blended (online and in-person), remote, or high-flex (combination of blended and remote) delivery. Students who complete the GCL can apply the completed courses to the MBA program.

The Edwards School of Business currently offers a Master of Business Administration (MBA) program. A holistic review of the MBA program identified opportunities to better serve our university and province with targeted leadership programming. The proposed certificate would allow the Edwards School the opportunity to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA.

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 vision of the Edwards School is to be the Canadian leader in transformative business education. Our goal is to accomplish this through teaching and programming that will transform the lives of students by enhancing their skills, encouraging growth, and empowering students to aspire to have an impact through leadership.

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

This program is specifically targeted to leaders and emerging leaders who aim to enhance their leadership skills and grow in their current position or seek new opportunities. The Edwards GCL aims to attract both mid-career professionals and recent graduates from all disciplines. Consultations with colleagues on campus have indicated that this program will address a need for additional leadership programming for medical students and professionals. This program will also be attractive to staff working on campus and will uplift the professionals who are supporting the strategic objectives of the university and its colleges and units. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

International students interested in pursuing this program would need to take the certificate alongside another program to be eligible for residency requirements.

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

While several Canadian institutions offer non-credit leadership programming through their centres for Executive or Continuing Education, few offer graduate degree level certificates for credit in leadership. This program will be attractive to students who seek to earn a credential; consultations with the Colleges of Medicine and Dentistry have signaled that their students and practicing professionals prefer credentials or require them to maintain their license. The University of Regina and Royal Roads University both offer comparable programs with similar admission requirements and flexible delivery, however the University of Saskatchewan stands apart with accreditation through the Association to Advance Collegiate Schools of Business. Students will be introduced to the program through week-long, fully immersive experiential course while the other two courses encourage teamwork through groupbased case studies. Students will be required to maintain continuous registration in a zero-credit Leadership Seminar course (MBA 8XX.0: Leadership Seminar) that will act as an introduction to the program and provide opportunities for certificate students to come together as a cohort to discuss their experiences after each course and at the completion of the program. The purpose of the proposed program is to give local students the option to pursue a local program, especially when those prospective students have completed other education at or are employed by the University of Saskatchewan.

While there are other graduate certificates with leadership components at the U of S, such as the M.Ed. Leadership in Post-secondary program, this program focuses specifically on developing individual leadership skills for application in a business context. The College of Education also has a M.Ed. Health Professions in Education program which focuses on leadership development in a teaching and learning capacity for health professionals.

ADMISSIONS

What are the admissions requirements of this program?

As the GCL may be used to ladder into the Master of Business Administration program, the admission requirements are the same for the certificate as they are for the Master's program with the exception of the GMAT.

- <u>Language Proficiency Requirements</u>: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year degree, or equivalent, from a recognized college or university
 - Applicants with three-year degrees and strong demonstrable potential for success in the program may be considered for admission. All applicants will be considered using a holistic admissions approach.
- Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant's suitability to the program. An interview may also be required to assess language proficiency.
- Current resume detailing positions held and a description of responsibilities
- Two years of leadership* experience. Emerging leaders who have fewer than two years of leadership experience who demonstrate exceptional leadership potential through their professional and life experiences, are preparing for further leadership roles, and otherwise meet the standard admissions criteria, are encouraged to apply. Please ensure that you demonstrate your leadership experience in your detailed resume and Statement of Intent.
- three confidential letters of recommendation (minimum one academic)

Applicants are assessed on a holistic basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, and reference letters. Applicants whose qualifications do not meet the minimum requirements are

encouraged to contact the Edwards graduate programs office to discuss potential opportunities for admission.

Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category will be required to participate in an interview with the Edwards MBA Admissions Committee and may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Edwards MBA Admissions Committee may recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or, failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

*Leadership experience could include (but is not limited to) one or more of the following:

- Formal leadership role within an organization or volunteer group
- Extensive, high-level supervisory experience
- Experience in consulting or negotiating change in a complex environment
- Experience leading others to shared outcomes (informal leadership experience)

DESCRIPTION OF THE PROGRAM

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

Students who complete Graduate Certificate in Leadership will be prepared to:

- Be effective leaders.
- Understand the complex interplay between business and society.
- Be effective contributors to team performance.

Through the fully immersive, experiential week-long introductory course, MBA 885: Essential Management Skills, students will explore their personal management style and improve their communication skills, gain valuable insights into how to manage difficult people, and conduct interestbased negotiations, exercise team leadership and manage change. MBA 803: Business and Society will expose students to critical aspects in today's dynamic environment such as corporate governance, competitive contexts, innovation, business ethics, and corporate social responsibility. In the final course, MBA 877: Leadership and Organizational Dynamics, students will be expected to think critically and apply their knowledge to practical problems, while gaining the necessary skills to become a more effective leader. MBA 803 and 877 both incorporate business cases to help students meet the learning objectives. MBA 8XX.0: Leadership Seminar will provide a cohort experience for students, introducing them to the program and providing students an opportunity to synthesize knowledge and experiences from the three courses.

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. At implementation, students will have access to existing MBA offerings which are offered on campus or remotely (as dictated by university guidelines). The School is currently exploring flexible and blended modes of delivery for MBA courses.

Experiential learning opportunities. In MBA 885, Essential Management Skills, students will participate in a number of reflective activities based on leadership and wellness assessments that will be undertaken throughout the course. MBA 803 and 877 both employ case studies where students work with groups through real-world scenarios.

General teaching philosophy. The mission of the Edwards School of Business is to develop business professionals to build nations. The vision of the School is to be the Canadian leader in transformative business education and research that uplifts nations. This vision is supported by three foundational pillars, including transformative teaching and learning. The Edwards School of Business prepares learners the world needs by fostering a culture of lifelong learning. The school wishes to extend its reach and provide those students not seeking a full MBA program access to management programming, the opportunity to benefit from our scholars, and gain the leadership skills they need to succeed in a quickly changing workforce.

Provide an overview of the curriculum mapping

The courses selected to be a part of Graduate Certificate in Leadership are designed to equip students with the skills they need to recognize, analyze, and practice essential leadership skills, understand the complex interplay between business and society, and be effective contributors to team performance. The courses address the learning goals of the Certificate as well as those outlined in the University Learning Charter.

GCL Courses	LEADERSHIP: Be effective leaders	DISCIPLINARY & GENERAL BUSINESS KNOWLEDGE: Understand the complex interplay between business and society	TEAMWORK: Be effective contributors to team performance	
MBA 803.3: Business and Society		x	x	
MBA 877.3: Leadership and Organizational Dynamics	x	x	x	
MBA 885.3: Essential Management Skills	x		x	
MBA 8XX.0: Leadership Seminar	x	x	х	

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

The table below illustrates how the Graduate Certificate in Leadership addresses each of the five learning goals.

Learning Goal	Description	GCL		
Pursuit of Truth	Critical Thinking			
and	Multiple ways of knowing and learning			
Understanding	Intellectual flexibility	Х		
Pursuit of	Depth of understanding in subject area	Х		
Knowledges	Breadth of understanding how subject area intersects with related subject areas			
	Understanding how one's subject area impacts communities	Х		
	Using and applying one's knowledge with respect to all individuals	Х		
Pursuit of	Exercising intellectual integrity and ethical behaviour	Х		
Integrity and	Recognizing and thinking through moral and ethical issues	Х		
Respect	Recognizing the limits to one's knowledge, skills, and understanding and acting in			
	accordance with these limits			
Recognizing and	Develop and apply research, inquiry, knowledge creation, and translation skills			
thinking through	Communicate substantively and persuasively in different contexts	Х		
moral and ethical	Locate, understand, evaluate, and use information effectively, ethically, legally, and with	х		
issues	cultural appropriateness			
Pursuit of Skills	Commit to positive growth and change for oneself and for local, national, and global	Х		
and Practices	communities			
	Act with confidence and strength of purpose for the good of oneself and different	Х		
	communities			
	Embrace responsibilities to oneself and others in ways that are authentic and meaningful	Х		
	Sharing knowledges and exercise leadership as acts of individual and community	х		
	responsibility			

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

Classes from other programs/institutions are not transferable to this program. Students must meet the admission requirements for the program. Students may pursue this program alongside another graduate level program.

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.

Low enrolment in the Certificate does not present a financial risk to the College given the fact that it is completed with existing courses.

Measures of success will include:

- Tracking student enrolment and completion; and
- A survey of graduating students to understand the perceived value of the program.

After five years of programming if expected enrollment does not meet expectations (minimum of 10 new students per year) the program will be reviewed.

CONSULTATION

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?

Edwards MBA. The Certificate will be comprised of three MBA courses: MBA 803, MBA 877, and MBA 885. Certificate students will share the classroom experience with MBA students, encouraging collaboration and connectivity. Although the program will not be advertised as a bridging program for the MBA, students who complete the Certificate in Leadership will be eligible to apply to the MBA program with advanced standing. Students must meet the minimum admission requirements for the MBA program.

Edwards Executive Education. The Edwards School of Business offers leadership programming through its Executive Education program. The GCL will be attractive to emerging leaders who are pursuing a university experience. As Edwards manages both programs, administrators will be able to advise prospective students which program is right for them.

U of S Programming. While there are other graduate certificates with leadership components at the U of S, such as the M.Ed. Leadership in Post-secondary program, this program focuses specifically on developing individual leadership skills for application in a business context. The College of Education also has a M.Ed. Health Professions in Education program which focuses on leadership development in a teaching and learning capacity for health professionals.

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.

Dentistry. Noreen Mahoney and Vicky Parohl met with Dr. Walter Siqueira and Lane Foster from the College of Dentistry in April 2021 to discuss the proposed GCL and opportunities for collaboration between Edwards and the College of Dentistry. Dr. Siqueira identified the desire for professional leadership programming for Dentistry students and graduates. The proposed GCL would benefit dentists as they begin their professional practice. The possibility of an Advanced Graduate Certificate in Leadership for Dentists was tabled for future consideration. A letter of support from Dr. Siqueira is included with the proposal package.

Education. Vicky Parohl met with Dr. Vicki Squires from the College of Education in May 2021 to discuss the proposed GCL and its relationship to leadership programming in the College of Education. In June 2021, Vicky Parohl, Noreen Mahoney, and Dr. Marjorie Delbaere from the Edwards School of Business met with Drs. Beth Bilson (Interim Dean) and Vicki Squires to discuss opportunities for collaboration between the colleges. Through these conversations, it was apparent that the target demographic for the GCL and the education programming are different. The Education programs focus on understanding leadership specific to the higher education context or building leadership capacity in healthcare professionals who desire to teach, while the Edwards program is for individuals who wish to develop

their personal leadership style and understand the role of leadership in a business context. A letter of support from Dr. Bilson is included with the proposal package.

Medicine. Noreen Mahoney and Vicky Parohl met with Dr. Cathy MacLean and Dr. Marilyn Baetz from the College of Medicine in January 2021 to discuss opportunities for leadership development in the College of Medicine. The proposed program would benefit medical professionals seeking to develop their leadership skills. Opportunities for incorporating components from the Health Quality Council in coursework were discussed. While this opportunity does not exist in the limited coursework of the GCL, the Edwards MBA has been revised with an opportunity to provide flexible opportunities for students in the capstone class to work on a project related to their field. This opportunity will benefit doctors who bridge from the GCL to the full MBA program. A letter of support from Dr. Baetz is included with the proposal package.

BUDGET

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).

Additional instructors will not be required, as students will be taking existing MBA courses as a part of the program.

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

Graduate Certificate in Leadership programming will fall under the management of the existing MBA staff. Advising will be absorbed into the existing staff complement. The only budgetary item necessary will be the cost of promotional materials. The Edwards School will also work with other colleges and units on campus to promote the program to current students.

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

The program will be offered using existing MBA offerings. Additional offerings of courses may be added should demand for this program or the MBA program require it. These costs will be covered by student registrations.

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

Students will pay standard MBA tuition for GCL classes. The 2020/2021 tuition is \$673.47. The GCL consists of 9 credit units and the total cost will be \$6,061 plus fees.

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

The program expects to enroll 10-15 students in the first year with a goal to grow to 30 students by the programs fifth year. This estimate is based on interest in our current MBA and (undergraduate) Certificate in Business programming as well as conversations with the College of Medicine and Dentistry (from whom we will get a letters of support)

Delivery of this program does not depend on the number of students enrolled, as the required courses are already offered in the MBA program. Low enrollment will not impact course offerings. The MBA program is already planning on second offerings of two of the GCL courses (MBA 803 and 885) to allow for students to begin the MBA program in either September or January. The additional offerings will also accommodate extra GCL students. The program is also prepared to deliver a second offering of MBA 877 when demand requires it. Students can complete in either 4 months or 8 months depending on their preference.

CATALOGUE ENTRY FOR GRADUATE CERTIFICATE IN LEADERSHIP (GCL)

The Graduate Certificate in Leadership (GCL) is a three-course program that introduces students to the fundamentals of leadership. Graduates of this program will be effective leaders, understand the complex interplay between business and society, and be effective contributors to team performance.

All three of the courses in this program are fully transferrable to the Master of Business Administration (MBA) degree at the University of Saskatchewan.

9 Credit Units:

Students must maintain continuous registration in MBA 8XX.0: Leadership Seminar.

- MBA 803.3 Business and Society
- MBA 877.3 Leadership and Organizational Dynamics
- MBA 885.3 Essential Management Skills



New Graduate Course Proposal GSR 400.1

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at **usask.ca/cgps/forms.php**

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title					
Total Course Hours	Lecture	Seminar		Lab	Tutorial		Other
Weekly Course Hours	Lecture	Seminar		Lab	Tutorial		Other
Term(s) in which course will be	e offered	1	Course is to be	offered			
Term 1 Term 2	Term 1 or 2 Term	1 and 2	Annually	Biennially Altern	ate Years	Other	
Prerequisite(s) or restriction(s)					If ther	e are prerequisite	es, who can waive them:
					D	epartment	Instructor
Catalogue Description (not more than 50 words)							
Tuition code and any additional class fees:			Number of credit units: Can this course be repeated for cre		e be repeated for credit?		
						Yes	No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:							

CHECKLIST

Course objectives need to be clearly stated Description of and Activities for Evaluation must be listed Course Outline (syllabus) with Reading List must be included Percentage of Total Mark for each evaluation listed Professor must be a member of the Graduate Faculty If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at

usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode			Will there be	a final exam for this course
Pass/Fail (P/F)	Percentage/Numeric	Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes	No
If there is no final exar	n or if the final examination is	worth less than 30% of the final grade, provide a brief statement which explains why a	final examinat	tion is inappropriate for this course.

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
Yes No
If yes, please list:
Were any other academic units asked to review or comment on the proposal?
Yes No If yes, please attach correspondence
Will the offering of this course lead to the deletion or modification of any other course(s)?
Yes No
If yes, please list:
Course(s) for which this graduate course will be a prerequisite?
Is this course to be required by your graduate students, or by graduate students in another program?
Yes No
If yes, please list:

Enrolment

Expected Enrolment		
From which colleges/programs:		

Resources

Proposed instructor(s) (Please include qualifications):
How does the department plan to handle the additional teaching or administrative workload:
Are sufficient library or other research resources available for this course:
Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head	Signature	College Approval Date



MBA 8XX.0: Leadership Seminar Course Syllabus Spring/Summer, Fall, Winter

The Edwards School of Business develops business professionals to build nations.

PROFESSOR	Smita Garg
TELEPHONE	306-966-8636
OFFICE	Edwards 172
EMAIL	Smita.garg@usask.ca
OFFICE HOURS	Drop-in or e-mail for an appointment
CLASS TIME &	tbd
LOCATION	

When we gather at the University of Saskatchewan Saskatoon campus, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Course Description

This seminar is designed to provide an opportunity for Graduate Certificate in Leadership students to: (1) get to know one another; (2) address topics that are relevant to student success and professional development; and (3) provide students with an opportunity to reflect on leadership development over the course of the Certificate.

It will also include elements of what it means to be a leader during uncertain times/crisis (e.g. pandemic) and in a work environment where diversity is increasing (cultural competency).

This is a zero-credit unit course, so there are no assignments or grades. Attendance is mandatory for Graduate Certificate in Leadership program completion.

Required Textbook and/or Materials There is no specific textbook for this course. Instructor will provide materials as needed.

Class Preparation & Canvas

www.paws.usask.ca Log in and look for the

Course Tools icon on the top right side of the screen (near Email icon).



Students are expected to come to class prepared. Important information will be either emailed to students or posted to Canvas (Course Tools). You will be made aware if materials are posted to Canvas.

Your instructor will provide you with links to articles and/or audio/video (youtube, podcasts, etc.), based on which there will be interactive classroom discussions. Each student is expected to contribute with their thoughts and ideas.

Proper Business Use of Email	Email is commonly used by students to communicate with their instructor. Always use your PAWS/University of Saskatchewan email account (<u>abc123@mail.usask.ca</u>) to send e-mails to faculty members as external accounts such as Hotmail will be automatically quarantined by the University's system.
Use of Internet and Electronic Devices in the Classroom	Computers and cell phones may be used in class if they are being used as part of the learning process. Texting or other personal browsing will, of course, not be tolerated.
Class Participation	All students are expected to attend all sessions and to fully engage in the seminar.
Recording of Lectures	The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities must be approved in advance by the course instructor and must not infringe on privacy rights of individuals. Any approved class recordings become the intellectual property of the person who has made the presentation in the class. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

UNIVERSITY REGULATIONS

Academic Accommodation

Access and Equity Services (AES) offers services to students with documented disabilities ranging from learning deficit, learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with AES, please contact their office at 306-966-7273. Students who have not registered with AES are not eligible for formal academic accommodation.

Academic Honesty

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the university.

Every student who is registered in this class is expected to have read and understood the rules regarding student academic dishonesty available at: <u>http://www.usask.ca/honesty</u>

The University of Saskatchewan Student Academic Misconduct Guidelines define plagiarism as presenting the work of another as your own without giving adequate attribution. This includes copying from others or purchasing materials to use as a hand in assignment.

Students are required to understand their individual faculty members position on collaborating with peers prior to submitting individual assignments. Collaboration may include discussing a general

approach to an assignment, identifying potential resources or discussing the application of course content/theoretical material to the assignment. Unless a faculty member specifically allows, there should be no sharing of files or templates with fellow students or other groups. This is considered plagiarism and can result in a mark of zero on the assignment.

Each student is expected to know the rules regarding academic honesty.

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. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php. For example, posting others' copyright-protected materials on the internet 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 <u>usask.ca/copyright</u> where there is information for students available at <u>http://www.usask.ca/copyright/students/rights/index.php</u>, or contact the University's Copyright Coordinator at <u>copyright.coordinator@usask.ca</u> or 306-966-8817.

Other Information:

Counselling Services:

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Health & Counselling Services to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality. <u>http://students.usask.ca/current/life/health/</u> 306-966-4920

Freedom of Information and Protection of Privacy Act:

For information on the Freedom of Information and Protection of Privacy Act please visit http://www.usask.ca/corporate_admin/privacy/

University Learning Charter:

While specific learning outcomes will vary, there is a set of core learning goals to which the University aspires for all graduates, to the extent feasible and appropriate within each program of studies. These are of five main types: Discovery, Knowledge, Integrity, Skills, and Citizenship. More information is available at: http://www.usask.ca/learning_charter/

Tentative Class Schedule & Topics:

Important dates can be found at: <u>http://www.usask.ca/events/month.php?cal=Academic+Calendar</u>

Date & Time	Торіс	Location
September/January	Welcome, Introduction & Resources	tbd
September/January (self-paced)	Cultural competencies in leadership Leadership through crisis	tbd
Following completion of last class	Final Reflection Seminar	tbd

Please note: Two weeks before the end of term, there will be a course evaluation sent to you either by email or via PAWS. This is your opportunity to provide feedback on teaching quality and course effectiveness, and helps faculty gain insight into their instructional methods and practices, providing them with guidance for improvement.



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

June 29, 2021

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

To Whom It May Concern:

Edwards School of Business - Graduate Certificate in Leadership

I am writing in support of the proposal for a Graduate Certificate in Leadership being submitted by the Edwards School of Business.

The university has increasingly emphasized the need to be attentive to the demands of current students and graduates for skills-focused programs that will equip them for their careers and enhance their personal assets. Training in leadership is an important component of programs that serve those goals.

In the College of Education, we are reappraising our own offerings in this area through the certificate program in post-secondary education and the work of the Saskatchewan Educational Leadership Unit. We hope that the new certificate program in Edwards will provide a basis for collaboration between our colleges around leadership issues.

Sincerely,

Beth Bilion

Beth Bilson, B.A., M.A., LL.B, Ph.D., Q.C. Interim Dean, College of Education University of Saskatchewan June 14, 2021

Dr. Noreen Mahoney Associate Dean, Students & Degree Programs Edwards School of Business University of Saskatchewan

Dear Dr. Noreen Mahoney:

Re: College of Medicine Letter of Support for the Edward's School of Business Graduate Certificate in Leadership

This is a letter of support confirming the College of Medicine's endorsement of the proposed Graduate Certificate in Leadership offered through Edward's School of Business.

The College of Medicine places a high value on leadership development. We have been seeking local quality opportunities in leadership training to recommend to our faculty, many of whom are physicians. Delivery of certificate courses that can be building blocks to an advanced degree are ideal for busy working professionals. We are pleased that this opportunity is being developed and look forward actively promoting this program not only to our faculty but also to our professional staff.

We are confident that this new program can address a significant gap in local leadership development. We look forward to the course implementation and to exploring ways that we can collaboratively provide input into future building blocks in leadership training.

Sincerely,

Marilyn Baetz MD FRCPC CCPE Vice-Dean Faculty Engagement College of Medicine University of Saskatchewan

Camarte

Cathy MacLean, MD FCFP MCISc (Family Medicine) MBA CCPE Faculty Development Director College of Medicine University of Saskatchewan



Noreen Mahoney Associate Dean, Students & Degree Programs 306-966-4785 <u>mahoney@edwards.usask.ca</u>

June 10, 2021

Re: Letter of Support for Graduate Certificate in Leadership

Dear Noreen,

I feel privileged to have been asked to provide a Letter of Support for Edwards School of Business' proposal for a new Graduate Certificate in Leadership. As the Associate Dean Academic in the College of Dentistry, I believe that such a program will help provide a crucial link to success for many of our students, past, and present, as they begin their lives as dental professionals in the province of Saskatchewan and Canada.

Most graduates of the Doctor of Dental Medicine (DMD) program from the College of Dentistry either aspire to or will own their own dental practice as professionals, employing dentists and other dental health professionals. These business owners need access to world-class business and leadership education. Other dental schools in North America have started to offer business programs in conjunction with their professional training degrees. This thought precipitated a conversation with the Edwards School of Business regarding extra-curricular programs for DMD students to advance their business and leadership skill sets to ensure success as leaders, not only in Saskatchewan but North America. As the college begins its efforts to recruit students from the United States, access to programs such as the GCL will help position it to be more competitive for top potential dental students from that country and Canada by differentiating it from many of its peers.

As the College of Dentistry moves forward in its evolution through the addition of graduate-level programming, it cannot be overestimated how access to a program such as the GCL for its undergraduate and graduate students will help to create dental professionals with world-class dental health and business leadership skills as graduates and alumni of USask. This fact alone is reason enough for the College of Dentistry to support this initiative strongly and whole-heartedly by the Edwards School of Business.

Sincerely,

alter Siquema

Walter Siqueira, DDS PhD FICD Professor and Associate Dean Academic College of Dentistry



May 11, 2021

Darrell Mousseau, Chair, Planning and Priorities Committee of Council c/o Office of the University Secretary University of Saskatchewan E70 Peter MacKinnon Building, 105 Administration Place Saskatoon SK S7N 5A2

Re: Graduate Certificate in Leadership

Dear Planning and Priorities Committee of Council:

The Edwards School of Business is proposing the development a new Graduate Certificate in Leadership. This new graduate degree-level certificate will allow the School to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA.

The attached Notice of Intent (NOI) was developed through consultations with Edwards School of Business faculty and with colleagues across campus. Feedback thus far has been extremely positive from all stakeholder groups. The NOI highlights the need to increase accessibility in our current programming to meet the changing demands of the economy.

Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies is supportive of Edwards moving ahead with this proposal.

We look forward to the upcoming PPC meeting when this NOI will be discussed and to continuing development on these programs. Please contact Noreen Mahoney with any questions. Thank you for your consideration.

Sincerely,

Noreen Mahoney, CPA, CA, MBA Associate Dean, Students & Degree Programs Edwards School of Business PotashCorp Centre - 25 Campus Drive Saskatoon, SK, CA S7N 5A7

NOTICE OF INTENT

Graduate Certificate in Leadership (GCL)

1. MOTIVATION AND SUPPORT

Background. The Edwards School of Business currently offers a Master of Business Administration (MBA) program. A holistic review of the MBA program identified opportunities to better serve our university and province with targeted leadership programming. One of the recommendations arising from the review was the introduction of a new Graduate Certificate in Leadership (GCL). The proposed certificate would allow the Edwards School the opportunity to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA.

People from all disciplines and all work environments benefit from leadership skills. The Graduate Certificate in Leadership (GCL) would emphasize the development of basic and essential leadership skills, including self-awareness, personal development, and emotional intelligence. Students in the GCL will gain an understanding of contemporary leadership issues that will help them increase their leadership potential in either formal or informal leadership roles.

The GCL will be attractive to emerging leaders looking to enhance their skillset and grow professionally. The program will cater to full-time, working professionals through convenient evening and weekend offerings, with the potential to eventually offer blended (online and inperson), remote, or high-flex (combination of blended and remote) delivery. Students who complete the GCL can apply to completed courses to the MBA program.

Stakeholder Support. Noreen Mahoney, Associate Dean of Students & Degree Programs, has consulted with several key stakeholders on campus regarding potential leadership programming, including colleagues in the colleges of Dentistry, Medicine, and Public Policy. These colleagues are keen to provide support at the program proposal stage.

2. ENROLMENT AND DEMAND

This program is specifically targeted to leaders and emerging leaders who aim to enhance their leadership skills and grow in their current position or seek new opportunities. The Edwards GCL aims to attract both mid-career professionals and recent graduates from all disciplines. Consultations with colleagues on campus have indicated that this program will address a need for additional leadership programming for medical students and professionals. This program will also be attractive to staff working on campus and will uplift the professionals who are supporting the strategic objectives of the university and its colleges and units. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

International students interested in pursuing this program would need to take the certificate alongside another program to be eligible for residency requirements.

Projected enrolment. The program expects to enroll 10-15 students in the first year with a goal to grow to 30 students by the programs fifth year. This estimate is based on interest in our current MBA and (undergraduate) Certificate in Business programming as well as conversations with the College of Medicine (from whom we will get a letter of support and consult with further prior to submitting a full proposal).

Delivery of this program does not depend on the number of students enrolled, as the required courses are already offered in the MBA program. Low enrollment will not impact course offerings. The MBA program is already planning on second offerings of two of the GCL courses (MBA 803 and 885) to allow for students to begin the MBA program in either September or January. The additional offerings will also accommodate extra GCL students. The program is also prepared to deliver a second offering of MBA 877 when demand requires it.

3. COLLEGE AND UNIVERSITY PRIORITIES.

The courses selected to be a part of Graduate Certificate in Leadership are designed to equip students with the skills they need to recognize, analyze, and practice essential leadership skills, understand the complex interplay between business and society, and be effective contributors to team performance. The courses address the learning goals of the Certificate as well as those outlined in the University Learning Charter.

Edwards Mission. The mission of the Edwards School of Business is to develop business professionals to build nations. The vision of the School is to be the Canadian leader in transformative business education and research that uplifts nations. This vision is supported by three foundational pillars, including transformative teaching and learning. The Edwards School of Business prepares learners the world needs by fostering a culture of lifelong learning. The school wishes to extend its reach and provide those students not seeking a full MBA program access to management programming, the opportunity to benefit from our scholars, and gain the leadership skills they need to succeed in a quickly changing workforce.

University Plan. The proposed program responds to the University Plan 2025. The proposed program encourages creativity, diversity, and connectivity. The proposed structure of this program will bring together students from several academic and professional backgrounds, promoting interdisciplinary collaboration and connectivity. Students will be exposed to different ways of thinking through the expertise of their instructors as well as their peers in the classroom.

4. RELATIONSHIP TO OTHER PROGRAMS

While other Canadian institutions offer leadership programming through their centres for Executive or Continuing Education, few offer graduate degree level certificates in leadership. This program will be attractive to students who seek to earn a credential; consultations with the Colleges of Medicine and Dentistry have signaled that their students and practicing professionals prefer credentials or require them to maintain their license. The University of Regina and Royal Roads University both offer comparable programs with similar admission requirements and flexible delivery, however the University of Saskatchewan stands apart with accreditation through the Association to Advance Collegiate Schools of Business. Students will be introduced to the program through week-long, fully immersive experiential course while the other two courses encourage teamwork through group-based case studies. Students will be required to maintain continuous registration in a zero-credit Leadership Seminar course (MBA 8XX.0: Leadership Seminar) that will act as an introduction to the program and provide opportunities for certificate students to come together as a cohort to discuss their experiences after each course and at the completion of the program. The purpose of the proposed program is to give local students the option to pursue a local program, especially when those prospective students have completed other education at or are employed by the University of Saskatchewan.

Edwards MBA. The Certificate will be comprised of three MBA courses: MBA 803, MBA 877, and MBA 885. Certificate students will share the classroom experience with MBA students, encouraging collaboration and connectivity. While the program will not be advertised as a bridging program for the MBA, students who complete the Certificate in Leadership will be eligible to apply to the MBA program with advanced standing. Students must meet the minimum admission requirements for the MBA program.

Edwards Executive Education. The Edwards School of Business offers leadership programming through its Executive Education program. The GCL will be attractive to emerging leaders who are pursuing a university experience. As Edwards manages both programs, administrators will be able to advise prospective students which program is right for them.

U of S Programming. While there are other graduate certificates at the U of S, this is the only program in Leadership. The Edwards School has consulted with JSGS in regard to offering MBA 803 as an elective option for the Certificate in Public Policy Analysis and will reach out to other programs on campus to offer the same option.

5. **RESOURCES**

This program will not require any additional resources, as the intention is to structure the program using existing MBA course offerings. While second offerings of the three courses in the GCL will be scheduled, these offerings will also support accessibility to MBA students and allow for students pursuing either program to begin their studies in either September or January. The Edwards School currently has scholars in leadership as well as connections with several community experts through Edwards Executive Education programming. The increase in

enrolment in the MBA courses will impact the School's ability to recruit and retain highly skilled faculty in our graduate level programming.

6. RISKS, ASSUMPTIONS, AND CONSTRAINTS

As this program will utilize current MBA offerings, low enrolment would not have a negative impact. The School already intends to offer second sections of the GCL courses to allow for students in both the GCL and the MBA to begin their studies in either September or January.

7. ANTICIPATED START DATE

The intention is for the program to begin in the 2022-23 academic year.



UNIVERSITY OF SASKATCHEWAN College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SKS7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

Memorandum

То:	Darrell Mousseau, Chair, Planning and Priorities Committee of University Council
Сору:	Noreen Mahoney, Associate Dean, Students and Degree Programs, Edwards School of Business
From:	Debby Burshtyn, Dean, College of Graduate and Postdoctoral Studies
Date:	March 26, 2021
Re:	Support in principle for Graduate Certificate in Leadership

The CGPS supports, in principle, the development of the Graduate Certificate in Leadership. The proposed programming would re-deploy existing courses in the Master of Business Administration (MBA) program, and it would provide an opportunity for students to ladder into the MBA program. The proposal is timely and consistent with current trends in graduate education by providing programming that can be focused on a specific theme, while providing opportunity for further study in the broader discipline, or as a supplement to other disciplines.

There are no anticipated financial risks beyond in-kind costs associated with program development, review and implementation as the programmatic requirements already exist in the MBA. Should demand for the certificate increase course enrolment limits, the additional tuition collected would cover costs for additional course sections to be delivered.

It is foreseeable that students studying in disciplines outside the Edwards School of Business would be interested in pursuing a Graduate Certificate in Leadership to augment their academic training.

It was a pleasure to review this notice of intent.

If there are any questions, I would be happy to respond.

:kc



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

<u>Requirements</u>: 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:

Edwards School of Business - Graduate Certificate in Leadership

				Ac	ademic Year			
		Year 1	Year 2		Year 3	Year 4	Year 5	
Revenue								
Tuition revenue:								
Total # of domestic students (headcount)		10	12		15	20	30	Steady-state enrolment is expected to estimate.
Domestic tuition rate	\$	6,061.20	6,061.20	\$		\$ 6,061.20	\$ 6,061.20	Based on 2020 tuition rates, assumin
Total tuition revenue - domestic	\$	60,612.00	72,734.40	\$	90,918.00	\$ 121,224.00	\$ 181,836.00	
Total # of international students (headcount)								Part-time program - we do not anticip pursuing the course concurrently wit Based on 2020 tuition rates and diffe
International tuition rate	\$	9,576.69	\$ 9,576.69	\$	9,576.69	\$ 9,576.69	\$ 9,576.69	
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	\$	60,612.00	\$ 72,734.40	\$	90,918.00	\$ 121,224.00	\$ 181,836.00	
	_							
Expenditures							 	
Start-up costs	\$	2,500.00	n/a		n/a	 n/a	 n/a	
Salary and benefits:	+							
Faculty								
Sessionals or limited term instructional support							 	
Students								
Staff								
Honoraria								
Total salary and benefits	\$	-	\$ -	\$	-	\$ -	\$ -	
	-							

Comments
to be on average 30 students. This is a modest
ng students complete in one year
cipate International students unless they are it another program
erential; assuming students complete in one

Scholarships and bursaries							
	_						
							All marketing and recruitment would
Marketing and promotion	\$	2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	Additional costs would be incurred fo
Materials and supplies							
Travel							
Equipment and IT							
Other costs (list in Comments)							
Total Expenditures	\$	5,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	
Estimated Surplus or Deficit	\$	55,612.00	\$ 70,234.40	\$ 88,418.00	\$ 118,724.00	\$ 179,336.00	If deficit in any given year, explain ho

*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:

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.

uld fall under current structure of MBA. I for targeted marketing strategies

how it will be managed



Planning & Priorities Committee of Council Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

<u>Requirements</u>: 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:

Edwards School of Business - Graduate Certificate in Leadership

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment		
Marketing and promotion	\$ 2,500.00	
Curriculum development		
Facilities refurbishment		
Equipment and IT		
Library enhancements		
Other (list in Comments)		
Total Start-Up Costs	\$ 2,500.00	

Notes: Start-up costs are nil and will be absorbed through the current staff and faculty complement of the MBA program.

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

<u>Requirements</u>: 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:

Edwards School of Business - Graduate Certificate in Leadership

Enrolment: What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

The program expects to enroll 10-15 students in the first year with a goal to grow to 30 by the third year of the program.

The GCL will be attractive to recent graduates of all disciplines, full-time working professionals from all industries, physicians seeking leadership development, and staff at the University of Saskatchewan. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

There is no detriment to enrolment targets not being met, as the program relies on existing MBA programming.

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.

No additional support will be required.

Indirect costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).

NA

Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.

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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?

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

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

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

Graduate Certificate in Leadership (GCL - suggested Banner code and Grad Certificate in Leadership - 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?

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:

GCL - In Grad Cert in Leadership (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.

No - existing LEAD (Leadership) major will be used

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

N/A

Yes	Х	No	
Yes		No	Х

Yes X No

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

1 Is this a new program?

Is an existing program being revised?

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

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

Graduate Certificate in Leadership (GCL - suggested Banner code and Grad Certificate in Leadership - suggested Banner short description - maximum of 30 characters)

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

Graduate Certificate in Leadership (GCL-GP - suggested Banner code and Grad Certificate in Leadership - 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) / ESB (Dean's Office) (SB)

6 Is this a replacement for a current program?

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

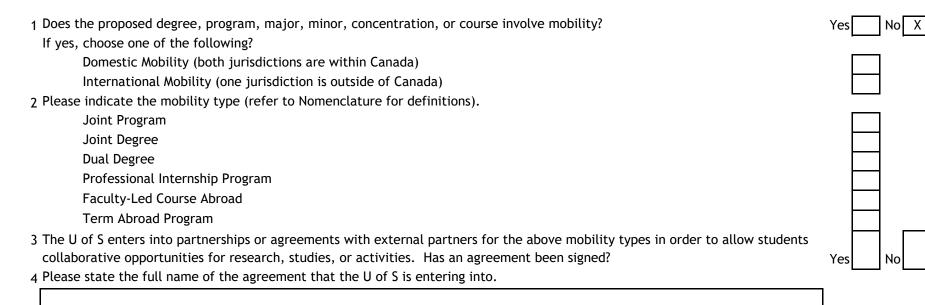
9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Yes	Х	No	
Yes		No	Х

Yes No X

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.



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? 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?

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

 ${\bf 2}$ 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 <u>and</u> 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?

Yes No X Revised

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

No

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?

2

No

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?

If NO, please describe.

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

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 - SAME AS MASTER OF BUSINESS ADMINISTRATION (MBA-P-GP) PROGRAM WITH THE EXCEPTION OF THE GMAT REQUIREMENT

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

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

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

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

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

6 Does this impact enrollment?

Expect slight increase of 10-15 students per year

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

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

9 What is the application deadline?

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

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

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program?

Yes X 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).

\$17,032.05

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 - new graduate certificate

3 When is the first class expected to graduate?

202307 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)?

10-15 per year

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 (May 2022)

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

If YES, what and by what date?

Yes No X

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?

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?

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?

Section 15: Awards Information

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

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?

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.

Yes X No

Yes X No

Yes X No

Yes No X



Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?		
2 What is the effective date of this termination?	7	
3 Will there be any courses closed as a result of this termination?		
If yes, what courses?	Yes	NO
	٦	
4 Are there currently any students enrolled in the program?	Yes	No
If yes, will they be able to complete the program?	L	
5 If not, what alternate arrangements are being made for these students?	-	
6 When do you expect the last student to complete this program?		
6 when do you expect the tast student to complete this program:	٦	
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 Undergradu	uate per credit	
Standard Gradu	uate per credit	
Standard Grad	duate per term	
Non stand	ard per credit* X	
Non stan	dard per term*	
	Other *	
P	Program Based* X	
* See attached documents for	further details	
NOTE: Tuition will be the the same as the MBA program which is \$673.47 per credit (2021-2022 year). This certification	ate consists of	
9 credit units so the total cost will be \$6,061.23 based on 2021-2022 rates.		
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 X	No
If NO, please describe.		
5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?		
6 IPA Additional comments?		
7 Will students outside the program be allowed to take the classes?		
8 If YES, what should they be assessed? (This is especially important for program based.)		
9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?		
Yes		
10 Do standard cancellation fee rules apply?		
Yes		
11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.		
No	l	
12 Are you moving from one tuition code (TC) to another tuition code?	Yes	No X
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?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- $8\ \text{Has}$ ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

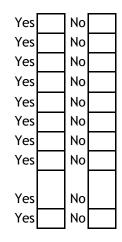
SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

SUBJECT:	Changes to Admissions Qualifications – Master of Business Administration (MBA) program
DATE OF MEETING:	Committee October 21, 2021
PRESENTED BY:	Alison Oates, chair, Academic Programs

DECISIONS REQUESTED:

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

PURPOSE:

University Council has the authority to approve changes to admissions requirements degree-level programs. Senate confirmation is required for such changes.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the Edwards School of Business proposes a change to the admission requirements for the Master of Business Administration (MBA) program to allow admission to the MBA program for applicants with a 3-year undergraduate degree. This change, along with the addition of a requirement of leadership experience and the replacement of the admission interview with a written statement of intent will allow the selection committee to take a holistic view for admissions.

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its September 22, 2021 meeting. The committee expressed some concerns about allowing admission with only a 3-year degree, but recognized that applicants to the MBA program come from a diverse backgrounds and that allowing students with a variety of academic backgrounds to join will enrich the experience in the program for all.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm Council's approval of this change at its next meeting

ATTACHMENTS:

1. Proposal for change to admission qualifications for the Master of Business Administration (MBA) program



university of saskatchewan College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Facsimile: 306-966-5756 Email: grad.studies@usask.ca

MEMORANDUM

To:	Academic Programs Committee of University Council
Сору:	Marjorie Delbaere, Associate Dean of Research and Faculty Relations, Edwards School of Business
From:	Office of the Associate Dean, College of Graduate and Postdoctoral Studies
Date:	September 14, 2021
Re:	Proposed Changes to Admission Requirements for the Master of Business Administration

The Edwards School of Business is proposing to allow admission to the Master of Business Administration (MBA) program for applicants with a 3-year undergraduate degree. They are also proposing to require a minimum of 2 years of leadership experience, and to replace the admission interview with a written statement of intent. It was demonstrated that some comparator programs allowed admission to the MBA program with a 3-year undergraduate degree.

The Graduate Programs Committee reviewed the proposal on March 22, 2021, and there was general support for the proposal, though some recommendations were made to strengthen the proposal. At that meeting it was noted that the CGPS did not allow any admissions with a 3-year undergraduate degree, so the proposal was referred to the CGPS Executive Committee. The CGPS Executive subsequently asked the CGPS Faculty to consider whether 3-year undergraduate degrees should be considered in some instances. Feedback was invited by all members of the faculty body. No objective feedback was received, while some faculty members expressed support for an opportunity to consider 3-year undergraduate degrees for admission on a case-by-case basis for individual programs.

It was noted that holistic admission practices was a current discussion topic in graduate education.

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



MEMORANDUM

Re:	Proposed change to admission requirements – Master of Business Administration (MBA)
Date:	June 17, 2021
From:	Debby Burshtyn, Chair - Executive Committee
То:	Graduate Programs Committee (GPC)

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

At the graduate faculty meeting on May 7, 2021, this item was proposed for feedback. Associate Dean Walker introduced this item on behalf of the GPC as the committee felt that it potentially conflicted with CGPS policy. The faculty found no issues with allowing an alternate admissions path as indicated within the proposal.

The proponents made one additional change to the proposal as presented at the EC meeting on June 17th which was to include an interview requirement rather than require a written letter of intent.

Overall the EC found no issues with the proposal. Simonson/Jones – proposal approved unanimously.

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

/||



university of saskatchewan College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

MEMORANDUM

To:	Executive Committee of CGPS
Сору:	Noreen Mahoney, Associate Dean, Students and Degree Programs, Edwards School of Business
From:	Graduate Programs Committee
Date:	June 9, 2021
Re:	Proposed change to admission requirements – Master of Business Administration (MBA)

The Edwards School of Business is proposing to allow admission to the MBA program for applicants with a 3-year undergraduate degree. They are also proposing to require a minimum of 2 years of leadership experience, and to replace the admission interview with a written statement of intent.

The Graduate Programs Committee reviewed the proposal on March 22, 2021, and there was general support for the proposal, though some recommendations were made to strengthen the proposal. At that meeting it was noted that the CGPS did not allow any admissions with 3-year undergraduate degree, so the proposal was referred to the CGPS Executive Committee. The CGPS Executive subsequently asked the CGPS Faculty to consider whether 3-year degrees should be considered in some instances. Feedback was invited by all members of the faculty body. No objective feedback was received, while some faculty members expressed support for an opportunity to consider 3-year degrees for admission on a case-by-case basis for individual programs.

It was noted that holistic admission practices was a current discussion topic in graduate education.

On June 7, 2021, the Graduate Programs Committee reviewed an updated proposal passing the following motion:

Motion: To recommend approval of the changes to admission requirements and selection criteria for the MBA program to allow admission with a 3-year or 4-year degree, to require 2-years of leadership experience, and to replace the interview with a statement of intent. Da Silva/Morrison CARRIED unanimous

Attached please find the proposal.

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

TO:	College of Graduate and Postdoctoral Studies
FROM:	Noreen Mahoney
	Associate Dean, Students & Degree Programs
DATE:	April 8, 2021
RE:	MBA Changes

The following changes were approved at the March 9 and March 30, 2021 MBA Committee Meetings and are presented to the College of Graduate and Postdoctoral Studies for approval.

1. MOTION: Add a note indicating that applicants with three-year degrees may be considered for admission. By using a holistic admissions approach, extra consideration will be given to GMAT scores and leadership experience for applicants with three-year degrees.

Rationale: Each year, our program receives inquiries from several students who have completed three-year degrees at the University of Saskatchewan or elsewhere. These prospective students would be assets to the program however they are not meeting minimum admission requirements because they have a three-year undergraduate degree. We wish to be able to consider these students for full admission to the program to ensure they are eligible for scholarships and awards.

2. MOTION: Replace the admission interview with the Program Manager with a Statement of Intent to be reviewed by an Admissions Committee.

Rationale: The purpose of this change is to minimize the administrative burden of interviewing all applicants and move the responsibility of final admissions decisions to a Committee.

3. MOTION: Add in a clearly defined leadership/work-experience requirement of 2 years, with the flexibility to admit "emerging leaders" (at the discretion of the Admissions Committee).

Rationale: Students with experience are an asset to the MBA classroom. Of the 17 Canadian schools reviewed, Cape Breton University is the only institution without a work experience requirement. The median work experience requirement of the 16 institutions requiring work experience is 2 years.

4. **MOTION:** Add a note about probationary admission encouraging students who do not meet the minimum requirements to contact the MBA Office.

Rationale: The MBA Admissions Committee may at times wish to consider students for admission who do not meet the minimum requirements. The Committee can recommend to CGPS that these students be admitted under a probationary admission status. The committee will be viewing these candidates within a holistic framework that seeks to understand all aspects of a candidate's character, qualifications, and experiences. Examples of situations that may warrant probationary admission as a result of insufficient GMAT score, or average requirements may include, but are not limited to:

- Students with several (5+) years' leadership experience
- Students enrolled/previously enrolled in a professional college

MARK-UP OF PROPOSED CHANGES FOR MOTIONS 1 – 4

Master of Business Administration

- <u>Language Proficiency Requirements</u>: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year degree, or equivalent, from a recognized college or university
 - Applicants with three-year degrees may be considered for admission. Applicants will be considered using a holistic admissions approach and should demonstrate a strong potential for success in the program through outstanding GMAT scores and/or exceptional leadership experience

• applicants will participate in an interview with the M.B.A. selection committee

- Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant's suitability to the program. An interview may also be required to assess language proficiency.
- Current resume detailing positions held and a description of responsibilities
- Two years of leadership* experience. Emerging leaders who have fewer than two years of leadership experience but who demonstrate exceptional leadership potential through their professional and life experiences, are preparing for further leadership roles, and otherwise meet the standard admissions criteria, are encouraged to apply. Please ensure that you demonstrate your leadership experience in your detailed resume and Statement of Intent.
- minimum score of 500 Graduate Management Admission Test (GMAT); or completion of the Medical College Admission Test (MCAT) and admission to the U of S College of Medicine
- three confidential letters of recommendation (minimum one academic)

The Edwards MBA Admissions Committee assesses applicants on a holistic basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, GMAT score, and reference letters.

Applicants whose qualifications do not meet the minimum requirements are encouraged to contact the Edwards MBA office to discuss potential opportunities for admission. Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category will be required to participate in an interview with the Edwards MBA Admissions Committee and may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Edwards MBA Admissions Committee may recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or, failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

*Leadership experience could include (but is not limited to) one or more of the following:

- Formal leadership role within an organization or volunteer group
- Extensive, high-level supervisory experience
- Experience in consulting or negotiating change in a complex environment
- Experience leading others to shared outcomes (informal leadership experience)

Sincerely,

Noreen Mahoney, CPA, CA, MBA Associate Dean, Students & Degree Programs Edwards School of Business PotashCorp Centre - 25 Campus Drive Saskatoon, SK, CA S7N 5A7

Institution	Degree Requirements	GMAT	Work Experience
USask Proposed	3 yr / 70%	500	2 years Leadership exp
U Alberta	4 yr / 3.0 GPA - will consider 3 year degrees for otherwise strong applicants	550	2 years
U Manitoba	3 yr / 2.5	550	2 years
Athabasca	3 yr / 3.0	Not required	3 years
York	3 yr considered with one year work experience beyond minimum	Satisfactory	2 years
McMaster Accepts	3 yr from institutions recognized by the WHED / competitive	600	2 years
McGill	NA?	Satisfactory	2 years
Royal Roads	4 yr (or comparable) / B+ (flexible admission)	Not required	5 years
Cape Breton	4 yr / B+	500	Not required
URegina	4 yr / 70%	500	2 years
U Calgary	4 yr / 3.0	550	2 years
HEC Montreal	4 yr	570	2 years
Brock	4 yr	550	4-7 years
U Ottawa	4 yr / 70%	50th Percentile	e 3 years
SFU	4 yr / 3.0	550	2 years
UBC	4 yr / B+	550	2 years
UVic	4 yr / B	550	2-6 years

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

SUBJECT:	Changes to Admissions Qualifications – Master of Arts (MA) in Psychology- Clinical Stream
DATE OF MEETING:	October 21, 2021
PRESENTED BY:	Alison Oates, chair, Academic Programs Committee

DECISIONS REQUESTED:

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

PURPOSE:

University Council has the authority to approve changes to admissions requirements degreelevel programs. Senate confirmation is required for such changes.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) proposed to remove the requirement of a Graduate Records Examination (GRE) score for the Master of Arts in Psychology-Clinical Stream. The rationale for the change was to better align the requirements for admissions to the MA in Psychology- clinical stream both with other graduate-level study in Psychology at USask and to align with requirements for most clinical psychology graduate programs in North America.

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its October 6, 2021 meeting. The committee agreed that removing the requirement of the GRE for admissions to the program would ensure that the committee had the tools needed to assess the quality of candidates.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm Council's approval of this change at its next meeting

ATTACHMENTS:

1. Proposal for change to admission qualifications for the Master of Arts (MA) in Psychology- Clinical Stream



university of saskatchewan College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

Memorandum

То:	Executive Committee of CGPS
Сору:	Megan O'Connell, Clinical Psychology Executive Committee
From:	Graduate Programs Committee of CGPS
Date:	September 17, 2021
Re:	Change to Admission Requirements – Master of Arts in Psychology, Clinical Stream

On September 7, 2021, the Graduate Programs Committee reviewed a request to remove the requirement to submit a Graduate Records Examination Score, General for admission to the Master of Arts, Psychology, Clinical Stream.

The six-part rationale provided for the removal of the GRE requirement was as follows:

- "1. GRE scores have low predictive validity of graduate students' success
- 2. The GRE requirement puts underrepresented minorities at a disadvantage
- 3. Most clinical graduate programs in North America do not require the GRE
- 4. The GRE is not required for accreditation for clinical psychology graduate programs
- 5. Other programs in our department (ASP, CHHD, and Cognition and Neuroscience) do not require the GRE
- 6. There are better ways to evaluate applicants' knowledge and preparedness for graduate studies."

The members of the Graduate Programs Committee found that case for a change in admission requirements well rationalized in relation to evidence, comparators, and other programs in the unit.

The Graduate Programs Committee passed the following motion:

To recommend removal of the requirement to submit a GRE Score for admission to the M.A. Psychology, Clinical Stream.

CARRIED unanimous

Attached please find the memorandum providing the detailed rationale for the change in admission requirements.

If you have any questions, please contact Ryan Walker at ryan.walker@usask.ca

MEMORANDUM

To: CGPS

From: Graduate Program in Clinical Psychology

Date: 10 August 2021

Re: Changes to Admission Requirements – Master of Arts in Psychology, Clinical Stream

Admission requirements (with proposed changes marked)

Master of Arts

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

If applying to the following streams you will also need a Graduate Records Examination (GRE) Score, General:

Clinical stream

The rationale for the change:

- 1. GRE scores have low predictive validity of graduate students' success
- 2. The GRE requirement puts underrepresented minorities at a disadvantage
- 3. Most clinical graduate programs in North America do not require the GRE
- 4. The GRE is not required for accreditation for clinical psychology graduate programs
- 5. Other programs in our department (ASP, CHHD, and Cognition and Neuroscience) do not require the GRE
- 6. There are better ways to evaluate applicants' knowledge and preparedness for graduate studies.

1. GRE scores have low predictive validity of graduate students' success

(copied from February 3, 2020 memo from ASP written by Valery Chirkov https://governance.usask.ca/documents/council/agenda/2019-2020/march2020/2020-03-19councilagendapackage.pdf)

"Numerous studies, mostly based on the meta-analysis of large samples of students from different universities and disciplines, unequivocally indicate that the GRE scores have low predictive validity regarding graduate students' success (Golberg et al., 1992; Kincel et al., 2010; *Morrison et al.*, 1995). Other studies reported that undergraduate GPA is a better predictor of Graduate GPA (GGPA) than GRE for both MA and Ph.D. students (Feeley et al., 2005). It was also discovered that the GRE validity coefficients vary depending on disciplines (Thornell, et al., 1985). As some researchers indicated (Feeley et al., 2005; Goldberg, 1992), one of the main problems for investigating the predictive power of the GRE is the choice of criterion variable: what indicator should be used to measure graduate studies' success? Currently, researchers use GGPA, first-year GPA, faculty ratings, and degree attainment. Even with this limited list of indicators, it is evident that graduate success is a multidimensional parameter that depends on several factors where the GRE scores (reasoning and the level of knowledge of discipline) serving as only one of them. Other factors include students' motivation, their organizational and time-management skills, intelligence and creativity, their psychological and physical wellness, the culture of research in the institution, relationships with a supervisor, relationships with fellow students and other faculty, economic conditions, family issues and some others. Our own experience indicates that, for years, when we used the GRE as an admission criterion, we rarely if ever used its scores for admission decision making. Other parameters, such as UGPA, reference letters, personal interviews, conference presentations and publications are considered to be more informative for this purpose."

2. The GRE requirement puts underrepresented minorities at a disadvantage

Increasingly the GRE and its associated financial costs to write has been recognized as a barrier for highly capable underrepresented minorities (Miller & Stassun, 2014; Pacheco et al., 2015; Posselt, 2014; Sternberg & Williams, 1997), an effect recently demonstrated at one American University's Department of Psychology where GRE scores were gathered but not used for admission decisions. Gomez et al. (2021) detailed how underrepresented minority candidates would have had their admission barred at the rate of 44% versus for 17% for white/Asian/Pacific islanders if the GRE would have been used for decisions for admission.

3. Most clinical graduate programs in North America do not require the GRE

A recent survey of the Council of University Directors of Clinical Psychology (CUDCP) – an organization of clinical psychology programs across North America reported that only 3 or 3.9% of the sample of clinical programs required the GRE in 2021. The UofS was one of these. Only 2 programs (or 2.6% of the sample) reported that they will require the GRE in 2022, which included the UofS. The UofS Graduate Program in Clinical Psychology retaining this requirement is clearly in the minority across North America.

4. The GRE is not required for accreditation for clinical psychology graduate programs

In no accreditation standard, and notably the Canadian Psychological Society Accreditation Standards that apply to the UofS program is the GRE mentioned (<u>https://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf</u>).

5. Other programs in our department (ASP, CHHD, and Cognition and Neuroscience) do not require the GRE

The clinical stream is the only program in the department that currently requires the GRE, and the lack of the GRE has not had any appreciable impact on student quality seen across the other streams.

6. There are better ways to evaluate applicants' knowledge and preparedness for graduate studies.

Admission procedures to the Graduate Program in Clinical Psychology involve a review of transcripts, 3 letters of reference, the students' CV, and a personal statement. Transcript review is detailed – and this can inform our evaluation of longstanding academic performance versus a snapshot of performance such as is provided by the GRE. Finally, if a student appears strong and is a good fit for the Graduate Program in Clinical Psychology (a decision made by consensus of the Clinical Executive Committee) they are interviewed independently by two clinical faculty. A final decision is made by consensus of the Clinical Executive Committee and is based on a holistic appraisal of the applicant, their academic achievement, and interpersonal skills. The GRE does not play an appreciable role in this holistic appraisal.

Wh

Megan O'Connell on behalf of the Clinical Psychology Executive Committee

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical Concentration

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?

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

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

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

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

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

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

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

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

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes	No	Х
Yes	No	Х

Yes

No

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

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

6 Is this a replacement for a current program?

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

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

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

Yes	No	Х
Yes	No	Х

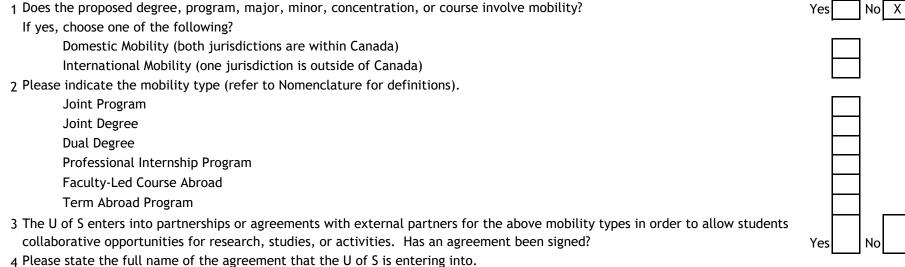
Yes

No

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical Concentration

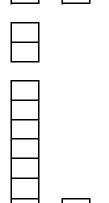
Section 3: Mobility

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.



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?



Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical

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? 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?

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 <u>and</u> 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?

Yes No X Revised

Yes No X Revised

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical Concentration

Section 7: Course Information - NOT APPLICABLE

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

2

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

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

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

If NO, please describe.

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

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.

Yes

Yes

No

No

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP EXCEPT NOTED BELOW

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

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

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

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

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

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

For the Master of Arts-Thesis (MA-T-GP program and the PSY (Psychology) major and the CLIN (Clinical) concentration remove the Graduate Record Exam (GRE) admission requirement

- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

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

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

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

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical Concentration

16 Will the standard application fee apply?

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

18 Are international students admissible to this program?

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).

Yes No

Effective Term: 202205

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical Concentration

Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 (May 2022)

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

If YES, what and by what date?

Yes No X

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical Concentration

Section 12: Registration Information - NOT APPLICABLE

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.)

2 Will students register themselves?

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1 Will instructors submit grades through self-serve?

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

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1 Should classes count towards T2202s?

Section 15: Awards Information

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

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

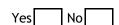
Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

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

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.

Page 11 of 15



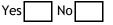


No

No

Yes

Yes





Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical Concentration

Section 17: Program Termination

1 Is this a program termination? No X Yes 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

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1 How will tuition be assessed? Standard Undergraduate per credit Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other **Program Based*** * See attached documents for further details 2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate? 3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow? 4 Does proponent's proposal contain detailed information regarding requested tuition? Yes No If NO, please describe. 5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval? 6 IPA Additional comments? 7 Will students outside the program be allowed to take the classes? 8 If YES, what should they be assessed? (This is especially important for program based.) 9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)? 10 Do standard cancellation fee rules apply? 11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below. 12 Are you moving from one tuition code (TC) to another tuition code? Yes No If YES, from which tuition code to which tuition code? 13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Title: Admission Requirement Change - Master of Arts-Thesis Program and Psychology Major and Clinical

Page 14 of 15

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

Title: Admission Requirement Change - Master of Arts-

Thesis Program and Psychology Major and Clinical

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

OR

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Yes	No	
Yes	No	
Yes	No	
Yes	No	



UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

SUBJECT:	Termination – the Master of Northern Governance and Development (MNGD) program
DATE OF MEETING:	October 21, 2021
PRESENTED BY:	Alison Oates, chair, Academic Programs Committee

DECISIONS REQUESTED:

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

PURPOSE:

University Council has the authority to approve the termination of 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) are proposing the termination of the Master of Northern Governance and Development (MNGD) program.

JSGS has had oversight of the program since the disestablishment of the International Centre for Northern Governance in 2017. Admission into the program was suspended at that time and JSGS worked to ensure students in the program were able to complete their degree programs. During this time JSGS also worked to develop the Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) with a partner institution in Norway and that program continues and is successful. A number of courses developed for the MNGS program are now offered as part of the GENI program.

There are currently no students enrolled in the program and students have not been permitted to register since 2017.

CONSULTATION:

The academic programs committee reviewed the proposal for this program termination at its October 6, 2021 meeting and supports the rationale for the move.

ATTACHMENTS:

1. Proposal for the termination of the Master of Northern Governance and Development program



university of saskatchewan College of Graduate and Postdoctoral Studies grad.usask.ca

116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751 Email: grad.studies@usask.ca

Memorandum

To:	Executive Committee of CGPS
Сору:	Loleen Berdahl, Executive Director, Johnson Shoyama Graduate School of Public Policy
From:	Graduate Programs Committee of CGPS
Date:	September 17, 2021
Re:	Program Termination – Master of Northern Governance and Development

On September 7, 2021, the Graduate Programs Committee reviewed a request to terminate the Master of Northern Governance and Development program.

The context provided for this program termination was as follows:

"The MNGD program was housed within the International Centre for Northern Governance and Development (ICNGD) that was disestablished in June 2017. When ICNGD closed, it was decided that the MNGD program would be suspended as well. The Johnson Shoyama Graduate School of Public Policy (JSGS) took over the administration and delivery of the MNGD program and ensured the remaining students successfully completed the program. The MNGD program recently graduated its last student and graduated 53 students in total. It should be noted that the MNGD program is the predecessor for the Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI), and some of the MNGD courses are now being offered as part of the GENI program."

The members of the Graduate Programs Committee found that the program termination is well justified.

The Graduate Programs Committee passed the following motion:

To recommend termination of the Master of Northern Governance and Development program. CARRIED unanimous

Attached please find the full report for program termination.

If you have any questions, please contact Ryan Walker at <u>ryan.walker@usask.ca</u>



Program(s) to be deleted: Master of Northern Governance and Development (MNGD)

Effective date of termination: July 1, 2021

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

The MNGD program was housed within the International Centre for Northern Governance and Development (ICNGD) that was disestablished in June 2017. When ICNGD closed, it was decided that the MNGD program would be suspended as well. The Johnson Shoyama Graduate School of Public Policy (JSGS) took over the administration and delivery of the MNGD program and ensured the remaining students successfully completed the program. The MNGD program recently graduated its last student and graduated 53 students in total.

It should be noted that the MNGD program is the predecessor for the Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI), and some of the MNGD courses are now being offered as part of the GENI program.

2. Technical information.

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

The courses that were offered as part of the MNGD program were the following:

- INDG 810.3 Aboriginal Self Determination Through Mitho Pimachesowin
- NORD 836.3 Strategic Communication for Northern Development
- NORD 838.2 Communication II Negotiations and Consultations
- NORD 857.4 Northern Resource Economics and Policy
- NORD 860.4 Internship
- NORD 990 MGENIA Seminar Series
- NORD 992 Project (Students must maintain continuous registration in this course.)
- POLS 855.4 Northern Governance
- POLST 858.4 Research and Planning Methods for the North

Note that no current JSGS faculty teaching resources are associated with this program. NORD 857 continues to be a part of the GENI program (along with NORD 990 and NORD 992). INDG 810 continues to be part of the Indigenous Studies course offering.

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

JSGS has had the administrative oversight of the program since ICNDG was disestablished in June 2017. The program has been managed alongside the GENI

program by the GENI Academic Lead and the Manager of Graduate Programs (Distance Delivery) and has received clerical support from the Graduate Programs Assistant. The MNGD program is a distance program delivered via Blackboard and videoconferencing and required no physical space. Over the last years, the main program activity has been to support students with the completion of their projects (student supervision).

2.3 Courses to be deleted, if any.

Courses that will be deleted includes:

- NORD 836.3 Strategic Communication for Northern Development
- NORD 838.2 Communication II Negotiations and Consultations
- NORD 860.4 Internship
- 2.4 Number of students presently enrolled.

None.

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

The last MNGD admission was completed Fall 2016 and welcomed 11 students. The MNGD program graduated a total of 53 students.

3. Impact of the termination.

Internal

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

N/A

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

There are no faculty members currently teaching courses only for the MNGD program.

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

The termination will not impact other current programs, departments or colleges.

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

No, the removal of NORD 836, NORD 838 and NORD 860 will not impact other programs.

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

The MNGD program was the predecessor of the GENI program. The GENI program has maintained some of the content from the MNGD program, as noted above.

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

It is very unlikely.

3.7 Describe any impact on research projects.

None.

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

No.

3.9 Describe the budgetary implications of this deletion.

None.

<u>External</u>

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

The JSGS and the GENI program have taken over the external partnerships and outreach that was part of the MNGD program.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No, it is not likely.

<u>Other</u>

3.12 Are there any other relevant impacts or considerations?

None

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

Statements were collected by the University leadership when the ICNGD was disestablished and subsequently, the MNGD was suspended in June 2017.

(Optional)

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

UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTEE REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, Chair, Academic Programs Committee
DATE OF MEETING:	October 21, 2021
SUBJECT: COUNCIL	Certificate in Geomatics
ACTION:	For Information Only

SUMMARY:

The Academic Programs Committee has the authority to approve degrees and degree-level programs for colleges that have an approved template. The College of Arts and Science has an approved template.

The College of Arts and Science proposed to replace the Minor in Geomatics with a Certificate in Geomatics. This change will allow students from other colleges to take the program. The certificate program will provide students with a strong understanding of the technologies and techniques used in spatial data acquisition and analysis. The change to a certificate program includes the addition of a capstone course in cartography and communication.

On September 22, 2021 the Academic Programs Committee passed the following motions:

That the Academic Programs Committee approve the degree-level certificate in Geomatics, effective May 2022.

That the Academic Programs Committee approve the termination of the minor in Geomatics, effective May 2022.

ATTACHMENTS:

- 1. Proposal for a degree-level Certificate in Geomatics
- 2. Report for Program Termination Minor in Geomatics



PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Geomatics

Field(s) of Specialization: Geomatics

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Krys Chutko Assistant Professor, Department of Geography and Planning krys.chutko@usask.ca 306-966-4907

Alec Aitken Professor and Head, Department of Geography and Planning <u>alec.aitken@usask.ca</u> 306-966-5672

Proposed date of implementation: May 2022

Proposal Document

Note that this program revision will replace the Minor in Geomatics with a Certificate in Geomatics.

Spatial (or geographical) data is all around us. We are collecting it at an ever-growing speed through rapid growth of Earth or extraterrestrial observing satellites, ground surveys, and any other research that identifies location as an important variable. The ability to effectively manage, analyze, and display this data is critical to the responsible use of these data. Geomatics, also known as geospatial technology, focuses on the techniques and methods of spatial data collection, analysis, and display. These are used by a wide range of practitioners, including land surveyors, urban planners, wildlife managers, demographers, and geophysicists. This certificate is designed to provide students from a range of disciplines and backgrounds an understanding of geomatics tools and techniques as well as the associated software. Students that complete the certificate will be supplied with the skills necessary to acquire, manage, analyze, and display spatial data using industry-leading techniques and approaches.

College Statement

From Gordon DesBrisay, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the replacement of the Minor in Geomatics with a Degree-Level Certificate in this same area of study.

The College strives to provide innovative program options that meet student needs and demand. The current Minor in Geomatic, open only to Arts and Science students, is already well-subscribed, and we feel that the proposed Certificate will further attract students from other colleges or people working in the area who want to add to their existing credentials.

The Academic Programs Committee (BA&Sc) approved the proposal on April 16, 2021, as did the College Faculty Council on May 18, 2021.

Gordin Was Ansur

Program Description

Degree Level Certificate in Geomatics

The Certificate in Geomatics provides students with a strong and structured understanding of modern technologies and techniques employed in spatial data acquisition and analysis. Students will build a skill set in quantitative analysis through examination of spatial datasets covering a range of disciplines. The primary topics to be covered are geographical information systems, remote sensing, and spatial data analysis. The capstone course in cartography and communication will provide students with the background to convey their work in a professional manner to a wide range of audiences.

Major Average

The major average in the Certificate in Geomatics includes the grades earned in:

• All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Geomatics, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

• Minimum credit units required in the program

See Residency for additional details.

Requirements (27 credit units)

Students who have no background in computer programming (especially using the Python language) should consider taking CMPT 141.3 to build these skills.

- GEOG 222.3 Introduction to Geomatics
- GEOG 302.3 Quantitative Methods in Geography
- GEOG 322.3 Introduction to Geographic Information Systems
- GEOG 323.3 Remote Sensing
- GEOG 420.3: Cartography and Professional Communication

Choose 3 credit units from the following:

- GEOG 120.3 Introduction to Global Environmental Systems
- GEOG 125.3 Environmental Science and Society
- GEOG 130.3 Environment, Health and Planning
- GEOG 150.3 Introduction to the Circumpolar World

Choose 3 credit units from the following:

- PLSC 214.3 Statistical Methods
- STAT 242.3 Statistical Theory and Methodology
- STAT 245.3 Introduction to Statistical Methods
- STAT 246.3 Introduction to Biostatistics

Choose 6 credit units from the following:

- GEOG 402.3 Spatial Data Analysis [Proposed new course]
- GEOG 423.3: Advanced Remote Sensing
- PLAN 360.3: Urban Data Analysis and Visualization

Note: Students may receive credit for either the Minor in Geomatics or the Certificate in Geomatics, not both.

Rationale: Spatial (or geographical) data is all around us. We are collecting it at an ever-growing speed through rapid growth of Earth or extraterrestrial observing satellites, ground surveys, and any other research that identifies location as an important variable. The ability to effectively manage, analyze, and display this data is critical to the responsible use of these data. Geomatics, also known as geospatial technology, focuses on the techniques and methods of spatial data collection, analysis, and display. These are used by a wide range of practitioners, including land surveyors, urban planners, wildlife managers, demographers, and geophysicists. This certificate is designed to provide students from a range of disciplines and backgrounds an understanding of geomatics tools and techniques as well as the associated software. Students that complete the certificate will be supplied with the skills necessary to acquire, manage, analyze, and display spatial data using industry-leading techniques and approaches.

The Certificate in Geomatics will replace the Minor in Geomatics.



Program(s) to be deleted: Geomatics - Minor

Effective date of termination: May 2022

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

The Minor in Geomatics will be replaced by the proposed Degree Level Certificate in Geomatics. This change allows the program to be taken by students in all colleges, as well as by students who already have or are not interested in completing a degree.

2. Technical information.

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

GEOG 402.3 is proposed as the capstone course for this program, and it will be taught by the Department of Geography and Planning. All other courses included in the program are pre-existing, and are taught on a regular basis.

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

This program will continue to use the existing resources devoted to the Minor in Geomatics.

2.3 Courses to be deleted, if any.

No courses will be deleted.

2.4 Number of students presently enrolled.

32 students are currently, officially, enrolled in the minor (information taken from Degree Works). It is possible that this number should be higher, as some students do not take steps to declare a Minor until they apply to graduate.

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

This information is not available through Degree Works or Crystal Reports. Students who are continuing in the program as of May 2022 will have the option to receive either the Minor or the Certificate.

3. Impact of the termination.

Internal

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

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

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

None. Courses will continue to be offered.

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

No impact on other programs.

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

N/A

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

Certificate proposed to replace Minor.

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

N/A

3.7 Describe any impact on research projects.

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

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

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact. One additional course will be added for the Certificate, which will be accommodated within the current department budget.

External

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

Replacing the Minor with a Certificate will increase the profile of the program, and open the program to a wider array of students.

<u>Other</u>

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing this area of study. This could raise awareness of this option at the University of Saskatchewan.

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

N/A

(Optional)

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

N/A

Notice of Intent – Certificate in Geomatics

1. Overview of the program

The proposed program is a change from the Minor in Geomatics to a Certificate in Geomatics. The Certificate will offer a broad examination and application of the tools and techniques used in geomatics, including geographic information systems, remote sensing, and spatial data analysis. Course content focuses on application and problem solving, primarily through the use of specialized software such as *ArcGIS, Geomatica,* and *R*. The Certificate compliments the current programs in the Department of Geography and Planning (B.A&Sc. in Environment and Society; B.Sc. in Hydrology; B.A in Regional and Urban Planning). Students enrolled in the current Minor program come from a range of disciplines, including Environmental Biology, Geology, and Modern Languages. The Certificate will build on the quantitative reasoning/numeracy skills training promoted by the College of Arts and Science.

The program will consist of 27 credit units, 24 of which will be required courses from the Department of Geography and Planning, and 3 of which will be selected from a list of relevant introductory STAT, CMPT, and/or PLSC courses.

2. University and/or societal need

Whether we know it or not, humans conduct spatial analysis all of the time. However, to understand spatial relationships better or to make better use of the rapidly growing industry of spatial data collection (eg, Google Earth), training in the science and art of geomatics is needed. Many academic disciplines use spatial data in one way or another, and this Certificate will provide an accessible program for training students in geomatics. The goal of the Certificate is to provide students with the ability to use these data responsibly and accurately in research and decision making. This goal is in line with the University's maxim *The University the World Needs*.

3. Student demand for the program

The Minor in Geomatics has been a popular option for students for several years. In the 2020-21 year, 27 active students were registered in the program, 22 of which are in non-Geography and Planning major programs. The purpose of changing the Minor to a Certificate is to make the program available to students outside the College and for practitioners outside the University, while also maintaining the availability of the program to students within the College.

4. Assessment of perceived need within the National Context

Although an understanding of geomatics and spatial data is needed everywhere, in becomes more important in a country as large as Canada. As Canada, particularly northern Canada, changes in response to the wide variety of external stressors, the ability to rapidly and accurately observe and assess environmental change is critical to support a safe and healthy population. This can be illustrated by the

recent need to evaluate the spread and incidence of COVID-19 throughout Canada, or to evaluate drinking water security shortfalls in remote Indigenous communities.

5. Relationship to University, college and divisional integrated plans

The Certificate in Geomatics will support the integrated plans of the University and the College of Arts and Science. The Certificate in Geomatics is founded on interdisciplinarity and providing students with the tools to make change in their communities. State-of-the-art software is used in the courses and students will gain the ability to responsibly uses these in whatever career they choose to pursue. Geomatics focuses on tools and techniques and the courses included in the Certificate provide application and problem solving skills that students from a range of disciplines will carry into their future.

6. Relationship to other programs offered by the College of Arts and Science

This program is intended to complement and will not compete with the undergraduate programs offered by the Department of Geography and Planning. The Minor in Geomatics, which the Certificate will be replacing, has been a popular addition to students' majors, particularly those in the BSc in Geology and BSc in Environment Biology programs. It is anticipated that this relationship will continue after changing the program to a certificate.

7. Relationship to programs offered elsewhere

Program requirements include the option of 3 credit units of plant science statistics, offered by the College of Agriculture and Bioresources. The change to a certificate program is intended to attract students from outside the College of Arts and Science. This program may also be used as a stepping-stone in the process for Professional Geoscientist certification by the Association of Professional Engineers and Geoscientists of Saskatchewan; GIS, remote sensing, and geostatistics are all identified in the Environmental Geoscience knowledge requirements (note that the program does not offer all courses necessary for certification).

8. Is there justification to proceed regardless of any perceived duplication?

Since this certificate program is replacing a minor program, there is no duplication.

9. Resources for the program

This certificate requires a new course to be added – Spatial Data Analysis. This 3-cu course will require an instructor, and it is anticipated that a tenured or tenure-track faculty member in the Department of Geography and Planning will take this in their assignment of duties. Courses in the Certificate make extensive use of software, all of which is currently licensed by the University. This will continue to be an ongoing cost. In all other cases, the courses are currently offered on a regular basis by the relevant departments and no additional resources are expected to be required for the Certificate to operate sufficiently.

10. Risks

The risks associated with changing the Minor in Geomatics to a certificate program are minimal. All associated existing courses are offered regularly as required courses in other programs. Any increases in enrollments are anticipated to be absorbed by the relevant courses.

11. Anticipated start date

The program is proposed to begin in May 2022. All of the courses in the program are currently taught on an annual basis. The only constraint is the process to propose and approve the program.

Record of Consultation

On Mon, Feb 22, 2021 at 12:37 PM Chutko, Krystopher <krys.chutko@usask.ca> wrote:

Hi Dr. Stanley. The Department of Geography and Planning is currently replacing our Minor in Geomatics with a Certificate in Geomatics. It is not a complete duplication of the minor but they are largely the same in the core courses. We are also proposing CMPT 141 as an introductory quantitative course option. I would expect any increase in enrollment in the class to be small.

I have attached the program description. Would you please take a look at it and let me know if you have any questions or comments prior to submitting this to the Course Challenge in April.

Thanks Krys

Krystopher Chutko, PhD Assistant Professor & Chair, GEPL Environmental Programs Department of Geography and Planning Ph: 306-966-4907

From:Kevin Stanley <kstanley@cs.usask.ca>Sent:February 22, 2021 1:12 PMTo:Chutko, KrystopherSubject:Re: Certificate in Geomatics

Sounds good. I assumed that this might happen.

Good luck!

Kevin

From:Chutko, KrysSent:March 5, 2021 4:12 PMTo:Sowa, ArturSubject:Certificate in GeomaticsAttachments:CertGeomatics.pdf

Hello Dr. Sowa. The Department of Geography and Planning will be replacing our Minor in Geomatics with a Certificate in Geomatics program. I have attached the program description. I am alerting you to this since we identify several STAT courses as prerequisites in the program. These are not new prerequisites as we already depend on them in the minor. However, if enrollment in the Certificate increases, it may result in an increase in enrollment in the STAT prerequisites. I do not anticipate that increase to be large.

Please let me know if you have any questions or concerns about this. I intend to submit this to the next challenge, therefore I respectfully request any feedback before March 25.

Thank you Krys

Krystopher Chutko, PhD Assistant Professor & Chair, GEPL Environmental Programs Department of Geography and Planning Ph: 306-966-4907 From: Sowa, Artur <<u>sowa@math.usask.ca</u>> Sent: April 8, 2021 9:51 AM To: Chutko, Krys <<u>krys.chutko@usask.ca</u>> Subject: RE: Certificate in Geomatics

Dear Krys,

I apologize for responding with a delay; it has been a very busy time. Anyhow, I do not have any concerns about the suggested change at present. I wish you a lot of success with the certificate program.

Best wishes, Artur

From: Chutko, Krys <<u>krys.chutko@usask.ca</u>> Sent: Wednesday, April 14, 2021 2:54 PM To: Sowa, Artur <<u>sowa@math.usask.ca</u>> Subject: Urgent: Proposed course Importance: High

Hi Dr. Sowa. I made a mistake in my submissions for the proposed Geomatics certificate that I asked you to look at last month. I'm also proposing a new course called Spatial Data Analysis, and I didn't send you a copy of the syllabus to review. The course is intended to complete our undergraduate training in spatial analysis using a range of statistical techniques. Naturally this will overlap with content in several STAT courses. But I feel that the focus on spatial statistics addressed in the course is sufficiently different than the content in the STAT courses. Mapping, using various geocomputing packages in R, will for the underlie the work done in the course.

I have attached the course syllabus. Would you be able to send me your comments and/or concerns by the end of tomorrow so that I can submit them to the next APC meeting. Apologies for the rush on this.

Krys

From: Sowa, Artur Sent: Thursday, April 15, 2021 9:54 AM To: Chutko, Krys <<u>krys.chutko@usask.ca</u>> Subject: RE: Urgent: Proposed course

Hi Krys,

I need to consult with my undergraduate committee. We will try to give some preliminary comments today, if only possible. However, if necessary, more ample remarks would be given at the course challenge stage.

All the best, Artur From: Sowa, Artur <<u>sowa@math.usask.ca</u>> Sent: April 15, 2021 2:37 PM To: Chutko, Krys <<u>krys.chutko@usask.ca</u>> Subject: FW: Urgent: Proposed course

Krys, hi again~

So the Undergraduate Committee has voiced some concerns. To be sure, there are no objections to GEOG 402 that is being proposed. However, we see a problem with the stream, and it is concentrated in an inappropriate choice of prerequisites to the prerequisite (GEOG 302). Specifically:

"[We] have consulted with our colleagues who taught STAT 244, 245, 246, and STAT 242 before and/or served on UGC before. Please see below for a collective response from us.

On reviewing the new course proposal and its pre-requisites, we are very concerned about the proposed pre-requisite changes to GEOG 302.

A review of the course description and past course syllabus for GEOG 302 show clearly that GEOG 302 is applied statistics course which needs a complete introductory statistics course as a pre-requisite.

Complete introductory statistics courses are those listed in List a. of the College Statistics Course Regulations (<u>https://programs.usask.ca/arts-and-</u> <u>science/policies.php#StatisticsCourseRegulations</u>) a. PLSC 214.3, GE 210.3, STAT 242.3, STAT 245.3 STAT 246.3

While there is a review of introductory statistics in the first few weeks of GEOG 302, such a quick review would not be sufficient for students without a List a. course and certainly NOT sufficient for a student with CMPT 141 which does not cover topics in Statistics at all.

Hence the appropriate pre-requisites for GEOG 302 should be: One of PLSC 214.3, STAT 242.3, STAT 245.3 STAT 246.3 "

I hope this is helpful to you.

Best regards, Artur

From: Chutko, Krys <<u>krys.chutko@usask.ca</u>> Sent: Thursday, April 15, 2021 2:58 PM To: Dahl, Alexis <<u>alexis.dahl@usask.ca</u>> Cc: Aitken, Alec <<u>alec.aitken@usask.ca</u>> Subject: FW: Urgent: Proposed course

Hi Alexis. Please see below the response from Math on the proposed GEOG 402 course.

Their concerns, along with the APCs, certainly focus around including CMPT 141 in the program and as a prerequisite for 302. While I stand by my earlier comments, I can see there is little taste for including CMPT 141 in either place. I therefore request that it is removed from both the Certificate in Geomatics proposal and the GEOG 302 minor change.

In the future, we may consider CMPT 141 as a substitution on a case-by-case basis, along with other STAT courses as appropriate.

Please let me know if these changes can be done on your end or if you need me to change the submissions.

Krys



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: Arts & Science
- 1.2 Department with academic authority: Geography and Planning
- 1.3 Term from which the course is effective: **May 2022**

2. Information required for the Catalogue

- 2.1 Label & Number of course: GEOG 402
- 2.2 Academic credit units: **3 credit units**
- 2.3 Course Long Title (maximum 100 characters): Critical Perspectives on Catholic Studies Course Short Title (maximum 30 characters): Critical Catholic Studies

2.4	Total Hours:	39 Lecture	Seminar	26	Lab	Tutorial	Other
2.5	Weekly Hours:	3 Lecture	Seminar	2 L	ab	Tutorial	Other
2.6	Term in which it	will be offered:	T1	T2	T1 or T	2 T1 a	nd T2

2.7 Prerequisite: GEOG 222.3 and GEOG 302.3

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

In 1854, Dr. Snow used basic mapping techniques to identify the source of the deadly cholera outbreak in London. Since then, various spatial analysis techniques have been developed to solve a wide range of location-based problems. This course takes students beyond the art and science of mapping people and places to develop skills in identifying and quantifying relationships amongst those phenomena. Topics include pattern analysis techniques such as hot-spot analysis, considerations for designing spatially-oriented research, spatial regression, and spatial interpolation. Students will develop their understanding of these techniques and relevant software (R/Python) through assignments and a term-long project. This course builds on the skills developed in statistics and mapping courses.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course:

This course will be a capstone course in the proposed Certificate in Geomatics program. This program currently exists as a Minor. This course will act as the data analysis capstone for one of the three pillars of geomatics, i.e. GIS, remote sensing, and spatial data analysis. This course is a direct continuation from GEOG 302: Quantitative Methods in Geography, which introduces students to spatial data analysis. The proposed course will build on this through development of skills in data analysis and digital literacy. This proposed course is needed to support the proposed Certificate to provide advance instruction in spatial data analysis techniques and software related to the discipline of geomatics. The course will prepare students for further undergraduate data-based projects, graduate studies, and a wide range of careers.

4. Please list the learning objectives for this course:

See syllabus.

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? If so, were these departments consulted? (Include correspondence) Were any other departments asked to review or comment on the proposal?

See program proposal.

- 6. **Other courses or program affected** (please list course titles as well as numbers)
 - 6.1 Courses to be deleted? **None**
 - 6.2 Courses for which this course will be a prerequisite? None
 - 6.3 Is this course to be required by your majors, or by majors in another program? **Required for** the proposed Certificate in Geomatics.

7. Course outline

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. Enrolment

- 8.1 Expected enrollment: 18 students
- 8.2 From which colleges? **15 from Arts & Science; 3 from other colleges.**

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? Yes

10. Required text

Include a bibliography for the course. See syllabus.

11. Resources

- 11.1 Proposed instructor: Krystopher Chutko, Scott Bell
- 11.2 How does the department plan to handle the additional teaching or administrative workload? Teaching and other course expenses will be accommodated within the departmental budget.
- 11.3 Are sufficient library or other research resources available for this course? Yes
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Yes, TC08

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

No additional fees required

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code CL COO FLD ICR IHP IN1 IN2 IN3 IND LAB LC LEC	Description Clinical Coop Class Field Trip Internet Chat Relay Internet Help Internship - Education Internship - CMPT & EPIP Internship - General Independent Studies Laboratory Lecture/Clinical (Dent Only) Lecture	Code PRB RDG RES ROS SEM SSI STU SUP TEL TUT WEB XCH	Description Problem Session Reading Class Research Roster (Dent Only) Seminar Supervised Self Instruction Studio Teacher Supervision Televised Class Tutorial Web Based Class Exchange Program Chect Schedulo Tuno Not Applicable
LC	Lecture/Clinical (Dent Only)		
PCL PRA	Pre-Clinical (Dent Only) Practicum	XNA XNC	Schedule Type Not Applicable No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR - English Language Writing Requirement

ILRQ - Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: N/A
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course Prerequisite(s): GEOG 222.3 and GEOG 302.3

- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: N/A

5. List Mutually-Exclusive Course(s) here: N/A

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: N/A

COURSE SYLLABUS

COURSE TITLE:	Spatial Data Analysis	
COURSE CODE:	GEOG 402.3 (proposed)	TERM:
COURSE CREDITS:	3 credit units	DELIVERY:
CLASS LOCATION:		START DATE:
CLASS TIME:		

In 1854, Dr. Snow used basic mapping techniques to identify the source of the deadly cholera outbreak in London. Since then, various spatial analysis techniques have been developed to solve a wide range of location-based problems. This course takes students beyond the art and science of mapping people and places to develop skills in identifying and quantifying relationships amongst those phenomena. Topics include pattern analysis techniques such as hot-spot analysis, considerations for designing spatially-oriented research, spatial regression, and spatial interpolation. Students will develop their understanding of these techniques and relevant software (R/Python) through assignments and a term-long project. This course builds on the skills developed in statistics and mapping courses.

Prerequisites: GEOG 222.3 and GEOG 302.3

Learning Outcomes

By the completion of this course, students will be expected to:

- 1. Explain the special considerations required for analyzing spatial data;
- 2. Apply a range of spatial analysis techniques using relevant software;
- 3. Develop a research project that examines a spatial dataset using the techniques developed in the course.

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://www.usask.ca/university_secretary/LearningCharter.pdf*.

Possible Resources

Bivand, RS, E Pebesma, and V Gomez-Rubio. 2013. Applied Spatial Data Analysis with R. Springer. 405 pgs.

Brunsdon C, and L Comber. 2015. An Introduction to R for Spatial Analysis & Mapping. Sage Publications.343 pgs.

Chi, G, and J Zhu. 2020. Spatial regression models for the social sciences. Sage Publications. 243 pgs.

Chun, Y, and DA Griffith. 2013. Spatial Statistics & Geostatistics. Sage Publications. 181 pgs.

Schabenberger, O, and CA Gotway. 2004. Statistical Methods for Spatial Data Analysis. Chapman and Hall / CRC Press. 506 pgs.

Course Overview

Module	Lectures	Topics
1	Spatial sampling	Spatial sampling designs, resampling techniques (bootstrap, jackknife), sample size
2	Spatial autocorrelation	Point-pattern analysis, hot/cold spot analysis
3	Spatial regression models	Spatial lag/error models, geographically weighted regression, spatio-temporal regression models, spatial regression forecasting models
4	Spatial interpolation	IDW/natural neighbor/trend surface analysis, semi-variogram models, kriging
5	Advanced topics	Baysian methods, Markov chain Monte Carlo simulations

Grading Scheme

Assignments	60%
Project	40%
Total	100%

Evaluation Components

Homework assignments

Value: 60% (evenly weighted)

Due Date: Two weeks.

Description: Students will complete six assignments related to spatial data analysis through the course. Assignments will be completed two weeks after assigned and will require students to work outside the scheduled class time. Assignment problems will be demonstrated in the accompanying practicum session. Completion of the assignments will require access to relevant software. Students are required to download software to their personal computers (where possible) or access a University computer in the computer labs or via the virtual lab (vlab.usask.ca). Late assignments will be penalized 10% per day (incl. weekends) and no assignments will be accepted after 1 week past due and will therefore receive a 0 mark.

• Assignment #1: R refresher

Building upon training using R in GEOG 302, students will revisit the key data entry and manipulation functions and introduce new packages (eg, maptools, spdep) designed specifically for spatial data analysis. Data sets used in this assignment will be those included in the R software (eg, mtcars, wrld_smpl).

• Assignment #2: Spatial sampling and resampling

Using a spatial data set of Saskatoon neighbourhoods, students will explore random sampling techniques using R/Python, such as stratified sampling and hexagonal tessellation. Resampling techniques (eg, bootstrapping, jackknife) will be used to assess bias in sampling estimates.

• Assignment #3: Spatial autocorrelation

Point and areal data will be examined for spatial autocorrelation using various techniques in R/Python (Moran's coefficient, hot spot analysis, kernel density estimation). Automated methods of establishing spatial connectivity will also be addressed. This assignment will add a variety of socioeconomic data to the Saskatoon neighbourhood data set used previously.

• Assignment #4: Spatial regression models

Spatial regression models will be applied to a socioeconomic data set for Saskatchewan, primarily using geographically weighted regression (GWR).

• Assignment #5: Spatial interpolation

The three primary spatial interpolation methods employed by R/Python are inverse distance weighting (IDW) nearest neighbour (Theissen polygons), and kriging. Using a data set of relative humidity across Saskatchewan, students will apply these techniques to generate predicted value surfaces. Cross-validation techniques (eg, validation set, leave-one-out) will be used to assess accuracy of these predictions.

• Assignment #6: Markov chain Monte Carlo simulations

This assignment will introduce students to advanced techniques of determining category transition probabilities in space. A data set of complex sediment facies from an Arctic lake will be used.

Project

Value: 40%

Date: E	End of term
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Description: Students will undertake a project analyzing a spatial data set of their own choosing. Requirements of the data set include: 1) must be spatial in scope, i.e., the data must be georeferenced in some way such that the spatial relationships amongst variables can be analyzed; and 2) the data set must be robust enough to allow for a variety of techniques to be applied, e.g. minimum 5 variables and 20 observations. Using spatial data analysis software of the students choosing (e.g. ArcGIS, R, Python, GeoDa), students will import the data, perform a minimum of 4 distinct spatial analysis techniques, and summarize the results using maps and graphics. Results will be shared with the class via an oral presentation during the final week of term.

Students will be responsible for determining how their own project will be evaluated (e.g. a written report, an oral presentation, or some other form of assessment agreed upon with the course instructor). Project marking rubrics will also be determined by the student in cooperation with the course instructor.

Criteria That Must Be Met to Pass

Students must submit the final project to be eligible to receive a passing grade in this course. Students who fail to meet this criterion will receive a grade of 49% or less, and a grade comment of INF (Incomplete Failure).

Late submissions

Late assignments will be penalized 10% per day, and no assignment will be accepted after 1 week after the due date. Assignments deposited in an incorrect drop box are subject to regular late penalties.

Absences from Class

The instructor for this course is sensitive to situations beyond a student's control that affect their ability to complete assigned work in a timely fashion. Circumstances arise that may require your absence from class. Please inform your course instructor of planned absences (i.e., does not include vacations) in advance so that alternate arrangements can be made to complete the assigned work. In the case of illness or other personal situations, please inform the course instructor of your circumstances within 72 hours of your first absence from class. Requests for extensions exceeding one week beyond the scheduled date for writing an exam will require a written explanation: all other requests will be dealt with informally by the instructor.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the **Regulations on Academic Student Misconduct** - (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf)

as well as the **Standard of Student Conduct in Non-Academic Matters** and **Procedures for Resolution of Complaints and Appeals** -(<u>http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf</u>).

For more information on what academic integrity means for students see the **Student Conduct & Appeals** section of the University Secretary Website at: http://www.usask.ca/university secretary/pdf/dishonesty info sheet.pdf

Access and Equity Services (AES) for Students

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add/drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <u>AES</u> or contact their office at 306-966-7273 or <u>aes@usask.ca</u>.

Students registered with AES may request alternative arrangements for midterm and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergraduate and graduate students. For information on specific services, please see the <u>SLS</u> website.

Teaching, Learning and Student Experience

The Teaching, Learning and Student Experience Unit (TLSE) focuses on providing developmental and support services and programs to students and the University community. For more information, visit <u>Students</u>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major, understand program requirements, choose courses, develop strategies to improve grades, understand University policies and procedures, overcome personal barrier, initiate pre-career inquiries, and identify career planning resources. Contact information is available at <u>UGSO</u>.

Minor course revisions:

GEOG 222.3 Introduction to Geomatics

Prerequisite change:

Old prerequisite(s): 3 credit units of Science courses and 21 credit units of additional University course work.

New prerequisite(s): One of GEOG 120.3, GEOG 125.3, GEOG 130.3, or GEOG 150.3; or 3 credit units of Science courses and 21 credit units of additional University course work.

Rationale: Students who have taken one of the noted Geography courses will have the necessary preparation to be successful in this course.

GEOG 302.3 Quantitative Methods in Geography

Prerequisite change:

Old prerequisite(s): STAT 244 or STAT 245

New prerequisite(s): One of PLSC 214.3, STAT 242.3, STAT 245.3, or STAT 246.3.

Rationale: GEOG 302 is a required course in the proposed Certificate in Geomatics. The expanded prerequisites provide appropriate preparation for this course, as well as a complete pathway for students through the certificate program. The Department of Mathematics and Statistics advised that a "complete introductory statistics course" would be the best prerequisite for this course.

PLAN 360.3 Urban Data Analysis and Visualization

Prerequisite change:

Old prerequisite(s): ECON 211 and GEOG 222

New prerequisite(s): GEOG 222; and one of ECON 211.3, GEOG 302.3, STAT 242.3, STAT 245.3, or STAT 246.3.

Rationale: PLAN 360 is an optional course in the proposed Certificate in Geomatics. The updated prerequisites provide a clear path for non-majors through the certificate. The addition of additional statistics/data analysis courses will provide a more robust set of available prerequisites for students.

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?

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

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

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

Certificate in Geomatics [CGEOM - Certificate in Geomatics] - suggested Banner code and description

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

Cert.

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

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

Degree level

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

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:

CGEOM - In Certificate in Geomatics - suggested Banner code and description

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

Arts and Science [AR]

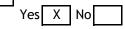
9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

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

GEOM [Geomatics] - exists in Banner

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

Yes	Х	No	
Yes		No	Х



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

1 Is this a new program?

Is an existing program being revised?

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

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

Certificate in Geomatics [CGEOM - Certificate in Geomatics] - suggested Banner code and description

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

Certificate in Geomatics [CGEOM - Certificate in Geomatics] - suggested Banner code and description

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

n/a

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

College of Arts and Science [AR] / Department of Geography and Planning [GEPL]

6 Is this a replacement for a current program?

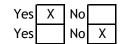
7 If YES, will students in the current program complete that program or be grandfathered?

Students in the current minor of Geomatics will be allowed to complete or move to the certificate program

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

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

I year (27 credit units total)

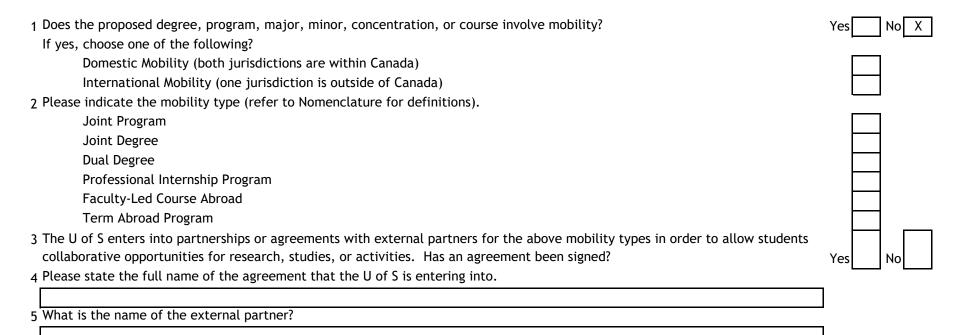




Yes X No

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.



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? 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?

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 <u>and</u> 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?

Yes No X Revised



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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

Section 7: Course Information - as per current set-up

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

2

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

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

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

If NO, please describe.

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

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up for certificate programs

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

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

- 3 What is the application deadline for each term(s) students can be admitted to?
- 4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?
- 5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

- 7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
- 8 Can classes towards this program be taken at the same time as another program?

9 What is the application deadline?

- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

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

16 Will the standard application fee apply?

No

Yes

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

18 Are international students admissible to this program?

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

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

3 When is the first class expected to graduate?

As early as Fall Convocation 2022

4

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

Expected enrolment is 18 students per year

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 [May 2022]

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

If YES, what and by what date?

Yes No X

Section 12: Registration Information

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

Numeric year

2 Will students register themselves?

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

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

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Section 15: Awards Information

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

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

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

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

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

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.



Yes X No







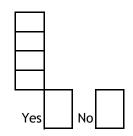
Section 17: Program Termination 1 Is this a program termination? Yes X No If yes, what is the name of the program? Minor in Geomatics - attached to the following programs BA3Y Bachelor of Arts (3 Yr) BA4Y Bachelor of Arts (4 Yr) BAHON Bachelor of Arts (Honours) BASC4Y Bach of Arts and Science (4Yr) **BASHON Bach of Art and Science Honour BFA Bachelor of Fine Arts BFAHON Bachelor of Fine Arts(Honours) BMUS Bachelor of Music BMUSHON Bachelor of Music (Honours)** BSBM3Y Bach of Sc (Biomed Sc) ThreeYr BSBM4Y Bach of Sc (Biomed Sc) FourYr BSBMHON Bach of Sc (Biomed Sc) Honours BSC3Y Bachelor of Science (3 Yr) BSC4Y Bachelor of Science (4 Yr) **BSCHON Bachelor of Science (Honours)** 2 What is the effective date of this termination? 202205 (May 2022) 3 Will there be any courses closed as a result of this termination? No X Yes If yes, what courses? 4 Are there currently any students enrolled in the program? Yes X No A search in Degree Works for active students in the College of Arts and Science and the Minor of Geomatics returns 32 students. If yes, will they be able to complete the program? Students will have the option to complete the minor or move to the certificate 5 If not, what alternate arrangements are being made for these students? 6 When do you expect the last student to complete this program? Students are given 10 years to complete; all students must be done by 2030-2031 7 Is there mobility associated with this program termination? Yes No X If yes, please select one of the following mobility activity types. **Dual Degree Program** Joint Degree Program

Title: Certificate in Geomatics and Termination of Minor in Geomatics

Page 13 of 16

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?



Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Yes - they will pay the international tuition differential

Standard Undergraduate per credit χ Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other ' Program Based* * See attached documents for further details 2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate? 3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow? 4 Does proponent's proposal contain detailed information regarding requested tuition? Yes No If NO, please describe. 5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval? 6 IPA Additional comments? 7 Will students outside the program be allowed to take the classes? 8 If YES, what should they be assessed? (This is especially important for program based.) 9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)? 10 Do standard cancellation fee rules apply? 11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below. 12 Are you moving from one tuition code (TC) to another tuition code? Yes Nol X 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?

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- ${\bf 8}$ Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

<u>OR</u>

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

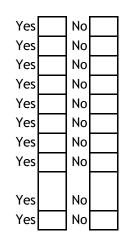
SIGNED

Date: May 11, 2021

Registrar (Russell Isinger): Approved (by email) - May 11, 2021

College Representative(s): Gordon DesBrisay (by email) - May 20, 2021

IPA Representative(s): Lucy Vuong (by email) - May 11, 2021





UNIVERSITY OF SASKATCHEWAN GOVERNANCE COMMITTEE OF COUNCIL REQUEST FOR DECISION

PRESENTED BY:	Terry Wotherspoon, Chair, Governance Committee
DATE OF MEETING:	October 21, 2021
SUBJECT:	Revisions to the Council Bylaws for Program Approvals Process
MOTION:	It is recommended that Council approve the proposed revisions to the Council Bylaws Part Two Sections I and V (as per Attachment 2), effective October 21, 2021.

SUMMARY:

This is a request for decision to change the Terms of Reference of the Planning and Priorities Committee (PPC) and Academic Programs Committee (APC) in the Council Bylaws in keeping with the recommendations of the *Academic Program Approvals Process Review* that was conducted in 2020-21, led by the Governance Office.

The findings of the review were jointly presented to Council by PPC and APC on June 17, 2021. A summary of the recommendations contained in the June 17th report to Council is provided in Attachment 1. This request for decision follows the requirement for 30 days' notice for changes to the Council Bylaws, as a Notice of Motion that was duly presented on September 16, 2021. No further feedback was received, nor changes made since.

PROPOSAL:

It is recommended that the Terms of Reference for APC and PPC in Part Two Sections I and V of the Council Bylaws (2021) be amended to align with the recommendations of the *Academic Program Approvals Process Review* (Attachment 1). These recommended changes to the Council Bylaws will remove the 'Notice of Intent' step at PPC; and move responsibilities from PPC to APC for assessing alignment of program proposals with USask's plans and priorities, and for financial review of proposals. To support these changes, for both committees, non-voting resource membership and the recalibration of workloads is recommended.

This new decision-making model will ensure effective and efficient, good academic governance in support of the development, revision, deletion, and approval of high-quality, current, and

innovative academic programming at USask. The proposed revisions to the Council Bylaws relate to decision-making structures, processes, and rigour, as follows:

- Structures Eliminate the requirement for 'notices of intent' to PPC for new programs or major changes to existing programs; and review APC and PPC responsibilities for program approvals, changes, and reviews.
- Processes Realign processes for financial sustainability assessment and tuition setting.
- Rigour Reconsider resource officers and voting membership on APC.

The changes involve streamlining and removing steps, reconfiguring responsibilities, and ensuring appropriate administrative supports are available to the two committees. Workloads are also recalibrated by moving some responsibilities for reporting to Council from APC to PPC, whereas APC will now be consulted rather than having the responsibility for making recommendations to Council in these areas. These proposed realignments fit more closely with the mandates of the committees. Due to changes in Provost's Office changes to three nonvoting resource members are proposed. References to the University Secretary's Office are updated to reflect the name change to 'Governance Office.'

These recommended changes to the Council Bylaws are in keeping with USask's commitment to "Boundless Collaboration," and the goal of "Aligning Structures" as articulated in the *University Plan: 2025.* These changes to the Bylaws will improve the timeliness of the academic program approval decision-making processes, while maintaining the rigorous reviews that ensure high quality, innovative programming, and financial sustainability.

DECISION PROCESS:

The Academic Program Approvals Process Review Project was led by the Governance Office from September 2020 – June 2021. The objective of the review was to align governance structures and processes, and business practices for the approvals of academic programs to enable USask to meet its mission and vision in delivering high-quality and innovative academic programming. The project team included representation from the Registrar's Office, Institutional Planning and Assessment (IPA), College of Graduate and Postdoctoral Studies (CGPS), and the College of Arts & Science.

The project team completed an interim report in February 2021 (Thomarat, J., 2021). The findings of the and sample 'future state' models then informed consultations across campus. Consultations took place from March-May 2021 with over 25 groups, representing more than 150 people. Using the data and feedback collected during the consultations, a final report was prepared by the project team and endorsed by APC and PPC in the spring of 2021. Over the summer months, the project team began working on the implementation plan, and decided to prioritize some of the recommendations contained in the report, including these proposed changes to the Bylaws.

On September 7, 2021, the Governance Committee Reviewed draft revisions to the APC and PPC Terms of Reference. The committee approved the proposed changes, pending

consultations with PPC and APC on September 8, 2021. Both PPC and APC were also satisfied with the proposed changes to their terms of reference. Therefore, the Governance Committee recommends to Council these changes to the Council Bylaws (Attachment 3).

IMPLEMENTATION STEPS AND TIMELINE:

This academic year will be a 'transition year' for academic program approvals processes. Recommendations from the report will be prioritized by the project team and implemented sequentially to ensure that the changes can be appropriately supported. These proposed changes to the Council Bylaws are a first step.

Next steps include:

- Aligning resources Update and simplify guidelines and templates.
- Improving awareness Enhance training and supports for chairs, committees, and proponents.
- Aligning structures Align the timing of Senate confirmation of admissions qualifications changes with the timing Council approvals.

A request for decision will be presented to Senate to align the processes and structures for confirmation of changes to admissions qualifications on October 30, 2021.

The project team will continue to work together and with program proponents from colleges and schools throughout 2021-22 to ensure a smooth transition to a more effective, efficient, and robust academic program approvals decision-making process at USask.

ATTACHMENTS:

- 1. Academic Program Approvals Process Review Summary of Recommendations
- Proposed revisions (highlighted and marked in yellow and strikethrough) to Council Bylaws – Part Two Sections I and V

Attachment 1 – Academic Program Approvals Process Review: Summary of Recommendations

FINDINGS AND RECOMMENDATIONS

The recommended changes to USask's academic program approvals decision-making model involve structures, processes, timeliness, rigour, resources, and awareness. The findings and recommendations of the *Academic Program Approvals Process Review* used a conceptual framework based on public policy and higher education administration literature. The framework involves examining decision-making either as structure or as process (Bess and Dee 2008, p.592). From there, the appropriate balance between expediency and rigour determines timeliness. Resources are required to enact the chosen decision-making framework, and to communicate the requirements to stakeholders. In summary, the recommended changes are as follows.

Structures

- Eliminate the requirement for 'notices of intent' to PPC for new programs or major changes to existing programs.
- Review APC and PPC responsibilities for program approvals, changes, and reviews.
- For graduate program proposals, reduce the number of approval steps with committees of CGPS in alignment with the College's governance review.
- Align the timing of Senate confirmation of admissions qualifications changes with the timing Council approvals.

Processes

- Develop holistic process maps, from application to implementation.
- Realign processes for financial sustainability assessment and tuition setting.
- Enhance coordination and collaboration between supporting offices.
- 'Right-size' the approval process for the type of qualification or credential.

Timeliness

- Start new program offerings two times each year, in June and January.
- Reduce time-to-approval through collaboration, delegation, and coordination.
- Consider tuition-setting for new academic programs separately from the annual tuitionsetting process for existing programs.

Rigour

- Reconsider resource officers and voting membership on APC.
- Align financial sustainability assessments with the Financial Authority Policy.
- Augment the 'consultation with the registrar' procedures.

Resources

- Update and simplify guidelines and templates.
- Consider curriculum management software to eliminate duplication, confusion, and 'paper-based' work.
- Assign a central contact point for proponents and to steward the process.
- Appropriately manage the workload implications of twice-per-year new program starts.

Awareness

- Enhance training and supports for chairs, committees, and proponents.
- Ensure early, expert, and coordinated support through role and process clarity.
- Identify opportunities for collaboration by broadly communicating new program proposals.

Attachment 2 – Proposed Revisions to Council Bylaws for APC and PPC

(Proposed additions are highlighted in yellow and deletions with strikethroughs.)

PART TWO, I. ACADEMIC PROGRAMS COMMITTEE TERMS OF REFERENCE

<u>Membership</u>

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair. One Sessional Lecturer One undergraduate student appointed by the USSU One graduate student appointed by the GSA

Ex Officio

Vice-Provost, Teaching, Learning, and Student Experience University Registrar Vice-President, Finance & Resources or designate (non-voting member) President (non-voting member) Chair of Council (non-voting member)

Resource Personnel (Non-voting members) Assistant Vice-Provost, Strategic Enrolment Management Associate Provost, Institutional Planning and Assessment (IPA) Interim Associate Provost, Strategic Priorities Director, Resource Allocation and Planning Associate Registrar, Academic

Administrative Support The Office of the University Secretary Committee Coordination Governance Office

The Academic Programs Committee is responsible for:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- Evaluating the fit of academic program proposals with University priorities; reviewing financial sustainability of proposals for new academic programs and program deletions; and recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.

- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council Consulting with PPC on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of Consulting with PPC on proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program. and forwarding recommendations to the planning and priorities committee.
- 7) Undertaking the academic and budgetary review of Consulting with PPC on the proposed or continuing affiliation or federation of other institutions with the University. and forwarding recommendations to the planning and priorities committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

PART TWO, V. PLANNING AND PRIORITIES COMMITTEE TERMS OF REFERENCE

<u>Membership</u>

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated. One Dean appointed by Council One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

One Sessional Lecturer

Ex Officio Members

Provost and Vice-President, Academic or designate Vice-President, Finance & Resources or designate Vice-President, Research or designate Vice-Provost, Indigenous Engagement President (non-voting member) Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

Deputy Provost Associate Provost, Institutional Planning and Assessment Director of Resource Allocation and Planning Director of Assessment and Analytics Chief Information Officer and Associate Vice-President Information and Communications Technology

Executive Director, International – Office of the Vice President Research

Committee Coordination Administrative Support Governance Office Office of the University Secretary

The Planning and Priorities Committee (PPC) is responsible for:

- 1) Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
- 2) Evaluating college and unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.

- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Undertaking the review and recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.
- 7) Undertaking the review and recommending to Council on the establishment, disestablishment, or review of any institute or centre at the University in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.
- 8) Undertaking the review and recommending to Council on proposed or continuing affiliation or federation of other institutions with the University, in consultation with APC.
- 9) Balancing academic and fiscal concerns in forming its recommendations.
- 10) Providing advice to the President on budgetary implications of government funding requests and reporting to Council.
- 11) Considering the main elements of the comprehensive budget and financial reports and reporting to Council.
- 11) Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
- 12) Integrating and recommending to Council on matters referred to it from other Council committees.
- 13) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time-to-time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.
- 14) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 15) Proactively supporting equity, diversity, and inclusion in all processes and matters coming before the Committee.

Centres Subcommittee

The mandate of the PPC Standing Subcommittee on Centres is:

- To facilitate the creation of new centres
- To monitor adherence to the Centres Policy
- To develop and review the Centres Policy and Guidelines
- To oversee the establishment and disestablishment of centres
- To maintain a list of active centres
- To report on and bring recommendations on these issues to PPC

Membership on this Subcommittee will be drawn from the Academic Programs, Planning and Priorities, and Research, Scholarly and Artistic Works Committees of Council, the offices of the provost, vice-president finance, and vice-president research, centre directors, and will be supported by the Governance Office.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

NOTICE OF MOTION

PRESENTED	BY:	Terry Wotherspoon, Chair, Governance Committee
DATE OF ME	ETING:	October 21, 2021
SUBJECT:		Name of the Coordinating Committee
MOTION:	It is recommended that Council approve changing the name of the 'Coording Committee' of University Council to the 'Executive Committee' of University Council, effective November 19, 2021, as Part II section 3 of the Council Byla	

SUMMARY:

The Governance Committee recommends to Council that the name of the 'Coordinating Committee' be changed to the 'Executive Committee' of Council.

CONTEXT AND BACKGROUND:

Coordinating Committee considered this question on October 8, 2021 and recommended to the Governance Committee to change the name. The Governance Committee agreed to recommend to Council that the name be changed on October 14, 2021.

While the name 'Coordinating Committee' has been in place for years, it does not convey the role of the committee. For members of Council or the campus community who are more familiar with Council, they may have learned what the role is. However, those who are new to campus, are not familiar with its operations, and/or external stakeholders may be and often are confused by the name. The actual role of Council's 'Coordinating Committee' is in keeping with the role of an 'Executive Committee' according to Kerr & King (1995), per Attachment A.

This name change was previously suggested in 2018 at the Coordinating Committee. One concern raised was that the term 'executive' might signal corporatization of this democratic

governing body. The term 'executive' is used for University Senate, which is also democratic (mainly elected) governing body. It is also used for the Board of Governors, which has a 'Governance and Executive Committee,' with two of the positions being elected (see Attachment B). Each of these committees have the same key responsibilities, i.e., they set the agendas of their superior governing bodies and can conduct the business of the main body outside of the regular meeting. Kerr & King (§44, 1996) uses the term 'executive committee' for this role. Kerr & King is a reference guide for rules of order focused on non-profit organizations such as universities.

Attachment A

Excerpts from Kerr & King

Executive Committee (44)

In [an] organization where the board is unable to meet frequently, or is too large for efficient operation (more than 12-15 members), it is common to create an executive committee to deal with day-to-day business... A signing officer of the organization, such as the treasurer, is usually appointed as an ex officio member...and the chair of an important standing committee is also frequently included... [It] is essentially a subcommittee of the board... and only has such powers as defined in the bylaws.

Executive Committee (45(b)) [roles of standing committees]

The executive committees is usually composed of the elected officers and a few members-atlarge who may be drawn from the board or from chairs of standing committees. Members of the professional staff, or representatives of the staff, may also be made associate members of this committee. This committee steers operations between meetings of the larger assemblies and provides guidance to the chief executive and professional officers. The executive committee acts on existing policy and directives from the board and general meetings.

Attachment B

Excerpts from USask's Governing Bodies' Bylaws

Council Coordinating Committee - Terms of Reference (Part Two, s.III, 2021)

The Coordinating Committee of University Council is responsible for:

- 1. Setting the agenda for Council meetings.
- 2. Receiving and determining the disposition of written motions from individual members of Council. The coordinating committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the coordinating committee and Council. (Oct 2008)
- 3. Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4. Coordinating the work of Council committees.
- 5. Advising the Chair of Council on matters relating to the work of Council.
- Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

Senate Executive Committee - Terms of Reference (Senate Bylaws Part 2, 2018)

(c) Chair

The Chancellor shall serve as Chair and the President shall serve as Vice-Chair.

(d) Duties and Powers

(i) To determine the agenda for all meetings of Senate.

a. In determining whether to add to the agenda a motion proposed by a member of Senate pursuant to Section IV 6 of these bylaws, the Executive Committee shall consider the powers of Senate as set out in Section 23 of The University of Saskatchewan Act, 1995, as may be amended from time to time.

b. The Executive Committee may refuse to place said motion on the agenda if it clearly appears that the motion submitted is primarily for the purpose of enforcing a personal claim or redressing a personal grievance against the University, any employee, officer or director of the University, or any body of the University, or primarily for the purpose of promoting causes unrelated to the activities of the University.

(ii) To appoint task forces or special committees composed of members of Senate with power to investigate and report on matters of interest and concern to Senate.

(iii) To consider all major reports being submitted to Senate.

(iv) To consider and report on policy matters relating to the Senate.

(v) To perform other duties as the Senate may from time to time direct.

(vi) To recommend to Senate individuals for membership on the various Boards of Examiners for Professional Examinations; and to recommend to Senate on matters of policy with respect to Boards of Examiners, and on the establishment of new Boards of Examiners, when necessary.

(vii) To act on behalf of Senate in special circumstances to provide approval of honorary degrees.

(viii) To consult, through the Chancellor and the President with the Chair of the Board of Governors to ascertain the qualifications and qualities most needed by the Board when a vacancy arises, and to consider the name and backgrounds of potential candidates and present nominations to the Nominations Committee.

Board of Governors - Governance & Executive Committee

Terms of Reference for Standing Committees (2020)

A. Purpose:

The Governance and Executive Committee is responsible to the Board for:

- Where necessary the business of the Board is conducted between meetings.
- The membership of the Board of Governors of the University of Saskatchewan is selected and educated in its responsibilities in such a way that it brings expertise aligned with the university's strategic goals and risks.
- The Board has a sound approach to corporate governance and operates according to established principles of good governance.
- The Committee provides Board leadership and plans the strategic plans.
- The Committee sets strategic direction.
- Appropriate goals and performance expectations are set out for the President, and the President is appropriately supported and compensated.
- The Vice-chair of the Board will chair the Committee.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR INPUT

PRESENTED BY:	Terry Wotherspoon, Chair, Governance Committee
DATE OF MEETING:	October 21, 2021
SUBJECT:	Revisions to the Student Academic Misconduct Regulations
COUNCIL ACTION:	Request for Input

SUMMARY:

This item serves to update Council on the review the University of Saskatchewan's *Regulations* on *Student Academic Misconduct* and to recommend changes to the *Regulations*. The Governance Committee met on October 5, 2021, to consider the final draft of the proposed revisions and approved a motion to recommend them to Council for decision. Following this request for input to Council, and incorporation of feedback and further changes as needed, a request for decision will be presented to Council in November.

BACKGROUND:

Since late 2019, work has been underway in the Governance Office, led by the Academic Governance and Hearings Advisor, Amanda Storey, on revisions to the *Regulations on Student Academic Misconduct*. Revisions were needed to ensure that definitions of academic misconduct adequately addressed the current academic environment; for delegations of responsibility; to address concerns about obligations to academic partners, professional and regulatory bodies; and for minor editorial changes.

A summary of revisions includes:

- Gender inclusive language
- Additions and changes to "Misconduct Defined" section to reflect current practices and realities
- Addition of language to allow for limited disclosure of misconduct allegations/findings to regulatory bodies, professional bodies, and/or partner educational institutions
- Clarification of the application of *Responsible Conduct of Research Policy* for allegations of misconduct involving research

- Explanation of the limited role of the chair of the original hearing board at an appeal hearing
- Other editorial and stylistic changes
- Guidelines for hearings involving multiple students were developed (these do not require Council approval, but are attached for information only)

CONSULTATION PROCESS:

Throughout Winter 2021, consultation occurred with the Governance Committee (January 12, 2021), the Associate Deans, Academic (February 18, 2021, April 15, 2021, and October 14, 2021), the vice-provost, teaching, learning and student engagement, graduate chairs (April 21, 2021), and the Office of the Vice-President Research regarding alignment with the revised *Responsible Conduct of Research Policy* (February 11, 2021). These revisions were also shared with the Teaching, Learning, and Academic Resources Committee (March 16, 2021) and the Research, Scholarly, and Artistic Work Committee (May 6, 2021). Feedback from these stakeholders was incorporated to the extent possible. Legal counsel was consulted about the revisions as they were developed (April 30,2021) and prior to submission to the Governance Committee for decision (September 3, 2021).

NEXT STEPS:

A request for decision will be presented to Council in November, following consultation with Council.

Through the consultation process, it was suggested that *Regulations* be further contemplated in light of the institution's commitments to Indigenization and equity, diversity and inclusion. This important work will occur as part of a comprehensive review of institutional policies and procedures.

ATTACHMENTS:

- a. Revised Regulations on Student Academic Misconduct (no markup)
- b. Proposed revisions to Regulations on Student Academic Misconduct (with markup)
- c. Guidelines for Allegations Involving Multiple Students as Respondents
- d. Fillable Form Informal Resolution of Academic Misconduct



Regulations on

Student Academic Misconduct

Approved by University Council October 15, 2009 Revisions June 2013, June 23 2016, and XXXX, 2021

Effective date of these Regulations January 1, 2022

Questions concerning procedural matters described herein should be directed to the Governance Office, 105 Administration Place, Saskatchewan, Saskatoon SK S7N 5A2 (306) 966-4632; email governance.office@usask.ca

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ATTACHMENT: Informal Resolution of Academic Misconduct form

Preamble

The mission of the University of Saskatchewan ("USask") is to achieve excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge. The pursuit of this mission requires an adherence to high standards of honesty, integrity, diversity, equity, fairness, respect for human dignity, freedom of expression, opinion and belief, and the independence to engage in the open pursuit of knowledge. The achievement of the mission of USask also requires a positive and productive living, working and learning environment characterized by an atmosphere of peace, civility, security and safety.

USask is a key constituent of the broader community, and has a role to prepare students as global citizens, role models and leaders. USask expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the mission of USask or harm the interests of members of USask community.

The following Guiding Principles and Authority description are from Council's *Student Discipline* Policy:

Guiding Principles

- Freedom of Expression: The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.
- Mutual Respect and Diversity: The University of Saskatchewan values diversity and is
 committed to promoting a culture of mutual respect and inclusiveness on campus. The
 university will uphold the rights and freedoms of all members of the university community to
 work and study free from discrimination and harassment, regardless of race, ethnicity, sex,
 sexual orientation or sexual identity, gender identification, disability, religion or nationality.
- A Commitment to Non-violence: The University of Saskatchewan values peace and nonviolence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.
- A Commitment to Justice and Fairness: All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.
- Security and Safety: The university will act to safeguard the security and safety of all members of the university community. When situations arise in which disagreement or conflict becomes a

security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.

• Integrity: Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

Authority

The University of Saskatchewan Act 1995 ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college, school or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. Council delegates oversight of college- and school-level hearing boards to the respective deans or executive directors, and oversight of university-level hearing boards to the governance committee of Council.

The Act gives the **Senate** responsibility to make bylaws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complains and Appeals* address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the Universityto suspend a student immediately when, in the opinion of the President, the suspension is necessary to avoid disruption to any aspect of the activities of the universityor any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university. Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student's College or the Executive Director of the student's School. The Act also provides that a student suspended under this provision has a right to appeal to the body established by the Council in the case of academic misconduct, or by the Senate for non-academic misconduct, respectively.

Questions relating to the respective authority of Senate, Council, and the President under the Act and associated procedures should be directed to the Governance Office.

Regulations On Student Academic Misconduct

I. Scope

The Regulations apply to all USask students in academic activities.

No proceedings or action taken pursuant to any other policy, regulation, rule or code (e.g., Criminal Code of Canada or professional or other college codes of conduct) shall bar or prevent USask from also instituting proceedings and imposing sanctions under the Regulations. Nothing in the Regulations shall prevent USask from referring any student to the appropriate law enforcement agency, should this be considered necessary or appropriate.

There is an onus on every student to become informed as to what does or does not constitute academic misconduct at USask. If it can be demonstrated that a student knew or reasonably ought to have known that they have violated USask's standard of academic integrity, then the violation may be dealt with under the provisions of the Regulations.

In the event that there is a conflict with any other guideline or policy statement at the college, school or departmental level, these Regulations take precedence.

Allegations of a violation of USask's Responsible Conduct of Research Policy will be addressed through the Responsible Conduct of Research Policy and Procedures <u>http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php</u>.

II. Definitions

A. General Definitions

"Academic Administrator" means the dean, executive director, or faculty member designate of the college or school that is responsible for the class or academic activity to which the allegation relates or, where the matter falls outside the responsibility of a college or school, the Provost and Vice-President (Academic).

"Act" means The University of Saskatchewan Act, 1995.

"Complainant" means the individual making a formal allegation of academic misconduct.

"Designate" means a senior leadership position, i.e., associate dean, executive officer/assistant, and select staff members within the college, Registrar's Office, or Governance Office as determined by the Dean or Executive Director of the applicable college/school, the Provost, the Registrar, or University Secretary.

"Professional College" means colleges or schools with professional training programs, including the Colleges of Medicine, Veterinary Medicine, Law, Dentistry, Nursing, Education, Engineering, Pharmacy and Nutrition, and the Edwards School of Business.

"Regulations" means these Regulations on Student Academic Misconduct.

"Respondent" means, at the hearing board stage, the student who is alleged to have committed academic misconduct, and, at the appeal stage, the individual responding to the appeal.

"Student" means any person who is registered or in attendance at USask, whether for credit or not, at the time of the misconduct and prospective students applying for admission to USask programs.

"USask" means University of Saskatchewan.

B. Academic Misconduct Defined

Academic misconduct that may be the subject of an allegation under these Regulations includes, but is not limited to:

- a) Providing false or misleading information or documentation to gain admission to USask or any USask program;
- b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;
- c) Using work done in one class in fulfilment of any requirement of another class unless approval is obtained from the instructor by whom the material is being evaluated;
- d) Colluding in the development of or completion of work, examinations and/or assessments (sometimes called unauthorized collaboration) without direction from or approval of the instructor in the class *It is not academic misconduct to use work developed in the context of a group exercise if the mode and extent of the use does not deviate from that which is specifically authorized.*;
- e) Alteration or falsification of records, computer files, or any document relating to a student's academic performance, including but not limited to falsification of information provided for application to USask or any of its programs;
- f) Fabrication or invention of sources;
- g) Examinations and assessments: The following are examples of academic misconduct involving examinations and assessments:
 - Failure to observe any stated rule with regard to the procedures used in an examination, assessment, or an activity undertaken for academic credit where such a failure could result in the student gaining relatively greater credit;
 - (ii) Altering answers on a returned examination;
 - (iii) When prohibited, removing an examination (including creating a digital copy) from the examination room and/or sharing examination or assessment material;
 - (iv) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper;

- Attempting to use, possessing or using notes or other sources of information or devices not permitted by the instructor in an examination or assessment;
- (vi) Consulting or seeking the assistance of others when writing an unsupervised (e.g., "take home") examination or assessment unless permitted by the instructor;
- (vii) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
- (viii) Failing to observe the terms of any agreement not to disclose the contents of an examination;
- (ix) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- h) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- i) Preventing others from fair and equal access to USask facilities or resources, including library resources;
- j) Using or attempting to use personal relationships, bribes, threats or other similarly inappropriate conduct to gain unearned grades or academic advantages;
- k) Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- I) **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person, website, or other source or prepared by any person other than the individual claiming to be the author. The use of material received through purchase is also known as "contract cheating."
- (ii) The verbatim use of oral or written material without adequate attribution.
- (iii) The paraphrasing of oral or written material of other persons without adequate attribution.
- m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice. Professional Colleges may develop

professionalism policies that define unprofessional conduct in the context of the professional programs. In Professional Colleges where the professionalism is part of the academic assessment of the student, unprofessional conduct may also be addressed through academic evaluation. Non-academic offenses are dealt with under the Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

III.Informal Resolution

Cases of alleged academic misconduct on the part of students may result from misunderstanding or carelessness and may be better addressed through informal measures.

A. General Principles

- 1. If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate resolution following the process outlined in Section III.B.
- 2. In deciding whether an infraction is minor enough not to warrant a formal hearing, the instructor should consider:
 - a) the seriousness of the alleged misconduct;
 - b) any apparent impact on other students and/or USask, and;
 - c) whether the alleged misconduct appears to have resulted from carelessness or a misunderstanding.
- 3. The resolutions available to an instructor and student to agree upon are limited to the following:
 - a) the grade on the work that is the subject of the infraction may be reduced by a percentage appropriate to the degree of the academic misconduct; and/or
 - b) the student may be asked to resubmit or re-write the examination, assignment or other work.
- 4. The resolution agreed to must be proportionate in the circumstances to the academic misconduct.
- 5. The resolutions applied pursuant to Section III.A.3 are to be considered informal measures and do not result in a permanent record of academic misconduct. Temporary records of informal resolutions of academic misconduct are kept until the longer of: five years or until the student has completed their program. Temporary records of informal resolutions are not included in the student's academic record.
- 6. The discussions with the student over a potential informal resolution of an allegation are confidential and may not be used as evidence in a formal hearing.

B. Informal Procedure

- 1. When an infraction is suspected and where appropriate the instructor may raise the concern with the student.
- 2. The instructor shall then consult with the Academic Administrator in determining whether an informal resolution would be appropriate in the circumstances, taking into account the principles set out in Section III.A. If, in the view of the Academic Administrator, the student's prior formal or informal resolutions under these Regulations would make it inappropriate to proceed under the informal procedure, the Academic Administrator may inform the instructor of these prior resolutions.
- 3. Where informal resolution is considered appropriate, the instructor must inform the student in writing (i.e. Informal Resolution of Academic Misconduct form) of the nature of the resolution to be imposed and the student must agree in writing to accept this outcome. A copy of the signed Informal Resolution of Academic Misconduct form shall be provided to the student and the Academic Administrator and to the Academic Administrator of the college or school in which the student is registered, if not the same. A signed copy of the form provided by email is acceptable. This form shall be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.
- 4. If it appears to the instructor that the academic misconduct is of a serious nature, or if the student disputes the charge of academic misconduct or the resolution proposed pursuant to Section III.A, then the allegations are to be referred to a formal hearing pursuant to Section IV.

IV. Formal Allegations of Academic Misconduct

- 1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level.
- 2. A formal allegation of academic misconduct may be made by a member of the General Academic Assembly, the Academic Administrator, an instructor, a student or staff member of USask, or by an individual(s) outside of USask who is affected by the alleged academic misconduct. Colleges and schools may designate an individual to investigate and make formal allegations of academic misconduct on behalf of the instructor(s) of the college or school.
- 3. A formal allegation of academic misconduct shall be:
 - a) in writing with the name of the person making the allegation (the complainant) attached to it and with specific details of the incident; and
 - b) delivered as soon as reasonably possible after the incident or discovery of the incident to the Academic Administrator.
- 4. The Academic Administrator shall deliver, in accordance with Section XV, a copy of the allegation along with a copy of these Regulations:

- a) to the student(s) against whom the allegation is made (the respondent);
- b) if the student is not registered in the college or school responsible for the class or activity to which the allegation relates, to the Dean of the college or Executive Director of the school in which the respondent is/was registered;
- c) to the Head of the department in which the alleged offence was committed;
- d) to the instructor of the class, when the alleged offence involves a class; and
- e) to the University Secretary.
- 5. Upon receipt of a formal allegation of misconduct, the Academic Administrator shall follow the procedures set out in Section VII, subject to Section IV.6 and IV.7.
- 6. The Academic Administrator may dismiss the allegation where they are of the opinion that:
 - a) The allegation has already been or is being addressed adequately through the informal process or another formal process; or
 - b) The allegation is frivolous or vexatious.
- 7. A decision of the Academic Administrator under this section may be appealed to the Provost (or designate) who will confirm or overturn the Academic Administrator's decision. The Provost's (or designate's) decision is final and not subject to appeal.
- 8. Special Procedures Applying Only to Allegations Relating to Responsible Conduct of Reseach Policy: Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined in accordance with procedures set out in that Policy (http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-researchpolicy.php) Upon receipt of an allegation of academic misconduct related to research, the Academic Administrator, in consultation with the Associate Vice-President Research, shall first determine whether the allegation must be heard under the procedures in the Responsible Conduct of Research Policy. The decision of the Academic Administrator in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Academic Administrator in this regard.

V. The Rights of Parties to a Hearing

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decisionmakers in a timely manner. All hearings of alleged academic misconduct will respect the rights of members of the USask community to fair treatment in accordance with the principles of natural justice. In particular:

1. Without derogation of the President's authority under s. 79 of the Act, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established, on the balance of probabilities, that they have committed an act of academic misconduct.

- 2. The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias exists.
- 3. The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses.
- 4. The hearing board has the sole authority to determine whether the student has committed an act of academic misconduct.

VI. Continuation of Program while Under Allegation

As provided in Section V.a) above, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established that they have committed an act of academic misconduct. However, if a formal allegation concerns conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the Academic Administrator may modify the participation of the respondent(s) in academic or clinical settings or other work placements, pending final outcome of the hearing or any appeals under these Regulations.

Where required by law, and in accordance with governing privacy legislation, allegations of academic misconduct may be disclosed to necessary third parties including, but not limited to, regulatory bodies, professional organizations, or University educational partners.

VII. Procedures for Formal Hearings

A. General Procedures

- 1. The Academic Administrator shall convene a hearing board composed of a chair, named by the Academic Administrator; at least two members of the General Academic Assembly, all of whom, where feasible, shall be faculty members of the department, school or college responsible for matters to which the allegation relates; and a student who is registered in the college or school responsible for the matters to which the allegation relates or, at the request of the respondent, a student from another college of school. The hearing board may be a standing committee of the college or school appointed for this purpose.
- 2. Where the allegations of academic misconduct are made against two or more students, the Academic Administrator has discretion to decide whether there should be one hearing at which all of the co-accused students are heard, or individual hearings for each respondent.
- 3. The Academic Administrator will provide both the complainant and the respondent with at least 7 days' written notice of the hearing. Where there are special circumstances (as determined by the Academic Administrator), the matter may be heard on less than 7 days' notice. Hearings will be held as soon as practicable in the circumstances, and in accordance with principles of procedural fairness. If the respondent does not respond to the written notification of the hearing, or chooses not to appear before the hearing board, the hearing board has the right to proceed with the hearing.

- 4. The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures and rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party, subject to the following:
 - a) Hearing boards under these Regulations have an adjudicative role. It is the responsibility of the complainant(s) to provide a rationale for the allegation and to present the evidence in support of it, and it is the role of the respondent(s) to answer the charge. Both complainant and respondent shall be given full opportunity to participate in the proceedings other than the deliberations of the hearing board.
 - b) At least 5 days before the hearing the complainant, and at least 2 days before the hearing the respondent, shall provide to the Academic Administrator the names and contact information for any witnesses and/or advocates and any documentation the parties intend to submit at the hearing. This information will be shared with the hearing board. All information provided to a hearing board in advance of the hearing will be shared with both parties.
 - c) The hearing shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. Witnesses should normally be present only to provide their evidence. At the discretion of the chair, other persons may be admitted to the hearing for training purposes or other reasonable considerations.
 - d) Generally, hearings will be held with all parties present. Neither party will communicate with the hearing board without the knowledge and presence of the other party, except where a party fails to appear at a scheduled hearing. An absent respondent may be represented by an advocate who may present the respondent's case at the hearing. If either of the parties to the hearing, or any advocate, or witness are unable to attend the hearing, the hearing board may, at its discretion, approve arrangements for participation by telephone or other electronic means, provided that both parties to the dispute (or their advocate) must be capable of hearing all evidence being presented, and of responding to all evidence and questions.

B. Order of Proceedings

The following shall be the order of proceedings in the hearing:

- 1. The chair of the hearing board should open the hearing by seeking agreement that the matter is properly before a College or School hearing board. If the authority of the Board is challenged, then the Board will hear the arguments in favour of and against the proper jurisdiction of the Board to hear the matter, and will rule whether the hearing should proceed.
- 2. The allegation and the evidence allegedly supporting it, and supporting documentation and/or witnesses, shall be presented by the complainant, or that person's advocate.
- 3. The respondent or the respondent's advocate may ask questions, which are relevant to the complaint, of the complainant and any person giving evidence allegedly supporting the allegation.

The chair may at their discretion permit members of the hearing board to ask clarifying questions of the complainant and any person giving evidence allegedly supporting the allegation

- 4. The respondent or the respondent's advocate shall then be allowed to respond to the allegation and to present supporting documentation and/or witnesses.
- 5. The complainant or the complainant's advocate may ask questions, which are relevant to the allegation, of the respondent and any person giving evidence allegedly supporting the respondent's response. The chair may at their discretion permit members of the hearing board to ask clarifying questions of the respondent and any person giving evidence supporting the response to the allegation.
- 6. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.
- 7. Both the complainant and the respondent will have the opportunity to make a closing statement to explain their respective interpretations of the evidence presented and to offer submissions on the allegation and the appropriate sanction, if any. The hearing board may receive written submissions together with, or in lieu of, a verbal closing statement. Once the hearing concludes, the hearing board may not consider any additional evidence on whether an act of academic misconduct has been committed without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.
- 8. The hearing board will meet *in camera* to decide whether an act of academic misconduct has been committed. Where it is concluded that academic misconduct occurred, the hearing board will render a decision on the appropriate sanction in accordance with Section VIII. The standard of proof applied by the hearing board is whether, on a balance of probabilities, the student has committed the act(s) of academic misconduct alleged. The decision of the hearing board, if not unanimous, shall be by majority vote.
- 9. If the allegation of academic misconduct is not substantiated, the Academic Administrator shall take all reasonable steps to repair any damage that the respondent's reputation for academic integrity may have suffered by virtue of the allegation.

VIII. Determination of Sanctions

- 1. The hearing board has the sole authority to determine the appropriate sanctions.
- 2. Following a determination that a student has committed academic misconduct, the student's prior record of violations of the Responsible Conduct of Research Policy, academic or non-academic standards, and a copy of the student's transcript will be provided by the Registrar or the University Secretary to members of the hearing board constituted under these Regulations, to assist them in determining one or more appropriate sanctions.
- 3. The hearing board will request from the Governance Office a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.

- 4. The hearing board shall have the authority to dismiss the matter completely, or to impose one or more sanctions which may include, but are not limited to, the following:
 - a) that the student be reprimanded or censured;
 - b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination or assessment, and/or that a credit or mark for the class be modified or cancelled;
 - c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;
 - d) that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that or a related topic;
 - e) that the students(s) be required to complete additional training related to academic integrity;
 - f) that a prospective student be denied admission to the program;
 - g) that the student(s) be suspended from USask for a specified period of time;
 - h) that the student(s) be expelled permanently from USask; or
 - i) that the conferral of a degree, diploma or certificate be postponed, denied or revoked.
- 5. Where the student has withdrawn from a class prior to the hearing, and the hearing board determines that the appropriate sanction for the misconduct should be a failing grade for the entire class, the student's official transcript will be changed from the withdrawal to the failing grade.
- 6. If the decision of the hearing board results in suspension or expulsion of the student(s) as referenced in Section VIII.4, the hearing board must also rule whether the endorsement on the student(s)'s record indicating suspension or expulsion is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal unless appealed to the Provost (or designate). The Provost's (or designate's) decision on the endorsement is final and not subject to appeal. If the decision of the hearing board results in suspension of the student, the hearing board shall also consider and rule on whether the period of suspension will count towards the student's time in program.
- 7. In light of the unique aspects of professional programs, Professional Colleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4, including, where required or permitted by law, informing appropriate third parties of a finding of academic misconduct.
- 8. The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the reason(s) for its decision and the evidence on which the board based its decision(s) as well as

any sanction(s) imposed. The record of the decision shall be distributed as provided for in Section XIV.

- 9. The student(s) and the complainant shall be advised that either of them may appeal the hearing board results.
- 10. The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

IX. Appeal Board

- Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanctions imposed by delivering to the University Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. In all cases, the notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, any evidence the appellant wishes to present to support those grounds (but see Section IX.2), and (where relevant) what resolution or resolutions the appellant believes to be appropriate.
- 2. An appeal will be considered only on one or more of the following grounds:
 - a) That the original hearing board had no authority or jurisdiction to reach the decision or impose the sanction(s) it did;
 - b) That there was a reasonable apprehension of bias on the part of a member or members of the original hearing board;
 - c) That the original hearing board made a fundamental procedural error that seriously affected the outcome;
 - d) That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
- 3. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Secretary determines that there are no valid grounds under these Regulations for an appeal, then the appeal will be dismissed without a hearing. If the Secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the Secretary, with respect to allowing an appeal to go forward, is final with no further appeal.
- 4. The appeal board will be constituted within a reasonable time frame and will be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). Where the case involves a graduate student, the faculty members on the board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which

comprises all Council members other than *ex officio* members. The University Secretary or designate will support to the appeal board. With the exception of the Secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

X. Appeal Procedure

- 1. The appeal board shall convene to hear the appeal within 20 days of being constituted. Under exceptional circumstances, the Board may extend this period.
- 2. Written notice of the hearing, along with a copy of these Regulations and of the written statement of appeal, will be delivered by the University Secretary to the appellant, to the other party in the original hearing as respondent, to the chair of the original hearing board, and to members of the appeal board. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.
- 3. If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written record of the original hearing and the written statement of appeal and/or a written response in lieu of arguments made in person. Appellants and respondents are permitted to be represented by an advocate at the hearing and those who choose to be absent from a hearing may have their advocate present their case at the hearing.
- 4. The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:
 - a) Appeal boards under these Regulations will not hear the case again but are limited to determining the appeal on the grounds set out in Section IX.2. Unless that evidence relates to the grounds set out in Section IX.2, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.
 - b) The parties to the hearing shall be the appellant and the other party to the original hearing as respondent. The chair (or another member designated by the chair) of the original hearing board is invited to attend. The chair of the original hearing board (or designate) will make no submissions to the appeal board, except to answer questions relating exclusively to the process followered by the original hearing board. Any questioning of the chair of the original hearing board (or designate) will be subject to the discretion of the chair of the appeal board.
 - c) At least 5 days before the hearing the appellant, and at least 2 days before the hearing the respondent, shall provide to the Secretary the names and contact information for their respective advocates (if any) and witnesses (only as provided for in Section X.4.a above) and any documentation the parties intend to submit at the hearing.

- d) Hearings shall be restricted to persons who have a direct role in the hearing. The appellant and the respondent may request the presence of an advocate and up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
- e) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.
- f) Both the appellant and the respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the appeal board.

XI. Disposition by the Appeal Board

- 1. After all questions have been posed and all arguments submitted by the parties, the appeal board will meet *in camera* to decide whether to uphold, overturn or modify the decision of the original hearing board. The deliberations of the appeal board are confidential.
- 2. The appeal board may, by majority:
 - a) Conclude that the appellant received a fair hearing from the original hearing board, and uphold the original decision; or
 - b) Conclude that the appellant did not receive a fair hearing, but that the outcome determined remains appropriate and the original decision is upheld; or
 - c) Conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section VIII; or
 - d) Order that a new hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced that could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.
- The chair of the appeal board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any penalty imposed or withdrawn. The report shall be delivered to the University Secretary and distributed as provided for in Section XIV.
- 4. If the decision of a hearing board is successfully appealed, the chair of the appeal board shall ask the Academic Administrator to take all reasonable steps to repair any damage that the appellant's reputation for academic integrity may have suffered by virtue of the earlier finding of the hearing board.

XII. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be a finding and ruling of Council.

XIII. Endorsement on Student Record

- 1. Upon receipt of a report of a hearing board or an appeal board as provided in these Regulations, the Registrar shall:
 - a) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for academic misconduct on the ______ day of ______, 20_____."
 - b) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for academic misconduct from ______ to "_____" [period of suspension].
 - c) In the case of a report ordering the revocation of a degree, endorse on the record of the student and on any transcript of that record the following: "[Name of Degree] revoked for academic misconduct on the _____ day of _____, 20____."
- 2. Upon notice of an appeal, and where the appellant's academic record may be affected by the outcome of the appeal, the Registrar shall endorse on the appellant's record and on any transcript of that record the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the appellant's record upon receipt by the Registrar of a copy of the decision of the appeal board
- 3. Except as provided for under Sections VIII. 6 and XIII.2, an endorsement on the record is permanent.

XIV. Reports

- 1. Not later than 15 days after a hearing board or an appeal board has completed its deliberations, the chair shall deliver a copy of the decision report to the following persons:
 - a) the student(s) against whom the allegation was made;
 - b) the complainant;
 - c) the Dean of the College or Executive Director of the School in which the student(s) is/are registered;
 - d) the head of the department that is responsible for matters to which the allegation relates;
 - e) the instructor of the class, when the alleged offence involves a class;
 - f) the Registrar; and

- g) the University Secretary.
- 2. When the alleged misconduct involves academic work supported by external funds, and if the student has been deemed guilty of misconduct after all avenues of appeal under these Regulations have been exhausted, the final outcome of the case shall be provided to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure by the Dean of the College, or Executive Director of the School, in which the student is registered.

XV. Delivery of Documents

Delivery of any document referred to in these Regulations to a student may be made in person, or by courier, by e-mail to the student's official university e-mail address, or by registered mail addressed to the address of the student as set out in the records of the Registrar. Delivery is presumed to have been made the earlier of: when it is received by the student or 5 days after the date of registration (or express posting), or 1 day after the e-mail was sent to the official university e-mail address. Delivery of any document referred to in these Regulations to anyone else may be made in person or by campus mail or e-mail services. All students have a responsibility to ensure that USask has current contact information; if a notice is not received because of a failure to meet this requirement, the hearing will proceed.

XVI. Confidentiality

- USask will protect the confidentiality of information regarding a potential violation of these Regulations to the fullest extent possible. If the allegation is substantiated, USask reserves the right to use or disclose information in accordance with the Local Authority Freedom of Information and Protection of Privacy Act, which may include disclosing the discipline, if any, imposed on members of USask.
- 2. Subject to the provisions of these Regulations and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Regulations are confidential and should not be stored in a way that makes them accessible to individuals not named above or their confidential assistants or designates, except that the University Secretary shall make them available to hearing boards and appeal boards as provided for in Sections VIII.2, VIII.3 and X.4.a, above, to University personnel for use in admission decisions, to professional bodies as outlined in Section IV. and VIII.7. above, and to Registrars at other universities if requested.
- 3. The deliberations of the hearing board (referred to in Sections VIII.B.h) and the deliberations of the appeal board (referred to in Section XI.1) are confidential.

Questions concerning procedural matters described herein should be directed to the Governance Office: E290 Administration Building, 105 Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2; (306) 966-4632; email: <u>governance.office@usask.ca</u> Approved by University Council October 15, 2009 Revisions June 2013, June 2016, and XXXX, 2021 Effective date of these regulations January 1, 2022

Acknowledgements

In creating this document, and in addition to current University of Saskatchewan policies and regulations, the drafters have used segments (with permission) from the York University Student Code of Conduct, University of Alberta Code of Student Behaviour and the University of Western Ontario Code of Student Conduct as foundational references and sources of wording.

ATTACHMENT:

Informal Resolution of Academic Misconduct form, for the use of students and instructors implementing the University of Saskatchewan *Regulations on Student Academic Misconduct*.

ATTACHMENT B



Regulations on Student Academic Misconduct

Approved by University Council October 15, 2009 Revisions June 2013, and June 23, 2016, and XXXX, 2021

Effective date of these Regulations January 1, 2017 XXXXXX, 2021 January 1, 2022

Questions concerning procedural matters described herein should be directed to the University Secretary, 212 Peter MacKinnon Building, 107 Administration Place, University of Governance Office, 105 Administration Place, Saskatchewan, Saskatoon SK S7N 5A2 (306) 966-4632; fax (306) 966 4530;

email university.secretary@usask.ca

governance.office@usask.ca

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ATTACHMENT: Informal Resolution of Academic Misconduct form

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Preamble

The mission of the University<u>USask</u> The University of Saskatchewan <u>("USask")</u> is <u>commited to to achieve</u> excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge. The pursuit of this mission requires an adherence to high standards of honesty, integrity, diversity, equity, fairness, respect for human dignity, freedom of expression, opinion and belief, and the independence to engage in the open pursuit of knowledge. The achievement of the mission of <u>the universityUSask</u> also requires a positive and productive living, working and learning environment characterized by an atmosphere of peace, civility, security and safety.

The universityUSask is a key constituent of the broader community, and has a role to prepare students as global citizens, role models and leaders. The universityUSask expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the mission of the universityUSask or harm the interests of members of the universityUSask community.

Many of these principles and expectations are further discussed in other university policies, including the Council's *Guidelines for Academic Conduct*'-

The following Guiding Principles and Authority description are from Council's Student Discipline Policy.

Guiding Principles

- Freedom of Expression: The University of Saskatchewan is committed to free speech as a
 fundamental right. Students have the right to express their views and to test and challenge
 ideas, provided they do so within the law and in a peaceful and non-threatening manner that
 does not disrupt the welfare and proper functioning of the university. The university encourages
 civic participation and open debate on issues of local, national and international importance.
 One person's strongly held view does not take precedence over another's right to hold and
 express the opposite opinion in a lawful manner.
- Mutual Respect and Diversity: The University of Saskatchewan values diversity and is
 committed to promoting a culture of mutual respect and inclusiveness on campus. The
 university.<u>USask</u> will uphold the rights and freedoms of all members of the university community
 to work and study free from discrimination and harassment, regardless of race, ethnicity, sex,
 sexual orientation or sexual identity, gender identification, disability, religion or nationality.

¹-The *Guidelines for Academic Conduct* were approved by Council in 1999 and are available at <u>http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml</u>

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Commented [SA1]: "Guiding principles" and "Authority" are both quoted directly from the "student discipline policy" the governance committee might consider whether this policy needs updating

NB: this Preamble is identical in the non-academic misconduct regulations so we will want to consider if changes here should also reflect changes there

- A Commitment to Non-violence: The University of Saskatchewan values peace and nonviolence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.
- A Commitment to Justice and Fairness: All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.
- Security and Safety: The university will act to safeguard the security and safety of all members
 of the university community. When situations arise in which disagreement or conflict becomes a
 security concern, the university will invoke appropriate processes to assess the risk to, and
 protect the safety and well-being of community members. Those found in violation of university
 policies or the law will be subject to the appropriate sanctions, which may extend to immediate
 removal from university property and contact with law enforcement authorities if required. The
 university will endeavour to provide appropriate support to those who are affected by acts of
 violence.
- Integrity: Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

It is acknowledged that wWhile similar expectations govern all members of the university<u>USask</u> community, including faculty and staff, these expectations and their associated procedures are dealt with under various of the university<u>USask</u>'s other formal policies (such as Council's *Guidelines for Academic Conduct* and the <u>Responsible Conduct of Research Policy</u>) as well as by provincial labour legislation, employment contracts, and collective agreements.

Authority

The University of Saskatchewan Act 1995 ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college, school or university level, are expected to carry out their responsibilities in accordance with approved council <u>council</u> regulations and processes. The Council delegates oversight of college- and school-level hearing boards to the respective deans or executive directors, and oversight of university-level hearing boards to the governance committee of Council.

The Act gives the **Senate** responsibility to make by-laws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's <u>Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of</u> <u>Complains and AppealsRegulations Governing Student Conduct in Non-academic Matters</u> address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the University<u>USask</u> to suspend a student immediately when, in the opinion of the President, the suspension is necessary to avoid disruption to any aspect of the activities of the universityUSask or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, <u>inc</u> or to protect the property of the university. Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student's College or the Executive Director of the student's School. The Act also provides that a student suspended under this provision has a right to appeal to the body established by the Council in the case of academic misconduct, or by the Senate for non-academic misconduct, respectively.

Questions relating to the respective authority of Senate, Council, and the President under the Act and associated procedures should be directed to the University SecretaryGovernance Office.

Regulations On Student Academic Misconduct

I. Scope

The Regulations apply to all University of Saskatchewan<u>{USask}</u> <u>s</u>tudents in academic activities. A student is defined as any person who is registered or in attendance at the University of Saskatchewan<u>USask</u>, whether for credit or not, at the time of the misconduct<u>; prospective students</u> <u>applying for admission to USask programs; and those previously enrolled at USask</u>.

No proceedings or action taken pursuant to any other policy, regulation, rule or code (e.g., Criminal Code of Canada <u>and-or</u> professional or other college codes of conduct) shall bar or prevent the <u>UniversityUSask</u> from also instituting proceedings and imposing sanctions under the Regulations. Nothing in the Regulations shall prevent the <u>UniversityUSask</u> from referring any student to the appropriate law enforcement agency, should this be considered necessary or appropriate.

There is an onus on every student to become informed as to what does or does not constitute academic misconduct<u>at USask</u>. <u>Lack of awareness of the Regulations, cultural differences, mental health</u> difficulties or impairment by alcohol or drugs are not defences for academic misconduct. If it can be demonstrated that a student knew or reasonably ought to have known that <u>he or shethey</u> haves violated <u>the universityUSask</u>'s standard of academic integrity, then the violation may be dealt with under the provisions of the Regulations.

In the event <u>that</u> there is a conflict with any other guideline or policy statement at the college, school or departmental level, these Regulations take precedence.

Allegations of a violation of USask's Responsible Conduct of Research Policy will be addressed through the Responsible Conduct of Research Policy and Procedures http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php.

II. Definitions

A. General Definitions

"Academic Administrator" means the <u>dDean</u>, <u>Executive <u>executive Director director</u></u>, or faculty member designate of the cCollege or sSchool that is responsible for the <u>course class</u> or <u>other</u> academic activity to which the allegation relates or, where the matter falls outside the responsibility of a <u>ec</u>College or <u>se</u>School, the Provost and Vice-President (Academic).

"Act" means The University of Saskatchewan Act, 1995.

"complainantComplainant" means the individual that makesmaking a formal allegation of academic misconduct.

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"Designate" means a senior leadership position, i.e., aassociate ddean, executive officer/assistant, and select staff members within the college, Registrar's Office, or Governance Office as determined by the Dean or Executive Director of the applicable ecollege/sschool, the Provost, the Registrar, or the University USaskUniversity Secretary.

"Professional College" means colleges or schools with professional training programs, including the Colleges of Medicine, Veterinary Medicine, Law, Dentistry, Nursing, Education, Engineering, Pharmacy and Nutrition, and the Edwards School of Business.

"Regulations" means these Regulations on Student Academic Misconduct.

"respondent<u>Respondent</u>" means, at the hearing board stage, the student who is alleged to have committed academic misconduct, and, at the appeal stage, the individual responding to the appeal.

<u>"Student" means any person who is registered or in attendance at US</u>askkas, whether for credit or not, at the time of the misconduct and ; prospective students applying for admission to USask programs; and/or those previously enrolled at USask.

"UniversityUSask" means University of Saskatchewan.

B. Academic Misconduct Defined

The following constitute a<u>A</u>cademic misconduct that may be the subject<u>mattert</u> of an allegation under these Regulations <u>includes</u>, but is not limited to:

- a) Providing false or misleading information or documentation to gain admission to the universityUSask or any universityUSask program;
- b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;
- c) Using work done in one course-class in fulfilment of any requirement of another course-class unless approval is obtained from the instructor by whom the material is being evaluated;
- c)d) Collaborating and/or colluding in the development of or completion of work, examinations and/or assessments (sometimes called unauthorized collaboration) without direction from or approval of the instructor in the class *flt is not academic misconduct to use* work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].;
- <u>Alteration or falsification of records, computer files, or any document relating to a student's academic performance, including but not limited to; falsification of information included inprovided for applications to USask or, any of its programs; and/or falsification of USask information included in applications to any other universityies;</u>

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Commented [SA13]: From McKercher: Attempting to extend jurisdiction over former students where alleged misconduct which occurred after the former student achieved their degree (or left the institution) will be vulnerable to legal challenge. That being said, in our view, the University can take actions to address misleading information submitted by a former student to another institution without needing to invoke these *Regulations* to do so.

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- e) Violation of the university's Responsible Conduct of Research Policy (see <u>http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php);</u>
- f) Fabrication or invention of sources;
- g) Examinations and assessments: The following are examples of academic misconduct involving examinations and assessments:
 - Failure to observe any stated rule with regard to the procedures used in an examination, <u>assessment</u>, -{or an activity undertaken for academic credit} where such a failure could result in the student gaining relatively greater credit;
 - (ii) Altering answers on a returned examination;
 - When prohibited, removing an examination (including creating a digital copy) from the examination room and/or sharing examinations or assessments materialdigitally;
 - Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper-with the intention of gaining an unfair advantage;
 - Attempting to use, possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination or assessment;
 - (vi) Consulting or seeking the assistance of others when writing an <u>unsupervised (e.g.,</u> <u>"take home"</u>] <u>"take home"</u> examination <u>or assessment</u> unless permitted by the course-instructor;
 - Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
 - (viii) Failing to observe the terms of any agreement not to disclose the contents of an examination;
 - Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- h) Knowingly doing anything designed to interfere with the opportunities of another person to have their his or her contribution fully recognized or to participate in the academic program;
- Preventing others from fair and equal access to <u>UniversityUSask</u> facilities or resources, including library resources;
- j) Using or attempting to use personal relationships, bribes, threats or other <u>illegal_similarly</u> <u>inappropriate</u> conduct to gain unearned grades or academic advantages;

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- k) Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- Plagiarism: the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person, <u>website</u>, <u>or other</u> <u>source</u> or prepared by any person other than the individual claiming to be the author. <u>The use of material received through purchase</u>[It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.] is also known as "contract cheating."
- (ii) The verbatim use of oral or written material without adequate attribution.
- (iii) The paraphrasing of oral or written material of other persons without adequate attribution.
- m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice. Professional Colleges may develop professionalism policies that define unprofessional conduct in the context of the professional programs. In Professional Colleges where the professionalism is part of the academic assessment of the student, unprofessional conduct may also be addressed through academic evaluation. Non-academic offenses are dealt with under the Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

III.

m) <u>Allegations of a violation of the university's Responsible Conduct of</u> Research Policy will be addressed through the Responsible Conduct of Research Policy and Procedures Formatted: Heading 2, No bullets or numbering

http://policies.usask.ca/policies/research-and-scholarlyactivities/responsible-conduct-of-research-policy.php

IInformal Resolution

Many cCases of alleged academic misconduct on the part of students may result from misunderstanding or carelessness and may be better addressed through informal measures.

A. General Principles

- If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate resolution following the process outlined in Section III.B.
- 2. In deciding whether an infraction is minor enough not to warrant a formal hearing, the instructor should consider:

(i)a) the seriousness of the alleged misconduct;

(ii)b) __any apparent impact on other students and/or the UniversityUSask, and;

- (iii)c) whether the alleged misconduct appears to have resulted from carelessness or a misunderstanding.
- 3. The resolutions available to an instructor and student to agree upon are limited to the following:
 - a) the grade on the work that is the subject of the infraction may be reduced by a percentage appropriate to the degree of the academic misconduct; and/or
 - b) the student may be asked to resubmit or re-write the examination, assignment or other work.
- 4. The resolution agreed to must be proportionate in the circumstances to the academic misconduct.
- 5. The resolutions applied pursuant to Section III.A.3 are to be considered informal measures and, do not result in a permanent record of academic misconduct. Temporary records of informal resolutions of academic misconduct are kept until the longer of: five years or until the student has completed their program. Temporary records of informal resolutions are not included in the student's academic record.
- 6. The discussions with the student over a potential informal resolution of an allegation are confidential and may not be used as evidence in a formal hearing.

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B. Informal Procedure

- -When an infraction is suspected and, where appropriate the instructor may raise the concern with the student. at: 0.5" (iv) When an infraction is suspected, the instructor or invigilator should where possible speak informally with the student(s) to discuss the concern. -The instructor shall then consult with the Academic Administrator in determining whether an informal resolution would be appropriate in the circumstances, taking into account the principles set out in Section III.A. If, in the view of the Academic Administrator, the student's prior formal or informal resolutions under these Regulations would make it inappropriate to proceed under the informal procedure, the Academic Administrator may inform the instructor of these prior resolutions. 2. -Where informal resolution is considered appropriate, the instructor must inform the student in Formatted: Font: +Body (Calibri) writing (i.e. Informal Resolution of Academic Misconduct form) of the nature of the resolution to be imposed and the student must agree in writing to accept this outcome. A copy of the signed Informal Resolution of Academic Misconduct form shall be provided to the student and the Academic Administrator and to the Academic Administrator of the College college or Sschool in Formatted: Font: +Body (Calibri) which the student is registered, if not the same. A signed copy of the form provided by email is Formatted: Font: +Body (Calibri) acceptable. This form may shall be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program. 3.
 - 10.4. If it appears to the instructor that the academic misconduct is of a serious nature, or if the student disputes the charge of academic misconduct or the resolution proposed pursuant to Section III.A, then the allegations are to be referred to a formal hearing pursuant to Section IV.

IV. Formal Allegations of Academic Misconduct

- 1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level.
- 2. A formal allegation of academic misconduct may be made by a member of the General Academic Assembly, the Academic Administrator, an instructor, a student or staff member of the UniversityUSask, or by an individual(s) outside of the UniversityUSask who is affected by the alleged academic misconduct. Colleges and Schools schools may designate an individual to investigate and make formal allegations of academic misconduct on behalf of the instructor(s) of the College college or Schoolschool.
- 3. A formal allegation of academic misconduct shall be:

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- a) in writing with the name of the person making the allegation (the complainant) attached to it and with specific details of the incident; and
- b) delivered as soon as reasonably possible after the incident or discovery of the incident to the Academic Administrator.
- 4. The Academic Administrator shall deliver, in accordance with Section XV, a copy of the allegation along with a copy of these Regulations:
 - a) to the student(s) against whom the allegation is made (the respondent);
 - b) if the student is not registered in the college or school responsible for the <u>course-class</u> or activity to which the allegation relates, to the Dean of the <u>College_college</u> or Executive Director of the <u>School_school</u> in which the respondent is/was registered;
 - c) to the Head of the Department department in which the alleged offence was committed;
 - d) to the instructor of the courseclass, when the alleged offence involves a courseclass; and
 - e) to the University Secretary.
- 5. Upon receipt of a formal allegation of misconduct, the Academic Administrator shall follow the procedures set out in Section VII, subject to Section IV.6 and IV.7.
- 6. The Academic Administrator may dismiss the allegation where he or she is hey are of the opinion that:
 - a) The allegation has already been or is being addressed adequately through the informal process or another formal process; or
 - b) The allegation is frivolous or vexatious.
- A decision of the Academic Administrator under this section may be appealed to the Provost (or designate) who will confirm or overturn the Academic Administrator's decision. The Provost's (or designate's) decision is final and not subject to appeal.
- 8. Special Procedures Applying Only to Allegations Relating to Responsible Conduct of Reseach Policy: Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined in accordance with special hearing procedures set out in that Policy (http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-researchpolicy.php) before such allegations can be addressed under these Regulations. Upon receipt of an allegation of academic misconduct<u>related to research</u>, the Academic Administrator<u>, in consultation</u> with the Associate Vice-President Research, shall first determine whether the allegation must be heard under the procedures in the Responsible Conduct of Research Policy. The decision of the Academic Administrator in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Academic Administrator in this regard.

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Commented [SA25]: From McKercher: It may not be necessary to formalize in either the Regulations or RCR how it will be determined if the misconduct falls within one or another. Pursuant to our earlier comments, in most situations it will likely be readily apparent which policy applies. Where either policy could reasonably apply, the University likely enjoys an appropriate degree of discretion (and judicial deference) which may not exist if there is a formal process for making that determination.

V. The Rights of Parties to a Hearing

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decisionmakers in a timely manner. All hearings of alleged academic misconduct will respect the rights of members of <u>the the universityUSask</u> community to fair treatment in accordance with the principles of natural justice. In particular:

- Without derogation of the President's authority under s. 79 of the Act, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established, on the balance of probabilities, that <u>he/shethey has-have</u> committed an act of academic misconduct.
- 2. The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias exists.
- 3. The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses.
- 4. The hearing board has the sole authority to determine whether the student has committed an act of academic misconduct.

VI. Continuation of Program while Under Allegation

As provided in Section V.a) above, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established that he / shethey <u>has_have</u> committed an act of academic misconduct. However, if a formal allegation concerns conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the Academic Administrator may modify the participation of the respondent(s) in academic or clinical settings or other work placements, pending final outcome of the hearing or any appeals under these Regulations.

Where required by law, and in accordance with governing privacy legislation, allegations of academic misconduct may be disclosed to necessary third parties including, but not limited to, regulatory bodies, professional organizations, or University educational partners.

VII. Procedures for Formal Hearings

A. General Procedures

 The Academic Administrator shall convene a hearing board composed of a chair, named by the Academic Administrator; at least two members of the General Academic Assembly, all of whom, where feasible, shall be faculty members of the department, school or college responsible for matters to which the allegation relates; and a student who is registered in the college or school responsible for the matters to which the allegation relates or, at the request of the respondent, a **Commented [SA26]: From McKercher** There have been instances where disclosure of an allegation is required by law, and does not offend the University's obligations under *The Local Authority Freedom of Information and Protection of Privacy Act* (LAFOIP). The University, some colleges/programs, and some individual professionals, may have obligations to disclose specific allegations. However, the authority for providing such information typically arises from legislation or contractual obligations, rather than any operation of this policy. Outside of those obligations, student discipline would be captured under LAFOIP protections of personal information.

The reasons for needing to disclose allegations of misconduct (or a subsequent finding of misconduct) vary and are very much dependent on the specifics of the situation. It would be our recommendation that before disclosing allegations or findings of misconduct, the University consult with internal and/or external privacy and legal resources student from another college of school.- The hearing board may be a standing committee of the college or school appointed for this purpose.

- 2. Where the allegations of academic misconduct are made against two or more students, the Academic Administrator has discretion to decide whether there should be one hearing at which all of the co-accused students are heard, or individual hearings for each respondent.
- 3. The Academic Administrator will provide both the complainant and the respondent with at least 7 days' written notice of the hearing. Where there are special circumstances (as determined by the Academic Administrator), the matter may be heard on less than 7 days' notice. Hearings will be held as soon as practicable in the circumstances, an-d in accordance with principles of procedural fairness, and not later than 60 days from receipt of the allegation by the Academic Administrator. If the respondent does not respond to the written notification of the hearing, or chooses not to appear before the hearing board, the hearing board has the right to proceed with the hearing.
- 4. The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures and rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party, subject to the following:
 - a) Hearing boards under these Regulations have an adjudicative role. It is the responsibility of the complainant(s) to provide a rationale for the allegation and to present the evidence in support of it, and it is the responsibility role of the respondent(s) to answer the charge.
 Both complainant and respondent shall be given full opportunity to participate in the proceedings other than the deliberations of the hearing board.
 - b) At least 5 days before the hearing the complainant, and at least 2 days before the hearing the respondent, shall provide to the Academic Administrator the names and contact information for any witnesses and/or advocates and any documentation the parties intend to submit at the hearing. This information will be shared with the hearing board. All information provided to a hearing board in advance of the hearing will be shared with both parties.
 - c) The hearing shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. Witnesses should normally be present only to provide their evidence. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
 - d) Generally, hearings will be held with all parties present. Neither party will communicate with the hearing board without the knowledge and presence of the other party, except where a party fails to appear at a scheduled hearing. An absent respondent may be represented by an advocate who may present the respondent's case at the hearing. If either of the parties to the hearing, or any advocate, or witness are unable to attend the hearing, the hearing board may, at its discretion, approve arrangements for participation by telephone or other electronic means, provided that both parties to the dispute (or their advocate) must be capable of hearing all evidence being presented, and of responding to all evidence and questions.

5. Special Hearing Procedures for Breaches of Responsible Conduct of Research Policy: If a hearing under the Responsible Conduct of Research Policy determines that a breach of that Policy has occurred, then a hearing under these Regulations will occur with regard solely to sanctions. The hearing board will be provided the report (decision) of the Responsible Conduct of Research Policy hearing board and will hear evidence and submissions only in relation to sanctions. The hearing board will render a decision in accordance with Section VIII of these Regulations. In the event a student appeals the finding of breach (in accordance with the Procedures under the Responsible Conduct of Research Policy), the hearing under these Regulations to determine sanctions is suspended until the resolution of the appeal.

B. Order of Proceedings

The following shall be the order of proceedings in the hearing:

- The chair of the hearing board should open the hearing by seeking agreement that the matter is properly before a College or School hearing board. If the authority of the Board is challenged, then the Board will hear the arguments in favour of and against the proper jurisdiction of the Board to hear the matter, and will rule whether the hearing should proceed.
- The allegation and the evidence allegedly supporting it, and supporting documentation and/or witnesses, shall be presented by the complainant, or that person's advocate.
- 3. The respondent or the respondent's advocate may ask questions, which are relevant to the complaint, of the complainant and any person giving evidence allegedly supporting the allegation. The chair may at their discretion permit members of the hearing board to ask clarifying questions of the complainant and any person givening evidence allegedly supporting the allegation. The chair may at their discretion permit members of the hearing board to ask clarifying questions of the complainant and any person givening evidence allegedly supporting the allegation. The chair may at his or her discretion their grant an opportunity for the respondent or the respondent's advocate and members of the hearing board to ask questions of the complainant and any person giving evidence allegedly supporting the allegation.
- 4. The respondent or the respondent's advocate shall then be allowed to respond to the allegation and to present supporting documentation and/or witnesses.
- 5. The complainant or the complainant's advocate may ask questions, which are relevant to the allegation, of the respondent and any person giving evidence allegedly supporting the respondent's response. The chair may at their discretion permit members of the hearing board to ask clarifying questions of the responden-complainant and any person givening evidence supporting the allegedly supporting response to the allegation. the allegationThe chair may at their his or her discretion grant an opportunity for the complainant and members of the hearing board to ask questions of the respondent and any witness for the respondent.
- 6. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.

- 7. Both the complainant and the respondent will have the opportunity to make a closing statement to explain their respective interpretations of the evidence presented and to offer submissions on the allegation and the appropriate sanction, if any. The hearing board may receive written submissions together with, or in lieu of, a verbal closing statement. Once the hearing concludes, the hearing board may not consider any additional evidence on whether an act of academic misconduct has been committed without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.
- 8. The hearing board will meet <u>in camera</u> to decide whether an act of academic misconduct has been committed. Where it is concluded that academic misconduct occurred, the hearing board will render a decision on the appropriate sanction in accordance with Section VIII. The standard of proof applied by the hearing board is whether, on a balance of probabilities, the student has committed the act(s) or acts of academic misconduct alleged. The decision of the hearing board, if not unanimous, shall be by majority vote.
- 9. If the allegation of academic misconduct is not substantiated, the Academic Administrator shall take all reasonable steps to repair any damage that the respondent's reputation for academic integrity may have suffered by virtue of the allegation.

VIII. Determination of Sanctions

- 1. The hearing board has the sole authority to determine the appropriate sanctions.
- 2. Following a determination that a student has committed academic misconduct-or has breached the Responsible Conduct of Research Policy, the student's prior record of violations of the Responsible Conduct of Research Policy, academic or non-academic standards, and a copy of the student's transcript will be provided by the Registrar or the UniversityUSaskthe University Secretary to members of the hearing board constituted under these Regulations, to assist them in determining one or more appropriate sanctions.
- The University Secretary will provide the hearing board of aThe hearing board shallwill request from the Governance Office a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.
- 4. The hearing board shall have the authority to dismiss the matter completely, or to impose one or more sanctions which may include, but are not limited to, the following:
 - a) that the student be reprimanded or censured;
 - b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination <u>or assessment</u>, <u>and/</u>-or that a credit or mark for the <u>course-class</u> be modified or cancelled;
 - c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;
 - that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that or a related topic;

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- e) that the students(s) be required to complete additional training related to academic integrity;
- f) that a prospective student be denied admission to the program;

e)g) that the student(s) be suspended from the University USask for a specified period of time;

f)h) fthat the student(s) be expelled permanently from the UniversityUSask; or

g)) gthat the conferral of a degree, diploma or certificate be postponed, denied or revoked.

- 5. Where the student has withdrawn from a <u>course class</u> prior to the hearing, and the hearing board determines that the appropriate sanction for the misconduct should be a failing grade for the entire <u>courseclass</u>, the student's <u>official</u> transcript will be changed from the withdrawal to the failing grade.
- 6. If the decision of the hearing board results in suspension or expulsion of the student(s) as referenced in Section VIII.4, the hearing board must also rule whether the endorsement on the student(s)'s record indicating suspension or expulsion is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal unless appealed to the Provost (or designate). The Provost's (or designate's) decision on the endorsement is final and not subject to appeal. If the decision of the hearing board results in suspension of the student, the hearing board shall also consider and rule on whether the period of suspension will count towards the student's time in program.
- 7. In light of the unique aspects of professional programs, Professional Colleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4, including, where required or permitted by law, informing appropriate third parties of a finding of academic misconduct.
- 7. In light of the unique aspects of professional programs, pProfessional cColleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4, including informing professional associations of which the student is a member of the outcome of the hearing.
- The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the <u>reason(s) for its decision and the</u> evidence on which the board based its <u>conclusions_decision(s)</u> and as well asstate any sanction(s) imposed. The record of the decision shall be distributed as provided for in Section XIV.
- 9. The student(s) and the complainant shall be advised that either of them may appeal the hearing board results.
- 10. The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

IX. Appeal Board

- Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanctions imposed by delivering to <u>the University</u> Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. In all cases, the notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, any evidence the appellant wishes to present to support those grounds (but see Section IX.2), and (where relevant) what resolution or resolutions the appellant believes to be appropriate.
- 2. An appeal will be considered only on one or more of the following grounds:
 - That the original hearing board had no authority or jurisdiction to reach the decision or impose the sanction(s) it did;
 - b) That there was a reasonable apprehension of bias on the part of a member or members of the original hearing board;
 - c) That the original hearing board made a fundamental procedural error that seriously affected the outcome;
 - d) That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
- 3. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Secretary determines that there are no valid grounds under these Regulations for an appeal, then the appeal will be dismissed without a hearing. If the Secretary determines that there may be valid grounds for an appeal, then the appeal, then the appeal hearing will proceed as provided for below. The decision of the Secretary, with respect to allowing an appeal to go forward, is final, with no further appeal.
- 4. The appeal board will be constituted within a reasonable time frame and will be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). Where the case involves a graduate student, the faculty members on the board should should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which comprises all Council members other than *ex officio* members. The University Secretary or designate will act as secretary support to the appeal board. With the exception of the Secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

X. Appeal Procedure

 The appeal board shall convene to hear the appeal within 20 days of being constituted. Under exceptional circumstances, the beoard may extend this period.

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- 2. Written notice of the hearing, along with a copy of these Regulations and of the written statement of appeal, will be delivered by the Universitythe University Secretary to the appellant, to the other party in the original hearing as respondent, to the chair of the original hearing board, and to members of the appeal board. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.
- 3. If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written record of the original hearing and the written statement of appeal and/or a written response in lieu of arguments made in person. An aAppellants-or and -respondents are permitted to be represented by an advocate at the hearing and those who chooses to be absent from a hearing may appoint anhave their advocate-to present his/hertheir case at the hearing.
- 4. The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:
 - a) Appeal boards under these Regulations will not hear the case again but are limited to determining the appeal on the grounds set out in Section IX.2. Unless that evidence relates to the grounds set out in Section IX.2, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.
 - b) The parties to the hearing shall be the appellant and the other party to the original hearing as respondent. The chair (or another member designated by the chair) of the original hearing board is invited to attend. The chair of the original hearing board (or designate) will make no submissions to the appeal board, except to answer questions relating exclusively to the process followered by the original hearing board. Any questioning of the chair of the original hearing board (or designate) will be subject to the discretion of the chair of the appeal board. d and at the discretion of the chair will be permitted to participate in the hearing and to respond to submissions of either party or of the appeal board.
 - c) At least 5 days before the hearing the appellant, and at least 2 days before the hearing the respondent, shall provide to the Secretary the names and contact information for their respective advocates (if any) and witnesses (only as provided for in Section X.4.a above) and any documentation the parties intend to submit at the hearing.
 - d) Hearings shall be restricted to persons who have a direct role in the hearing. The appellant and the respondent may request the presence of an advocate and up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
 - e) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.

f) Both the appellant and the respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the appeal board.

XI. Disposition by the Appeal Board

- After all questions have been answered posed and all points made arguments submitted by the parties, the appeal board will meet in camera to decide whether to uphold, overturn or modify the decision of the original hearing board. The deliberations of the appeal board are confidential.
- 2. The appeal board may, by majority:,
 - Conclude that the appellant received a fair hearing from the original hearing board, and uphold the original decision; or
 - b) Conclude that the appellant did not receive a fair hearing, but that the outcome determined remains appropriate and the original decision is upheld; or
 - c) Conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section VIII; or
 - d) Order that a new hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced that could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.
- The chair of the appeal board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any penalty imposed or withdrawn. The report shall be delivered to the University Secretary hame University Secretary and distributed as provided for in Section XIV.
- 4. If the decision of a hearing board is successfully appealed, the chair of the Ggovernance Ccommittee of Council in consultation with the chair of the appeal board shall ask the Academic Administrator to take all reasonable steps to repair any damage that the appellant's reputation for academic integrity may have suffered by virtue of the earlier finding of the hearing board.

XII. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be a finding and ruling of Council.

XIII. Endorsement on Student Record

1. Upon receipt of a report of a hearing board or an appeal board as provided in these Regulations, the Registrar shall:

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- a) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for academic misconduct on the ______ day of ______, 20_____."
- b) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for academic misconduct from ______ to "_____" [period of suspension].
- c) In the case of a report ordering the revocation of a degree, endorse on the record of the student and on any transcript of that record the following: "[Name of Degree] revoked for academic misconduct on the _____ day of _____, 20____."
- 2. Upon notice of an appeal, and where the appellant's academic record may be affected by the outcome of the appeal, the Registrar shall endorse on the appellant's record and on any transcript of that record the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the appellant's record upon receipt by the Registrar of a copy of the decision of the appeal board
- 3. Except as provided for under Sections VIII. 6 and XIII.2, an endorsement on the record is permanent.

XIV. Reports

- Not later than 15_days after a hearing board or an appeal board has completed its deliberations, the chair shall deliver a copy of its the decision report of the report to the following persons:
 - a) the student(s) against whom the allegation was made;
 - b) the complainant;
 - c) the Dean of the College or Executive Director of the School in which the student(s) is/are registered;
 - d) the head of the department that is responsible for matters to which the allegation relates;
 - e) the instructor of the courseclass, when the alleged offence involves a courseclass;
 - f) the Registrar; and
 - g) the University Secretary.
- 2. When the alleged misconduct involves academic work supported by external funds, and if the student has been deemed guilty of misconduct after all avenues of appeal under these Regulations have been exhausted, the final outcome of the case shall be provided to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure by the Dean of the College, or Executive Director of the School, in which the student is registered.

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XV. Delivery of Documents

Delivery of any document referred to in these Regulations to a student may be made in person, or by courier, by e-mail to the student's official university e-mail address, or by registered mail addressed to the address of the student as set out in the records of the Registrar. Delivery is presumed to have been made the earlier of: when it is received by the student or 5 days after the date of registration (or eExpress posting), or 1 day after the e-mail was sent to the official university e-mail address. Delivery of any document referred to in these Regulations to anyone else may be made in person or by cCampus mail or e-mail services. All students have a responsibility to ensure that the UniversityUSask has current contact information; if a notice is not received because of a failure to meet this requirement, the hearing will proceed.

XVI. Confidentiality

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- <u>The UniversityUSask</u> will protect the confidentiality of information regarding a potential violation of these Regulations to the fullest extent possible. If the allegation is substantiated, the <u>UniversityUSask</u> reserves the right to use or disclose information in accordance with the Local Authority Freedom of Information and Protection of Privacy Act, which may include disclosing the discipline, if any, imposed on members of the UniversityUSask.
- 2. Subject to the provisions of these Regulations and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Regulations are confidential and should not be kept_stored in a way that makes them on a file accessible to individuals not named above or their confidential assistants or designates, except that the University Secretary shall make them available to hearing boards and appeal boards as provided for in Sections VIII.2, VIII.3 and X.4.a, above, and to university personnel for use in admission decisions, to professional bodies as outlined in Section IXV. and VIII.7. above, and to rRegistrars at other universities if requested.

2-3. The deliberations of the hearing board (referred to in Sections VIII.B.h) and the deliberations of the appeal board (referred to in Section XI.1) are confidential.

Questions concerning procedural matters described herein should be directed to the University Secretarythe Governance Office: E290 Administration Building, 212 Peter MacKinnon Building, 107105 Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2; (306) 966-4632 fax (306) 966-4530; email: <u>university secretary@usask.ca</u>governance.office@usask.ca **Commented [SA39]:** DAVID STACK XVI 2 limits who can be informed of outcomes of academic misconduct decisions. I have been asked to look into whether it is possible to share outcomes with Advising staff at the college level, so that they can appropriately guide students with respect to their academic programs? Your thoughts would be appreciated

Commented [SA40]: From McKercher: LAFOIP restricts the use of personal information to the use for which it was acquired, and requires minimal distribution within the local authority, in this case the University. From the comment in the Draft, we understand that "advising staff" would be those giving academic guidance in the respective colleges/programs. To include such individuals in the "need to know" group, the University would need to be satisfied that protecting academic integrity is tied to guiding an individual's overall successful academic progress. That may be true in many situations, but we are reluctant to suggest that it would be appropriate in all situations.

An approach which alleviates any concern would be to give the student working with an academic advisor the opportunity to consent to the advisor becoming privy to the student's history of academic misconduct. If the student is unwilling to provide such consent, it may be prudent to respect the choice and not share the misconduct history.

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Approved by University Council October 15, 2009

Revisions June 2013, June and June 23, 2016, and XXXX, 2021 Effective date of these regulations January 1, 2017XXXXJanuary 1, 2022, 2021

Acknowledgements

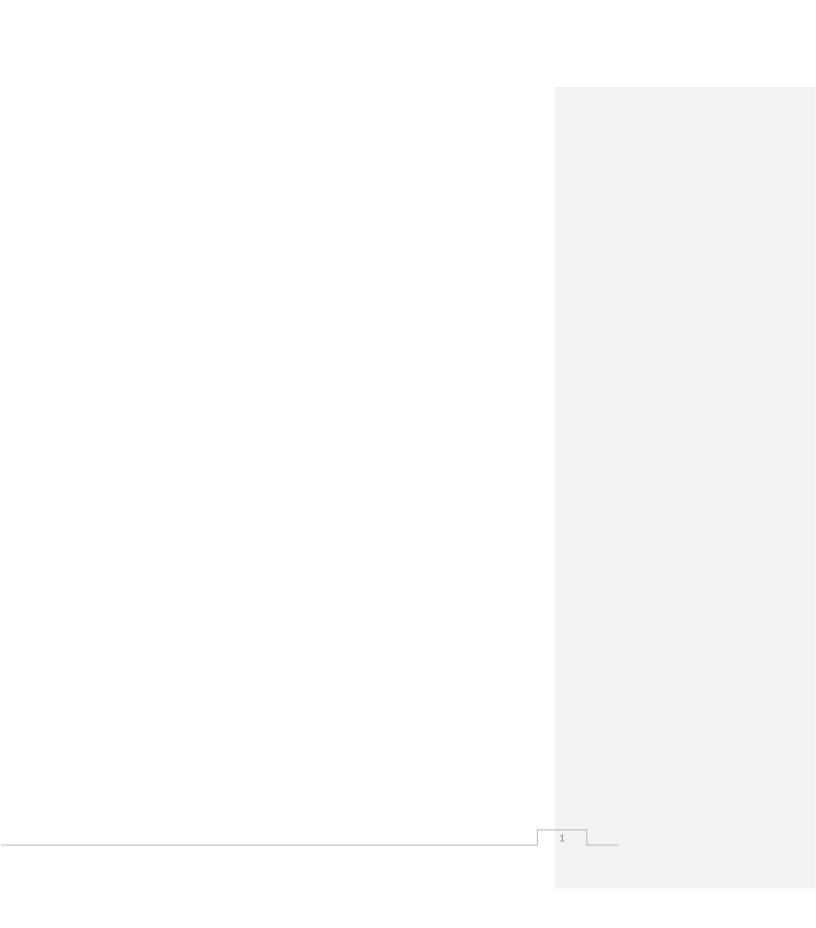
In creating this document, and in addition to current University of Saskatchewan policies and regulations, the drafters have used segments (with permission) from the York University Student Code of Conduct, University of Alberta Code of Student Behaviour and the University USask of Western Ontario Code of Student Conduct as foundational references and sources of wording.

ATTACHMENT:

Informal Resolution of Academic Misconduct form, for the use of students and instructors		Formatted: F
implementing the University of Saskatchewan Regulations on Student Academic Misconduct.	\leq	Formatted: F

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Academic Misconduct - Guidelines for allegations involving multiple students as respondents

Handling allegations involving multiple students

- When an allegation is against multiple students and contains evidence against multiple students, every effort should be made to ensure that the version of the complaint sent to each student contains no identifying information about other students
 - names/nsids/student numbers should be redacted
 - other students can be identified as "Student A, Student B, etc." if it is necessary to differentiate between them in the complaint
- It is important at this phase to anonymize the evidence, as a decision has not yet been made by the Academic Administration whether to proceed with the allegation against all students named in the allegation and/or whether to proceed with a single hearing

Hearings involving multiple students

- Section VII A.2. of the Regulations on Student Academic Misconduct (the "Regulations") empowers the Academic Administrator to decide whether there should be one or multiple hearings when an allegation is made against two or more students
- It is important to come back to the Guiding Principles of the Regulations, particularly the commitment to justice and fairness and the principles of procedural fairness
 - Key to this is that the students must all know the case against them and have an opportunity to respond
 - Therefore, once a decision has been made to proceed with a single hearing involving all multiple students, written evidence related to the allegation should be presented to the respondents in full to ensure that all students have all evidence that the hearing board will use in its decision-making
 - Any written submissions provided by the respondent students should be shared with all other co-respondents, as the written submissions may be used by the Hearing Board when they make their decision
- When a determination is made to hear an allegation against multiple students, it is still important that a decision is rendered about each student based on the case made against them
- Some suggestions to balance this need for procedural fairness with the need to pursue these matters in a timely way:
 - Allegations against multiple students proceed before a single Hearing Board
 - The Hearing Board and all students would be present throughout the hearing to hear the evidence and testimony of the complainant, the other students, and to hear witness testimony
 - The students would then each be afforded the opportunity to ask questions of the complainant and to respond to the allegations, in the presence of the other students involved, to ensure each student is afforded the opportunity to hear all evidence against them
 - The order for proceeding of the students may be determined by consent or arbitrarily by the Hearing Board
 - Good notes should be taken by the secretary to the Hearing Board to ensure that it is clear what evidence is being used to support the finding against each student and to ensure that evidence used in the decision was presented to the student about which the decision is being made
 - After having heard from all students, including providing all students the opportunity to make submissions on potential sanctions, and after having reached decisions about

academic misconduct in each case, the Hearing Board can decide the issue of sanctions at the end of the process

- The Hearing Board would meet *in camera* to decide whether academic misconduct has occurred and to outline the basis for this decision *for each student* with allegations of <u>academic misconduct</u>.
 - When making a finding that academic misconduct has occurred, the finding must be based on the evidence that related to that particular student, however such evidence does not necessarily need to come from that particular student or the complainant.

Outcome reports from hearings involving multiple students

- A decision about student academic misconduct cannot be made about a student on the basis of evidence or information that that student did not have the ability to hear and respond to
- When providing the decision reports for the hearing, it will be important to ensure that each student is only provided with information related to the decision against them, including any decisions on sanctions

Questions can be directed to Amanda Storey, Academic Governance and Hearing Advisor with the Governance Office (<u>amanda.storey@usask.ca</u>)



Informal Resolution of Academic Misconduct

The student has the right under the University of Saskatchewan *Regulations on Student Academic Misconduct* (the "*Regulations*") to a full and fair hearing before an impartial hearing board if the student disputes an allegation of academic misconduct or the sanction proposed as an informal resolution. Students are considered innocent until a hearing board determines that academic misconduct has occurred.

The *Regulations* allow an instructor and student to agree on an appropriate informal resolution for minor infractions of academic misconduct due to misunderstanding or carelessness, in cases where the student does not dispute the allegation or proposed resolution. A complete copy of the *Regulations* is available at:

governance.usask.ca/student-conduct-appeals/academic-misconduct.php

The informal resolution proposed by the instructor or invigilator will only be imposed if the student voluntarily accepts it (pursuant to Part III of the Regulations). By signing this form, the student expressly agrees that the Academic Administrator may (at their sole discretion) use and/or disclose the existence of this informal resolution, including information pertaining to this informal resolution, when determining whether informal resolution is appropriate with respect to subsequent incidents of academic misconduct.

Information

Student Name		Student Number			
Instructor Name		Invigilator Name (if applicable)			
Course	Section	n		Term	Year
Type of assignment					
Essay Exam Other academic work					
Nature of misconduct					

Resolution

Notification of resolution proposed by instructor:

Grade reduction in the identified assignment	Reduction of assignment grade to		
and/or			
Requirement for resubmission of the identified assignment	Failure to resubmit the assignment will result in		Resubmission deadline
Instructor Signature		Date (mm/dd/yyyy)	

I accept the resolution described above:

Student Signature	Date (mm/dd/yyyy)

This form will be retained by the Academic Administrator and instructor as a component of the grading materials for this class but will not be made part of the student's academic record. This form will also be shared with the Academic Administraton of the college of school in which the student is registered. The student should also keep a copy of this form for their records. This form may be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.

For more information about the informal and formal procedures for dealing with academic misconduct, please contact the college or school's general office or the Governance Office

Governance Office

E290 Administration Building = 105 Administration Place = University of Saskatchewan = Saskatoon, SK S7N 5A2 Canada Email: governance.office@usask.ca = Website: governance.usask.ca = Tel: 306-966-4632

AGENDA ITEM NO: 14.4

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

ITEM FOR INFORMATION

SUBJECT:	Number of student appeals from 2020-2021
DATE OF MEETING:	October 21, 2021
PRESENTED BY:	Terry Wotherspoon, Chair, Governance Committee

CONTEXT AND BACKGROUND:

The governance committee requested that the University Secretary, as a matter of course, report on the nature and number of student appeals under Council's regulations on Student Appeals in Academic Matters, as well as appeals of decisions related to Academic Misconduct.

SUMMARY:

1. Student appeals in academic matters

From May 1, 2020 to April 30, 2021 there were four applications for appeals in academic matters that were submitted to the University Secretary. This compares to seven applications for appeals received from May 1, 2019 to April 30, 2020. Of the four applications received, two went forward to an appeal board. One appeal was dismissed. One appeal was successful and the college was required to reconsider its decision about a student's standing in program taking into account the new evidence that was presented to the appeal board. Both of the applications for appeal that did not go forward to appeal boards were dismissed by the University Secretary as not meeting the allowable grounds of appeal.

2. Appeals of decisions related to academic misconduct

From May 1, 2020 to April 30, 2021 there were nineteen applications for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations and five went forward to a hearing. This compares to nine applications for appeal received from May 1, 2019 to April 30, 2020. Of the thirteen appeals that went forward to an appeal hearing, ten were dismissed by the appeal board and the decision of the original hearing board remained in effect. The appeal board supported three of the

appeal with the following results: in one case the appeal board overturned the decision and sanction imposed by the original hearing board; in another case, the appeal board ordered that a new hearing board be struck at the college level to re-hear the case; and in the final case, the appeal board supported the appeal on limited grounds but determined that the decision and outcomes remained appropriate. The six applications for appeals that did not go forward to an appeal board were dismissed by the University Secretary as not meeting the allowable grounds of appeal.

Under Council's regulations on student misconduct, allegations of academic misconduct are heard first at the college level.

UNIVERSITY OF SASKATCHEWAN UNIVERSITY COUNCIL REPORT FOR INFORMATION

PRESENTED BY:	Dr. Terry Wotherspoon, Chair, Governance Committee
DATE OF MEETING:	October 21, 2021
SUBJECT:	Policy Oversight Committee Annual Report 2020-21

SUMMARY:

On an annual basis, the Governance Office presents a summary of the prior year's policy work to the Board of Governors, Council, and Senate. Per the attached, in 2020-21 the following policy changes at USask were approved:

New Policies

- Equity, Diversity, and Inclusion (EDI)
- Living Our Values

Amended Policies

- Academic Courses
- Centres
- Emergency Management (formerly Emergency Measures)
- Postdoctoral Fellows
- Responsible Conduct of Research

Deleted Policies

- Gender Neutral Language (replaced by the EDI Policy)
- Employment Equity (replaced by the EDI Policy)

A list of policies development and under review is also provided at the end of the report.

NEXT STEPS AND TIMELINE:

Work will be ongoing for new policies and policy amendments in 2021-22. Requests for input and decision to governing bodies will come forward as they are ready.

ATTACHMENTS:

Policy Oversight Committee Annual Report 2020-21



University of Saskatchewan Policy Oversight Committee Annual Report 2020-21 September 24, 2021

The university's <u>Policy on the Development, Approval and Administration of University Policies</u> defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a <u>Policy Oversight Committee (POC)</u>. Membership includes the vice-provosts, associate vice-presidents, two representatives from University Council, and one representative from Deans' Council. <u>Terms of Reference</u> for the Committee establish that it is as an advisory committee to the University Secretary and Chief Governance Officer, with the mandate to coordinate university-level policies.

The committee considers notices of intent for new policies, and drafts of revisions to existing policies, oversees activities relating to approval, implementation, and communication of new policies, and undertakes periodic reviews of existing policies for possible changes or deletion.

The Policy Oversight Committee generally meets four times a year. This year, the committee met on September 8 and November 3, 2020, and February 23 and May 18, 2021

This report itemizes and summarizes new policies approved, and existing policies amended or deleted between October 1, 2020, to June 30, 2021. Links to the policies are provided where applicable and available.

Approved New and Amended Policies

Academic Courses Policy

Approved by Council on September 17, 2020.

This change rescinded the March 13, 2020, Coordinating Committee of Council's "COVID-19 Declaration Regarding Syllabi Changes" that allowed the university to pivot to remote delivery of all courses in March 2020 to limit in-person interactions. The September 17, 2020, Council decision reverted to the previous language in the *Academic Courses Policy*. It re-established a level of assurance for students regarding the expectations in their courses during the unusual and uncertain times of the COVID-19 pandemic. Further, the hybrid mode of in-person and remote delivery for USask classes for the 2021-22 academic year are clear, and contingency plans for hybrid teaching are in place so that instructors would not need to change syllabi midstream. The reversion to the original policy provides students certainty about the contents of syllabi, including mode of delivery, examination processes, and means of assessment.



Centres Policy

Council approval of amendments was October 15, 2020, and Board approval was December 13, 2020. The original policy approved 1997 and revised in 2004.

Significant changes in the university and national research environment (e.g., increasing emphasis on multi- and inter-disciplinary research; expanding opportunities for external partnership, new interdisciplinary schools) and a decade and a half of administrative experience with the current Centres Policy, necessitated a review of and revisions to the Centres Policy. There were five main modifications to the policy, including: simplifying the centre categories, adding the concept of a research collaborative, improving the approval process, adding a process for disestablishment, and developing guidelines and reporting mechanisms.

<u>Emergency Management</u> [name changed from Emergency Measures] *Revisions approved by the Board of Governors in March 2021. Original policy was approved in June 1999 and revised in March 2001.*

This policy was amended to reflect more fully the university's structure and approach to emergency management. The policy articulates the authority and responsibilities for university emergency management and provides a framework to enable the university to prevent, prepare, respond, and recover from emergencies and crisis. This updated policy provides a framework for implementation of emergency management plans.

Equity, Diversity and Inclusion

Board of Governors approval was October 5, 2020, Council October 15, 2020, Senate October 24, 2020.

The Equity, Diversity, and Inclusion (EDI) Policy replaced the *Employment Equity Policy* and *Gender-Neutral Language Policy*. The purpose was to reaffirm USask's commitment to equity, diversity, and inclusion, and to create and nurture a diverse and inclusive university community that encompasses our legal, moral, and ethical responsibilities. The principled change was to move away from compliance-based policy and to improve alignment with USask's *Mission, Vision, and Values*. (Non-compliance will be dealt with in other complementary policies). EDI is one of the university's priorities, but funding agencies also have expectations for EDI. An EDI strategy and initiatives are also under development.

Living Our Values

Approved by Council on June 17, 2021, approved by the Board of Governors on June 22, 2021, and being considered for confirmation by Senate on October 30, 2021.

The impetus for this policy was an external governance review conducted in 2014, which recommended a code of conduct for USask, and which the Board, legal counsel, and auditors all



agreed was necessary. The *Living our Values Policy* is USask's response to that recommendation. The policy sits alongside other cornerstone institutional documents such as the *Equity, Diversity and Inclusion Policy* and core frameworks such as the *Mission, Vision, Values.* Together they set out core principles of who we are at USask, what we represent, and how we relate with our communities. The policy provides definitions of our values and reaffirms the responsibility of all those connected with the university to act in accordance with them. (Non-compliance will be addressed through connection to other compliance-based policies.)

Postdoctoral Fellows Policy

Approved by University Council April 15, 2021, and the Board of Governors June 22, 2021. The original policy was approved in 2004.

The postdoctoral fellows (PDF) landscape in Canada changed over the past 16 years, and in 2019, an interest arbitration finalized the first collective bargaining agreement between the university and the Public Service Alliance of Canada (PSAC) Local 40004, both of which necessitated revisions to the original PDF Policy. The major changes to the policy were alignment with current procedures; updates to language and out-of-date terminology; providing links to relevant policies and procedures; expanding the definitions for faculty members and supervisors; defining the different appointment categories for postdoctoral fellows (in-scope and external); and defining the maximum term for a PDF.

Responsible Conduct of Research

Revisions approved by Council on June 17, 2021. The original policy was approved in June 2013.

Policy revisions were needed to align with the Tri-Agency Responsibly Conduct of Research (RCR) Framework of 2016. This framework will be updated again in 2021, and USask's revised RCR Policy will need to be reviewed again to ensure alignment. The revisions clarify the roles of different people in the process, address potential conflicts of interest, and the need for an improved process for students. The Associate Vice-President Research is now the official contact for the implementation, in accordance with the Tri-Agency framework which requires a single point of contact at the senior administrative level. A revised list of breaches and reporting requirements aligns with the 2016 framework. In addition, after eight years of implementing the 2013 USask Policy, changes were needed to address several issues.

Deleted Policies

Gender Neutral Language

This policy was replaced with the EDI Policy, above.

Employment Equity Policy

The *Employment Equity Policy* dated back to1994 and was last revised in 2001. The priority for EDI has evolved since that time, and this policy was outdated and therefore replace with the EDI Policy, above.



Other Policy Work in Progress

Policies Under Revision Gift Acceptance Alumni Affinity Policy Students with Disabilities: Academic Accommodation and Access Employment Practices Sexual Assault Prevention [name will be changed to Sexual Assault Prevention Policy] Authorization of General Operating Funding Discrimination and Harassment Prevention Student Academic Misconduct Regulations Policy on the Development, Approval and Administration of University Policies

<u>New Policies in Development</u> Anti-Racism and Anti-Oppression Decolonization of Policies Inventions and Enterprise Creation Emergency Measures/Organizational Continuity Professor Emeritus

UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTEE, AND PLANNING AND PRIORITIES COMMITTEE REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, Chair, Academic Programs Committee
DATE OF MEETING:	October 21, 2021
SUBJECT:	Microcredential framework development and pilot programs
COUNCIL ACTION:	For Information Only

SUMMARY:

This item serves to update Council on the development of a University of Saskatchewan microcredential framework and associated pilot.

ATTACHMENTS:

1. Microcredentials framework development and pilot programs report

Microcredential framework development and pilot programs

1. Context

With increased changes to the labour market caused by globalization, technological advances, and the more recent impact of the COVID-19 pandemic, the opportunity for the University of Saskatchewan to provide flexible access to lifelong learning in response to employer and community need has grown. This access is essential as the economy experiences iterative shifts requiring new and evolving competencies. Microcredentials are one way in which the institution is responding to this, as a complement to traditional academic programming, and continuing education.

There has been a lack of consensus in Canada and internationally on the defining features of microcredentials and a paucity of information as to their:

- academic rigor
- learning outcomes
- requirements

This has undermined the perceived value of microcredentials for students and employers.

A summary of microcredentials offered in selected Canadian universities as of early September is included in the appendix. Much of the activity in other provinces has been fuelled by significant provincial government investments (e.g., Ontario invested almost \$60 million in 2020, B.C. invested \$4 million in February 2021, Alberta announced an investment of \$5.6 million on August 30th, 2021). USask is actively considering investment in microcredentials in FY 2021-22.

The Government of Saskatchewan's Ministry of Advanced Education (AE), in partnership with the Saskatchewan Higher Education Quality Assurance Board initiated work on microcredentials in 2020. This will develop a common language, framework and principles for microcredentials in Saskatchewan post-secondary institutions. This complements similar work in other provincial jurisdictions (e.g., <u>eCampus Ontario</u>). USask has provided input to AE as they advance this work.

2. What is a microcredential?

The purpose of microcredentials varies across the higher education sector including:

- developing transferable skills with existing students;
- providing new pathways to a formal qualification for new students; and
- updating previous qualifications for returning students.

While the purpose of micro credentials vary, two features are essential¹:

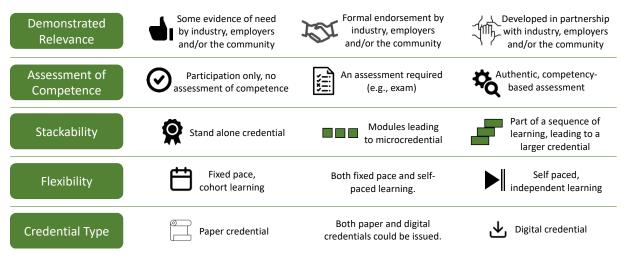
- Narrow in scope: Microcredentials focus on a limited set of competencies
- Short completion time: A narrower set of competencies allows for faster completion

There are also elements common to micro credentials:

- bound to industry and/or community needs² thus demonstrating relevance of the credential to society and/or the labour market
- assessment of skills and abilities against transparent standards must occur for a credential to be awarded³, rather than it being granted only for participation, or logged 'seat time'. For Canadian employers, relevance and assessment are particularly favourable elements of microcredentials¹.
- o **stackable** to achieve a larger credential
- o **flexible** in timeframe for completion and mode of study
- o digital credentials or badges are a typical, though not essential, credential form

These varying elements are summarized the microcredential typology⁴ in table 1 with potential variance on each element described by row. As evidenced by this typology, the type and nature of programming called microcredentials in Canada remains broad. Arguably, as you move from left to right in this table, the accessibility and value proposition of microcredentials increases.

Table 1: Microcredential typology



¹ Pichette, J., Brumwell, S., Rizk, J., Han, S.(2021) *Making Sense of Microcredentials*. Toronto: Higher Education Quality Council of Ontario.

² See, for example NZQA. (n.d.). *Micro-credentials*. <u>New Zealand Qualifications Authority</u>; eCampusOntario. (2019). *Micro-certification Principles and Framework*. <u>eCampusOntario</u>.

³ See, for example, Duklas, J. (2020) *Micro-Credentials: Trends in credit transfer and credentialing*. <u>BC Council on Admissions</u> <u>& Transfer</u>.; Futures, H. S., Andersen, T., & Larsen, K. N. (2020). *A European Approach to Micro-Credentials*. <u>European</u> <u>Commission</u>.; and Berry, B. & Cator, K. (2016). *Micro-credentials: Driving teacher learning & leadership*. <u>Digital Promise and</u> <u>Center for Teaching Quality</u>.

⁴ Adapted from Pichette, J., Brumwell, S., Rizk, J., Han, S.(2021) *Making Sense of Microcredentials*. Toronto: Higher Education Quality Council of Ontario.

3. Microcredentials at the University of Saskatchewan

Microcredentialling at the University of Saskatchewan aligns with the provincial and national developments and is informed by research and promising practices in the sector.

A working group of Academic Planning Committee (APC) and Planning and Priorities Committee (PPC) was established in fall 2020 and has:

- 1. Created an institutional definition and rationale of microcredentials
- 2. Developed draft principles for microcredential development
- 3. Implemented a pilot for the 2021/22 academic year. Given the need to maintain academic standards and reputation, this pilot will allow for:
 - Finalization of guidelines and processes for broader implementation
 - Confirmation of needed support and infrastructure
 - Implementation of approval processes and sustainable costing models

University of Saskatchewan Microcredential Definition

A microcredential is a certification of an authentically assessed⁵, specific, and relevant set of skills or competencies

Rationale

Microcredentialling positions the university as responsive to:

- \Rightarrow increasing need and demand for life-long learning
- \Rightarrow need for individuals to pivot and thrive in an uncertain and disrupted labour market
- ⇒ changing societal, economic, and social needs through provision of quick, flexible, and targeted education for in demand skills/competencies
- \Rightarrow desire to strengthen connections with industry, professions, and community
- \Rightarrow skills focus provincially, nationally, and internationally⁶
- \Rightarrow need for income generation

Microcredential Principles

- Skills based: centered on defined skills⁷
- Specific: narrow focus on a set of skills or competencies
- **Relevant:** endorsed by industry/employer or community partner
- **Authentically assessed**⁵: to confirm achievement of outcomes

⁵ Authentic assessment is a key feature that differentiates MCs from seemingly similar continuing education style offerings and is essential for upholding/ rationalizing a formal stand-alone credential for a small-scale offering

⁶By way of example, these employers have moved to competency (not credential) based recruitment and/or skills and competency-based performance management: Vendasta, the Government of Saskatchewan, TD Bank, Ernst and Young, RBC

⁷ European Skills, Competences, Qualifications, and Occupations taxonomy and ESDC skills and competency framework. This alignment is key to <u>portability and value</u>

- **University-level:** outcomes consistent with university level study
- Validated: a university credential will be awarded on completion
- Smaller Scale: short completion time, 50-150 notional learning hours
- Accessible: offered in varied formats, not required to align with academic terms

Key to the University of Saskatchewan approach to microcredentials is the focus on **supporting development and assessment of skills and competencies** endorsed as relevant by our partners. **Intentional microcredential design, and instructional and assessment approaches** that will support participant learning and demonstration of achievement will be essential. Emerging from the pandemic we recognize more than ever the interdependence that exists between our institution and our community. With this recognition comes a need to respond to and work in partnership with employer and community partners to identify existing competency development needs that can be addressed in an agile fashion through microcredentialling.

Table 2 highlights some key differences between USask microcredentials and USask certificates.

	USask Microcredential pilot	USask Certificates
Purpose	Quick upskilling or reskilling	Recognition of learning in a focused area of study
Focus	Narrow: on defined complex skills and competencies	Broader: knowledge and skills lead to a more in-depth understanding of the subject area
Duration	Short: 50-150 notional learning hours (and even fewer instructional hours)	Wide range, but requires completion of 6- 30 credit units ⁸ (72 to 360 instructional hours plus 216 to 1000 learning hours in addition)
Level	Consistent with University level, non-degree	Undergraduate, Graduate, or non-degree
Industry	Formal endorsement by industry partner	No formal connection with industry though at least some are developed with industry input
Assessment	Authentic assessment only	Various
Schedule	Timing not dictated by academic terms	Tied to academic terms
Format	Cohort learning (self-paced option in future)	Course based
Audience	External, working professionals	Current students and working professionals
Relationship of learner to institution	More open admission, student fees are low or not levied, limited access to typical student services	Students go through admission process and meet set admission requirements, are assessed fees and have access to most services

Table 2: Key differences between microcredentials and certificates

⁸ Excluding non-degree graduate certificates (only offered to existing students)

4. Pilots

Three pilot microcredentials targeting adult learners with a foundation of previous postsecondary study will be offered as non-degree credit.

- School for Environment and Sustainability: A microcredential in communication, designed to address a need that exists amongst environmental professionals from many industries who increasingly need to communicate strategically, meaningfully, and compellingly with external audiences.
- Edwards School of Business: A microcredential based on their Leadership Development Program. This group has long standing success in continuing professional development through Edwards Executive Education, designed to meet existing needs of employers in Saskatoon and beyond. The pilot will help establish how microcredentials will add to their existing offerings and provide additional value in developing verified achievement of competencies for leaders in our communities.
- Global Institute for Water Security: A microcredential that draws on the international profile of the Institute's faculty, and the university's international ranking in this area. At present, we are identifying, with partners, gaps in competence that a microcredential designed and delivered by world leading experts in water security could address.

These pilots will allow for testing and refinement of the definition, rationale and principles and will be used to create a microcredentialling framework that will go to University Council for approval. The framework, alongside established support, infrastructure (including a platform for digital badging), and a revenue model will enable broader and sustainable implementation.

5. Approval Process for the Pilot

For this pilot project, the micro credential programs being developed will be <u>non-degree level</u>. USask currently has non-degree level programming in the form of non-degree level certificates. These certificates are discrete programs that are offered by the institution and represent completion of learning appropriate for post-secondary training but that are not classified as degree-level. Though the micro credentials being piloted are not of the same scale or scope as existing non-degree level certificates, they share the characteristics of being discrete credentials and as encompassing learning appropriate for post-secondary training.

For these reasons, micro credentials developed and offered through this pilot will follow the same approval pathway as non-degree credit certificates, that is, they will be approved by the vice-provost academic and provost, following consultation with the registrar and the APC. The pilot project process was reviewed by the PPC (September 22) and APC (September 22) and will be reviewed by the Governance Committee to seek the committees' support. Following the completion of the pilots, and upon presentation of the micro credential framework to Council, the approval pathways for micro credentials will be presented by the Governance Committee to Council for approval.

6. Designing for value now and in the future

A number of future developments are envisaged for the University of Saskatchewan microcredentials that will strengthen our university's ability to set the standard in learning:

- **Bridge to degree credit**. This would mean that an individual completing a microcredential could use it as a means to gain access to a degree program they would otherwise not have qualified for and/or stack several microcredentials to achieve a larger credit bearing credential (e.g., a certificate). This could serve to open university credentials to new audiences, extending our enrollment and service to the community, including Indigenous and other communities where access to post-secondary has been challenging. This reflects our intent to lead in an inclusive manner and hold equitable access to our programming as a core value as we emerge from the pandemic.
- Clear and assessed outcomes enables creation of offerings where learning experience/hours are not required, and the purpose is competency based or skill proficiency. This could enable validation of learning already achieved through work or other means and could enable access to or advancement of degree level study.
- **Extended to current students** as evidence of achievement of skills within their degree. This may be of particular value for graduate students seeking to enhance their employability by highlighting the professional skills gained in their graduate education.

These developments will see the focus of the University of Saskatchewan microcredential offering extend to include developing transferable skills with existing students, providing new pathways to a formal qualification for new students, and updating previous qualifications for returning students.

7. Investing in microcredentials

Parallel to the creation of the micro credential framework, the university's resource allocation model is being explored with a view to creating incentives for non-degree delivery. In the interim, funding from the curriculum innovation fund is being used to support development.

8. Summary

USask is advancing microcredential development through a considered approach focused on serving the interests of prospective students, colleges/schools, the institution, employers and the community. The establishment of a clear rationale, principles and our pilot process will create a strong foundation for long-term success. Table 3 outlines how USask's current approach and future directions aligns with the microcredentialling typology outlined earlier with <u>green</u> indicating the approach in our current pilot and <u>yellow</u> the planned future developments. Notably, our focus is on moving to include offering that align with descriptors in

the righthand column to increase the access and strengthen the value proposition of USask microcredentials.

Demonstrated Relevance	Some evidence of need by industry, employers and/or the community	Formal endorsement by industry, employers and/or the community	Developed in partnership with industry, employers and/or the community
Assessment of Competence	Participation only, no assessment of competence	An assessment required (e.g., exam)	Authentic, competency- based assessment
Stackability	Stand alone credential	Modules leading to microcredential	Part of a sequence of learning, leading to a larger credential
Flexibility	Fixed pace, cohort learning	Both fixed pace and self- paced learning.	Self paced, independent learning
Credential Type	Paper credential	Both paper and digital credentials could be issued.	Digital credential
Key: current pilot	future developments		

Table 3: Usask pilot and future developments in microcredentials

9. Project Timeline

A multi-year project is underway to advance microcredentials at the University of Saskatchewan (see Table 4).

Table 4: Project timeline

		2020			2021			2022		2023
Fall (F), Winter (W), Spring/Summer (S/S)	F	W	s/s	F	w	s/s	F	W	s/s	
Working group established										
Pilot parameters created										
Pilot 'course' development										
Pilot offerings										
Evaluation										
Framework finalization										
Governance approval sought										
Potential for resource										
allocation reset for incentives										
Offerings in new framework										

Appendix: September 2021 Microcredential Offerings at Select Canadian Universities

Institution	Department	Microcredential & description	Links
	Updating previou	us qualifications for returning students	
		Pharmaceutical care focused on mental	
		health recovery	Course info
Laval	Department of	\$850, ~70 hours. 30 hours eligible for	
Lavai	Pharmacy	pharmacy continuing education	MC Defined
		Participation and assessment required to	
		achieve credential	
		Teach social and emotional skills in	
	Department of	elementary school	<u>Course Info</u>
Laval	Teaching and Learning	\$500, ~ 70 hours	
	Studies	Participation and assessment required to	MC Defined
		achieve credential	
		Wetland Characterization	
Laval	Department of Forest	\$1,000, ~90 hours	Course Info
Laval	Science	Participation and assessment required to	<u>Course Info</u>
		achieve credential	
		Block Chain Innovation and	
	Extended Learning	Implementation	
UBCV		\$2,599 (two courses) ~50 hours	
UBCV		Based on completing online modules and	<u>Program Link</u>
		final design project assessment – group	
		participation not necessary	
		Critical Communications Skills in the	
	Forth Environmental	Technical Sector	
UBCO	Earth, Environmental	\$150 per module, \$1,200 for the full MC (8	<u>Link</u>
UBCO	and Geographic	modules), ~50 hours	
	Sciences	Based on participation and assessment,	
		includes final design project	
		Project Management for Non-profit sector	Drogram link
	Continuing Education	\$1,400 for the MC (3 courses), ~ 28 hrs per	<u>Program link</u>
U Calgary		course, ~84 hrs for the MC	MC info
		Participation and assessment required	<u>MC info</u>
	Extension –	Leadership for the Future	
UofA	Continuing and	~42 hours, 2 core courses(14 hr each) and	<u>Link</u>
	Professional Education	2 electives (7 hours each)	
		Responsive Management	
		Project Compliance	
		High Impact Leadership	Definition
U Regina	Continuing Education	\$645 per course. 3 course per micro-cred,	
_		~42 hours	
		Participation based only. Does not include	
		assessment.	

Institution	Department	Microcredential & description	Links
		Using Data, AI & Analytics to Lead	
	Executive Education Faculty of	Organizations	
Dalhousie		Digital Marketing and Sales	
Daillousie	Management	\$695 each, 4 courses, ~20 hours	Dal MC
	wanagement	Based on completion of online module	Definition
		including assessment activities	
	Continuing Education	Data Analytics – Health Informatics \$1,300	
	In partnership with	for the MC (\$500/course), ~40 hours (13	<u>Course Info</u>
McMaster	the National Institute	hrs each)	
	of Health Informatics	Attendance based only. Does not include	Description
		assessment	
		Business Analysis	
	Continuing Studies	Records Management	
		Six Sigma Methods	
		Project Management	Definition and
U Toronto		Continuing Studies Cloud computing Cyber-security \$559 per course, 15 hours. Assessment based. Each module has an	
		assessment	
	Developing tra	nsferable skills with existing students	
		Communication and /or Collaboration,	
Waterloo	Work Integrated	No cost. Must complete a professional	Description
Waterioo	Learning	skills course and be assessed by WIL	Description
		employer.	
		Examples:	
		Chemistry TA training program	
		Electrical Engineering – Foundations of	
	Several departments		
U Calgary	offering small scale		
	internally facing MCs	UCalgary Badge	
		Residence Services – Residence Appeal	
		Board Member Badge	
		School of Medicine – Project Management	

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE &

RESEARCH, SCHOLARLY AND ARTISTIC WORKS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Darrell Mousseau, Chair, Planning and Priorities Committee (PPC)
DATE OF MEETING:	October 21, 2021
SUBJECT:	Update on the Renewal of the Signature Areas of Research

SUMMARY:

This item serves to update Council on the renewal of the University of Saskatchewan's Signature Areas of Research. Dr. Baljit Singh, Vice President Research, attended the Research, Scholarly and Artistic Works Committee on September 9, 2021, and PPC on October 7, 2021, to update the committees on the renewal process.

Dr. Singh will provide a presentation to Council on October 21, 2021, on the Research Signature Areas renewal, as attached.

ATTACHMENTS:

1. Research Signature Areas Renewal Process - PPT



Signature Areas Renewal Process

Baljit Singh, FCAHS, BVSc&AH, PhD

6 October, 2021

BE WHAT THE WORLD NEEDS



Our Mission

The University of Saskatchewan advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible, and welcoming place for students, educators, and researchers from around the world, we serve the public good by connecting discovery, teaching, and outreach, by promoting diversity and meaningful change, and by

preparing students for enriching careers and fulfilling lives as engaged global citizens.



Our vision

We will contribute to a sustainable future by **being among the best in the world in areas of special and emerging strengths, through outstanding research, scholarly and artistic work** that addresses the needs and aspirations of our region and the world, and through exceptional teaching and engagement.

We will be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities.



- 2002: "Renewing the Dream"
- 2008: USask research strategy which included "Focus" as one of its five pillars
- 2010: Identified six signature areas in which we could be a global leader
- 2020: Vice-President Research Chad wrote "Reflecting on our Signature Areas of Research"
- 2021: Renewal process begins with the following intents:
 - Embody transparency, collaboration and open communication at all levels
 - Share any new idea (pitches) for signature areas across the academy
 - Balance engagement of Council and its committees in meaningful ways while also allowing the VPR oversight of the research enterprise
 - Result in renewed signature areas of research, operationalized in practical and effective ways



Signature Area Renewal Process (at a glance)



BE WHAT THE WORLD NEEDS



Signature Areas Advisory Circle

The Advisory Circle was asked to make recommendations on:

- An institutional definition and statement of purpose for signature areas
- Articulation of criteria for establishing, renewing, or disestablishing signature areas
- A current state assessment of signature areas based on findings from engagements in May 2021
- o Identification of critical actions and factors needed to ensure long-term success of signature areas
- Terms of reference and summary report posted on OVPR website in July 2021
- Please review the report <u>https://vpresearch.usask.ca/documents/initiatives/sa-renewal/sa-ac_final-report_july-30_2021.pdf</u>



Signature Areas Steering Committee

- A Steering Committee formed to review recommendations of the Circle and decide on key areas:
 - Any changes to the current existing 6 signature areas
 - Addition of new signature areas, based on the "pitch your ideas" sessions
 - Resource allocation methodology for the signature areas
 - Leadership structure for the individual signature areas
 - Annual reporting framework
 - Other priority decisions to ensure long-term success and vitality of the university's signature areas.
- Terms of reference were posted on OVPR website in August 2021: <u>https://vpresearch.usask.ca/initiatives/signature-areas-renewal.php</u>
- Work is underway, expected completion December 2021.



Pitch Your Ideas: 17 Pitches Originally Received

- Healthy Saskatchewan, Healthy World: Origins of Wellness and Disease
- Analytics: Leveraging Data for Innovation and Impact
- Arts & Wellbeing
- Climate Change, Health & Care
- Communities*
- Energy Security
- Household Change & Population Growth
- Storytelling & Knowledge
- Stewardship of Nuclear Research for Training & Development

- Social Responsibility & Social and Environmental Justice
- Publicly Engaged Scholarship
- Population & Public Health
- Quantum Innovation
- Science & Society
- Smart Sensors
- Sustainability*
- Water, Healthy, Equity, Access, Security, and Sustainability of Freshwater Resources



Criteria

Focus

- Transcending Boundaries & Structures: Connecting Approaches for Innovative Solutions
- Research, Scholarly and Artistic Strength
- Indigenization
- Equity, Diversity and Inclusion
- Meaningful Impact
- Sustainability



Next Steps

- Through October-November, the Signature Areas Steering Committee will:
 - Adjudicate the pitches based on their own rankings as well as feedback received from USask community
 - Make recommendations on new or revised signature areas to the VPR & Provost
 - Decide on key aspects of the "operationalization" of signature areas

- VPR will continue with transparency and collaboration, reporting to campus community, University Council and its committees
- A review process for current signature areas will be established and begun in 2023-24



Questions





BE WHAT THE WORLD NEEDS

UNIVERSITY COUNCIL COORDINATING COMMITTEE REPORT FOR INFORMATION

PRESENTED BY:	Pam Downe, Acting Council Chair, Coordinating Committee
DATE OF MEETING:	October 21, 2021
SUBJECT:	Council Meeting Dates 2022-23

SUMMARY:

See the attached academic calendar with the Council Meeting dates to be set for the academic year 2022-23. These dates were approved by the Coordinating Committee of Council on October 12, 2021.

Council meetings are held monthly from September to June, except in February. The meetings are generally held every 3rd Thursday. In September and January, the meetings will be held on the 4th Thursday of the month to accommodate return to campus at the beginning of the Fall and Winter semesters.

- September 22nd (4th Thursday)
- October 20th
- November 17th
- December 15th
- January 26th (4th Thursday)
- No February meeting
- March 16th
- April 20th
- May 18th
- June 15th

2022/23 Academic Calendar

	September 2022							
Su	Мо	Tu	We	Th	Fr	Sa		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30			

	December 2022							
Su	Мо	Tu	We	Th	Fr	Sa		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

March 2023							
Su	Мо	Tu	We	Th	Fr	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

	June 2023								
Su	Мо	Tu	We	Th	Fr	Sa			
				1	2	3			
4	5	6	7	8	9	10			
11	12	13	14	15	16	17			
18	19	20	21	22	23	24			
25	26	27	28	29	30				

October 2022 Su Мо Tu We Th Fr Sa 1 2 8 4 7 3 5 6 10 15 9 11 12 13 14 21 22 16 17 18 19 20 23 24 25 26 27 28 29 30 31

January 2023								
Su	Мо	Tu	We	Th	Fr	Sa		
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						

April 2023								
Su	Мо	Tu	We	Th	Fr	Sa		
						1		
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30								

July 2023						
Su	Мо	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

ATTACHMENT

Calendarpedia Your source for calendars

November 2022						
Su	Мо	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

February 2023						
Su	Мо	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

May 2023						
Su	Мо	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2023						
Su	Мо	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Federal holidays 2022/23

S	Sep 5, 2022	Labor Day
C	Sep 5, 2022 Oct 10, 2022	Thanksgiving Day
1	Nov 11, 2022	Remembrance Day
1	Dec 25, 2022	Christmas Day
	Dec 26, 2022	Christmas Day (obs.)
6		

Jan 1, 2023
Jan 2, 2023
Feb 20, 2023
Apr 7, 2023

New Year's Day New Year's Day (obs.) Family Day Good Friday

May 22, 2023 Jul 1, 2023 Jul 3, 2023 Aug 7, 2023 Victoria Day Canada Day Canada Day (obs.) Sask Day

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Council Mtngs (Generally 3rd Thur): Sep 22 (4th Thur), Oct 20, Nov 17, Dec 15, Jan 26 (4th Thur), No Feb Mtng, Mar 16, Apr 20, May 18, Jun 15