

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee of Council

DATE OF MEETING: January 27, 2011

SUBJECT: College of Graduate Studies & Research: PGD in Aboriginal
Agriculture and Land Management

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Graduate Studies & Research for a Post-Graduate Diploma in the field of specialization of Aboriginal Agriculture and Land Management.

PURPOSE:

The proposed program is an academic program at the University of Saskatchewan. Implementation of programs requires approval by University Council.

SUMMARY:

The objective of the Post Graduate Diploma in Aboriginal Agriculture and Land Management is to provide students who hold a Bachelor's Degree in a non-agricultural discipline with sufficient training in agribusiness and land management to enable them to operate at the interface between the aboriginal community and the agribusiness sector. The primary focus of the PGD is on aboriginal students who have graduated from a Bachelor's Degree in a non-agricultural discipline.

The 30 credit units of coursework will include a mix of courses in three principle areas of study: three agriculture business and land management courses, three agricultural sector courses, and two courses that provide an exposure to indigenous knowledge and indigenous economic development. A six credit unit capstone course will synthesize and apply the knowledge from the principle areas of study in a community based project. Students in the PGD can begin coursework in January, complete an experiential work placement in spring/summer, and complete their course requirements in September to December.

New courses:

AGRC 411.3 Field Studies in Agricultural Production Systems

SLSC 810.3 Agricultural Production Systems

BPBE 810.3 Agribusiness Management

BPBE 812.3 Aboriginal Nation Building in the 21st Century

BPBE 813.3 Aboriginal Land Management Reading and Seminar Course

BPBE 892.6 Aboriginal Land Management Project

REVIEW:

At its December 8, 2010 meeting, the Academic Programs Committee discussed this proposal with Trevor Crowe, Associate Dean of Graduate Studies & Research, Jill Hobbs, head of the Bioresource Policy, Business and Economics department and Tom Allan, professor in the department. The Committee also reviewed the detailed assessment of this proposal done by the College of Graduate Studies & Research. The Committee agreed at its January 12, 2011 meeting to recommend that Council approve this proposal.

ATTACHMENTS:

Proposal documentation and related memos regarding support

Memo from College of Graduate Studies & Research

NEW PROGRAM PROPOSAL

POST GRADUATE DIPLOMA

IN

ABORIGINAL AGRICULTURE AND LAND MANAGEMENT (AALM)

DEPARTMENT OF BIORESOURCE POLICY, BUSINESS & ECONOMICS

UNIVERSITY OF SASKATCHEWAN

NOVEMBER 26 2010

PROPOSAL – POST-GRADUATE DIPLOMA IN ABORIGINAL AGRICULTURE AND LAND MANAGEMENT

TABLE OF CONTENTS

EXECUTIVE SUMMARY	Page 3
PROPOSAL FOR CURRICULUM CHANGE, UNIVERSITY OF SASKATCHEWAN	Page 6
APPENDIX 1 – BUDGET	Page 21
Budget Requirements Form	
PCIP funding email	
APPENDIX 2 – COLLEGE STATEMENT	Page 27
Excerpt from College Plan	
Memo from Dean Buhr, May 26 2010	
APPENDIX 3 – LETTERS OF SUPPORT & EMPLOYER CONSULTATION REPORT	Page 30
APPENDIX 4 – CONSULTATION FORMS	Page 53
Consultation with Registrar Form	
Information Technology Requirements Form	
Library Requirements Forms	
Physical Resource Requirements Form	
APPENDIX 5 – COURSE PROPOSAL AND COURSE INFORMATION FORMS	Page 65
BPBE 810.3	
SLSC 810.3	
BPBE 812.3	
BPBE 813.3	
BPBE 892.6	

EXECUTIVE SUMMARY

Post-Graduate Diploma in Aboriginal Agriculture and Land Management

Department of Bioresource Policy, Business & Economics

Background

In July, 2004 the College of Agriculture and Bioresources hosted an international workshop with a focus on the management of indigenous lands. Invited expertise came from the USA, New Zealand, Australia and Canada. For four days the invited guests and more than 100 chiefs and councillors from Western Canada First Nations discussed the challenges and opportunities associated with effectively managing indigenous lands. The overwhelming consensus was that indigenous people want to regain sovereignty of their lands and want to manage the land in a way that is economically, culturally and socially acceptable by the people. The most pressing challenge was identified as a need for greater human capacity in the area of land management. The issue of lack of land management expertise was further discussed at a 2006 conference jointly hosted by the College of Agriculture and Bioresources and the First Nations Agricultural Council of Saskatchewan. Reciprocal visits were made with faculty from the University of Arizona (Dr. Joe Hiller, Dr. Steve Cornell and Dr. Manley Begay) as well as with Maori faculty from New Zealand (Dr. Tanira Kingi and Dr. Richard Jefferies) to explore ways to address the land management need. Subsequently both the University of Arizona and the Tribal University of Awanuiarangi in New Zealand are now in the early stages of developing indigenous land management programs copying the PGD in Aboriginal Agricultural and Land Management proposed for the University of Saskatchewan.

The need for a program in indigenous land management has been recognized for a number of years but the resources to develop a program were not available until the Sprott Foundation provided the University of Saskatchewan with \$1 million to develop and deliver a Post Graduate Program in Aboriginal Agriculture and Land Management. After the endowment was announced the College of Agriculture and Bioresources undertook an extensive consultation with Aboriginal Peoples of Saskatchewan and with major agribusiness firms in Western Canada. The objectives of the consultation were threefold: first to determine if there was a need for the program, second to address what the content of the program should include, and third to determine at what academic level the program should be offered. The consultations indicated that there was a strong need for such a program; that the program should include courses relating to agribusiness, the science of land management, and indigenous knowledge related to managing land together with indigenous economic development; and finally that the program should be at a graduate level.

A decision was made to develop a Post Graduate Diploma in Aboriginal Agriculture and Land Management (AALM) with the objective of providing students who hold a Bachelor's Degree in a non-agricultural discipline with sufficient training in agribusiness and land management to enable them to operate at the interface between the aboriginal community and the agribusiness

sector. The primary focus of the PGD is on aboriginal students who have graduated with a Bachelor's Degree in a non-agricultural discipline.

Program Description

A Post Graduate Diploma consists of 30 credit units with a minimum of 18 credit units of graduate level courses and a maximum of 12 credit units of undergraduate courses. The undergraduate courses must be at the senior level (3xx or 4xx). The 30 credit units of coursework will include a mix of courses in three principle areas of study: three agriculture business and land management courses, three agricultural sector courses, and two courses that provide an exposure to indigenous knowledge and indigenous economic development. A six credit unit capstone course will synthesize and apply the knowledge from the principle areas of study in a community based project.

Students in the PGD will begin coursework in January (University Term 2), complete an experiential work placement in spring/summer, and complete their course requirements in September to December (University Term 1). A cohort of students starting and completing the program together would be ideal. However students could alternatively start the program in September, or take a reduced course load and complete the program in two years.

Agricultural Sector Overview Courses

An agribusiness consultation was carried out for the College by Terry Scott of Tesco Consulting in Fall 2009. The consultation emphasized the need for graduates of this program to have familiarity with all the main components of the agricultural production sector – the ability to “talk farming”. This is provided by four required courses in the PGD – three new courses developed for the program and one existing course. The three new courses (**AGRC 411.3 Field Studies in Agricultural Production Systems**, **SLSC 810.3 Agricultural Production Systems**, and **BPBE 810.3 Agribusiness Management**) will provide a thorough overview of agricultural production from the development, selection, and planting of seeds through to the final processing and marketing of the products by multi-national agribusiness firms. A unique element of the courses is the inclusion of content on the rapidly expanding aboriginal agricultural sector, which provides a bridge to the aboriginal land management content of the remaining courses in the PGD. The fourth course in this part of the PGD (**BPBE 320.3 Introduction to Farm Business Management**) is a well established course that provides in-depth training on the fundamentals of farm business management.

Aboriginal Land Management Courses

This component of the course builds upon one existing course (**RRM 312.3 Natural Resource Management and Indigenous Peoples**) and three new graduate-level courses: **Aboriginal Nation Building in the 21st Century (BPBE812.3)**, **Aboriginal Land Management Reading and Seminar Course (BPBE813.3)**, and the **Aboriginal Land Management Project (6 cu course) (BPBE892.6)**. These four courses will provide students with a comprehensive understanding of the principles and practices that underlie current approaches to aboriginal land management as well as a context for understanding probable future developments in this field.

The final course in the program is an existing experiential learning course, **PLSC 445.3 Experiential Learning Internship**. This employment internship will enable the student to apply

their academic knowledge while acquiring and expanding employability skills through work experience. Consistent with the requirement for all graduate students at the University of Saskatchewan, PGD students will also complete **GSR 960: Introduction to Ethics and Integrity**.

Draft Calendar Description

The objective of the Post Graduate Diploma in Aboriginal Agriculture and Land Management is to provide students who hold a Bachelor's Degree in a non-agricultural discipline with sufficient training in agribusiness and land management to enable them to operate at the interface between the aboriginal community and the agribusiness sector. The primary focus of the PGD is on aboriginal students who have graduated from a Bachelor's Degree in a non-agricultural discipline but all students are welcome in the program.

Admission Requirements

- Completion of a 4 year Bachelor's degree.
- an average of 65 percent or better in the final two years of their undergraduate program

Degree Requirements

- Completion of 30 units of required courses - 18 Grad level and 12 Undergrad level
 - BPBE 810.3 Agribusiness Management
 - BPBE 812.3 Aboriginal Nation-Building in the 21st Century
 - BPBE 813.3 Aboriginal Land Management Reading and Seminar Course
 - BPBE 892.6 Aboriginal Land Management Project
 - SLSC 810.3 Agricultural Production Systems
 - PLSC 445.3 Experiential Learning Internship
 - AGRC 411.3 Field Studies in Agricultural Production Systems
 - RRM 312.3 Indigenous Peoples & Natural Resource Management
 - BPBE 320.3 Introduction to Farm Business Management
 - GSR 960.0 Introduction to Ethics and Integrity

TOEFL requirement as per College of Graduate Studies and Research Regulations

PGD AALM, Page 6

Proposal Document

3. RATIONALE

Background

In Canada there are 605 First Nations with a total population of 608,850 occupying a combined reservation area of approximately 8 million acres. Of this total the 75 First Nations in Saskatchewan have over 3 million acres of reservation land with the majority of the land located in the southern grainbelt of the province. In addition many of the Canadian Nations are successfully settling claims against the federal government. Since 1973 there have been 1308 claims filed with over 300 settled to date. The payouts have ranged from \$15,000 to \$125 million with an average settlement value of \$6.5 million. Many of the claims include a requirement that the Nation use at least some of the funds to purchase additional lands meaning that the land base available to the First Nation Peoples will continue to expand.

The Métis too have secured a significant land base through federal legislation (i.e., Métis Population Betterment Act of 1938) and more recently through the settlement of comprehensive land claims (Sahtú Dene and Metis Land Claim Settlement Act, 1994). Together, nearly 7 percent of Canada is recognized as being under exclusive authority of Aboriginal governments.

The large land base provides enormous opportunity for Aboriginal Peoples but challenges associated with managing such a large land base are significant. In particular there is an acute need for people with professional training to assist in the decision making process in areas of policy, economic development, and land and resource management. Better training and expertise is required to make informed decisions and to optimize the usage of the land and resources. Also, decision makers, bureaucrats and entrepreneurs require ongoing support as they work together to improve the socio-economic situation of indigenous people.

The majority of the agricultural lands owned by the First Nations are currently leased to non-First Nation farmers. Community leaders have repeatedly expressed concern as leasing land does not maximize economic benefits to the community and in most cases does not create jobs for band members. First Nation leaders across the prairies have expressed a desire to “take-back” their lands but do not have members with the necessary skills to manage the lands.

A second factor to consider is that Saskatchewan is at a critical point in its history. Rapid economic growth over the last years combined with population out-migration over the past decade, has reduced the unemployment rate to one of the lowest in Canada. The Saskatchewan Labour Market Commission reported that the province is experiencing labour shortages for the first time, which limits the ability to grow and prosper¹. An essential part of building Saskatchewan's future labour force will be increasing participation rates of the provincial population, particularly under-represented groups.

Unfortunately, there still exists a significant employment gap between non-aboriginals and aboriginals in Saskatchewan. The unemployment rate for Saskatchewan as of July, 2009 was 5.2 per cent.² The unemployment rate for persons of aboriginal ancestry was 14.8 percent as of

¹ <http://www.gov.sk.ca/adx/asp/adxGetMedia.aspx?mediaId=870&PN=Shared>

² <http://www.stats.gov.sk.ca/>

July, 2009.³ The Saskatchewan First Nations unemployment rate in 2006 was 24.9 per cent.⁴ Aboriginal peoples in Saskatchewan have a population projection that is quite significant for the next 36 years. According to the projections of the Canadian Plains Research Center, the Aboriginal population will rise to 33% of the total Saskatchewan population by the year 2045.⁵

The province's Aboriginal people represent the single largest group that is not fully participating in the province's labour force.⁶ The Commission also reports that highly knowledgeable workers will be needed to replace retiring baby boomers. The agricultural/agribusiness sector has one of the oldest labour forces in the provincial economy and will be particularly pressed to find skilled replacements to fill jobs vacated by retiring boomers.

And finally, less than one percent of Aboriginal students currently enrolled in post-secondary programs in Canada are enrolled in natural resource management fields. It is likely that similar conditions of Aboriginal student enrolment extend beyond Canada's borders. Owing to the under representation of Aboriginal peoples in natural resource programs there is a significant shortfall of professionally trained Aboriginal land and resource managers. This also means that education and training programs are lacking Aboriginal participation and involvement at the stages of curriculum development, thus excluding Aboriginal values from land management institutions.

Program Objectives

The objective of the Post Graduate Diploma in Aboriginal Agriculture and Land Management is to provide students who hold a Bachelor's Degree in a non-agricultural discipline with sufficient training in agribusiness and land management to enable them to operate at the interface between the aboriginal community and the agricultural/agribusiness sector. That is, the PGD will prepare students for employment at the management level in the agricultural/agribusiness sector as well as help to develop the skills required to be effective land managers. As such, the program blends applied training in agribusiness management and agricultural production systems with training in land and resource management issues specific to aboriginal communities. The primary focus of the PGD is on aboriginal students who have graduated with a Bachelor's Degree in a non-agricultural discipline. The intent is to make this program accessible and attractive to aboriginal students from a wide-range of academic backgrounds. It is also envisioned that the PGD program will provide a laddering opportunity for aboriginal students into other graduate programs at the University of Saskatchewan after completion of the PGD.

Demand for the Program

The agribusiness sector in western Canada has clearly stated its desire to have a higher percentage of aboriginal employees. A survey of employers (discussed below) confirms a broadly based interest in students with this type of training, specifically to operate at the interface between aboriginal communities and the agribusiness sector. This focus is further manifest in the funding secured by the College from the Sprott Foundation, which will provide

³ <http://www.stats.gov.sk.ca/lfs/lfsjul09.pdf>

⁴ <http://www.stats.gov.sk.ca/pop/2006%20Census%20Labour.pdf>

⁵ <http://www.stats.gov.sk.ca/pop/2006%20Census%20Aboriginal%20Peoples.pdf>

⁶ <http://www.gov.sk.ca/adx/asp/adxGetMedia.aspx?mediaId=870&PN=Shared>

full stipend scholarship support (approximately \$16,700 per year per student) for seven aboriginal students for four years. It is anticipated that the program will attract additional students funded through First Nations, by their employers, and through other scholarship funds. For instance, the Inroads to Agriculture Institute has allocated a minimum of \$38,000 per year to enable additional students to participate in the PGD (this training institute was recently created as a partnership between senior levels of government and the private sector with approximately \$5-million to support training of Aboriginal Peoples for the agricultural industry). The Sprott Foundation funding also provides for a Lecturer and Graduate Teaching Assistants and/or Graduate Teaching Fellow to ensure that sufficient supports are in place to optimize the academic success for these students. Funding has also been secured from PCIP (August 2010) for an Assistant Professor position to help support the program.

Consultation With Stakeholders

The College of Agriculture and Bioresources has engaged in consultation with both potential employers of graduates of the PGD program and with knowledgeable individuals from the Aboriginal community prior to the completion of the proposal. A detailed survey of potential employers was completed in the summer of 2009 (see appended report from TESCO Consulting) to address the questions of what academic content should be included in the program and whether graduates from the program would be desirable employees in agribusiness.

In addition a series of discussion meetings were held with individuals and groups from the Aboriginal community to determine if this program would be useful and attractive for Aboriginal students and communities, and also what should be included in the program. The group included politicians, land managers, farmers, academics, business people and others. This included individuals from the following First Nations as well as other First Nation communities:

- Yellow Quill First Nation (2 separate interviews)
- Little Black Bear First Nation
- Muskeg Lake Cree Nation (2 separate interviews)
- Poundmaker First Nation
- Little Pine First Nation
- Sturgeon Lake First Nation
- Cowessess First Nation
- And the working group of the Aboriginal Engagement Commitment Area at the U of S

In addition Joan Greyeyes, Special Advisor to the President, has discussed this proposed program widely in the Aboriginal community. Ms. Greyeyes reports that there is overwhelming support for the program and that she knows of numerous individuals who have indicated that they will apply for entry into the program in its first year.

The results of both sets of consultations, as well as consultations with campus leaders, indicate:

- Graduates of the program would be attractive to a wide range of employers in the agribusiness community.
- Employers want the program to focus on agribusiness.
- There is a great need for business/leadership training in the Aboriginal community.
- The program should be at the graduate level to allow for laddering of programs.

- Program should include an historic background of Aboriginal agriculture as well as some discussion of Indigenous Knowledge.
- The demand for the program may be greater than our ability to deliver.
- There is good potential to obtain additional scholarship funds.
- The Vice-Provost Teaching and Learning and the Dean of Graduate Studies have expressed strong support for a PGD in Aboriginal Agriculture and Land Management.
- The program is directly aligned with a high priority area for the university with respect to educational programming for the aboriginal community. PCIP has indicated its support for this program through the provision of funding for a faculty position (Assistant Professor, 4 year term) to support the program.

Enrollment is forecast at 15 students per year initially, potentially rising to 20. However, indications from our consultations with the Aboriginal community are that enrollments could be substantially higher.

Expertise of Sponsoring Unit

The College of Agriculture and Bioresources has expertise in agricultural and resource management issues of relevance to this program, together with expertise in Aboriginal land and resource issues specifically. The College is home to programs in agriculture (B.S. Agriculture), agribusiness (B.Sc. Agribusiness), resource management (B.Sc. Renewable Resource Management), and the Indigenous People's Resource Management (IPRM) certificate program; therefore the proposed PGD is a consistent with the academic expertise and existing suite of programs within the College.

The 2nd Integrated Plan contained two priorities for the College of Agriculture and Bioresources that are consistent with this PGD: Enhanced Aboriginal Programming and Scholarship, and the establishment of the Indigenous Land Management Institute. These are outlined below:

Enhanced Aboriginal Programming and Scholarship

The goal of the College is 1) to create a continuum of educational opportunities at the University level that allow aboriginal students from a range of educational backgrounds to access our programs and 2) to develop structures that allow graduate-level analysis and training in the aboriginal land management area. The program initiatives are summarized in the attached Table 1.

The **Indigenous Peoples Resource Management Program (IPRM)** has been in operation for four years and trains students in aboriginal land management. College faculty offer six courses using a blended on-campus, off-campus model, and successful students graduate with a Certificate. These students then go on to take the equivalent of six further 3-credit courses on technical aspects of land management taught by the National Aboriginal Land Managers Association. The program has graduated approximately 100 students to date in four graduating classes. The costs for the great majority of students (and overall program costs) are covered by Indian and Northern Affairs Canada, although some non-INAC sponsored students are now being accepted.

The College of Agriculture and Bioresources is currently developing a Diploma program that would allow graduates of the IPRM program to transfer into a **Diploma in Land Management**

with advanced standing for their IPRM and NALMA courses. The Diploma would also be available for students directly from secondary school. Graduates from the Diploma would then be eligible for transfer into the **Bachelor of Science in Renewable Resource Management** with advanced standing for their Diploma. The B. Sc. RRM has a significant focus on aboriginal issues, and (through the group project) the potential for direct engagement with First Nations.

Table 1: Summary of existing and proposed initiatives with a significant aboriginal component in the College of Agriculture and Bioresources

Name	Requirements	Credential granted	Primary Audience	Major Funding Source	Status
Indigenous Peoples Resource Management Program	Six degree-level courses	Certificate	Existing First Nations land managers	INAC	Operating since 2007
Diploma in Land Management	Twenty degree-level courses	Diploma in Agriculture and Bioresources	1) Graduates of IPRM and 2) new secondary school graduates		Early stage of development
B. Sc in Renewable Resource Management	Forty degree-level courses	B. Sc. RRM	1) New secondary school grads and 2) Diploma graduates	U of S Operating Budget	Operating since 2008
PGD in Aboriginal Agricultural and Land Management	Ten degree-level courses	Post-Graduate Diploma	Upgrading students who hold a Bachelor's level degree	Sprott Foundation and PCIP	Under development for first offering in 2011
Masters of Land Management	Ten graduate-level courses	Masters	Qualified students who hold a Bachelor's level degree		Under discussion

Indigenous Land Management Institute

One of the most pressing needs of indigenous people in Canada is access to research-based information to use as a basis for informed land and resource management decision-making. There is also a critical need on most reservations and settlement regions for enhanced human capital in the area of land and resource management. In many cases very large resource bases exist with potentially numerous and often conflicting uses. Better training and expertise is required to make informed decisions and

to optimize the usage of the land and resources. Finally, decision makers, bureaucrats and entrepreneurs require ongoing support as they work together to improve the socio-economic situation of indigenous people.

Responding to this need, an Indigenous Land Management Institute (ILMI) was established at the University of Saskatchewan. This Institute brings research, teaching, outreach and engagement activities in the area of indigenous land and resource management together under one umbrella unit. ILMI oversees existing programming directed at aboriginal students within the College of Agriculture and Bioresources, including the Indigenous Peoples Resource Management Certificate Program mentioned above. Professor Natcher, faculty member in the Department of Bioresource Policy, Business & Economics and Assistant Dean of Aboriginal Affairs in the College of Agriculture and Bioresources is the Director of ILMI and has been directly involved in the design of this PGD program. The PGD will be closely integrated with ILMI activities, and several existing faculty who are affiliated with ILMI (e.g. Natcher, Allen, Brooks) will contribute to teaching in the PGD.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The PGD in Aboriginal Agriculture and Land Management will be a new program within the Department of Bioresource Policy, Business & Economics. There are several existing PGDs in the College of Agriculture and Bioresources, and the proposed new PGD has requirements that are consistent with the existing programs. A Post Graduate Diploma consists of 30 credit units with at least 18 credit units of graduate level courses and 12 credit units of undergraduate courses. The 30 credit units of coursework will include a mix of courses in three principle areas of study: three agriculture business and land management courses, three agricultural sector courses, and two courses that provide an exposure to indigenous knowledge and indigenous economic development. A six credit unit capstone course will synthesize and apply the knowledge from the principle areas of study in a community based project. It is envisioned that this program will evolve over time such that additional options could be added to the three areas of study to create flexibility for students with respect to course selection. We also recognize that occasionally the suite of courses may need to be adjusted to allow for differences in students' undergraduate training (e.g., in the event that a student already has an undergraduate training in business management). This would be handled through the Program Advisory Committee (discussed below) in recommending a modified CGSR Program of Studies for students in this category. These caveats notwithstanding, the courses outlined below represent the initial package of courses that comprise the program.

Students in the PGD will begin coursework in January (University Term 2), complete an experiential work placement in spring/summer, and complete their course requirements in September to December (University Term 1). The following outlines the rationale for the particular mix of courses included in the program:

Agricultural Sector Overview Courses

An agribusiness consultation was carried out for the College by TESCO Consulting in Fall 2009 and is appended to this program proposal. The consultation emphasized the need for graduates of this program to have familiarity with all the main components of the agricultural production sector – the ability to “talk farming”. This is provided by four required courses in the PGD – three new courses developed for the program and one existing course. The three new courses (AGRC 411.3 Field Studies in Agricultural Production Systems, SLSC 810.3 Agricultural

Production Systems, and BPBE 810.3 Agribusiness Management) will provide a thorough overview of agricultural production from the development, selection, and planting of seeds through to the final processing and marketing of the products by multi-national agribusiness firms. A unique element of the courses is the inclusion of content on the rapidly expanding aboriginal agriculture sector, which provides a bridge to the aboriginal land management content of the remaining courses in the PGD. The fourth course in this part of the PGD (BPBE 320.3 Introduction to Farm Business Management) is a well established course that provides in-depth training on the fundamentals of farm business management.

Aboriginal Land Management Courses

This component of the program builds upon one existing course (RRM 321.3 Natural Resource Management and Indigenous Peoples) and three new graduate-level courses: Aboriginal Nation Building in the 21st Century (BPBE 812.3), Aboriginal Land Management Seminar Course (BPBE 813.3), and the Aboriginal Land Management Project (6 cu course) (BPBE892.6). These four courses will provide students with a comprehensive understanding of the principles and practices that underlie current approaches to aboriginal land management as well as a context for understanding probable future developments in this field.

Finally, an additional course in the program is an existing experiential learning course, PLSC 445.3 Experiential Learning Internship. This employment internship will enable the student to apply their academic knowledge while acquiring and expanding employability skills through work experience.

Based on our consultations with agribusiness and the aboriginal community we believe that this package of courses will provide students with a sound background in these areas and very good employment skills.

Sequence of courses:

The program structure is outlined below, with the project class (BPBE 892.6) running throughout the year. The program runs on a January-December basis to allow the incorporation of the experiential learning and field studies components. The sequence of courses allows the spring/summer and fall course offerings to build on the concepts introduced during the winter semester courses.

Winter Semester:

- BPBE 810.3 Agribusiness management
- SLSC 810.3 Agricultural Production Systems
- RRM 312.3 Indigenous Peoples and Natural Resource Management
- BPBE 892.6 Aboriginal Land Management Project

Spring/Summer Semester:

- PLSC 445.3 Experiential Learning Internship
- AGRC 411.3 Field Studies in Agricultural Production Systems
- BPBE 892.6 Aboriginal Land Management Project

Note: PLSC 445.3 will start on May 1 and end approx August 15.

AGRIC 411.3 will start on August 15 and end approx September 7.

Fall semester:

- BPBE 320.3 Introduction to Farm Business Management
- BPBE 812.3 Aboriginal Nation-Building in the 21st Century
- BPBE 813.3 Aboriginal Land Management Seminar Course
- BPBE 892.6 Aboriginal Land Management Project

Mixed cohorts:

For the specific undergraduate courses within the program the mixture of PGD students and senior undergraduate students should enhance the learning experience for both cohorts of students. For example, RRM 312.3: Indigenous Peoples and Natural Resource Management, while popular with students in the B.Sc. RRM (Renewable Resource Management) program and other programs within the College of Agriculture and Bioresources, has to date not attracted any aboriginal students. The instructor is very supportive of making this course available to the PGD students; the perspective and life experiences of this cohort of students will significantly enhance the class. AGRC 411.3: Field Studies in Agricultural Production Systems is aimed at students with little prior knowledge of these systems and therefore is suitable for students (senior undergraduates or PGD students) with a mixture of disciplinary backgrounds, while the experiential learning course, PLSC 445.3, comprises individual learning experiences such that the mixed cohort is not an issue. BPBE 320.3 Introduction to Farm Business Management is offered to students in the College of Agriculture and Bioresources who are not majoring in Agricultural Economics or the B.Sc. Agribusiness degree. It is therefore suitable for senior undergraduates from non-business/agricultural economics disciplines or students in the PGD. The PGD students, who are expected to be less familiar with agricultural systems than the undergraduate students typically enrolled in BPBE 320.3, will have access to TA support (discussed below) to assist them with the agricultural content and context of this type of class.

Draft Calendar Description

The objective of the Post Graduate Diploma in Aboriginal Agriculture and Land Management is to provide students who hold a Bachelor's Degree in a non-agricultural discipline with sufficient training in agribusiness and land management to enable them to operate at the interface between the aboriginal community and the agribusiness sector. The primary focus of the PGD is on aboriginal students who have graduated from a Bachelor's Degree in a non-agricultural discipline but all students are welcome in the program.

Admission Requirements

- Completion of a 4 year Bachelor's degree in any discipline
- an average of 65 percent or better in the final two years of their undergraduate program

Degree Requirements

- Completion of 30 units of required courses – a minimum of 18 Graduate units and a maximum of 12 Undergraduate units at a senior level, initially specified as:
 - BPBE 810.3 Agribusiness Management
 - BPBE 812.3 Aboriginal Nation-Building in the 21st Century
 - BPBE 813.3 Aboriginal Land Management Seminar Course
 - BPBE 892.6 Aboriginal Land Management Project
 - SLSC 810.3 Agricultural Production Systems
 - BPBE 320.3 Introduction to Farm Business Management
 - RRM 312.3 Indigenous Peoples & Natural Resource Management
 - AGRC 411.3 Field Studies in Agricultural Production Systems
 - PLSC 445.3 Experiential Learning Internship
- Students will also be required to complete GSR 960: Introduction to Ethics and Integrity (or any equivalent GSR course should the GSR 960 course offering be changed).

Course Descriptions

BPBE 810.3 Agribusiness Management

This course is designed to provide an in-depth look at the trends and challenges facing agribusiness managers today. The course will provide agribusiness managers with the concepts and tools required to build a sustainable competitive advantage in an ever-changing economic environment. These concepts and tools are necessary for agribusiness managers to lead their human and capital resources for profit and success.

BPBE 812.3 Aboriginal Nation-Building in the 21st Century

This course examines issues Aboriginal Governments and communities face as they enter the 21st century, including: political sovereignty, economic development, constitutional reform, cultural and language maintenance and promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the breadth of issues that leaders must confront, from health, education, and social services to politics, economics, and cultural change. Research finds that the viable approaches to such areas of Nation Building must be compatible with individual societies' cultures, and Aboriginal societies are culturally heterogeneous. Therefore there is not "one size" that fits all. As such case studies derived from field research in Canada and the United States will be utilized to engage students in the classroom discussion about the challenges and opportunities that confront Aboriginal Nation in the 21st century.

BPBE 813.3 Aboriginal Land Management Seminar Course

The components of this course will allow students to pursue an in-depth examination of selected topics in agribusiness and aboriginal land management. The seminars will be presented by students based on their structured reading and synthesis reports. The faculty course coordinator(s) will be responsible for coordinating the seminar series and for linking students with appropriate faculty mentors for reading assignments and evaluation of synthesis reports.

BPBE 892.6 Aboriginal Land Management Project Course

This field-based project course focuses on some of the major issues Aboriginal Peoples face in the 21st century. It provides in-depth, hands-on exposure to Aboriginal development issues, including: wildlife, sovereignty, economic development, constitutional reform, leadership, land and water rights, etc. In particular, the course emphasizes problem definition, client relationships, and designing and completing a community based research project related to an identified community need. The course is devoted primarily to preparation and presentation of a comprehensive paper based on a field investigation. Students, in teams of two, will work with Aboriginal communities to address critical issues as identified by the community.

SLSC 810.3 Agricultural Production Systems:

The goal of this course is to provide the student with an overview of the scientific basis of agricultural production systems and a thorough understanding of the application of these scientific principles to plant production in western Canada. The emphasis is on plant production systems including forage production. The course includes a large component of independent research using current on-line resources and decision support software used in crop and soil planning.

BPBE 320.3 Introduction to Farm Business Management

The analysis and interpretation of basic farm accounting records and the use of this information in planning future farm decisions. Skills taught will include an analysis of financial statements,

including ratio and trend analysis and projecting future farm business plans using budgeting and computerized tools.

RRM 312.3 Natural Resource Management and Indigenous Peoples

Explores the concepts, practices and issues associated with the management of land and resources by Canada's Aboriginal peoples. By examining the premises underlying varying approaches to resource management, this course will examine Aboriginal rights and management responsibility for fisheries, water resources, wildlife, forestry, parks and protected areas, and non-renewable resources. This course also examines the role of traditional/local ecological knowledge in resource management and impact assessment.

AGRC 411.3 Field Studies in Agricultural Production Systems

The course will provide students with direct experience with the production and marketing sectors through site visits and contact with a range of sector partners. Students will emerge from this course with an enhanced understanding of the key components associated with different agricultural production systems, the interdependence of these components, and the broader context that these production systems occur in.

PLSC 445.3 Experiential Learning Internship

This employment internship will enable the student to apply their academic knowledge while acquiring and expanding employability skills through work experience. A self-directed learning agreement completed by the student, with input from the employer and approved by the course facilitator, will detail the learning outcomes and how proof of learning will be verified. Journal entries, reflection, online discussion, an oral presentation, a term paper, self- and employer evaluation and completion of a final product are required. Examples of the final product may include a manual, website, e-newsletter, or workbook.

Program Management, Program Advisor and TA support:

An AALM **Program Committee** will be formed to oversee admissions into the program, recommend changes to program content over time and approve changes to students' program of studies, etc. The program committee will comprise faculty directly involved in delivering the program, including the new Lecturer position and at least one faculty member associated with the Indigenous Land Management Institute. The program committee will report to the Head of the Department of Bioresource Policy, Business & Economics.

A **Program Advisor** will be appointed as the primary point of contact for the students. The advisor will be a faculty member in the Department of Bioresource Policy, Business & Economics, likely the new Lecturer position. The Program Advisor will act as an academic mentor to the students, monitor their progress and be available to address any student concerns that arise. The program advisor will also be able to recommend changes to a student's program of study to accommodate previous undergraduate training that might be duplicated by the core PGD courses, or if there is future flexibility with respect to course electives as the program evolves. The program advisor will be a member of the AALM Program Committee.

Teaching Assistant Support

Financial support of approximately \$22,000 per year is available for student teaching assistant support for the AALM PGD. The transitioning support provided by the TAs will be particularly

important for students with little or no experience of agriculture or agribusiness courses. In this regard the TA model will follow that used in the Indigenous Peoples Resource Management (IPRM) Program in the College of Agriculture and Bioresources and will be guided and assisted by the support team in the IPRM program. As such, TAs will be hired for each course based on their subject matter knowledge, where appropriate will attend classes to further enhance their subject matter knowledge and interact with the PGD students, will participate in PAWS chat room discussions or study sessions as appropriate to each course. TAs will be available for one-on-one assistance as required by the PGD students. PGD students will move through the program as a cohort and it is envisioned that the cohort, with the assistance of the TAs, will develop a strong element of peer support and identification with the program.

Ongoing **program assessment** will determine whether this is the correct mix of classes and whether the program is meeting the needs of the students and the community. Examples of long-run indicators of success include: the types of employment taken up by these students upon completion of the program; whether students opt for further graduate training; and the level of interest in the program from aboriginal students as gauged by the numbers of applications. Exit surveys will be used to gather feedback from students as they complete the program, while the more informal and ongoing interaction between the cohort of students and the Program Advisor will allow a real-time assessment of what is working, what is not, and where improvements could be made.

5. RESOURCES

The College of Agriculture and Bioresources has secured funding from the Sprott Foundation of \$1 million over five years toward the cost of developing and mounting this PGD. The secured funding provides resources for a term Lecturer position to support teaching, student advising, and program administration, graduate teaching assistants, course development and program management costs. Existing faculty within the Department of Bioresource Policy, Business & Economics will be reassigned from the B.Sc. Agribusiness program to develop courses for and teach in the PGD, as well as contribute to program administration. Additional faculty resources are necessary to backfill the teaching and administrative activities currently undertaken by these faculty. Consequently, an application was made to PCIP in June 2010 for a term Assistant Professor position to free up these faculty to participate in the post-graduate diploma. PCIP has indicated its support for this initiative and approved this funding request in August 2010. PCIP funding will cover the salary and employment expenses for the term Assistant Professor position. Recruitment for the Lecturer and Assistant Professor positions is currently underway.

The College of Agriculture and Bioresources will provide office space for the additional term Lecturer and Assistant Professor and is exploring the feasibility of providing a dedicated student space within the College building specifically for students in this program. Administrative support will be provided through the Indigenous Land Management Institute and Indigenous Peoples Resource Management (IPRM) program, in collaboration with the Department of Bioresource Policy, Business & Economics. Existing library resources at the University of Saskatchewan are sufficient.

Current funding from the Sprott Foundation and PCIP support for the Assistant Professor position will expire in 2014. However, the long-term academic goal places the PGD as a key component of the College's long-term commitment to Aboriginal programming, as manifest in the 2nd Integrated plan. As such, the College will be actively seeking ways to resource this, and other programs (e.g. IPRM program), on an ongoing basis with permanent faculty positions. The College is currently in the midst of a capital campaign of which a named priority is funding for the design and development of Aboriginal programming, which should identify the necessary resources that will then be factored into, and detailed within, the third Integrated Plan. Through regular consultation with the aboriginal community, the College will determine ongoing programming needs, so that at the end of the four year funding window from the Sprott Foundation and PCIP we will be in a position to determine whether the PGD continues to be the right fit for the community and/or what additional programming needs are present.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

A number of these new courses will be available to other students within the College or in other Colleges or Schools. For example, AGRC411.3 (Field Studies in Agricultural Production Systems) will be available as an elective to other students within Agbio. SLSC 811.3 (Agricultural Production Systems) could be valuable as an elective or audited course for other graduate studies in the College with little existing background in agriculture. BPBE 810.3 (Agribusiness Management), while not open to students in the Agricultural Economics graduate programs if they already have an undergraduate degree in agribusiness or agricultural economics, would be available to other graduate students in the College, or in other Colleges, who would benefit from an overview class in Agribusiness Management.

Consultations with the School of Environment and Sustainability (July 2010, Dr. K. Belcher, SENS Graduate Chair), indicate that a number of the proposed PGD courses could be of interest to SENS students, while a number of SENS courses related to land, water and resource management could also be suitable for students in the PGD program as options in a future flexible program design. It is also recognized that the PGD could provide an excellent laddering opportunity for students (aboriginal and otherwise) to move from undergraduate studies into other graduate programs at the University of Saskatchewan following completion of the PGD.

The PGD in Aboriginal Agriculture and Land Management will fit nicely into a continuum of training in the agriculture/agribusiness sector for aboriginal students. Consultation has occurred with the Saskatchewan Indian Institute of Technology, Lakeland College and the Aboriginal Agriculture Training Institute to ensure students can effectively ladder their educational achievements. First, SIIT is currently providing pre-employment training for aboriginal students interested in the agriculture sector. Next, apprenticeship style, on-farm skill-training is provided through the Green Certificate administered by the Saskatchewan Ministry of Agriculture and Lakeland College is in the process of developing a diploma in production agriculture for aboriginal students. And last, the University of Saskatchewan offers management training through the certificate, diploma and degree programs in the College of Agriculture and Bioresources as listed in Table 1. Consultations with the Saskatchewan Institute of Agrologists (SIA) have determined that students who complete the PGD should be eligible for Professional Agrologist (P.Ag.) status in Saskatchewan; the requirement for P.Ag. status is a four year undergraduate degree and demonstrated knowledge of agriculture. Aboriginal leaders have expressed concern that their people are only getting menial labour jobs and very few of the better paying management positions in the agriculture/agribusiness sector are held by aboriginal

people. A major reason for this is the shortage of people with the necessary management training. The PGD in Aboriginal Agriculture and Land Management will enable aboriginal students to obtain the necessary management skills in a timely manner.

Consultations have occurred with a number of individuals on and off campus regarding this initiative. As noted in section 3 of this proposal, consultation with the aboriginal community has been occurring and is ongoing, indicating a strong interest in this program. Consultations have occurred with Dean Martz, College of Graduate Studies and Research and with Joan Greyeyes, Special Advisor to the President on Aboriginal Initiatives, regarding the design of the program. Candice Pete, Associate Director of ILMI, consulted with various aboriginal communities about the proposed program. Professor Tom Allen, co-leader of the Aboriginal Commitment area, and faculty member within the Department of Bioresource Policy, Business & Economics, has played a leading role in designing the program. Letters of support are attached. The Executive Summary to this proposal provides further details of the community consultations that informed the development of this program proposal.

7. BUDGET

See attached Budget Requirements form.

College Statement

See attached memo from Dean Buhr dated May 26 2010

Related Documentation

See attached letters of support from Larry Ruud, CEO, One-Earth Farms; Joan Greyeyes, Special Advisor to the President at the U of S; and T. Allen, Co-Leader, Aboriginal Commitment Area. Also attached employer consultation report by TESCO Consulting (Nov 2009).

[following information is available from the Office of the University Secretary]

Consultation Forms

1. Consultation with Registrar Form
2. Information Technology Requirements Form
3. Library Requirements Form
4. Physical Resource Requirements.

Course Proposals

Course proposal, course creation information forms and course outlines for all new graduate courses are attached.

Budget Requirements for New Programs and Major Revisions

1. Proposal Identification

Full name of program: Post-Graduate Diploma in Aboriginal Agriculture and Land Management

Short form (degree abbreviation): PGD

Sponsoring Dept/College: Bioresource Policy, Business and Economics, College of Agriculture and Bioresources
College of Graduate Studies and Research

2. Full costing of resource requirements

a) Capital and Start-up Costs:

The Post-Graduate Diploma in Aboriginal Agriculture and Land Management involves the development of six new courses: AGRC 411.3, SLSC 810.3, BPBE 810.3, BPBE 812.3, BPBE 813.3 and BPBE 892.6. Funding for this phase is provided through the Sprott Foundation agreement.

Other start up costs include a market survey and assessment to determine program requirements. The costs have already been incurred through the Sprott funding. The PGD will be promoted prior to its launch and start up costs include promotional material development and production, advertising and promotion.

Existing classroom, computing resources, and laboratory space are sufficient for projected enrolments.

b) Permanent Operating Costs: These costs would be incurred as long as the PGD is offered. Initially, the PGD will be offered for 4 years.

Projected Expenditures	2011	2012	2013	2014
Instructional costs	178,016	191,292	204,316	217,222
Teaching/student support	20,000	21,000	22,000	23,000
Marketing and promotion	8,352	4,000	4,000	2,000
Student bursaries	116,662	116,662	116,662	116,662
Student fees	8,426	11,796	12,385	13,005
Total	331,456	344,750	359,364	371,889
A detailed budget is attached as Appendix A				

Instructional costs include salary and benefits for an assistant professor, lecturer, sessional lecturer and travel costs for the field course. This level of resources provides the capacity and expertise required, either directly in the PGD courses or by providing backfill to existing faculty assigned to develop and teach in the PGD. Of the existing AgBio courses, a new section of BPBE 320 is required, but PLSC 445 and RRM 321 can be offered with existing resources unless enrolment significantly exceeds expectations. The lecturer plays a key role in program management, coordination of the project class, student advising, and administration.

A significant budget for teaching and student support is included to ensure sufficient supports are in place to optimize academic success for the students. The structure of this support has not been determined and will have to be responsive to the student body needs. It is anticipated that some students may require assistance with the transition to science as their degree could be in an unrelated discipline.

A small budget for marketing and promotion is included to ensure that the program continues to be promoted after the initial launch.

Student bursaries are a key feature of the program and a desire of the Sprott Foundation. The bursaries are intended to attract and retain aboriginal students. The experiential work placement provides an

opportunity for students to earn income while enrolled in the PGD. In addition, it is expected that companies and organizations may provide funding directly to their employees. There should be no call on University student financial aid.

The College of Graduate Studies and Research, the College of Agriculture and Bioresources, and the Department of Bioresource Policy, Business and Economics will provide in kind contributions for the overall program administration and student services.

3. Sources of funding

Over two-thirds of the funding has been secured through a \$1,000,000 investment from the Sprott Foundation. These funds are available to be used over a period of time, including initial development plus four years of program delivery.

In order launch and deliver the PGD as proposed, some additional resources are required. PCIP is supporting the initiative by providing an Assistant Professor term position for the four-year delivery period. Over the four-year period, projected tuition revenue is sufficient to cover the salary expense. It is expected that course capacity is 40 students for most courses. Any enrolment above the baseline of 20 will generate additional revenue with relatively low incremental cost.

The impact of increased enrolment on the Provincial Operating Grant has not been considered.

4. Enrolment (tuition revenue)

a) Sponsoring college/department

The PGD includes 30 credit units taken over a 12 month period. The program falls within the College of Graduate Studies and Research and tuition would be assessed at a rate of \$172.50 per credit unit, or \$5,175 per student in 2010/11. All students are incremental to the University and will generate additional tuition revenue.

	2011	2012	2013	2014
Number of students	15	20	20	20
Credit units/student	30	30	30	30
Tuition/cu (4% pa increase)	\$172.50	\$179.40	\$186.58	\$194.04
Projected revenue	\$77,625	\$107,640	\$111,946	\$116,424

b) Other college/department:

All courses are delivered in the College of Agriculture and Bioresources. The Post Graduate Diploma is targeted at a specific audience and it is not expected to draw students away from existing University programs.

5. Additional Comments

The program budget with assumptions is attached. [available from Office of the University Secretary]

Date: September 20, 2010

Financial Analyst (assisting in form preparation
on behalf of the Financial Services Division): Laurel Sawatzki, CMA

Faculty member (for the sponsoring college/dept):

COLLEGE STATEMENT – THE COLLEGE PLAN

The following excerpts are taken from the 2008-12 Strategic Plan of the College of Agriculture and Bioresources:

Enhance Aboriginal Programming and Scholarship

The new Certificate in Indigenous Peoples Resource Management has allowed AgBio to develop significant capacity to deliver programs in this area. Our goal is to work with the broader campus community through the proposed Indigenous Land and Resource Management Institute to develop diploma and degree programming in this area during the next planning cycle.

Indigenous Land and Resource Management Institute

One of the most pressing needs of indigenous people in Canada is access to research based information to use as a basis for informed land and resource management decision making. There is also a critical need on most reservations and settlement regions for enhanced human capital in the area of land and resource management. In many cases very large resource bases exist with potentially numerous and often conflicting uses. Better training and expertise is required to make informed decisions and to optimize the usage of the land and resources. Finally, decision makers, bureaucrats and entrepreneurs require ongoing support as they work together to improve the socio-economic situation of indigenous people.

Responding to this need, an Indigenous Land and Resource Management Institute (ILRMI) will be established at the University of Saskatchewan. This Institute will bring research, teaching, outreach and engagement activities in the area of indigenous land and resource management together under one umbrella unit.



UNIVERSITY OF SASKATCHEWAN

College of Agriculture
and Bioresources

TO: Lawrence Martz, Dean,
College of Graduate Studies and Research

FROM: Mary M. Buhr, PhD, Dean and Professor

DATE: May 26, 2010

SUBJECT: Proposed Post-Graduate Diploma in Aboriginal Agriculture & Land Management

The College of Agriculture and Bioresources is highly supportive of the proposed Post-Graduate Diploma in Aboriginal Agriculture and Land Management. Although the programme will be offered through the College of Graduate Studies and Research, the development of the programme was informed throughout by the Integrated Plan for Agriculture and Bioresources and, as shown in the proposal, is entirely in accordance with the plan.

Initially the program was envisioned as an undergraduate post-degree programme, and the college undertook an extensive consultation with the industry to determine the optimum mix of courses required for graduates to secure employment in this sector. This consultation identified a unique employment niche for such graduates, particularly when the programme included applied business training. Therefore the Department of Bioresource Policy, Business, and Economics assumed the leadership role in program development. Separate consultation undertaken with the aboriginal community indicated very clearly that a post-graduate credential was required, with programming suitable for mature students. In response the program was designed as a Post-Graduate Diploma, with considerable re-working of the programme structure and the nature, level and content of the courses to be included. The proposed programme is one that we believe will meet the needs of both communities and provide graduates with an optimum set of courses to secure employment in the sector.

During the next four years the college will be developing a tier of diploma and degree offerings that will meet the objective articulated in our current integrated Plan to extend Aboriginal Programming. The proposed Post-Graduate Diploma (with the assistance of the generous support of the Sprott Foundation) will join our existing certificate in Indigenous Peoples' Resource Management, which is funded externally through the federal Department of Indian and Northern Affairs, and the full graduate programme housed in the Indigenous Land Management Institute, a type B University centre whose home is in the College. The proposed PGD also provides teaching support to enhance courses from the new and expanding Bachelor of Science in Agribusiness for inclusion at the greater depth needed in a post-graduate program. As such we believe that it will expedite the development of the diploma and degree programs and allow a considerable expansion of the aboriginal population in the college over the next five years.

May 27, 2010

Dr. Mary Buhr
Dean, College of Agriculture and Bioresources
University of Saskatchewan
Saskatoon, Saskatchewan

Dear Dean Buhr:

This letter is in support of the proposal by the College of Agriculture and Bioresources to develop a Post Graduate Diploma in Land Management. This initiative is a result of a partnership between the College, One Earth Farms and the Sprott Foundation.

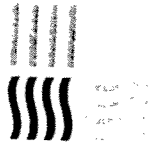
The Sprott Foundation has committed to providing funding to develop and deliver a Post Graduate Diploma Program as well as bursaries to Aboriginal students enrolled in the program. One Earth Farms has designed its business to become the largest and most efficient corporate farming entity in Canada. Partnering with both the Sprott Foundation and One Earth Farms to deliver this program will increase the University's opportunities associated with not only the agricultural industry but areas such as business development and environmental sustainability.

I wish to assure you that I am strongly committed to the development and implementation of the Post Graduate Diploma. This is an opportunity for many Aboriginal students to complete a Graduate program and secure employment with new skills that are greatly required by our Aboriginal communities. If you have further questions regarding my support for this program, please do not hesitate to call me.

Sincerely,



Joan Greyeyes
Advisor to the President on Aboriginal Initiatives



May 6, 2010

Dr. Mary Buhr
Dean
College of Agriculture and Bioresources
University of Saskatchewan
Saskatoon, SK

Dr. Buhr,

Please accept this letter of support from One Earth Farms for a PGD in the College of Agriculture. One Earth Farms has been eagerly anticipating the development of this program since the day when both One Earth Farms and the donation of \$1 Million to the College of Agriculture for the creation of a PGD were publicly announced through a press conference.

One Earth Farms has identified a need for multiple levels of agricultural training in this province including certificate level training and training such as a PGD that will allow individuals to participate in this important industry in a variety of different ways. Our recognition of a lack of training in this area has lead One Earth to actively pursue certificate and skill based training opportunities in this province.

Individuals with this type of training will be attractive as future employees for One Earth Farms. As our business grows, the need for employees with agriculture and agri-business training will also increase.

Through the course of our business we have numerous meetings with First Nations leaders and community members. Since last March we have been frequently asked about the PGD program by our partners and potential partners. There is a very high level of interest in this initiative within both the First Nations community and the agriculture industry.

On behalf of One Earth Farms, this letter supports the development of a PGD in agriculture. We look forward to the development of this program and to working with the students that come through it.

Sincerely,

Larry Ruud
CEO
One Earth Farms

May 26, 2010

Dr. Mary Buhr, Dean
College of Agriculture and Bioresources
University of Saskatchewan

Dr. Buhr

The proposed Post-Graduate Diploma in Aboriginal Agriculture and Land Management fits very well with The Second Integrated Plan at the University of Saskatchewan and I strongly support it.

In the planning document "The Second Integrated Plan: Toward an Engaged University" it is stated that ***"The University of Saskatchewan will progress from accessibility programs for First Nations and Metis students towards graduate programs and enhancing its community-based research."*** The proposed program is a graduate program identified by the Aboriginal community as fitting a community need. Discussions regarding the proposed program were held with members of the Aboriginal business community, Aboriginal land managers, members of the management team from One Earth Farms Inc. and with members of the Working Group of the Aboriginal Engagement Commitment group. In every case strong support was voiced for a PGD in Aboriginal Agriculture and Land Management with offers of support, and a request that the program be developed as soon as possible.

The PGD in Aboriginal Agriculture and Land Management will be an innovative program addressing a community need. This program combined with the research capacity of the Indigenous Land Management Institute will make the University of Saskatchewan a world leader in the research and scholarly work associated with the management of Aboriginal lands.

Sincerely,



Tom Allen
Co-Commitment Leader, Aboriginal Engagement
University of Saskatchewan

**Extract from TESCO Consulting Report on Agribusiness Consultation:
Summary Points**

- Fourteen large agribusinesses active in Saskatchewan were consulted in October, 2009.
- The purpose was to obtain views regarding suitable content for the post-degree Agricultural Systems Management Diploma program as well as to gauge the job prospects for future graduates of the diploma program.
- The consultation indicates that agribusiness needs call for a mix of topics in agronomy, business, and enabling skills to be included in the post-degree diploma (PDD) program.
- Agronomy topics most frequently identified by businesses as being required in the PDD program include field crops in western Canada, soil management, crop management and livestock management.
- Business topics most often cited as being required in the PDD program include business management, business decision-making, grain and livestock marketing, principles of selling, and human resource management.
- Enabling skills such as problem solving, writing and verbal presentation, business communication, negotiation/conflict resolution and computer skills were among the most strongly supported target areas for the PDD program.
- In addition to the topics presented to them for comment, agribusinesses identified additional knowledge and skills they would like included in the PDD program.
- Twelve of the fourteen agribusinesses consulted believe that if the knowledge and skills they require can be included in the PDD program, PDD graduates would be attractive to them.
- Ten of the fourteen agribusinesses express strong job prospects for PDD graduates in their specific company or organization in the next five years.
- Only one company indicates that a professional designation for PDD graduates is a requirement for the jobs for which the company would want to hire PDD graduates.
- Agribusinesses envision PDD graduates potentially fitting into a wide range of positions, but do not typically see them as replacements for agriculture degree positions (depending on the PDD graduate's undergraduate degree discipline).

[Full report of consultant available from the Office of the University Secretary]



College of Graduate Studies and Research

MEMORANDUM

To: Cathie Fornssler, Secretary
Academic Programs Committee of University Council

From: Trever Crowe, Associate Dean
College of Graduate Studies and Research

Copies: Dr. M. Buhr, Dr. L. Martz, Dr. J. Hobbs, Professor T. Allen

Date: December 21, 2010

Re: Post-graduate Diploma: Aboriginal Agriculture and Land Management

Consistent with the agreement between the College of Graduate Studies and Research (CGSR) and the Academic Programs Committee (APC) of University Council, attached is a report that describes the comprehensive and thorough review of the proposed graduate program in the Department of Bioresource Policy, Business and Economics in the College of Agriculture and Bioresources. Following the extensive and thorough review, the CGSR is satisfied that the program meets the expectations for the Post-graduate Diploma.

This report includes six appendices (identified A through F) which document the discussions and correspondence that have been associated with the review of this program. The formal review started with the Graduate Programs Committee in June, 2010 and the final motion to recommend approval of the program was carried at the meeting of the College Executive Committee November 25, 2010.

This program represents an opportunity for aboriginal students to be admitted to a graduate program, and is therefore very much in-line with the strategic missions of the University of Saskatchewan. The College of Agriculture and Bioresources has a strong record of developing programs that allow students to ladder between certificate, diploma and degree programs. This post-graduate diploma is consistent with that theme, where students without a typical background in agrology will be attracted into this program and have the opportunity to explore other courses and programs related to agriculture and bioresources.

The College of Graduate Studies and Research is certainly interested in the evolution and the ultimate success of this program. Thus, assuming that University Council approves this program, we intend to conduct a review of the program after 3-4 years. Such a review will confirm the value and demand for the program.

The College of Graduate Studies and Research enthusiastically recommends that University Council approve this proposal for a Post-graduate Diploma in Aboriginal Agriculture and Land Management. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.

[Appendices available from the Office of the University Secretary]