UNIVERSITY COUNCIL

Academic Programs Committee

REQUEST FOR DECISION

PRESENTED BY: Roy Dobson; Chair, Academic Programs Committee

DATE OF MEETING: May 21, 2015

SUBJECT: **Certificate of Leadership in Post-secondary education**

DECISION REQUESTED:

> *It is recommended:*
> *That Council approve the Certificate of Leadership in Post-Secondary Education, effective September 1, 2015.*

PURPOSE:

The Certificate of Leadership in Post-secondary Education is a 12 credit unit certificate of proficiency offered at the undergraduate level through the Department of Educational Administration to address the growing demand from students interested in post-secondary education. The vision for the certificate is that, with few additional resources, Educational Administration can offer an entry point into the study of post-secondary education from a leadership perspective.

CONTEXT AND BACKGROUND:

The College of Education is committed to enhancing and enriching Undergraduate programs in the College. In addition, this initiative aligns with the College's Priority 4: Grow and enhance our graduate programs, in that the program may attract a different set of mature students who are working, or interested, in post-secondary education.

This certificate program has the potential to draw a number of new cohorts of students to the college as it addresses a gap in programs for people interested in the post-secondary environment. The design of our program is unique in that it allows students to engage in initial offerings and lays the groundwork for laddering two of the courses into a Master's program later. Additionally, our certificate prepares students for leadership by focusing on three broad post-secondary topics: the role of the student and student diversity, teaching and learning, and administration and governance.

The certificate program could be accessed by current employees at post-secondary institutions to improve employment opportunities and advance careers. Faculty at post-secondary institutions could benefit by participating as part of their professional development. It also allows administrators working in the K-12 system to obtain the credentials and skills to work in post-secondary administration.

IMPLICATIONS:
The new resources required for this certificate program will be minimal due to the existing capacity in the College of Education. Additional resources will be required, however, in the following areas: marketing and communication materials will need to be developed and produced; there will be a need for online course development at later stages of certificate delivery (as we expand beyond the University of Saskatchewan community). Additional instructional space will be required, though this will be minimal if all courses are offered onsite. Additional administrative effort may be required as the number of cohorts moving through the program increases and there is greater need to coordinate the offerings.

Four new courses are included as part of this proposal:
- EADM 427.3 – Role of the Student and Student Services
- EADM 428.3 – Administration and governance
- EADM 429.3 - Teaching and Learning in Post-secondary Institutions
- EADM 491.3 - Capstone Activity

Resources for teaching these courses will be covered through the faculty of the Department of Educational Administration as part of the assignment of duties. The department is currently hiring new faculty, and have been mindful to ensure that adding expertise in the area of post-secondary education is forefront.

CONSULTATION:
- Department of Educational Administration, College of Education December 11, 2014 and January 30, 2015
- Consultation with the Registrar: January 29 and February 24, 2015
- College of Graduate Studies and Research (re: laddering courses): February 4, 2015
- Undergraduate Programs Committee, College of Education: February 24, 2015
- Planning and Priorities Committee of Council: March 18, 2015
- Faculty Council, College of Education: March 20, 2015
- Academic Programs Committee, April 1 and April 22, 2015

SUMMARY:
This certificate program will solidify the department's reputation and enhance its capacity to offer undergraduate level programs in the area of post-secondary leadership, administration, and governance. The program will also serve to enhance the recruitment and attraction of mature students and practitioners in post-secondary administration. Currently, the department offers a program that has relevance for practitioners and scholars in both K-12 systems and the postsecondary sector; however, the work to establish discrete program spaces for both sectors will permit increased opportunities for collaboration across sectors while maintaining strength in areas of study that are intimately grounded in the contexts of professional practice

FURTHER ACTION REQUIRED:
Consultation with information technology and the Library will be required as the courses are developed more fully. Continued consultation with external stakeholders, such as Saskatchewan Polytechnique and other national and international peer institutions will be necessary as enrollment is scaled up.

ATTACHMENTS:
- Certificate of Leadership in Post-secondary Education Proposal

	Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): **Certificate of Leadership in Post-Secondary Education**

Field(s) of Specialization: Post-Secondary Education

Option(s):

Degree College: **Education**

Contact person(s)

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Proposed date of implementation: September, 2015

EXECUTIVE SUMMARY OF THE PROPOSAL

The Certificate of Leadership in Post-secondary Education is conceptualized as a 12 cu certificate of proficiency offered at the undergraduate level through the Department of Educational Administration to address the growing demand from students interested in post-secondary education. The vision for the certificate is that, with few additional resources, Educational Administration can offer an entry point into the study of post-secondary education from a leadership perspective.

Having completed the certificate, students will have explored the post-secondary education landscape locally, nationally, and internationally. If they are interested in graduate studies and successfully apply to the Master's of Education program through the College of Graduate Studies and Research, they will be able to use two of the courses (6 cu) from the certificate program towards their graduate work in the Department of Educational Administration.

This certificate would be of interest to faculty and staff in any post-secondary institution. The certificate would focus on three broad post-secondary topics: the role of the student and student diversity, teaching and learning, and administration and governance. There are few similar opportunities offered by other institutions across Canada. In the rapidly changing landscape of post-secondary education, study in this area may be attractive to those who are interested in moving into more senior positions. Initial conversations with internal and external stakeholders have indicated a strong interest in, and identified potential cohorts of students for this certificate program.

The Department of Educational Administration is well positioned to offer programing to students who are employed full-time through flexible timetabling that is characterized by blended and on-line learning technologies in addition to face-to-face evening, weekend, and summer courses. It is envisioned that students would be able to complete the certificate program within 18 months, taking one course each term.

RATIONALE
The Certificate of Leadership in Post-secondary Education supports our institution, college, students, faculty, staff and community in multiple ways.

Our Institution
This initiative supports our university's espoused and enacted values as articulated in its Strategic Directions, its integrated plans, and several of its foundational documents. A certificate program focusing on post-secondary education where potentially two of the courses can be applied towards completion of a graduate degree is in alignment with areas of focus that are outlined in the Third Integrated Plan: Promise and Potential. In implementing this certificate, we will be contributing to the areas of Aboriginal Engagement, Culture and Community, and Innovation in Programs and Services (as explained further throughout this section). In addition, building our institutional capacity through this program supports the University of Saskatchewan Learning Charter; in particular, it contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge and interpersonal connections across campus serves to pull the campus together and to develop common institutional language, commitment, and ways of working.

The need for building our institutional capacity in this area is highlighted in literature focusing on post-secondary education and higher education. Hardy Cox and Strange (2010) emphasized

that, in Canada, we need to develop programs that contribute to professionalizing our personnel who work with students. To achieve this purpose, they recommended "the development of additional programs at the graduate level (master's and doctoral studies), through distance learning and on-campus opportunities, to prepare leaders in the various student services specialties" (Hardy Cox & Strange, pp. 243-244). Keeling (2006) reiterated that we need to be "intentional learners and reflective practitioners, learning continuously about our campus and students, thinking about the way our work addresses the demands of institutional mission and values, and committed to examining and revising our operational assumptions about student learning" (p. 59). Keeling further noted that leadership across campus is key to developing a deeper understanding of students and student learning. A Certificate of Leadership in Post-secondary Education would serve to enhance understanding of students and student learning, as well as further develop formal and informal leaders across campus.

In addition, this program is connected to a particular goal of one of the areas of focus, Innovation in Programs and Services. Specifically, one project from this area of focus that was undertaken during the third planning cycle, the Strategic Enrolment Management Project, (http://www.usask.ca/plan/areas-of-focus/innovation-in-academic-programs-and-services/docs/uofs-sem-report-final.pdf) identified strategies that could promote recruitment of several target groups of students. This certificate program would result potentially in greater enrolment of two of those groups, graduate students and mature students, and assist the university in achieving college-level enrolment targets identified. The proposed program and delivery model for the certificate may be especially attractive to mature students who are working professionals interested in enhancing their skills and knowledge and potentially advancing their careers.

Our College
This initiative supports the College of Education's Third Integrated Plan. Within the College's planning document, it is noted that the College will re-emphasize some of the priorities from the Second Integrated Plan. Of particular importance to this proposal is the priority: Enhance and enrich Undergraduate programs in the College. In addition, the initiative aligns with the College's Priority 4: Grow and enhance our graduate programs, in that the program may attract a different set of mature students who are working, or interested, in post-secondary education.

The certificate program has the potential to draw a number of new cohorts of students to the college. In particular, this program addresses a gap in programs for people interested in the post-secondary environment. Other universities offer programs, primarily Master's degree programs for post-secondary education, but each of them focuses on a particular strand or topic. Simon Fraser University focuses on Student Affairs, University of Manitoba's Centre for Higher Education Research and Development's program is centred on administration, University of Alberta's focus is on pedagogy, and Memorial University is a distance program that

concentrates on Student Affairs and advising. Royal Roads University will be offering a Masters in Higher Education Leadership, starting in fall 2015. However, the structure of the program (requiring a two week residency each year) and the cost of the program make it prohibitive for many prospective students. The design of our program is unique in that it allows students to engage in initial offerings and lays the groundwork for laddering two of the courses into a Master's program later. Additionally, our certificate prepares students for leadership by focusing on three broad post-secondary topics: the role of the student and student diversity, teaching and learning, and administration and governance.

This certificate program addresses a need identified in the Department of Educational Administration's Graduate Program Review (2011). Specifically, some participants expressed a desire for leadership and administration program offerings that were focused on the post-secondary environment. Depending on demand, we could tailor the program to meet specific needs of particular cohorts, such as academic advisors, faculty members, student affairs professionals, or polytechnic staff. By tailoring the program, we could also support our current international collaborations and strengthen our international presence. Offering the program at the undergraduate level will attract a broad spectrum of students, and allow qualified candidates to use some of the coursework towards a Master's degree.

The Department of Educational Administration is well positioned to offer this program. Offering a variety of delivery approaches with flexible timelines and deadlines builds on our current model of diverse course offerings and scheduling (summer, weekends, evenings, online, and satellite programs). In addition, the department is strongly connected to the Saskatchewan Educational Leadership Unit (SELU); this unit has the structure and processes to support the delivery of components of the program through conferences and block programs. We can capitalize on the unit's connections to multiple external stakeholders, provincially, nationally and internationally.

Our Students

This proposed certificate program would support our students in several ways. First, we will offer a unique program that will attract a different group of students. Because of the variety of delivery methods that we are proposing, the program could be adapted for different local stakeholder groups, such as academic advisors, student affairs personnel, and polytechnic staff, as well as having the potential to be adapted for external stakeholder groups, such as international colleges and universities. In addition, this is an initial commitment to professional development that may better meet individual needs or may serve as a ladder towards a Master's program; the process does not commit the student to the degree program, but can serve as a springboard where they can gain confidence in academic work again and can use two of the courses towards a graduate program (if qualified). For some students who would not

have previously qualified for graduate studies, successful completion of the certificate program may be considered for special case admission.

In addition, the implementation of the program will contribute to professionalizing the staff of the institutions, and to enhanced understanding of our increasingly diverse student body. By doing so, we can better support student success, and improve student retention rates; these are explicit goals stated within the Third Integrated Plan. We can also work towards improved intercultural competencies among staff and faculty through developing curricula that incorporate First Nations, Métis and Inuit perspectives, and that highlight the unique needs of international students. We can measure progress in this area through improved institutional and college-level performance regarding student satisfaction, engagement, and sense of belonging as measured by survey tools such as the Canadian University Consortium Survey, the National Survey of Student Engagement, and the Campus Climate survey.

Our Employees
The certificate program meets the needs of our employees in several ways. It can address professional development goals in a way that accommodates the needs of working professionals by establishing flexible timelines and utilizing a variety of delivery approaches. Through participation in this program, employees develop individual capacity for promotion and hiring. The program may positively affect individuals' eligibility for more employment opportunities and career advancement. In addition, it gives mature learners an opportunity to "test the waters" of being a student again. This experience may enhance their confidence as a learner so that they are more likely to move into a Master's program. Once they have completed the certificate, they can choose to use two of these courses to ladder into a Master's of Education Degree program if they can successfully apply for graduate studies.

There would be potential benefits for faculty members as well. By participating in this program, faculty can demonstrate personal growth and achieve professional development goals. The focus on students, post-secondary structures, and teaching and learning can lead to improvement in pedagogical practices, and in intercultural competencies. By opening spaces for dialogue, there will be opportunities for cross-fertilization of ideas and insights into post-secondary education and research. For academic leaders, the participation of faculty in the program can further enhance the teaching and learning mission of their departments and colleges. Additionally, the process (through student participation and through local experts as course instructors) allows us to showcase the expertise on campus and demonstrate our leadership in this area.

For faculty and some staff, this program would be especially appealing because it would be offered on campus. The University of Saskatchewan Faculty Association contract and the Administrative and Supervisory Personnel Association contract include the benefit of taking one

course per term, as long as it is offered by the University of Saskatchewan. These employees could complete the certificate within 18 months at no cost to themselves, if they take a maximum of one course per term.

References:

Promise and Potential: The Third Integrated Plan: 2012 - 2016
http://www.usask.ca/plan/documents/Promise and Potential - Full Version.pdf

College of Education: Third Integrated Plan: 2012 - 2016
http://www.usask.ca/plan/documents/protected/College of Education.pdf

University of Saskatchewan Strategic Enrolment Management Report: 2013 - 2016
http://www.usask.ca/plan/areas-of-focus/innovation-in-academic-programs-and-services/docs/uofs-sem-report-final.pdf

A Learning Charter for the University of Saskatchewan (2010).
http://www.usask.ca/secretariat/documents/LearningCharter.pdf

Hardy Cox, D. & Strange, C.C. (2010). *Achieving student success: Effective student services in Canadian higher education.* McGill-Queen's University Press: Kingston, ON

Keeling, R. (Ed.) (2006). *Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience.* ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, NIRSA

DESCRIPTION OF PROGRAM CHARACTERISTICS

Draft Calendar Entry
The Certificate of Leadership in Post-Secondary Education is 12 cu certificate of proficiency offered at the undergraduate level through the Department of Educational Administration, College of Education. The program investigates the post-secondary environment and focuses on three main topic areas: administration and governance, teaching and learning, and student services. Students in this program will be required to participate in a capstone activity that incorporates their new understandings, and applications to post-secondary institutions, into a culminating presentation.

Admission Requirements
Applicants will hold
 (a) a recognized degree from an accredited university; OR

(b) a completed 2-year or 3-year Diploma from a recognized technical institution or institution of applied science and technology OR

(c) upon a special case admission review

Certificate Requirements

Students will take the following courses:

EADM 427.3 – Role of the Student and Student Services

This course will examine the demographics of the current student population, and investigate the role of student services in supporting student success in post-secondary institutions. Topics will include holistic models of student support, the increasing diversity of students, the wide range of possible student services and their role in supporting the teaching and learning mission of campus. This exploration will be framed as supports for students throughout the student lifecycle, from interested prospective student to alumni.

EADM 428.3 – Administration and governance

This course will describe the administrative structures of post-secondary institutions, and the roles of those structures in the governance process. Overarching theories regarding organizations, leadership, and change management will be discussed. In addition, topics such as institutional, program, and student assessment, policies and procedures, integrated planning, and resource allocation in post-secondary institutions will be covered.

EADM 429.3 - Teaching and Learning in Post-secondary Institutions

This course will investigate adults as learners in post-secondary institutions and discuss best methods to promote students' academic success. Theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles will be explored. Topics include examining teaching approaches and different ways of knowing, student assessment and learning outcomes, and the use of technology for teaching and learning at post-secondary institutions.

EADM 491.3 - Capstone Activity

Students will participate in a culminating activity where they will have an opportunity to incorporate the information, understandings, and experiences resulting from their participation in the program. They will highlight key learnings, and connections to their work environment or other post-secondary contexts, through a culminating paper and presentation.
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RESOURCES

The new resources required for this certificate program will be minimal due to the existing capacity in the College of Education. Additional resources will be required, however, in the following areas: marketing and communication materials will need to be developed and produced; there will be a need for online course development at later stages of certificate

delivery (as we expand beyond the University of Saskatchewan community); and there may also be minimal resources required for course development. We will be applying for a Curriculum Innovation Grant through the Gwenna Moss Centre for Teaching Effectiveness to cover some of these initial costs. Should the grant application not be approved, the Department of Educational Administration will cover any ancillary and administrative costs.

Resources for teaching the courses will be covered through the faculty of the Department of Educational Administration as part of the assignment to duties. The Department is in the process of hiring three additional faculty with the intention of adding expertise in post-secondary education as one of the emerging areas of focus. Experts on campus will be invited as guest lecturers on specific topics or, on occasion, hired as sessional lecturers. We believe this is an opportunity to highlight the expertise of our faculty and staff.

In addition, there will be resources required for instructional space. This will depend on the location of any offering of the certificate. For example, as the certificate is offered at other institutions, classroom space will be required. It is anticipated that there will likely be "in kind" donation of such instructional spaces, however. Instructional personnel will also have to be secured and compensated. There will be minimal direct costs related to administrative support and photocopying course materials. In the later stages of the certificate program, we envision multiple cohorts and delivery models offered concurrently. In this case, resources would be required to provide for coordination of the multiple offerings. It is anticipated that the additional revenue generated by these courses will offset expenses, and may, in time, be a revenue generator for the College.
See Appendix A for detailed information.

RELATIONSHIPS AND IMPACT OF IMPLEMENTATION
This certificate program will enhance the work of the department in several ways. It will solidify the department's reputation and enhance its capacity to offer undergraduate level programs in the area of post-secondary leadership, administration, and governance. The program will also serve to enhance the recruitment and attraction of mature students and practitioners in post-secondary administration. The proposed certificate and resulting curriculum alignment in the department will permit departmental growth toward offering parallel streams of study focussed on K-12 and postsecondary educational administration and leadership. Currently, the department offers a program that has relevance for practitioners and scholars in both K-12 systems and the postsecondary sector; however, the work to establish discrete program spaces for both sectors will permit increased opportunities for collaboration across sectors while maintaining strength in areas of study that are intimately grounded in the contexts of professional practice.

Currently, the Department of Educational Administration maintains a robust cohort of graduate students from a number colleges and departments across campus. Historically, students from a variety of colleges across campus and beyond the University of Saskatchewan have sought out

the department for graduate study. However, in the Graduate Program Review, several participants noted a desire for more coursework focused on the post-secondary environment. This certificate will provide that focus at the undergraduate level and can serve as a springboard into a Master's of Education in Post-secondary Education degree program (in development).   In addition, we may be able to capitalize on the synergies required in developing and implementing Educational Administration's proposed Certificate in Health Professions Education and Leadership. By developing these two specializations simultaneously, we may be able to develop parallel courses or courses that can be applied in either program.

In developing this proposal further, we will engage in broad consultations with a number of stakeholders, including academic and administrative units on campus. We are intending to incorporate some of the expertise on campus in designing and delivering some of the courses (e.g. Gwenna Moss Centre for Teaching Effectiveness), in addition to determining the needs of potential cohorts. We will consult with the library and information technology units; at this time, we are not anticipating a significant impact on support required from those units.

We intend to engage in discussions with external stakeholders such as Saskatchewan Polytechnic, and other potential cohorts nationally, and internationally. Some of these conversations have already occurred as we investigated the interest and need for such a program, and the interest generated by those conversations indicates to us the potential positive impact this program may have for our internal and external stakeholders.

BUDGET

The tuition charged will be standard tuition for undergraduate courses. It is anticipated that the initial cohort will be approximately 20 students.

Ancillary and administrative costs for this program will be covered by the Department of Educational Administration. Currently, the department is in the process of hiring additional administrative staff, 0.5 FTE of which will be devoted to supporting the certificate program. In addition, we will be applying for a Curriculum Innovation Grant through the Gwenna Moss Centre for Teaching Effectiveness to support the marketing and course development for this program. This certificate program is envisioned as one stage of development; the next stage involves the development of a Master's of Education in Post-secondary Education. For qualified applicants who are interested in entering the Master's program, two of the certificate courses would be applicable toward the coursework for this degree program, upon approval of the department.

It is anticipated that the revenue generated by this certificate program will offset the costs associated with its development, marketing, and delivery. Because of the flexible delivery model and the potential use of on-campus expertise in supporting the teaching of the courses, the costs associated with delivery will be relatively minimal.
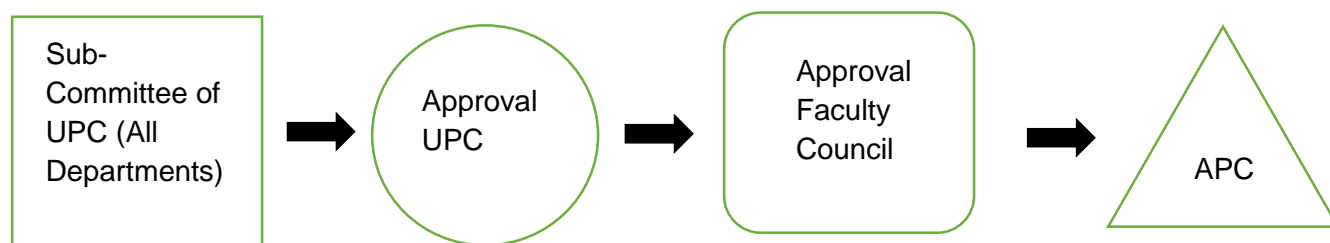
See Appendix A for detailed information.

College Statement

Related documentation included with this proposal includes a letter of support from the Dean of Education, Dr. Michelle Prytula (attached).

The College process for approval of the new Certificate involved approval at the departmental level through Educational Administration. Once approved by the Department of Educational Administration, the proposal moved on to the Undergraduate Programs Committee and then to Faculty Council for final in-College approval.
The following diagram illustrated the approval process followed.

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At Faculty Council, the only recommendation was to add clarity to the language in the proposal around the laddering process. Feedback from the Planning and Priorities committee echoed this feedback. Those comments have been addressed within this proposal.

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
Required for new or revised courses: □ Course proposal forms
                                       □ OR Summary list of new and revised courses
Required if resources needed: □ Information Technology Requirements form
                                         □ Library Requirements form
                                         □ Physical Resource Requirements form
                                         □ Budget Consultation form

Appendix A: Incremental Revenue and Costs for the first 3 years of the Certificate program.

		Year 1	Year 2	Year 3
Tuition Revenue to the university				
Year 1: 20 x (4x560)[1]				
Year 2: 40 x (4x560)				
Year 3: 80x (4x560)		44,800	89,600	179, 200
Total incremental revenue	$	44,800	89,600	179,200
Administrative support [2]		25,000	25,000	10,000
Total incremental salary costs	$	25,000	25,000	10,000
Operating costs[3]		10,000	15,000	20,000
Marketing, communication costs		2,500	1,000	1,000
Computer / IT		10,000	10,000	3,500
Course development, materials		5,000	1,000	500
Total Incremental Non-Salary costs	$	27,500	27,000	25,000
Surplus (or deficit)	$	-7,700	37,600	144,200

[1] Standard Education Undergraduate tuition for one 3 credit unit class = $560

[2] Administrative support of 0.5 FTE for the first two years for certificate programs, curriculum renewal; initially paper-based applications then moved to online application. After the first 2 years, the administrative support required for this program should be significantly less.

[3] Operating costs will increase somewhat as the cohort expands; additionally, travel costs will increase as external cohorts are developed.