

PLEASE NOTE CHANGE IN LOCATION OF THIS MEETING

UNIVERSITY COUNCIL AGENDA
2:30 p.m. Thursday, April 15, 2010
ROOM 18 EDWARDS SCHOOL OF BUSINESS
(GOODSPEED THEATRE)

1. Opening remarks
2. Adoption of the agenda
3. Minutes of the meeting of March 18, 2010
4. Business from the minutes
5. Report of the president
6. Report of the provost
7. Student societies reports
 - 7.1 Report from the USSU - verbal
 - 7.2 Report from the GSA - verbal
8. Planning and priorities committee
 - 8.1 For information: Operating principles for the Johnson-Shoyama Graduate School of Public Policy
9. Bylaws committee
 - 9.1 Notice of motion re change in the non-voting membership of the planning and priorities committee
10. Nominations committee
 - 10.1 Nomination for GAA representative on the search committee for associate vice-president research (report to be distributed by e-mail)
11. Academic programs committee
 - 11.1 Request for Decision: Arts and Science - Termination of BA in Sociology and Biotechnology
 - 11.2 Request for Decision: Arts and Science – Termination of BSc in Cell Biology and Biotechnology
 - 11.3 Request for Decision: Arts and Science – BSc Four-year and Honours in Environmental Biology
 - 11.4 Items for Information: Honours in Linguistics; Change of Name to Studies in Religious Traditions; Change in program options in Women's and Gender Studies with related changes to courses and deletion of departmental specializations

Council agenda (continued)

12. Other business

13. Question period

14. Next meeting – 2:30 p.m., Thursday, May 27, 2010 in Goodspeed Theatre (ESB)

Please send regrets to alex.hockley@usask.ca

AGENDA ITEM NO: 3



*Minutes of University Council
2:30 p.m., Thursday, March 18, 2010
Neatby-Timlin Theatre*

Attendance: See appendix A.

1. Opening remarks

Dr. Card called the meeting to order at 2:35 p.m., declaring that quorum had been obtained.

The chair invited Dr. Bob Cram, Executive Director, Centre for Continuing & Distance Education, to present a memorial tribute for Professor Emeritus Robert Brack, who had a 40-year career at the University of Saskatchewan. In 1983, Professor Brack became Director of the Extension Division and Community Relations for the U of S. His work included extension services, adult learning, alumni relations and providing distance education to communities across Saskatchewan. Bob Brack retired from the U of S in 1992 and passed away January 16, 2010.

Following a moment of silence, the business of Council resumed. The chair introduced Dr. Douglas Freeman, the new dean of the Western College of Veterinary Medicine, who is attending Council as a guest today.

2. Adoption of the agenda

BUNT/KALRA: That the agenda be adopted as circulated.

CARRIED

3. Minutes of the meeting of February 25, 2010

It was noted that Item 12 of the minutes of February 25 contain a statement that should be corrected to record the loss of "between 5,500 [not 5.5] and 6,000 monograph books."

PROCTOR/JAECK: That the minutes of the meeting of February 25, 2010, be approved as corrected.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

Noting that the president was unable to be in attendance, the chair invited the provost to present the president's report. The provost conveyed regrets from the president, who has been unexpectedly detained in his return home from travels. On the president's behalf, the

provost reminded Council members of the date of the state of the university address to the General Academic Assembly, which will take place at noon on April 9.

6. Report of the provost

The provost commended members of Council to his written report, and indicated a correction to the timing of the workshop on signature research areas. The item should read “from 11am till 12:30 pm,” and the location is the Exeter Room of Marquis Hall.

7. Student societies reports

7.1 Report from the USSU

Warren Kirkland presented the report as president of the USSU. He expressed thanks to members of Council and the administration for their participation in the white ribbon campaign this week, noting that the event gained attention in the local and Regina press. He reported that the USSU is organizing a housing rights and responsibilities session for orientation in the fall, and invited input and advice concerning this session.

Mr. Kirkland also reported that the crane in place for Place Riel construction will be coming down next weekend. In closing, he conveyed thanks to the faculty members who have been nominated for USSU teaching excellence awards. A total of 111 professors were nominated, representing the results of over 11,000 surveys. Results will be released on March 28.

7.2 Report from the GSA

Devin Ens, academic vice-president, presented the report on behalf of the GSA. He noted that the graduate students are reviving the aboriginal students’ association under a new name, the Indigenous Graduate Student Council. This group had its first meeting yesterday.

The GSA is currently undergoing a constitutional review, including deciding on whether the aboriginal students’ representative will become a permanent executive position or a liaison position. This review process is important in helping the GSA to redefine its role as a more coherent organization with more continuity from year to year. Nominations are still open for the GSA elections, and Council members are urged to encourage any of their graduate students who would make good executive members to run for a position. The association hopes not to have all of its executive positions acclaimed; an election will help encourage graduate students’ sense of citizenship and ownership.

Mr. Ens reminded Council of the graduate student conference on intellectual property in the academy, taking place on May 12-14. Graduate students should be encouraged to consider presenting on the topic of intellectual property and its relationship to academic work.

Graduate students are excited about the teaching and learning charter; most graduate students see this as a very good thing and an important way to define a sense of citizenship in the academic community. Mr. Ens noted that Council’s forum is a good model of

citizenship on campus, as was the Board of Governors' annual public forum last week. Graduate students were very pleased to hear at that event that student assistant rates are going up and will continue to go up; this represents a great move in the right direction.

The graduate student commons is increasingly becoming the place where graduate students find each other, and graduate students are very pleased and excited about the College Quarter project. The university needs more services and businesses nearby, to help create the sense of intensity and urban college spirit you would expect in this part of town. They are considering ways of identifying space in that construction project that would bring the GSA up to the standards of student union business activity.

8. Planning and priorities committee

Dr. Jay Kalra presented this item as chair of the planning and priorities committee.

8.1 Report for information: Update to the Multi-Year Operating Budget Framework 2008/09 – 2011/12

Dr. Kalra provided Council members with an overview of the importance of the multi-year operating budget framework, and the process that has gone into the preparation of the update. He noted that one key budgetary factor remains unknown: the provincial grant to the university, which will be announced later in March. This uncertainty requires the university to consider various scenarios in its planning and projections. Dr. Kalra invited the provost to update Council on the work of his office on this framework.

Dr. Fairbairn expressed appreciation for the close working relationship of his office with Council and with the planning and priorities committee and its subcommittee, particularly in an environment of considerable financial uncertainty. He noted the provincial budget will be announced on Wednesday March 24, and conveyed a qualified and cautious optimism about how the university will fare in the near future. The university has spent considerable time in preparation for possible scenarios and in ensuring that the strategic directions of the university are not unduly compromised by the economic situation. The provost stressed the importance of making reasonable assumptions and taking prudent decisions based on these assumptions. He reminded Council members that the university is moving into the second year of a two-year budget measures exercise to permanently reduce the operating budget by 3% or \$10M. His office is working with units to minimize the impact of these measures on students and academic programs. He also stressed the importance of the board having encouraged the university to continue to pursue opportunities, and pointed to the significant building projects that are going forward on our campus as a result.

Referencing the operations forecast that was tabled in the fall, the provost reminded Council members that the university has asked the provincial government for a 5.2% increase in its operating budget. Since last fall, however, the province's revenues have declined considerably. Nevertheless, the university is regarded by the province as an institution that manages its affairs prudently, and the university continues to receive the message that the province considers higher education to be a priority. These signals are tempered by the experience of universities across the country, where any increase at all

would be considered good news. Dr. Fairbairn noted that he and Vice-president Florizone will be in Regina on Wednesday to hear the budget. Following the budget announcement, the board of governors should be in a position to make a decision about tuition rates before the end of April, and the university's 2010-11 budget will be considered by the board at its May meeting.

The provost then paused for questions about the operating budget framework. In response to a question about the reference on p. 22 to future changes to projected pension payments, Dr. Florizone indicated that this has to do with ongoing discussions with the pension superintendent about changes in rules around when payments are due and about whether universities need to pass a solvency test or a going-concern test. In response to another question, about the university's thinking around differential fees for international graduate students, the provost referenced the need to provide more and better services for international students. He indicated that while the recommendation to the board on tuition is still in preparation, there is a general sense that the institution should not introduce anything like a differential fee for international graduate students too quickly. There was a follow-up question on the support given to students on outbound exchanges, and it was noted that this is part of the conversation being initiated by Tom Wishart in his role as special advisor on internationalization.

Another member asked about the impact of salary settlements at other universities on our approach to budgeting; the provost noted that the university's compensation strategy is based on market principles and merit, and is driven by the strategic imperative to recruit and retain outstanding faculty. The associate vice-president for human resources cautioned that since the university is currently in open bargaining with the faculty association, there is an agreement that compensation will not be discussed in an open forum.

The provost then went on to talk about tuition fees, which are an input into the university's 2010-11 budgets. He indicated that while tuition shapes the revenue side of the question, the university does not set tuition just according to what's necessary to balance the budget. Tuition fees are set according to principles, and this year the board approved a set of principles: comparability, affordability and accessibility, and quality. He indicated that the spectrum of possibilities for the operating budget is between 0 and 5.2%, and if the university receives something in the middle of that range, tuition will be driven by the principles and not by the operating budget. The only scenario in which that conversation is significantly different is if the operating grant is closer to 0; then the board would have to put everything on the table including revisiting the plan around tuition. Otherwise tuition is not closely related to the provincial decision and certainly never in a mechanical kind of relationship.

9. Report for information: Progress report on the review of the university search and review procedures for senior administrators

John Rigby presented a report as chair of the review committee. He described the nature and purpose of the committee, its work to date and the consultations that have been undertaken, including a survey of individuals who have been involved in search and/or review committees in the past three years. He indicated that the committee is committed to conducting a comprehensive and thorough review, and to having a document to Council for feedback before the end of the academic year.

10. Verbal report on Council elections

The secretary reported that 9 members of the general academic assembly were elected by acclamation on February 22, 2010, and one college vacancy was filled by acclamation, and that as a result of the second call for nominations, an additional 15 members have declared that they will stand for the 12 vacancies. An election will be held in late March/early April.

There was a question about why the first group of nominees was acclaimed and not required to stand for election with the second group; the secretary indicated that this is the procedure called for in Council's bylaws.

11. Other business

No other business was raised.

12. Question period

There were no further questions.

13. Adjournment

The meeting adjourned at 3:40 p.m. Next meeting is at 2:30 p.m., Thursday, April 15, 2010 in **Goodspeed Theatre** (ESB).

Appendix A

Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 21	Feb 25	Mar 18
W. Albritton	P	P	R	P	P	P	P
K. Ansdell	P	R	R	P	P	P	P
S. Banniza	P	A	R	P	P	A	P
J. Basinger	P	R	P	P	P	P	P
A. Bedard-Haughn	P	R	P	P	P	R	R
T. Beech	R	P	R	R	P	A	A
M. Bickis	P	P	P	P	P	P	A
P. Bonham-Smith	R	R	R	P	P	P	P
J. Boyd	A	A	A	A	A	A	A
G. Bruce	A	A	R	R	A	R	R
M. Buhr	P	R	P	P	R	R	R
R. Bunt	P	R	P	R	P	R	P
L. Butler	P	A	P	P	R	P	P
L. Calvert	P	A	P	R	R	P	A
C. Card	P	P	P	P	P	P	P
K. Carlson	P	P	A	P	A	A	R
S. Carr-Stewart	P	P	P	P	P	P	P
M. Carter	R	P	P	P	R	R	R
J. Cheesman	P	R	P	P	R	P	P
R. Chibbar	P	A	P	P	R	P	P
L. Connell	P	A	P	P	R	P	P
B. Cotter	R	P	P	A	P	P	A
B. Coulman	P	P	P	P	P	A	P
C. Dahl	P	P	P	P	P	A	P
A. Dalai	A	A	P	P	A	R	R
M. Day	R	R	R	A	P	P	R
K. Deonandan	P	P	P	P	R	R	R
T. Deutscher	P	P	P	P	P	P	P
J. Dillon	P	R	P	P	P	P	P
B. Dobni	P	P	R	P	R	P	P
B. Fairbairn	P	P	P	P	P	P	P
L. Ferguson	P	P	P	R	P	R	R
I. Fleming	A	A	A	A	A	A	A
S. Fowler-Kerry	A	R	R	P	R	R	P
N. Fraser	R	P	A	P	P	P	R
D.Freeman/C Rhodes	R	R	R	P	R	A	P(DF)
M. Ghezelbash	P	P	P	P	P	P	R
B. Gobbett	P	P	A	A	P	P	P
D. Goodridge	A	R	P	R	R	P	P
P. Grant	P	A	P	A	R	R	R
J. Gray	P	R	P	P	R	R	R
J. Greer	P	R	R	R	R	R	R
S. Grover	NYA	A	A	A	P	P	A
D. Hamilton	P	P	P	P	P	R	P
M. Hamilton	P	P	R	P	P	P	A
L. Harrison	P	A	P	P	R	P	P
D. Hill	P	A	P	P	R	R	P
P. Howard	P	A	P	P	P	P	P
J. Hrynchyshyn	NYA	NYA	A	A	P	A	A
L. Jaeck	R	R	P	R	P	P	P
D. Janz	P	P	R	R	R	A	A
J. Kalra	P	R	P	P	A	P	P

Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 21	Feb 25	Mar 18
S. Kaminskyj	P	P	P	P	P	R	P
J. Kells	P	P	P	P	P	R	P
A. Kilistoff	P	R	P	R	A	A	A
J. Kozinski	A	R	R	A	R	R	P
J. Lamothe	P	P	P	R	P	P	P
M. MacDonald	P	R	P	P	R	P	P
M. MacGregor	P	R	P	A	P	P	R
P. MacKinnon	P	P	R	P	R	P	R
J. Martini	A	P	P	A	P	A	A
L. Martz	P	P	P	P	P	R	P
J. Merriam	P	A	P	R	P	A	P
S. Miller.	A	A	A	A	A	A	A
K. Ogilvie	A	A	A	A	A	A	A
Pahwa DaveRishi	NYA	NYA	P	P	P	P	R
D. Parkinson	P	P	R	P	P	P	P
L. Proctor	P	P	P	P	P	P	P
R. Pywell	P	P	P	P	P	P	P
Q. Xiao	P	P	P	A	P	P	P
B. Rakochy	NYA	P	P	P	P	P	P
E. Ralph	P	P	P	P	P	P	R
C. Rangacharyulu	P	P	P	R	P	P	P
C. Reynolds	P	P	P	P	P	P	P
C.Rhodes/D.Freeman	R	R	R	P	R	A	P(DF)
B. Richards	A	R	R	R	R	R	R
J. Rigby	P	P	P	P	R	P	P
C. Rodgers	P	P	P	A	P	P	P
K. Russell	P	P	P	A	P	P	P
K. Schneider	P	P	P	P	P	P	P
R. Schwier	P	P	P	P	P	P	P
Y. Shi	A	A	A	A	resigned	resigned	resigned
B. Si	A	P	P	P	P	A	A
B. Sparling	R	P	P	P	R	P	P
B. Stelmach		R	P	R	R	P	P
C. Still	R	R	P	R	P	P	P
D. Surtees	R	P	R	P	P	P	A
L. Tabil	P	P	A	P	R	P	P
G. Tannous	R	R	R	P	P	P	A
D. Torvi	P	P	P	P	P	P	P
R. Tyler	R	P	P	P	R	R	R
E. Tymchatyn	A	P	P	A	A	A	A
S. Urquhart	P	P	P	P	P	P	P
G. Uswak	A	R	P	R	A	A	R
A. Van Kessel	P	P	A	P	P	A	A
K. Walker	P	P	A	P	A	P	P
F. Walley	P	P	P	P	P	R	P
Y. Wei	P	R	P	A	P	P	A
V. Williamson	R	A	P	P	P	P	R
S. Wood	NYA	R	R	A	A	A	R
L. Wu	A	A	A	A	A	A	A
G. Wurzer	P	P	P	A	P	P	A
G. Zello	P	P	P	P	P	P	R

Non-voting members

Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 21	Feb 25	Mar 18
K. Chad	P	A	R	R	P	R	P
B. Cram	P	P	P	P	R	R	P
D. Ens	P	P	A	R	P	P	P
R. Florizone	P	P	R	R	P	R	P
R. Isinger	P	R	P	P	P	P	P
W. Kirkland	P	R	P	P	P	P	P
H. Magotiaux	R	P	P	A	R	P	R
D.McCullough	P	P	P	A	P	P	P
R. Mowat	P	resigned	resigned	resigned	resigned	resigned	resigned
L. Pennock	P	P	P	P	P	P	P
P. Rempel	A	P	R	R	R	P	R
G. Smith	R	P	P	P	R	P	R

PRESIDENT'S REPORT TO COUNCIL

APRIL 2010

GOVERNMENT RELATIONS

Federal

The Honourable Scott Brison, Member of Parliament, Kings-Hants, Nova Scotia was on campus on March 5th as the featured speaker at the 'Breaking the Silence' conference where he made a presentation on "Courage, Integrity, and Authenticity in Public Leadership." I wasn't able to attend the conference but had an opportunity to meet with Mr. Brison the afternoon prior to his speaking engagement.

I also had occasion to meet with Rob Dunlop, Assistant Deputy Minister, Science & Technology Sector, Industry Canada, along with David Migadel, Regional Executive Director, Prairie & Northern Region, Industry Canada, on March 8th.

As well on March 8th I attended the Canada Foundation for Innovation (CFI) Board of Directors reception and dinner which was held this year in Saskatoon and I was able to address the attendees on the impact of the CFI from the perspective of an institutional community.

Provincial

I was pleased to be able to meet with Laura Lochman, Consul General of the United States of America in Calgary, along with Kim Klassen, Economic and Political Specialist for the Consulate of the USA in Calgary and Melinda Carter, Protocol Officer with the Government of Saskatchewan, during their visit to campus on March 10th.

Their visit to Saskatoon and the University of Saskatchewan was coordinated by the Government of Saskatchewan and our Global Relations office.

Municipal

I was very pleased that the Saskatoon community recognized the 2009-10 achievements of our Huskie sports teams. The Saskatoon Chamber of Commerce and Saskatoon Sports Tourism sponsored a 'Huskies Tribute Luncheon' to celebrate the successes of our women's and men's basketball teams and the wrestling and track and field teams.

BOARD OF GOVERNORS ANNUAL PUBLIC REPORTING

The Board of Governors held their Annual Public Reporting on March 12th at noon in Convocation Hall. The event was open to the University community and the media. This year's agenda included a discussion of governance at the U of S and the role of the Board, as well as an overview of the 2009-10 workplan and a presentation on capital projects.

PUBLIC POLICY FORUM SUMMIT ON THE FUTURE OF ABORIGINAL POST SECONDARY EDUCATION IN SASKATCHEWAN

The University of Saskatchewan was well represented at the “Strengthening Capacity & Creating Opportunity” summit which was arranged by the Public Policy Forum and held on March 22nd in Saskatoon.

My colleagues and I were able to benefit from and participate in panel presentations on Preparing Aboriginal Youth for Post-Secondary Education, Recruitment Strategies for Aboriginal Students into Post-Secondary Education and other discussions around programming and retention strategies and economic opportunities and employment integration for Aboriginal students.

AREAS OF PRE-EMINENCE COMMITMENT UPDATE

Over the past six months, the Areas of Pre-Eminence Working Group has been conducting an extensive, campus-wide consultation to develop a list of distinctive research areas that will bring the University of Saskatchewan high-profile recognition and help to position the U of S among the most distinguished universities in Canada and among the very best in the world in these areas. These signature areas of research, scholarly and artistic activity are critical to advancing the U of S national and international profile, recruiting top students and faculty, and accessing resources in a post-secondary landscape that has become increasingly competitive. Grounded in outstanding achievement and enabled by research capacity, investments, history and sense of place, these signature areas will help the U of S achieve sustainable and pre-eminent research impact, going well beyond a single individual or unit to advance the university as a whole.

From the consultation process, a high degree of consensus has emerged around the broad themes for these signature areas. As Executive Sponsor, I led, along with my colleague Commitment Leader Karen Chad, a workshop with more than 100 faculty and administrators from across campus on March 23rd to obtain feedback on options for titles that will best capture the scope and impact of the signature areas. A website has now been posted on the Vice-President Research site (<http://www.usask.ca/vpresearch>) that will enable faculty who were unable to attend this workshop to learn more about the initiative and provide their feedback (until end of day April 18th).

The Working Group will use all the feedback to finalize the signature areas titles, develop brief descriptions for each signature area, and seek external feedback from leading national and international researchers in the relevant areas of expertise. Once I have endorsed the finalized signature areas, they will be brought forward for information to University Council and the Board of Governors.

INSTITUTIONAL POSITIONING

As you know, the University of Saskatchewan has undertaken an Institutional Positioning Project with the aim of finding our unique place in the Canadian post-secondary education

sector. We have been working towards defining the U of S position through a highly engaging process of extensive consultation with key internal and external audiences.

On March 31st a town hall session was held in order to share what has been learned as well as the proposed positioning strategy. For those unable to attend, additional information sessions were scheduled across campus the following week. A video of the town hall meeting is posted on the website at www.usask.ca/positioning.

COLD BEVERAGE AGREEMENT

In July 1998, the University of Saskatchewan entered into a 10-year agreement for Coca-Cola Bottling Ltd. to be the exclusive supplier of cold beverages (excluding dairy and alcohol products) on campus. The decision was made by the Board of Governors after consultation with the university community and a comprehensive review of proposals from two leading cold beverage suppliers.

The agreement generated net revenues of about \$200,000 per year. The Board of Governors allocated these annual net revenues to support areas directly impacting services to students, such as scholarships, bursaries, Huskie Athletics, library acquisitions, etc.

The initial agreement was based on anticipated sales volumes, and since those volumes were not achieved, provisions of the agreement called for its extension to June 30, 2010.

Once the current agreement expires, there are two viable options before the university: (1) pursue a new exclusive agreement with one major cold beverage supplier through a competitive bid process or (2) pursue agreements with two (or more) cold beverage suppliers through a competitive bid process

With the two-year extension ending in June 2010, the U of S Cold Beverage Steering Committee (CBSC) is interested in hearing from the campus community to determine next steps. The CBSC is a committee with broad representation from across the U of S campus that acts as an advisory board to senior administration on issues relating to the financial and operational implications of the original, and any future, agreement on cold beverage exclusivity. Your viewpoint is important and will assist the CBSC in providing a recommendation to the Board of Governors who will in turn make a decision on future cold beverage agreements at the U of S.

Before the Board of Governors considers future cold beverage agreement options, you are encouraged to share your views. You can provide your feedback online, by phone or by requesting a meeting. For more information visit www.usask.ca/coldbeverage.

NSERC DISCOVERY AND SSHRC GRANT RESULTS

The University of Saskatchewan has received the latest NSERC Discovery Grant and SSHRC Standard Grant results. The U of S success rate was 53%, just below the national success rate of 58%. Significantly however, the U of S increased its NSERC success rate by 8% since the last competition, whereas the national success rate declined by just over 5%. The

University of Saskatchewan SSHRC success rate was 17%--a decline of 8% from last year. The national SSHRC success rate has not yet been released.

CANADA RESEARCH CHAIRS

Kelly Block, M.P. for Saskatoon-Rosetown-Biggan announced on March 26th a \$1.5 million federal investment in the renewal of three Canada Research Chairs at the University of Saskatchewan. “This renewed investment to 2015 represents a strong vote of confidence in the achievements and research impact of these three outstanding U of S Canada Research Chairs. These research chairs build on areas of U of S research strength in Aboriginal health, synchrotron sciences and neuroscience, paving the way for new solutions to pressing societal challenges, while creating more training opportunities for graduate students and other research personnel.”

The three renewed chairholders are Sylvia Abonyi, CRC in Aboriginal Health; Lisa Kalynchuk, CRC in Behavioural Neuroscience; and Sven Achenbach, CRC in Micro and Nano Device Fabrication.

In the 10 years since the inception of the CRC program, the U of S has received a total of more than \$38.3 million in CRC funding. This investment has leveraged another \$4.36 million in associated CFI funding and \$12.54 million in provincial matching and operational funding.

The University of Saskatchewan currently has 25 CRCs. The program aims to attract and retain leading researchers from around the world.

PROVINCIAL TOURS

The provincial tour to Prince Albert on March 24th was very successful. Senator elect Jack Jensen and Senator Peggi-Lynn Gatin joined our group for this visit, along with Joan Greyeyes, Special Advisor on Aboriginal Initiatives, Lorna Butler, Dean, College of Nursing, and Bob Cram, Executive Director, Centre for Continuing and Distance Education. We had a full schedule, including meeting high school administrators and guidance counselors and about 60 grade 12 students at St. Mary’s High School. We met with members of the health sector, including representatives from the Northern Health Strategy Committee, the Northern Inter-Tribal Health Authority, the Prince Albert Parkland Health Region executive team, and College of Medicine and College of Nursing representatives from Prince Albert. In addition, we met with representatives of SUNTEP and the University off-campus program. We were pleased to accept an invitation from U of S Senator Johnny Walker to meet with the Prince Albert Grand Council directors of education, health and economic development. To close out the day, we met with the Regional Advisory Council and hosted an alumni and friends reception that was well attended by over 120 alumni and friends.

The last provincial tour of the term will be to Swift Current and is scheduled for April 20th.

UNIT REVIEWS

Review of Human Resources Division

The review of the Human Resources Division has now advanced to the point where I am able to share the report of the three external consultants and the initial response from the Human Resources leadership team with the university community. All members of the university community can now access these documents by following this link:
http://www.usask.ca/ip/assessment/reviews/unit_reviews.php.

I am extremely grateful to the three external consultants for their thoughtful report and recommendations. I believe the report highlights and confirms the professionalism of the university's Human Resources Division and that it identifies areas in which further improvements can be made.

I am also grateful to all of the university community who participated in this review, who met with the review team to provide their views and insights, and who took the time to write to my office.

I believe that this review takes us a step closer towards realizing the goals enunciated in the university's new *Framework for Assessment: Beyond Systematic Program Review* and, although this review occurred before the procedures for administrative unit reviews have been fully established, I believe we can draw from this experience as we further develop the processes and guidelines for future reviews as part of the university's assessment portfolio and as we engage in other similar reviews.

PROVOST'S REPORT TO COUNCIL

April 2010

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP's meeting on March 8 included a joint meeting with the Standing Subcommittee of the Coordinating Committee of Council. Following an update by Council chair Claire Card on the status of Council nominations, the group engaged in a practical discussion regarding recognition of university service.

PCIP's work has focused on several significant items that will be considered by the Board of Governors in the near future including the multi-year operating budget framework, the tuition strategy, and the annual capital plan for 2010-11. More details will be forthcoming on these items following board consideration next month. Funding was approved for commitments in the Matching Grants Program for this year and next, and PCIP engaged in discussion of emerging initiatives at the university and initial thinking on development of the third integrated plan.

The summary of PCIP's agendas is posted on the Integrated Planning website at www.usask.ca/ip/inst_planning/whatis/pcip/digest.php.

PROVINCIAL BUDGET UPDATE

The Province of Saskatchewan has committed \$269.52 million toward the university's 2010-11 operations and targeted initiatives. This represents a 4 per cent increase as presented in our operations forecast, or 4.5 per cent, considering formerly targeted funding. Even though this operating grant is lower than our request of a 5.2 per cent increase made in the 2010-11 Operations Forecast (please see www.usask.ca/ip/), it represents a strong commitment from the province, particularly considering the current economic climate. The 2010-11 provincial operating grant also includes new permanent funding of \$7.34 million towards targeted initiatives.

Given the budget flexibility provided by recently improved investment returns and extended pension solvency payment deadlines, we anticipate that no further university-wide budget adjustments will be required for 2010-11 (other than the year-two continuation of the overall 3% budget adjustment initiated in 2009-10). As responsible stewards of public resources, we will continue to look for efficiencies in all areas of our operations.

The province's total annual sustaining capital grant decreased by \$7.94 million (or 40%) from the 2009-10 amount of \$20.02 million, resulting in total sustaining capital of \$12.08 million for 2010-11. The province has indicated that they expect this to be a short-term decrease. The 2010-11 sustaining capital grant is substantially lower than the \$30.02 million grant (i.e. increase of

\$10 million over 2009-10) that was requested in the university's operations forecast for critical deferred maintenance needs for our aging infrastructure.

The confirmation of the 2010-11 operating grant allows us to move forward with finalizing our own budget which will be presented to the Board of Governors for approval in May 2010.

STRATEGIC ENROLMENT MANAGEMENT

Over the last eighteen months, a number of people across campus, under the guidance of a steering committee co-led by the vice-provost, teaching and learning and the associate vice-president, student services and including the deans of the colleges of Graduate Studies and Research and Kinesiology, have been working on an Enrolment Action Plan – a set of initiatives designed to have both short-term and long-term impact on our enrolment. These initiatives, in and amongst themselves, are important but they are not sufficient to address institutional enrolment challenges. They will make a great difference to overall progress in this area; it is now time to transition to a new approach of strategic enrolment management. That is, we need to be deliberate about the size and shape of our student body and the programs that attract students to the university. While many programs have high demand, there still needs to be goals around the learner populations that are being reached. We need to establish these goals in the context of the external environment; particularly in light of changing demographics and changing learner populations, and we must continue to take deliberate action to reach these goals. Lastly, we must assess our progress using metrics which are meaningful to us. I have decided to make strategic enrolment management a priority over the next two years with a view of identifying specific projects for the third integrated plan that will assist us in achieving our enrolment goals.

E-LEARNING TASK FORCE REPORT

The e-learning task force, under the leadership of Jim Greer, Director of the University Learning Centre, has presented its final report to the vice-provost teaching and learning. The task force was created in response to a need identified in recent planning documents, including the Teaching and Learning Foundational Document and the Second Integrated Plan, to determine e-learning priorities for our university. The report provides perspectives on learners' and instructors' expectations for e-learning, assesses and examines existing supports for e-learning, and establishes a framework for strategies and structures for coordinating e-learning support and development at the University.

The report makes five major recommendations:

- That e-learning be prominent in future college and institutional strategic plans;
- That an e-learning planning framework and set of best practices be made available to colleges and departments prior to the next planning cycle;
- That more resources be allocated explicitly for e-learning;
- That coordination of central e-learning services, supports and training be improved; and,
- That specific projects be advanced to accelerate university-wide e-learning activity.

The report was shared at the end of March with college and administrative unit leaders, with commitment leaders, and with chairs of key Council committees. It is expected that the recommendations may generate unit-specific actions and will inform future planning and initiatives. In addition, the teaching and learning committee of council has been asked by the vice-provost teaching and learning to help develop an action plan for university-level responses to the recommendations.

The report may be viewed at <http://www.usask.ca/gmcte/drupal/?q=node/493>. Any comments and questions should be directed to Jim Greer (jim.greer@usask.ca) or to Ernie Barber (ernie.barber@usask.ca).

SWITCH Students to present at conference in Sydney and to university students and faculty in Melbourne, Australia

In April four students and Carole Courtney, the SWITCH Coordinator, will be heading to Australia to conduct four presentations at the All Together for Better Health Conference in Sydney. SWITCH – Student Wellness Initiative Toward Community Health – “is an interdisciplinary, student-run, holistic health care and education project that operates from the West Side Community Clinic and White Buffalo Youth Lodge to serve Saskatoon’s core neighborhoods of Riversdale, Pleasant Hill, Caswell, Westmount and King George. ...The project currently includes mentors and student volunteers representing the disciplines of dentistry, kinesiology, medicine, nursing, nutrition, pharmacy, physical therapy, psychology and social work from the Universities of Saskatchewan and Regina, SIAST ...”. Three of the students presenting in Australia are from the University of Saskatchewan – 2 from the College of Medicine and 1 from the Department of Clinical Psychology – and one is from the University of Regina’s Faculty of Social Work. Two of the presentations will be conducted by the SWITCH folks, one will be in conjunction with people from Winnipeg’s WISH (Winnipeg Interdisciplinary Student Health) clinic and the fourth with WISH as well as people from Edmonton’s SHINE (Student Health Initiative for the Needs of Edmonton) clinic. Following the conference in Sydney the presenters from Saskatchewan will be joining those from Manitoba in Melbourne to deliver a half day workshop to students and faculty of nearly ten Australian universities about how to start programs similar to the ones in Winnipeg and Saskatoon.

SEARCHES AND APPOINTMENTS

Review, Vice-Provost, Faculty Relations

Dr. Jim Germida has been reappointed as the Vice-Provost, Faculty Relations for a five-year term, commencing 1 July 2010.

Search, Dean, Edwards School of Business

The search committee for the Dean, Edwards School of Business will be bringing four potential candidates to campus during the month of April.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Jay Kalra, Chair, Planning and Priorities Committee

DATE OF MEETING: April 15, 2010

SUBJECT: **Johnson-Shoyama Graduate School of Public Policy Operating Principles**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

In June, 2007, the presidents of the University of Regina and the University of Saskatchewan signed a memorandum of understanding to create a single graduate school of public policy in Saskatchewan. The Johnson-Shoyama Graduate School of Public Policy (JSGS) is an integrated school offering master's degrees in public administration, international trade, public policy; master's certificates; and a doctoral program in public policy.

An addendum to the 2007 memorandum was signed in January, 2010, outlining specific operating principles to allow the school to operate seamlessly as a provincial school. The principles address program consistency and integrity, enrolment management, student mobility and course accessibility, regulatory primacy, equitable treatment, collegiality, organizational autonomy, joint leadership, entrepreneurship and external relations, and enhancing the two universities' images.

DISCUSSION SUMMARY:

The Planning and Priorities Committee discussed the draft principles with the school's executive director in December, 2009. The committee viewed the construction of the operating principles as a positive step towards equitably addressing many potentially divisive issues and solidifying the practices adopted within the school. The operating principles transparently address the administrative and operational differences between the two institutions and advance the joint aspirations for the school.

As the Planning and Priorities Committee views the operating principles as a model for future collaborative efforts involving joint programming, the committee is pleased to submit the principles to Council for information.

ATTACHMENTS:

Operating Principles for the Johnson-Shoyama Graduate School of Public Policy

Operating Principles:

Addendum to the June 2007
Memorandum of Understanding
between the
University of Regina
and the
University of Saskatchewan
on a partnership to create a single
provincial graduate school of public policy

December 2009

Operating Principles: Addendum to the June 2007 Memorandum of Understanding

Background

In June 2007, the presidents of the University of Regina and University of Saskatchewan signed a Memorandum of Understanding (MOU) to create a single graduate school of public policy in Saskatchewan to advance the agenda of research, graduate programming, and outreach in the areas of public policy and public administration. At the institutional level, the University of Regina and the University of Saskatchewan have expressed continued commitment to overcoming organizational and logistical obstacles to achieve an optimal level of integration in what is a unique collaborative endeavor.

The impetus behind the joint school is the conviction that the Province of Saskatchewan deserves an internationally competitive policy school and that we are much more likely to achieve that goal by combining the resources of the province's two universities. Not only does a joint school increase our size and impact, it also merges the complementary strengths of the two institutions. The University of Regina has established strong links to the provincial public service and serves the local community exceptionally well. The University of Saskatchewan draws on a host of policy expertise across a wide range of professional colleges including Law, Agriculture and Bioresources, and Medicine.

Since the signing of the MOU, a growing spirit of cooperation and collaboration, coupled with a commitment to balance and equity, has characterized interactions among the component parts of the School: the University of Regina campus, the University of Saskatchewan campus, and the Outreach and Training Unit. Outreach and Training builds on the work of the former Saskatchewan Institute for Public Policy, adding responsibility for executive training and student internships to an established record of research communication and event planning

Objective

As befits a high-level document, the 2007 MOU did not outline all of the specific principles that would have to be followed to permit a provincial entity, spanning two separate institutions, to operate seamlessly. This addendum to the MOU is intended to assist both the School and the two universities as they address the task of integration. It identifies specific principles that need to be respected and acted upon for the School to develop into an organizational entity that embodies academic singularity while respecting separate institutional norms and requirements.

Principles

The following principles will guide decisions taken by senior administrators and responsible officers in the two universities and by the leadership, faculty, and staff of the School itself.

Principle 1: Program Consistency and Integrity

The School's two campuses will offer the same core programs with the same content and requirements. Initially, these core programs are as follows: Master of Public Administration (MPA), Master of Public Policy (MPP), and Doctor of Philosophy (PhD). Other programs, that may be specific to one or the other campus, will be agreed to by the entire School.

Implications

- 1.1 All required courses in the core programs, as well as other courses having similar objectives and offered by both campuses, will have a substantially comparable curriculum and will be assigned the same number and title at both campuses. Readings and assignments may differ in minor respects, but the objectives of the course and the standards used to assess student performance will be identical.
- 1.2 Any given offering of a course will be governed by the relevant withdrawal and refund dates, grading schemes, and other course-related protocols, including academic misconduct in a course or grade appeals in a course, of the campus offering the course. Similarly, the campus at which a course is offered has jurisdiction regarding academic misconduct or other matters that could culminate in a student appeal.
- 1.3 Teaching evaluations may differ in format, but all courses will be evaluated, and all evaluations will be shared with the School's Executive and Associate Directors.

Principle 2: Enrolment Management

The School will develop agreed-upon enrolment targets, admission standards, and advertising strategies for each program. An enrolment plan will also address related issues, including the distribution of domestic and international applicants. The enrolment plan will be predicated on the understanding that neither campus should be disadvantaged in the recruitment of students.

Implications

- 2.1 A Joint Admissions Policy Committee, comprising members from both campuses, will establish enrolment goals at each campus and in each core program. Attention will be paid to each university's overall enrolment objectives.
- 2.2 Application procedures and admission criteria for jointly offered programs will be parallel at each campus, subject to such reasonable deviations as are required to accommodate local information technologies, processes, and capacities.

Principle 3: Student Mobility/Course Accessibility

Students will be admitted to one campus, their "home campus", but will be eligible to readily access courses at both campuses. Credits earned at one campus will be applied without limit for purposes of degree completion at the other campus.

Implications

- 3.1 Registration in a course at the alternate campus will be convenient and straightforward for students.
- 3.2 At program completion, students will be able to arrange for release of a complete record of their academic program.
- 3.3 Students seeking to transfer their registration from one campus to the other will be free to do so with no academic or other penalty, provided they are deemed by the School to be making suitable progress toward the completion of their degree.

Principle 4: Regulatory Primacy

The approval of all programs and courses at each campus will follow the requirements and processes of their respective university's governing bodies. Students will be subject to the regulations and procedures regarding non-academic discipline, scholarships, promotion, and approval for the awarding of degrees that prevail at their home campus.

Implications

- 4.1 The home institution, on the approval of the relevant faculty council and university council, will confer degrees.
- 4.2 Personal information of applicants, as well as names of students registered at each campus, may be shared between the University of Regina and the University of Saskatchewan, but the School and both universities are bound by and will comply with *The Local Authority Freedom of Information and Protection of Privacy Act (Saskatchewan)*.

Principle 5: Equitable Treatment

Subject to internal budgeting priorities, best efforts will be made to ensure that there is an equitable distribution of learning, research, and career opportunities for all students regardless of their home campus. The senior leadership of the two universities (defined for the purpose of this document as the Vice-Presidents Academic and Presidents) will make best efforts to ensure that the programs and activities of the School are funded as equitably as possible. Similarly, with the goal of preserving equitable treatment, students taking the same degree program will pay tuition and student fees that are as closely aligned as possible, regardless of which campus is their home campus.

Implications

- 5.1 Scholarship support levels will be roughly equal, internship opportunities will be open to all on an equitable basis, placement services will be available on both campuses, and all students will be included in jointly developed orientation functions and other similar events.

- 5.2 Best efforts will be made to ensure that the physical space devoted to teaching, research, and outreach at both campuses will be as equitable as possible. This commitment extends to classroom space, the accommodation of graduate students, and the office facilities and working conditions of faculty and staff members.
- 5.3 Student fees will be subject to the regulations imposed by each institution, but these student fees should not introduce significant disparities between the two campuses. Students will be charged student fees at only one institution per term, and this will normally be their home campus. If a student is registered at one campus and taking a majority of courses at the other, the student can elect the campus where they access services and will be assessed student fees for that institution only.
- 5.4 Without detracting from the authority of the respective Boards of Governors to set tuition and fees, all changes to tuition and fees will be implemented in close collaboration with the academic leadership (the Executive Director and the Associate Director) of the School.

Principle 6: Collegiality

The hiring of all faculty (including primary and joint appointments and associate members) and the supervision of career development will be undertaken in a collegial fashion and consistent with the respective collective agreements.

Implications

- 6.1 A coordinated advertising and application process will be undertaken whenever there is a vacancy in the academic complement.
- 6.2 The search committees, as provided for in respective collective agreements, will consult as they see fit to ensure that decisions taken are in the best interests of the School as a whole. The Executive Director and the Associate Director will participate in a consultative capacity in searches at both campuses.
- 6.3 Faculty will hold a principal appointment at one of the two institutions and will be appointed as an adjunct professor at the other. The collective agreements at the respective campuses will govern annual reviews, the assignment of duties, leaves, and other personnel issues.
- 6.4 The Executive Director and the Associate Director will consult on the appointment of policy fellows and adjunct professors.

Principle 7: Organizational Autonomy

At both the University of Saskatchewan and the University of Regina, the School will operate as a stand-alone entity similar to a faculty or college for administrative and reporting purposes. As such, it will represent itself in academic and collegial forums, be invited to participate (where appropriate) in collective decision making, and adhere to procedures developed for colleges and faculties at the respective universities.

Implications

- 7.1 The Executive Director of the School will report directly to the Vice-Presidents Academic at both institutions, and the appointment letter will formally recognize his or her responsibility to do so.
- 7.2 A meeting of the Executive Director, the Associate Director, and the two Vice-Presidents will occur on an annual basis.

Principle 8: Joint Leadership

The Executive Director and the Associate Director will be jointly responsible for supporting the overall objectives of the School, managing the collegial processes, overseeing campus operations, and supervising the faculty and staff. The Executive Director will be the principal public contact and spokesperson for the School, but the day-to-day leadership and administration will be based on the concept of shared responsibility.

Implications

- 8.1 The Executive Director position will alternate between the two campuses to the degree feasible.
- 8.2 The annual performance review for both the Executive Director and Associate Director will be defined by the requirements of the university at which their appointments are held, but vice-presidents will consult, as appropriate, within the School as a whole.
- 8.3 Procedures governing the search for both the Executive Director and the Associate Director positions will be those laid out in both universities' search and review procedures as approved by their respective boards, but provision will be made to ensure appropriate membership from both universities.
- 8.4 All adjustments to the governance structure of the School, including the job descriptions of the Executive Director and Associate Director, will be discussed and agreed to by the senior administration at both universities and the School's academic leadership.

Principle 9: Entrepreneurship and External Relations

The School's Outreach and Training unit will seek opportunities to extend its programming in a manner that permits it to operate with a minimum of direct support from the two universities. This entrepreneurial orientation will assist in connecting the School's work to a broad national audience and in drawing support from donors, as well as those who contract for services.

Implications

- 9.1 The Outreach and Training unit will conform to professional accounting standards as interpreted by the universities but will be exempt from budgetary requirements, such as carry-forward policies, that may inhibit the unit's capacity to develop long-term plans for the generation of alternative revenue sources.

9.2 The School will create an Advisory Council comprising prominent leaders from both the public and private sectors that will meet periodically to provide guidance to the School's Executive Director, feedback on programs and initiatives, advice on trends in public affairs, and contacts and networking opportunities. The Presidents of both universities will approve the membership and the terms of reference.

Principle 10: Enhancing the Universities' Images

As a unique entity, created by the province's two universities, the School will develop a branding and image strategy that provides generous recognition of the two universities while, at the same time, developing the School's singular identity.

Implications

10.1 Both of the universities' logos will appear on formal documents and announcements, and promotional materials will take care to provide equitable exposure for both institutions.

10.2 The School's website and communication materials will contain a judicious blend of colors and images adopted by the two universities, and the School will make best efforts to conform to the branding policies of both universities.

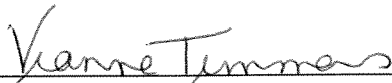
10.3 As much as possible, the two universities will ensure that convocation materials and procedures at each university clearly acknowledge the joint character of the School from which students are graduating, even where programs are offered at only one campus.

10.4 The School's official acronym will be "JSGS" and the name can be shortened, as needed, to "Johnson-Shoyama Graduate School". Campuses will be referred to as the "University of Regina campus" and the "University of Saskatchewan campus".

Implementation

A Working Group will be formed within the School to oversee the implementation of initiatives. The group will solicit the assistance, as needed, of Registrars, University Secretaries, Deans of Graduate Studies, and finance officials to ensure that the principles agreed to here are implemented as effectively as possible.

UNIVERSITY OF REGINA



Vianne Timmons
President


Jan 11/10
Date



Gary Boire
Vice-President Academic

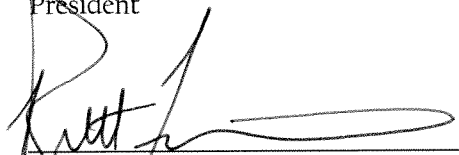
Jan 18/10
Date

UNIVERSITY OF SASKATCHEWAN



Peter MacKinnon
President

Jan 6, 2010
Date



Brett Fairbairn
Provost and Vice-President Academic

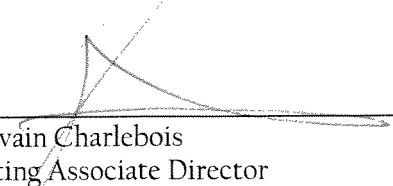
6 Jan. 2010
Date

JOHNSON-SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY



Michael Atkinson
Executive Director

27 Jan 2010
Date



Sylvain Charlebois
Acting Associate Director

21/1/2010
Date

**UNIVERSITY COUNCIL
BYLAWS COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Linda Ferguson, Chair, Bylaws Committee

DATE OF MEETING: April 15, 2010

SUBJECT: Amendments to Council Bylaw Part Two, VII – resource personnel (non-voting members)

DECISION REQUESTED:

Notice of motion is provided that the following motion will be brought to the May council meeting:

That Council approve the changes to the non-voting membership of the planning and priorities committee as outlined in the attached document.

CONTEXT AND BACKGROUND:

The planning and priorities committee requested that Rick Bunt, Chief Information Officer and Associate Vice-president, Information and Communications Technology and Joan Greyeyes, Special Advisor to the President on Aboriginal Initiatives be added to the committee as resource personnel, non-voting members. In addition, the committee requested that the membership be amended to reflect the elimination of the position of Director of Institutional Analysis.

FURTHER ACTION REQUIRED:

This notice of motion will be forwarded to the May 27th council meeting.

ATTACHMENTS:

1. Current and proposed wording for Bylaw Part Two, VII

ATTACHMENT

VII. PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by the Council

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

One sessional lecturer

Ex Officio Members

The Provost & Vice-President Academic or designate

The Vice-President (Finance & Resources) or designate

The Vice-President (Research) or designate

The Vice-President (University Advancement) or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

~~The Assistant Provost~~

~~The Director of Institutional Planning~~ Assistant Provost, Institutional Planning and Assessment

The Director of Budget Strategy & Planning

~~The Director of Institutional Analysis~~

The Director of **Integrated** Facilities Planning

The Associate Vice-President, Facilities Management Division

The Chief Information Officer and Associate vice-President, Information and Communications Technology

The Special Advisor to the President on Aboriginal Initiatives

Administrative Support

The Office of the University Secretary

The Planning and Priorities Committee of Council is responsible for:

- 1) Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
- 2) Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.

- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.
- 7) Balancing academic and fiscal concerns in forming its recommendations.
- 8) Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
- 9) Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.
- 10) Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
- 11) Integrating and recommending to Council on matters referred to it from other Council committees.
- 12) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Fran Walley, Chair,
Nominations Committee of Council

DATE OF MEETING: April 15, 2010

SUBJECT: **Nomination for Search Committee**

DECISION REQUESTED:

That Council approve the nomination of Lee Barbour, Civil and Geological Engineering, as the General Academic Assembly member on the Search Committee for Associate Vice-President, Research.

Search procedures for the Associate Vice-President Research position are not prescribed in the December 2004 "Search and Review Procedures for Senior Administrators" document. However, the composition of this search committee and the procedures to be followed will be based on existing procedures for senior administrator positions at the Associate Vice-President level.

ATTACHMENT:

Background information:

List of AVPR Search Committee members

Reference List of recent Council nominations to search and review committees

Attachment

**Associate Vice-President Research
University of Saskatchewan
Search Committee Membership**

April 6, 2010

Chair – Vice-President Research (*Karen Chad*)

One member of the Board of Governors (*Warren Kirkland*)

One Dean appointed by the Provost and Vice-President Academic (*TBD*)

One member of the GAA selected by University Council (*TBD*)

One Associate Vice-President (*Colin Tennent*)

One member of the Associate Deans Research Forum appointed by the Vice-President Research (*Gary Entwistle*)

One member of the Centres Forum appointed by the Vice-President Research (*Andy Potter, VIDO*)

One graduate student selected by the GSA (*TBD*)

One undergraduate student selected by the USSU (*Kelsey Topola, incoming Vice-President Academic Affairs*)

Two representatives of the Administration and/or Support staff appointed by the Vice-President Research (*Glen Schuler and Susan Blum*)

[from Kate Wilson, Executive Assistant, Office of the Vice-President Research]

**REFERENCE LIST OF RECENT COUNCIL NOMINATIONS
& OTHER MEMBERS FOR SEARCH AND REVIEW COMMITTEES**

Dec. 17, 2009

Search Committee for Dean of Law

GAA member: Mary Buhr, Dean, College of Agriculture and Bioresources

Nov. 19, 2009

Changes approved to the Review Committees for Dean of Kinesiology and for Vice-Provost, Faculty Relations, as shown below.

May 21, 2009

Search Committee for Dean of Edwards School of Business

GAA member: Kevin Schneider, Vice-Dean, Arts & Science

[Other senior administration members: Janusz Kozinski, Engineering]

Search Committee for Dean of Veterinary Medicine (reconstituted)

GAA member: Dan Pennock, Associate Dean, Agriculture & Bioresources (replacing Graham Scoles)

[Other senior administration members: JoAnne Dillon, Arts & Science]

February 26, 2009

Search Committee for Vice-President Research

Senior administrator who is member of Council: Janusz Kozinski, Dean of Engineering

4 GAA members: Marie Battiste, Educational Foundations, College of Education; Karen Lawson, Psychology, College of Arts & Science; Nazeem Muhajarine, Community Health and Epidemiology, College of Medicine; Stephen Urquhart, Chemistry, College of Arts & Science

[Other members: Peter MacKinnon, Chair; Vera Pezer, Board of Governors; Brett Fairbairn, Provost and Vice-President Academic; Lawrence Martz, Dean of Graduate Studies and Research]

Review Committee for Associate Vice-President, Information and Communications Technology and Chief Information Officer

One GAA member: Jane Lamothe, Engineering Library

[Other members: Lois Jaeck as Chair of the Academic Support Committee; Janusz Kozinski, Engineering]

Review Committee for Dean of Kinesiology

One GAA senior administrator: ~~Vivian Hajnal, Educational Administration, College of Education~~ Don Bergstrom, Associate Dean of Faculty Relations, College of Engineering

[Other senior administration members: ~~Gerry Uswak, Dentistry~~ Cecila Reynolds, Education]

Joint Board-Council Committee to review the Search and Review Procedures for Senior Administrators

Representing Council: Jim Cheesman, Psychology, College of Arts & Science; Bob Gander, Electrical and Computer Engineering, College of Engineering; Joan Sawatzky, College of Nursing

Representing Board: Lea Pennock; Nancy Hopkins; Jim Germida (Provost's designate)

Jan. 22, 2009

Search Committee for Dean of Arts & Science

Dan Pennock, Associate Dean, College of Agriculture & Bioresources

[Other senior administration members: Bill Albritton, Dean of Medicine]

Review Committee for Vice-Provost, Faculty Relations (Jim Germida)

~~Trever Crowe, Associate Dean, College of Graduate Studies & Research~~, Janusz Kozinski, Dean of Engineering as the Council member;

Doug Thorpe, English; Declan Quinn, Psychiatry; ~~Louise Humbert, Kinesiology; Len Haines, Education~~ Mik Bickis, Mathematics & Statistics; Len Gusthart, Kinesiology as the General Academic Assembly members

[Other senior administration members: ~~Grant Isaac, Dean of ESB~~ Gerry Uswak, Dentistry]

May 15, 2008

Search Committee for Dean of Veterinary Medicine

Graham Scoles, Acting Dean, College of Agriculture & Bioresources

[Other senior administration members: JoAnne Dillon, Arts & Science]

March 20, 2008

Review Committee for Dean of Law

Grant Isaac, Dean, N. Murray Edwards School of Business

[Other senior administration members: Graham Scoles, Agriculture & Bioresources]

Review Committee for Dean of Arts & Science.

Cecilia Reynolds, Dean, College of Education

[Other senior administration members: Chuck Rhodes, Veterinary Medicine]

Review Committee for the Associate Vice-President (Human Resources).

Rose Olfert, Department of Bioresource Policy, Business & Economics

[Other senior administration members: Carol Rodgers, Kinesiology]

Jan. 24, 2008

Search Committee for Dean of Pharmacy & Nutrition

Jim Thornhill, Associate Dean, Research & Graduate Studies, College of Medicine,

[Other senior administration members: Lorna Butler, Nursing]

Sept. 20, 2007

Search Committee for Dean of Dentistry

Beth Horsburgh, Vice-President Research – Health

[Other senior administration members: Bill Albritton]

Review Committee for the President

Roger Pierson, Obstetrics, Gynecology & Reproductive Sciences

Sheila Schmutz, Animal & Poultry Science

Bob Lucas, Economics

Joan Borsa, Women's & Gender Studies

[Other senior administration members: Carol Rodgers, Bill Albritton]

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: April 15, 2010

SUBJECT: College of Arts & Science: termination of BA Four-year and Honours in Sociology and Biotechnology

DECISION REQUESTED:

It is recommended:

That Council approve termination of the field of specialization of Sociology and Biotechnology in the BA Four-year and Honours programs.

PURPOSE:

Terminations of academic programs are approved by Council.

SUMMARY:

The attached document describes the rationale for this program termination. At its March 23, 2010 meeting, the Academic Programs Committee of Council agreed to recommend its approval.

ATTACHMENTS:

Covering memo and report form for program termination

MEMORANDUM

TO: Cathie Fornssler, Secretary, Academic Programs Committee

FROM: Terry Wotherspoon, Head, Sociology

DATE: ~~January 7, 2009~~ [March 9, 2010]

RE: Deletion of the B.A. Four Year and B.A Honours programs in Sociology and Biotechnology

A recommendation from the Department of Sociology to the Division of Social Sciences, College of Arts and Science, has been approved to delete the B.A. Four Year and B.A Honours programs in Sociology and Biotechnology. We are now requesting the Academic Program Committee of Council to approve the deletion of these B.A. degree programs.

This program consists of courses in biotechnology, as well as courses in commerce, agricultural economics, sociology and philosophy. It was introduced in conjunction with the Virtual College of Biotechnology. With the subsequent dissolution of the VCB and refocusing of biotechnology-related programs at the University, along with reallocation of resources and uncertain status of some of the interdisciplinary courses (in particular BTEC 200.3, BTEC300.3, and BTEC400.3) to support some of those programs, the program can no longer be sustained due to insufficient resources and low program enrollment. In addition, the Department has lost the faculty position that was initially allocated for coordinating the program with responsibility to deliver some of its core courses. While courses relevant to Sociology of Biotechnology studies will continue to be offered for Sociology majors and students in other programs, these are being presented within the broader departmental focus on Sociology of Science, Knowledge and Innovation.

The Report Form for Program Termination is attached.

Sincerely,

Terry Wotherspoon



MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SOCIAL SCIENCES

TO: Cathie Fornssler, Secretary, Academic Programs Committee

FROM: Dirk de Boer, Acting Vice-Dean (Social Sciences)

DATE: March 5, 2010

RE: Deletion of the B.A. Four Year and B.A Honours programs in Sociology and Biotechnology

This memo confirms that the College of Arts and Sciences supports the deletion of the B.A. Four Year and B.A Honours programs in Sociology and Biotechnology.

The proposal to terminate the program was submitted to the College Course Challenge in September 2009, and was approved by the Committee on Academic Programs and Standards for Humanities, Fine Arts and Social Sciences on October 19, 2009. The proposal was approved at the Division of Social Sciences meeting on November 24, 2009.

The enrolment in this program has been very low. In addition, the BTEC 200, 300 and 400 courses that are required for the program have been proposed for deletion in the March 2010 College Course Challenge. These courses (along with BTEC 301, also to be deleted) came out of the Virtual College of Biotechnology, which was dissolved 2 years ago. The combined result of these events is that the program can no longer be sustained.

A handwritten signature in blue ink, appearing to read "Dirk de Boer", written over a horizontal line.

Dirk H. de Boer

BTEC 200, BTEC 300 and BTEC 400, offered by the College of Agriculture and Bioresources, are required courses for this program. None of these have been offered in the past 2 years and their future availability is in question.

2.3 Courses to be deleted, if any.

SOC 292.3 Sociology of Biotechnology will be deleted

SOC 323.3 Science, Innovation and Public Opinion will not be offered annually, and will receive minor modifications to move away from a Biotechnology focus and bring it more generally into line with the Sociology of Science, Knowledge and Innovation focus. (Minor content modification)

SOC 431.3 Sociology of Risk will not be offered on a regular basis, but will remain in the Calendar for now.

2.4 Number of students presently enrolled.

1 student

2.5 Number of students enrolled and graduated over the last five years.

	2005-6	2006-7	2007-8	2008-9	2009-10
Students enrolled	3	1	2	3	1

	2005	2006	2007	2008	2009
Degrees granted	4	2	0	0	2

Numbers obtained from Information Strategy and Analytics website.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Department advisors will work with current students to determine appropriate course substitutions where necessary. As few courses will be deleted or modified, this should not present extreme hardship for students.

3.2 What impact will this termination have on faculty and teaching assignments?

None anticipated.

3.3 Will this termination affect other programs, departments or colleges?

No.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

SOC 292 and SOC 323 are restricted options in programs in Biochemistry and Biotechnology, Biology and Biotechnology, Cell Biology and Biotechnology (a proposal to delete this program is

in process at the College level), Microbiology and Biotechnology, and Philosophy, Science and Biotechnology. Other courses are available within the range of selected options for students to fulfill this requirement when SOC 323 or other designated course cannot be offered.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Not likely.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

Not likely.

3.7 Describe any impact on research projects.

No impact.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

None.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

No impact.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Not likely, as other institutions have adopted a focus beyond sociology of biotechnology.

Other

3.12 Are there any other relevant impacts or considerations?

No impact.

3.13 Please provide any statements or opinions received about this termination.

No statements were received.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: April 15, 2010

SUBJECT: College of Arts & Science: termination of BSc Four-year and Honours in Cell Biology and Biotechnology

DECISION REQUESTED:

It is recommended:

That Council approve termination of the field of specialization of Cell Biology and Biotechnology in the BSc Four-year and Honours programs.

PURPOSE:

Terminations of academic programs are approved by Council.

SUMMARY:

The attached document describes the rationale for this program termination. At its April 6, 2010 meeting, the Academic Programs Committee of Council agreed to recommend its approval.

ATTACHMENTS:

Covering memo and report form for program termination

MEMORANDUM

TO: Cathie Fornssler, Committee Coordinator
Academic Programs Committee of Council

FROM: Dr. Ric Devon, Head
Department of Anatomy & Cell Biology,
College of Medicine

RE: Deletion of Cell Biology and Biotechnology Program

DATE: March 17th, 2010

The Department of Anatomy & Cell Biology supports the deletion of the Cell Biology and Biotechnology program.

Since 2001 only 4 students have graduated and the current enrolment remains low. In addition, many of the interdisciplinary course requirements of this program are no longer offered.

If you require further information, please contact me.

Sincerely,



Richard M. Devon, Ph.D.
(306)966-5137
Ric.devon@usask.ca



UNIVERSITY OF SASKATCHEWAN

Division of Science
College of Arts & Science

TO: Cathie Fornssler, Committee Coordinator

FROM: Kevin Schneider, Vice Dean, Science, College of Arts & Science

DATE: March 29, 2010

RE: Deletion of Cell Biology and Biotechnology program

This is to confirm the information provided in Dr. Devon's letter and in the Report Form for Program Termination for the Cell Biology and Biotechnology program. Given the lack of enrolment in this program, Department resources will be put to better use in other areas.

Students with an interest in Biotechnology will still have the option to choose the Biochemistry & Biotechnology or Biotechnology, Microbiology & Immunology programs. These programs have attracted more students, and have recently proposed changes to program requirements which address the problem of the deletion of previously required interdisciplinary courses.

Sincerely,

A handwritten signature in black ink, appearing to be 'K. Schneider', written over a horizontal line.

Dr. Kevin Schneider

Report Form for Program Termination University of Saskatchewan

Department: Anatomy and Cell Biology

College: Medicine

Program(s) to be deleted: Cell Biology and Biotechnology

Effective date of termination: September 2010

1. List reasons for termination and describe the background leading to this decision.

The enrolment in the Cell Biology/Biotechnology program has been extremely low. Since 2001, only 4 students have graduated with either a 4-year or Honours from this program. As well, during the past academic year, many of the Arts & Science interdisciplinary courses required in this program have not been offered.

1. No specific courses offered by our department will be deleted with program deletion (note that other courses are being deleted/modified as part of our Anatomy and Cell Biology program revisions). The Cell Biology and Biotechnology program utilized existing courses in the sciences and social sciences/commerce. Many of the courses in the latter category are no longer available (see point 2 below). With respect to savings of resources, this will be predominantly in the program management/advising area. The program has taken up a disproportionate amount of advising and management time relative to the very low student enrollment. Additionally, the deletion/modification of many of the non-science electives alone required us to custom-tailor a series of alternative electives for a single student last year. These resources can be used more effectively when put towards our revised Anatomy and Cell Biology program offerings next year.

2. The current list of courses that can fulfill the interdisciplinary requirements for this program is: PHIL 236.3, and 9 cu from SOC 292.3, SOC 323.3, POLS 362.3, BPBE 292.3, COMM 345.3, COMM 346.3, and BTEC 301.3

Deletions/modifications of these courses:

SOC 292.3 has been proposed for deletion, and SOC 323.3 is not being offered annually, and is being modified to move away from a biotechnology focus.

BTEC 301.3 has been proposed for deletion.

It is unclear if BPBE 292.3 will be offered again (not offered since 2008-9 T1).

The prerequisites for the two Commerce courses are unrealistic for students in the Cell Biology/Biotechnology program: COMM 345.3 has COMM 204.3 as a prerequisite, which has COMM 200.3 as a prerequisite. COMM 346.3 requires 30 credit units of Commerce credits

In our view, the lack of a sociology component compromises the spirit of what our department feels the Cell Biology/Biotechnology program was designed to achieve. Together with the very low enrollment and the concomitant disproportionate amount of time required to manage a program with so few students, it simply does not make sense to continue offering this program. To be blunt, the faculty/staff salary time cost alone of managing this program, examining alternate interdisciplinary offerings and ensuring they are available on a yearly basis, writing memos (like this one), course delivery, etc. would likely surpass the tuition revenue from the very few students who have taken the program.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No courses are unique to these programs.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Resources devoted to this program are mainly administrative. Deletion of this program will free time for other demands.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

3

2.5 Number of students enrolled and graduated over the last five years.

	2005-6	2006-7	2007-8	2008-9	2009-10
Students enrolled	0	0	0	5	3

	2005	2006	2007	2008	2009
Degrees granted	0	0	0	3	1

Numbers obtained from Information Strategy and Analytics website.

3. Impact of the termination.**Internal**

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Alternate courses will be approved as substitute requirements for students currently enrolled in the program.

3.2 What impact will this termination have on faculty and teaching assignments?

None.

3.3 Will this termination affect other programs, departments or colleges?

No.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

N/A

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No. Other similar programs will continue in Biochemistry and Biotechnology, and Biotechnology, Microbiology and Immunology. (These programs have had greater enrolment, and in response to the lack of courses on the original list have chosen to take their programs in a different direction.)

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7 Describe any impact on research projects.

None.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

None.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

No external impact is anticipated.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No. Other similar programs exist at the U of S and at other institutions.

Other

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

None received.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: April 15, 2010

SUBJECT: College of Arts & Science: programs in Environmental Biology

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Arts & Science for the Bachelor of Science Four-year and Honours in the field of specialization of Environmental Biology

PURPOSE:

Bachelor of Science programs are academic programs at the University of Saskatchewan. Implementation of programs in a new field of specialization requires approval by University Council.

SUMMARY:

The program in Environmental Biology will fill a significant gap in environmental programming in the College of Arts & Science and the University of Saskatchewan: a program that specifically emphasizes the basic biological principles that underpin an in-depth understanding of the biotic (living) component of the environment. The Environmental Biology program will incorporate a moderate degree of interdisciplinary courses so that students can achieve a broad perspective on both abiotic and biotic components of the environment. Methods, theory, policy and practice will also be brought together by taking advantage of different expertise in several departments; the emphasis will be on living organisms and an applied ecological focus of how to maintain biodiversity on landscapes and in ecosystems. A major in Environmental Biology will accommodate a wide variety of student interests and aspirations, including an environmental career or as preparation for more advanced study. Students completing this program will have a comprehensive understanding of the basic science of environmental biology and ecological theory, an exposure to technical skills, and will be articulate and knowledgeable about the complex environmental issues facing our society.

New course: BIOL 410.3 Current Perspectives in Environmental Biology

The Academic Programs Committee of Council met with Vice-Dean Kevin Schneider and Professor Tracy Marchant to discuss this proposal. A Subcommittee also reviewed the proposal documentation and prepared a report. The proposal documentation was revised in response to several suggestions from the Subcommittee.

At its April 6, 2010 meeting, the Academic Programs Committee agreed to recommend Council approval of this proposal.

ATTACHMENTS:

Program proposal documentation and related appendices
APC Subcommittee report and response.

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: B.Sc. Environmental Biology

Degree(s): Bachelor of Science Field(s) of Specialization: Environmental Biology

Level(s) of Concentration: 4-year and Honours Option(s): N/A

Degree College: Arts and Science Department: Biology

Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Tracy Marchant

Department of Biology

University of Saskatchewan

112 Science Place

Saskatoon, S7N 5E2

Ph: 306-966-4420

Email: tracy.marchant@usask.ca

Date: November 10, 2009

Approved by the degree college and/or home college: November 4, 2009 – Division of Science

Proposed date of implementation: September 2010

2. TYPE OF CHANGE

Requiring approval by Council

A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program.

3. RATIONALE

The Unique Place of Environmental Biology

The program in Environmental Biology will fill a significant gap in environmental programming in the College of Arts & Science and the University of Saskatchewan: a program that specifically emphasizes the basic biological principles that underpin an in-depth understanding of the biotic (living) component of the environment. The Environmental Biology program will continue to incorporate a moderate degree of interdisciplinary courses so that students can achieve a broad perspective on both abiotic and biotic components of the environment. Methods, theory, policy and practice will also be brought together by taking advantage of different expertise in several departments. However, the emphasis will be on living organisms and an applied ecological focus of how to maintain biodiversity on landscapes and in ecosystems. More so than our regular BSc in Biology programs, the Environmental Biology program will stress identification of organisms in the field, skill in applying laboratory and field techniques for environmental monitoring and assessment of the biotic component, and the application of knowledge to applied conservation and management questions.

The Environmental Biology program will incorporate current BIOL courses and offerings by other departments and colleges to create a diverse and meaningful environmental program. We have tried to avoid being overly prescriptive so that students can enter the Environmental Biology program in second year and complete program requirements within a four year time-frame. However, students in the BSc Honours option will be required to complete a hands-on research course, and all students will be required to complete a new BIOL course specifically designed to provide them with a “capstone” learning experience in their last year of study. The overall program was developed to achieve the pedagogic ideals articulated in the original "Undergraduate Platform in the Environment" proposal. By incorporating courses that meet the eight core competencies in the platform document, it is our belief that the Environmental Biology program, especially at the Honours level, will be well-placed to meet the national accreditation criteria as these are finalized. These core competencies can be identified in undergraduate environmental programs at most other Canadian universities. Unique aspects of our program, however, include our ability to utilize courses and expertise in a wide variety of other academic units on our diverse campus, yet maintain a strong focus on the biotic component of environmental science.

Finally, we recognize that many students in our program will eventually secure employment in a variety of environment-related careers. Many will also obtain relevant summer work experience as they progress through the program. An ideal situation would have been to incorporate a specific “co-op” requirement or option that students could use to achieve academic recognition for any work experience they might have or obtain while completing our program. However, such an option is simply too resource-intensive for our Department to contemplate without a serious infusion of additional resources. Perhaps future opportunities to do something more along these lines will be possible, especially if new resources can be secured. In spite of our inability to move forward with this now, we are proposing that some of the specific academic requirements be waived for those students who have employment-related experience relevant to their program in Environmental Biology. This will have the secondary effect of reducing enrolment pressure on our research courses (BIOL 480 or 481) likely to result from the implementation of our new program. A document setting out the criteria we will use to this achieve this moderate recognition of work-related experience is attached in Appendix II.

Historical Perspective & Pedagogic Goals

The development of the Environmental Biology program started as part of the proposed “Undergraduate Platform in the Environment”, which was to position the School of Environment and Sustainability (SENS) as the home for a number of new undergraduate programs with ties

to environmental studies. Ultimately the platform was not endorsed by the Planning Committee of University Council, and SENS was established without an undergraduate teaching mandate. Given the importance of the program, the Department of Biology chose to continue its development and to serve as its administrative home.

Development of the program followed the goals of the proposed common platform, which were as follows:

1. Provide unique undergraduate programming opportunities in the environment that ensure students
 - acquire the strong disciplinary training deemed essential for graduate work,
 - receive a grounding in fundamental skills and knowledge of environmental systems and the socio-economic/political sphere in which these operate,
 - receive a grounding in fundamental skills and knowledge of environmental systems and the socio-economic/political sphere in which these operate
 - access an interdisciplinary setting which allows students from different disciplines to integrate and share knowledge in a manner reflective of the demands of employment in the environmental sector,
 - develop a sense of identity with and amongst other students engaged in the study of the environment
2. Incorporate sufficient programming flexibility to allow for college and/or discipline specific educational aims and knowledge transfer
3. Effectively capitalize on research and teaching expertise (related to the environment) found across a number of colleges and/or schools, and facilitate effective sharing of teaching and administrative resources amongst all these units
4. Showcase U of S expertise in undergraduate programming in the environment by developing and packaging a suite of programs that provide a number of avenues through which students can engage in environmental scholarship.

Concurrent with the development of the common platform at the U of S, discussions were occurring at a national level to establish criteria for the external accreditation of undergraduate environmental programs across Canada. The potential national accreditation criteria were incorporated within the common platform as several core competencies to be met within undergraduate curricula at the U of S. These competencies would jointly address the instructional goals of the platform and likely be needed in a national accreditation program:

1. Understanding of basic science related to the environment
2. Fundamental understanding of environmental science related to atmospheric, terrestrial and aquatic systems
3. Understanding of socio-economic and political factors related to environmental policy and decision making (economics, law, policy, compliance, ethics, management)
4. In-depth concentration in an environmentally-relevant discipline at an upper level
5. Exposure to a second environmentally relevant discipline or field at an upper level
6. Statistics, spatial and temporal analyses, computational methods
7. Experience in environmental research, environmental assessment techniques and problem solving
8. Written and oral communication skills, quantitative literacy and computer skills

Discussions continue at the national level about the development of accreditation criteria for undergraduate programs in the environmental sciences. See appendix I.

Relationship to Other Undergraduate Programs in the Environment at the U of S

The proposed Environmental Biology program has commonalities with four existing programs in Arts and Science, but will have a significantly different focus from each.

1. Land Use and Environmental Studies (LUES)

This program is offered through the College of Arts & Science, administered by a group of volunteer faculty coordinators. In keeping with the interdisciplinary nature of the LUES program, a number of possible “streams” are available to students. The Department of Biology was a founding participant in the LUES program, and students could design a program of studies with some emphasis on applied ecology and management of biological resources. Although LUES was popular among students, it has languished in the last few years in large part due to a lack of funding for administration and course offerings and the retirement of previous volunteer faculty coordinators. Many of the issues currently facing LUES were highlighted during the Systematic Program Review (SPR) of the program but remained unresolved over the intervening years. In the spring of 2008, the faculty coordinating committee of LUES agreed that the program was no longer sustainable and all participants stepped down from the administrative committee. Since then, faculty volunteers to administer the program have not been found and the LUES program continues to exist in an academic vacuum within the College of Arts & Science. Formal discussions are anticipated, among founding departments, to ascertain the eventual fate of the LUES program.

2. Environment and Society (Bachelor of Arts and Science.)

The BA&Sc in Environment and Society has an economic/societal/urban planning focus with moderate exposure to science-related disciplines. Representatives from Geography and Biology have met to discuss the content of the existing program and the proposed program, to attempt to coordinate the design of these programs so that the interdisciplinary nature of undergraduate environmental programs, a particular strength of LUES, will not be completely lost.

3. Environmental Earth Sciences

The BSc program in Environmental Earth Sciences has been jointly offered for a number of years by the Departments of Geography, Geology and Soil Science. The purpose of the program, as stated in the Calendar description, is to “emphasize physical sciences rather than the biological sciences”.

4. Toxicology

The BSc program in Toxicology has the stated goals of providing an undergraduate program to teach students “how contaminants behave in the body and in the natural environment, how and by what mechanisms toxicants may adversely affect individuals, populations and ecosystems, and how to measure toxicants and their potential effects.”

The Environmental Biology program also has ties to the BSc program in Renewable Resource Management (RRM) and the BSA program in Environmental Science (ENVS), both in the College of Agriculture and Bioresources. These programs are designed to meet the specific need of students in that College, and focus on environmental studies within the context of agricultural and natural resource use. For example, the stated goal of the RRM program is to “provide students with training in the management of land, biotic, and water resources”, and specifically prepare students for “careers in renewable resource management in the context of agriculture and forestry”. The ENVS program is designed to prepare students to “address major agricultural issues and challenges, including: resource use consistent with sustainable

production of food, feed, fibre and fuel; production, processing and marketing of high quality food and non-food products, research, development and implementation of innovative and efficient production, processing and marketing systems". The College of Engineering, through the Department of Agricultural & Bioresource Engineering, provides an option for very applied studies related to environmental engineering. Again, the Environmental Biology program will approach the content from a different viewpoint, and offer a different focus from these other programs.

Summary of Proposed Structure of the BSc Programs

The Environmental Biology programs will require a total of 120 cu and BSc 4-year and Honours options will be available. Given the specialized nature of the Environmental Biology programs, a BSc 3-year option is not proposed. During the first two years of the program, students will essentially complete the BIOL course requirements of our regular program, supplemented with required cognate courses as appropriate. The third and fourth years will move to more in-depth studies in BIOL and cognate courses relevant to Environmental Biology, and require a specific capstone course in both degree programs. Additional coursework, including field and research courses, will be required of Honours students. Students who do not meet Honours standards will still be able to graduate with a BSc 4-year Environmental Biology degree or with a regular BIOL degree, depending on the exact BIOL courses selected by the students.

An internal administrative committee consisting of three faculty from the Department of Biology will be established to oversee day-to-day operational aspects of the program. This includes student advising and liaison with other units offering environmental undergraduate programs. Initiation of program changes, and formal approval of courses exemptions and prerequisite waivers, and ultimate responsibility for the Environmental Biology program will rest with existing administrative structures within the Department (i.e. Department Head or Undergraduate Affairs Committee, as appropriate).

Permission from the Registrars' office has been obtained to use ENVB as the program abbreviation for calendar and registration purposes.

The Future Evolution of Environmental Biology

We view the Environmental Biology programs as providing an exciting opportunity for our department to showcase, and build upon, our existing expertise in the environment. Approximately one-half of our faculty complement have vibrant environment-based research programs and will be involved directly in the teaching of the advanced undergraduate courses required within the proposed program. Our many adjunct professors who currently work within Environment Canada can also be provided with appropriate opportunities to become more involved with undergraduate students, to considerable mutual benefit. In turn, we expect to see increased interest of Environmental Biology students in our graduate program, or perhaps those within SENS. We are already anticipating a future need to more closely align our undergraduate and graduate courses in areas such as advanced data analysis and experimental design. Internal discussions have already started on this in the hope that we can better facilitate student transition between undergraduate and graduate programs. Externally, the Environmental Biology program will provide us with the opportunity to continue to work with colleagues across campus and increase our collaborative teaching efforts. Perhaps faculty from Biology can be invited to participate as guest lecturers in courses offered by other units (such as EVSC 110.3), and reciprocal arrangements made for courses such as BIOL 410.3. We are excited by future opportunities for national accreditation and joint coordination of some aspects of environmental undergraduate programming at the U of S, as highlighted by Dr. Pennock's report in Appendix I. The introduction of our Environmental Biology program will also be a very important step in developing our ability to forge new links with organizations external to the U of S. Our desire to incorporate additional work experiences into our program has already been mentioned. It may

be possible to orient our program so that students from practical diploma programs can obtain some university-level academic credit towards our BSc programs. For example, SIAST presently has such formal arrangements with the universities of Regina and Alberta for graduates from their Integrated Resource Management program. Initiating formal discussions about similar arrangements with the U of S to take advantage of the unique environmental programming proposed by our Department makes very good sense.

We have no doubt that the future evolution of Environmental Biology within our department will be a dynamic process and many new opportunities for the advancement of our undergraduate, graduate and research programs will open for us.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

This program follows the general requirements and standards of B.Sc. programs in the College of Arts and Science.

For clarity, course descriptions of course referred to below are included in Appendices III –and IV. The proposal for the capstone course, BIOL 410.3, is contained in Appendix VI.

Environmental Biology – B.Sc. 4-year, Honours

This interdisciplinary program examines ecosystems with a focus on how living organisms interact with their environment. A major in Environmental Biology will accommodate a wide variety of student interests and aspirations, including an environmental career or as preparation for more advanced study. Students completing this program will have a comprehensive understanding of the basic science of environmental biology and ecological theory, an exposure to technical skills, and will be articulate and knowledgeable about the complex environmental issues facing our society. Areas of emphasis are biodiversity, ecological processes at the levels of genes to communities to landscapes, conservation biology and other aspects of applied ecology. Opportunities are provided for students to pursue their own particular interests through senior electives. Courses from other departments and colleges are used to supplement those from the Department of Biology. The program culminates in a senior course taught by faculty researchers in environmental biology, where students will apply their diverse interdisciplinary and technical knowledge to current environmental issues in biology, while refining communication and analytical skills and developing a sense of community with their peers. The Honours program allows for a more in-depth training and places an emphasis on field studies and original research by the student. We invite you to meet with faculty experts if you are interested in our Environmental Biology program; contact the Department of Biology for more information or to arrange this meeting.

B.Sc. Four-year Environmental Biology

C1 Natural Science Requirement (minimum 15 credit units)

BIOL 120.3, 121.3; CHEM 112.3, 115.3; GEOG 120.3

C2 Humanities Writing Requirement (6 credit units)

6 credit units 100-level English and/or History

C3 Social Science Requirement (6 credit units)

6 credit units from the Social sciences

GEOG 130.3 recommended

C4 Mathematics/Statistics requirement (6 credit units)

3 credit units from MATH 110.3, 112.3, 115.3, 116.3, 125.3 (recommended) or 264.3

3 credit units from STAT 245.3, 246.3 or PLSC 314.3

C5 General Requirement (6 credit units)

6 credit units to be selected from the areas of Humanities, Fine Arts, Social Sciences or Languages such that no more than 6 credit units are from any one subject in C2, C3, or C5

C6 Major Requirement (36 credit units)

BIOL 222.3, 224.3, 226.3, 228.3, 301.3 and 410.3;

Courses chosen from each of four thematic areas:

A) Understanding effects of environmental contaminants - at least one of TOX 301.3, BIOL 475.3, or

CHEM 375.3

B) Theoretical basis of conservation and management strategies at multiple scales from individuals to landscapes - at least one of BIOL 470.3, BIOL 363.3 (formerly BIOL 473.3), or PLSC 423.3

C) In depth knowledge of the structure and function of an aquatic or terrestrial community or ecosystems - at least one of BIOL 412.3, BIOL 373.3, PLSC 422.3, or PLSC 425.3

D) In depth knowledge of the phylogeny and field identification of a major plant or animal group - at least one of BIOL 323.3, 365.3, 436.3, 451.3, 455.3, 458.3, or 466.3

Plus 6 additional cu in senior BIOL courses

C7 Electives Requirement

Required Cognate Courses (15 credit units) -

CHEM 250.3, EVSC 110.3, GEOG 222.3 or 322.3, GEOG 280.3, GEOG 385.3 or RRM 212.3

Open electives- A total of 120 credit units are required for this degree. At least 66 credit units must be at the 200+ level.

B.Sc. Honours Environmental Biology

C1 Natural Science Requirement (minimum 15 credit units)

BIOL 120.3, 121.3; CHEM 112.3, 115.3; GEOG 120.3

C2 Humanities Writing Requirement (6 credit units)

6 credit units 100-level English and/or History

C3 Social Science Requirement (6 credit units)

6 credit units from the Social sciences

GEOG 130.3 recommended

C4 Mathematics/ Statistics requirement (6 credit units)

3 credit units from MATH 110.3, 112.3, 115.3, 116.3, 125.3 (recommended) or 264.3

3 credit units from STAT 245.3, 246.3 or PLSC 314.3

C5 General Requirement (6 credit units)

6 credit units to be selected from the areas of Humanities, Fine Arts, Social Sciences or

Languages such that no more than 6 credit units are from any one subject in C2, C3, or C5

C6 Major Requirement (54 credit units)

BIOL 222.3, 224.3, 226.3, 228.3, 301.3, 350.3 410.3, 480.3 or 481.6;

Courses chosen from each of four thematic areas:

A) Understanding effects of environmental contaminants - at least one of TOX 301.3, BIOL 475.3, or CHEM 375.3

B) Theoretical basis of conservation and management strategies at multiple scales from individuals to landscapes - at least one of BIOL 470.3, BIOL 363.3 (formerly BIOL 473.3), or PLSC 423.3

C) In depth knowledge of the structure and function of an aquatic or terrestrial community or ecosystems - at least one of BIOL 412.3, BIOL 373.3, PLSC 422.3, or PLSC 425.3

D) In depth knowledge of the phylogeny and field identification of a major plant or animal group - at least one of BIOL 323.3, 365.3, 451.3, 455.3, 458.3, or 466.3

15 or 18 additional cu in senior BIOL or equivalent courses to total 54 cu in the major.

Students with relevant work-related experience may qualify for a waiver of the BIOL 480.3 or 481.6 requirement; contact the Department of Biology for more information about this provision.

C7 Electives Requirement

Required Cognate Courses (15 credit units)

CHEM 250.3, EVSC 110.3, GEOG 222.3 or 322.3, GEOG 280.3, GEOG 385.3 or RRM 212.3

Open electives - A total of 120 credit units are required for this degree. At least 66 credit units must be at the 200+ level.

5. RESOURCES

Existing resources will be used. We anticipate that this program will become a popular option for students and that we may have to restrict enrollment unless additional resources are obtained to support this program. Enrollment in the new BIOL 410 course will be limited to 20 students per year.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

This program will showcase our department's existing strength in ecology and the environment at the undergraduate level. We currently have upwards of seven faculty specifically conducting research in areas relevant to the Environmental Biology program. We anticipate that this program will be a popular option for students, with a real potential to draw additional students into our research and graduate programs. We fully expect that students completing this undergraduate degree will be quite successful at finding entry-level employment in the environmental consulting industry or with related governmental and non-governmental agencies (e.g. Duck's Unlimited). As noted above, Environmental Biology will complement several other programs on campus and fill a significant gap in environment-related programming for existing students. However, we anticipate that this program will also be an important recruitment tool for attracting new students to our University. Various other units have been consulted about our

proposal and revisions to our proposal were made based on our consultations; supporting documentation of this consultation process is attached in Appendix V.

7. BUDGET

We plan to divert internal resources (specifically faculty teaching time) to support this new program and offering the new course BIOL 410 in particular. This will be met by moving some of our existing 300 and 400 level courses to alternate year offerings or restructuring the practicum budget of some key courses (e.g. BIOL 350) that are likely to see increased student demand. The requirement of a research project will place increased demand on faculty time but this should be offset somewhat by the planned recruitment of a new faculty member to fill a vacancy resulting from a recent retirement in this area. The Department has received permission to advertise for a faculty member in Environmental Biology and hopes to be able to fill this position commencing July 2010.

New Course:

Title: BIOL 410.3 Current Perspectives in Environmental Biology

Offered: 2.5 h seminar per week in term 2, annually.

Calendar Description:

Consists of modules taught by faculty in the environmental sciences. Students will participate together in weekly seminars, assigned readings, essays and oral presentations to learn about current issues in the environment and cutting-edge research with an environmental focus.

Prerequisite: BIOL 228, 301 and permission of the Department

Note: Students in BSc ENVB (4 year and Honours) must take this course in their fourth year. Enrolment preference will be given to students who have declared a major in ENVB.

Potential Instructors:

K. Wiebe, P. McLoughlin, J. Johnstone, J. Hudson, and other faculty as appropriate

Rationale:

BIOL 410.3 is designed to be a capstone course at the fourth year for students in the BSc ENVB program (4 year and Honours) and will be relevant for future career paths in environmental sciences. It will allow students to interact with faculty and learn about current research in the environment being conducted at the University of Saskatchewan. Students will have a chance to apply their diverse interdisciplinary knowledge to current environmental issues in biology, while refining communication and analytical skills and developing a sense of community with their peers.

College Statement

From Kevin Schneider, Vice Dean, Division of Science, College of Arts & Science

The College of Arts and Science is supportive of the proposed programs in Environmental Biology. There has been a great increase in environmental awareness in the past few years, and these programs will provide students with an opportunity to explore this fast developing area of study, and prepare for employment or further training in this area, including graduate work with area experts in the Department of Biology. The hands-on nature of the majority of required courses will appeal to modern students, who value a strong link between the method of learning and the employment to which it may lead.

The College supports this initiative as part of its role in supporting the Integrated Plan for stronger and more focused academic experience, providing new opportunities for students, and to strengthen recruitment and retention efforts. As well, the need for the development of programs in Environmental Studies/Science is explicitly included in the College's 2007 Integrated Plan, Section 2.3.1.4 (available at: https://claws.usask.ca/astab/docs/IP/CollegeOfArtsAndScience_IntegratedPlan-CollegeSubmission.pdf).

The B.Sc. Environmental Biology proposal was developed by members of the Department of Biology, in line with the principles set out in the proposed Undergraduate Platform in the Environment. It was circulated in the January 2009 College Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Academic Programs and Standards for Science Committee on March 24, 2009. It was later approved by the Division of Science on November 4, 2009.

Appendix I – Current Status of National Accreditation Standards for Environmental Programs

Dr. Dan Pennock (Associate Dean of Agriculture & Bioresources) forwarded the following report to a variety of individuals by way of email dated November 19 2008. Discussions continue among interested units, including the Department of Biology, on how to continue moving forward with this initiative and the suggestions contained in Dr. Pennock's report.

Report on ECO Canada Accreditation Workshop and Possible Next Steps for Environmental Programming at U. of S.

**November 10 - 11, 2008
Prepared by Dan Pennock**

ECO Canada was established in 1992 as a national-level sectorial organization to promote careers in the environment. They provide a range of services, which can be reviewed at their website <https://www.eco.ca/Portal/default.aspx>. They are the only national level environmental organization with this focus, and work in partnership with Human Resources and Social Development Canada.

ECO Canada has developed a Canadian Environmental Practitioner in Training (CEPIT) program certification. This involves a professional development process after the student has graduated, and leads to certification as a Canadian Environmental Practitioner.

The focus of the workshop was on the development of an accreditation system for post-secondary environmental science programs in Canada. The ECO Canada initiative builds upon an earlier accreditation initiative developed by Canadian Council of University Environmental Science Program Heads (CCUESPH). The CCUESPH material was the basis for the proposed curriculum in the Undergraduate Platform in the Environment proposal, and is based on a number of competencies that were considered to be core requirements of a university-based environmental science program. CCUESPH could not see a way to move this forward and ECO Canada took over the process (with the somewhat grudging support of CCUESPH).

At the workshop information was delivered on accreditation generally and environmental accreditation specifically; I have copies of the presentations on these and can make copies for you if you request them. The following is a summary of the main points of interest to U. of S. programs:

1. The accreditation system has to be flexible enough to apply to college and university based programs, and to different types of university programs (i.e., environmental studies vs. environmental science).
2. Accreditation is initiated by an initiative by a program to seek accreditation – you don't have to be accredited under this process unless you choose to be.
3. ECO Canada was initially insistent that we try to map the criteria for accreditation to the National Occupational Standards (NOS) that they have developed for the environmental sector (available at <http://www.eco.ca/Portal/productList.aspx>). The NOS is designed as a competency-based assessment of environmental practitioners 5 years into their career, and did not work for assessment of entry level skills (i.e., those skills possessed by students at the time of graduation).
4. An alternative was to use three broad categories of skills: 1) essential employability skills (e.g., technical communication, group work, basic computer skills), 2) content-specific skills (e.g. wildlife identification and inventory, soil classification, GIS, policy development), and 3) integration and analysis skills (e.g. critical thinking, research design and analysis). College programs would primarily provide 1) and 2); university programs would provide all three, although probably with less emphasis on 1). There was a recognition that 3) is the area of "value-added" to a university education.

5. The next stage will be to list the specific competencies under each of these headings; as far as possible these will align with the NOS competencies. A subcommittee was struck to take this forward.
6. Accreditation will essentially involve aligning the learning outcomes/competencies in each program with the list of competencies under each heading. This will require that learning outcomes of programs and their constituent required courses be clearly articulated.
7. Given the number of programs it will take many years to complete accreditation for all ES programs.

My opinions about the ECO Canada accreditation are:

1. The accreditation of programs under this program will be relatively soft/weak compared to (for example) the very strong accreditation process in engineering. Programs that have existing accreditation pathways (engineering, perhaps agriculture) may have no interest in this accreditation process.
2. Nonetheless an accredited program is easier to market to potential students and carries more weight in senior administration ranks. As well, the link to the Canadian Environmental Practitioner in Training program offers a certification pathway for graduates who would not otherwise have a pathway available to them.
3. Developing and compiling learning outcomes for the environmental programs who wish to undergo accreditation would be a useful exercise, and would highlight areas where our offerings are deficient.
4. Working with ECO Canada on this would raise our national profile in the environmental science area, which is very limited at this time.

I would suggest that we use the accreditation potential as the tool to salvage parts of the Platform in ES. Specifically I would suggest that we could develop the following package:

1. Formation of an Environmental Program Coordinating Committee (EPCC) with one representative each from the environmental programs on campus (regardless of their desire to undergo accreditation).
2. The EPCC would be chaired by an Associate Dean from either AgBio or A+S; responsibility for this would rotate between the colleges (and potentially others if they joined).
3. The 1 FTE ASPA position outlined in the original Platform document would be hired, and would a) support the work of the committee in the accreditation process and continued liaison with ECO Canada, b) provide student advising for students in the environment area (with special emphasis on 1st year students), and c) develop and implement programs to market the full range of environment offerings at U. of S.

I believe that we could get Vice-Provost Barber engaged with this process and that he could carry it forward for upper echelon approval.

This salvaged proposal would not include the platform courses. One of these (EVSC 110) has been developed and is being taught for the first time this year. Most of the proposed or new established programs have already found substitutes for the other courses, and I don't think that resuscitating the platform course (and related Faculty Director position) would be possible or fruitful.

I would welcome your comments on the above, and if there is some agreement that we should proceed on this I would suggest a short meeting to map out next steps within the next few weeks.

Appendix II – Criteria For Waiving the Research Course Requirement (BIOL 480.3 or 481.6) For Students in Environmental Biology With Relevant Employment-Related Experience

With permission of the Head of the Department of Biology, and on the advice of the Environmental Biology Administrative Committee, students enrolled in a BSc Honours in ENVB may be granted exemption from completing the BIOL 480.3 or 481.6 requirement. The onus is on the student to satisfactorily demonstrate that they have sufficient experience gained through paid employment internal or external to the University of Saskatchewan to qualify for this exemption. The employment period to be considered for this exemption must be a minimum of 3 months in duration, full-time, and in an area directly relevant to Environmental Biology. Students granted an exemption from the BIOL 480.3 or 481.6 requirement must complete additional coursework to satisfy the 54 cu of courses required for a major in the ENVB Honours program.

While employed, students must have gained substantive, hands-on experience with experimental methods fundamental to Environmental Biology. This must include a component related to data collection, analysis and interpretation, and would ideally include field-based work. Students must also demonstrate that their employment provided them with a substantive understanding of experimental design, the scientific literature supporting their work, and an opportunity to work under minimal supervision.

Students requesting this exemption are required to provide the Administrative Committee with a letter from their immediate employment supervisor verifying that the student was employed for the minimum term outlined above. This letter must also contain a brief description of the work undertaken by the student while employed.

Students requesting this exemption are also required to provide the Administrative Committee with a written report on the activities they undertook while employed, and through this report, demonstrate competency in Environmental Biology research that would be substantially equivalent to that obtained through the BIOL 480.3 or 481.6 requirement. It is anticipated that these reports will be comprehensive and a minimum of 10 pages in length. Written reports generated by the student while employed may suffice to meet this requirement, although students must obtain their employer's written permission before providing any such report to the Administrative Committee.

Requests for a waiver of the BIOL 480.3 or 481.6 requirement are to be directed initially to the Administrative Committee, who will review documents provided by the student and immediate employment supervisor. The Administrative Committee shall then provide written advice to the Department Head on whether the student has demonstrated competency while employed that is substantially equivalent to that obtained in BIOL 480.3 or 481.6. The written report provided by the student in support of their request shall be included with the Committee's written advice to the Department Head.

A copy of the Administrative Committee's written advice to the Department Head shall also be provided to the student. The student may wish to make an additional written submission to the Department Head where the advice of the Administrative Committee is negative. However, the ultimate authority to waive the BIOL 480 or 481.6 requirement rests with the Department Head and all decisions made by the Department Head shall be considered final.

The Administrative Committee and Head of the Department of Biology will hold all written reports provided to them by the student in strict confidence, and all copies will be destroyed once a decision about the requirement exemption has been finalized. Additional arrangements to ensure confidentiality or to meet employer-mandated confidentiality agreements are possible; students should discuss these arrangements with the Administrative Committee as appropriate. In the event that a student is unable to provide sufficient details about employment-related experience because of employer-mandated confidentiality agreements, the requirement of BIOL 480.3 and 481.6 shall not be waived.

Appendix III – Existing Calendar Entries of Senior BIOL or Equivalent to BIOL Courses Required Within the ENVB Program

BIOL 222.3 — 1(3L-3P) The Living Plant

Will examine the organization of the plant body and how cells, tissues and organs function and contribute to growth, development and reproductive success. The course will deal broadly with plant biology, emphasizing flowering plants, and providing the foundation for senior courses on plants.

Prerequisite(s): BIOL 120; BIOL 121 is strongly recommended.

Note: Students with credit for BIOL 202 or BIOL 205 may not take this course for credit.

BIOL 224.3 — 1/2(3L-3P) Animal Body Systems

Will study the problems all animals overcome in order to survive and reproduce, and the different body systems that must deal with both unique and common environmental challenges.

Prerequisite(s): BIOL 120; BIOL 121 is strongly recommended.

Note: Students with credit for BIOL 203 or BIOL 217 or HSC 208 will not receive credit for BIOL 224.

BIOL 226.3 — 1/2(3L-3P) Genes to Genomics

Content ranges from Mendelian genetics to computational procedures based on the complete genome. Examples from eukaryotic species, including humans, are emphasized. Topics include classical transmission genetics, cytogenetics, DNA structure and replication, gene function, mutation and repair, regulation, recombinant DNA technology, and structural, functional and comparative genomics.

Prerequisite(s): BIOL 120; BIOL 121 is strongly recommended.

Note: Students with credit for BIOL 211 will not receive credit for BIOL 226.

BIOL 228.3 — 1/2(3L-3P) An Introduction to Ecology and Ecosystems

An introduction to population, community and ecosystem ecology. The structure and dynamics of communities will be considered along with energy flow and biogeochemical cycles in ecosystems. Effects of human activities on community and ecosystem processes will be reviewed.

Prerequisite(s): BIOL 121 or GEOG 120 or 6 credit units in Geology.

Note: Students with credit for BIOL 253 or PLSC 213 will not receive credit for BIOL 228.

BIOL 301.3 — 1/2(3L□3T) Critical Issues in Biology

Examines the essential processes and principles of current, topical biological research. The course is designed to enhance the capacity to understand biological concepts, critically evaluate scientific work, develop logical and sound opinions and improve written and oral communication skills. The course is designed to provide an undergraduate exposure to research methodology.

Prerequisite(s): 15 credit units in BIOL

Note: This course is a requirement in Four Year and Honours Biology degrees; students in these programs should consider taking BIOL 301 as early as possible in their program.

BIOL 312.3 — 2(3L) Life in the North

Provides students with a greater understanding of the complexity of important concepts and issues related to the land and environment of the North. The course focuses on the impacts of ecological and physical changes of northern ecosystems on the peoples. Emphasis is given to the challenges of sustainability of ecosystems in the Circumpolar North, and to the need for long-term and international stewardship.

Prerequisite(s): NRTH 101 and 6 credit units in Natural Sciences (6 credit units selected from BIOL 107, 108, 120 and 121 recommended).

Note: Students enrolled in a B.Sc. Four Year, Three-year or Honours in Biology can use BIOL 312 only to fulfill degree requirement #7 of the B.Sc. This course meets the natural science requirement for Programs A, B, D.

BIOL 323.3 — 1(3L-4P) Taxonomy of Vascular Plants

Introduces the principles and methods of plant systematics: classification; description; nomenclature; identification of vascular plants; taxonomic characters; species and speciation; and tempos and patterns of plant evolution. Students are expected to make a collection of no more than 40 species of vascular plants and should contact the Department of Biology in the Spring for details.

Prerequisite(s): BIOL 121 and 222

BIOL 350.3 — 1(7P) Field Course

Introduction to the principles and methods of field biology as applied to southern boreal forest and lake ecosystems. Students will complete an independent field research project. Includes an extended field study during late summer at the Biological Field Station on the Kenderdine Campus at Emma Lake.

Prerequisite(s): 21 senior credit units BIOL, permission of the instructor and restricted to students with a minimum CWA of 70% overall and in Biology. Note: This course is required in the Honours program in Biology. Enrolment is limited and priority will be given to students admitted to the Honours program in Biology. It is recommended that this course be completed after the third year of study.

The prerequisites and note for BIOL 350 will be modified to include students admitted to the Honours program in Environmental Biology, once the program is approved.

BIOL 363.3 — 1(3L-4P) Population Ecology

The theory of population growth, distribution and abundance of organisms.

Prerequisite(s): BIOL 228 and a course in statistics. BIOL 302 is recommended.

Note: Students with credit for BIOL 263 or BIOL 473 may not take this course for credit.

BIOL 365.3 — 1(3L-4P) Insect Diversity and Evolution

Surveys insects and their close relatives based on morphology and taxonomy. Focuses on insect natural history, comparative anatomy and classification. Representative types examined in the laboratory provide an understanding of current trends in insect taxonomy and phylogeny.

Prerequisite(s): BIOL 120 and 121 and 3 additional credit units of senior BIOL courses; or permission of the instructor.

Note: Students are required to make a collection of insects and may wish to begin the collection over the summer prior to the course. In that case, contact the instructor for details and supplies pertaining to the insect collection.

BIOL 373.3 — 1/2(3L-3P) Community Ecology

Examines physical and biotic factors shaping species assemblages over space and time, especially processes controlling plant communities (e.g. environmental factors, disturbance, and biotic interactions). Explores current issues in community ecology, such as impacts of diversity loss, invasive species, and environmental change. Laboratories focus on experimental design, data collection and analysis.

Prerequisites: BIOL 228 or PLSC 213. STAT 245 or PLSC 314 is recommended.

BIOL 410.3 – 2 (2.5 S) – Current Perspectives in Environmental Biology * Proposed New Course******

Consists of modules taught by faculty in the environmental sciences. Students will participate together in weekly seminars, assigned readings, essays and oral presentations to learn about current issues in the environment and cutting-edge research with an environmental focus.

Prerequisite: Enrolment in the BSc ENVB Program and permission of the Department

BIOL 412.3 — 1(3L-4P) Limnology

Introduction to the ecology of lakes. The biological, chemical and physical properties of lakes are examined at lake and watershed levels. Theoretical and applied topics, including human impacts (e.g., eutrophication, climate change, ultraviolet radiation, contaminants, and angling) are examined. Laboratories and field trips provide training in limnological techniques.

Prerequisite(s): BIOL 121 and 228 and CHEM 112; a course in statistics is recommended; or permission of the instructor.

Note: Students with credit for BIOL 415 may not take this course for credit. There will be costs for a field trip in addition to tuition fees.

BIOL 451.3 — 1(3L-4P) Ichthyology

The biology of fishes including their morphological diversity, physiology, behaviour and ecology, and their management and utilization.

Prerequisite(s): BIOL 121 and 224 and 228; BIOL 302 is recommended.

BIOL 455.3 — 2(3L-4P) Mammal Diversity and Evolution

Introduction to local and world mammal faunas including living and extinct taxa. Evolution, behaviour, ecology, morphology, phylogeny, and physiology will be emphasized in lectures. Laboratories will be concerned with classification, identification, and anatomical adaptations.

Prerequisite(s): BIOL 121 and 224 (formerly BIOL 203) and 228; BIOL 302 (formerly 401) is recommended.

BIOL 458.3 — 1(3L-4P) Ornithology

Introduction to the diversity of birds of the world. Lecture material focuses on evolution, ecology, behaviour, physiology and conservation. Laboratories focus on morphological diversity and taxonomy. BIOL

Prerequisite: BIOL 121 and 224 and 228; BIOL 302 is recommended.

BIOL 470.3 — 1(3L-4P) Conservation Biology

An introduction to the theoretical and scientific foundation of conservation biology as applied to animals and plants. Course material will cover elements of population, community and landscape ecology as they apply to conservation challenges. Labs will include measuring biodiversity and analysis of current conservation issues. Field trips are compulsory.

Prerequisite(s): BIOL 228 and 302; or permission of the instructor.

Note: There will be costs for a field trip in addition to tuition fees.

BIOL 475.3 — 1/2(3L-3P) Ecological Toxicology

An introduction to the principles of ecological toxicology, including: population modelling, experimental design and interpretation of field studies, and contaminant impact assessment on populations, communities and ecosystems. Computer laboratory exercises will be used to model populations and ecosystems and analyze changes in populations resulting from contaminant impacts.

Prerequisites: BIOL 120 and 121 and 228 and 6 additional credit units of senior BIOL courses and a course in statistics; TOX 301 is recommended; or permission of the instructor.

BIOL 480.3 — 1/2(6P) Biology Research

The student will work on a laboratory or field project under the supervision of a faculty member. Before beginning, the student must obtain a supervisor and then submit an outline of the project for approval by the Head of the Department. At the end of the project,

the student will submit to the department a written report in thesis form.

Prerequisite: Restricted to fourth year biology students with a cumulative weighted average of 70% or better.

Note: Honours Agriculture Biology students may not take both this course and AGRC 494. Those in College Scholar Programs may not take this course in addition to another laboratory or field project designed under the Program.

BIOL 481.6 — 1&2(6P) Extended Research Project in Biology

Laboratory and/or field project under the supervision of a faculty member. Student must obtain a supervisor who submits course outline (syllabus) to the Department Head. Written reports and an oral presentation will be required.

Prerequisite(s): Restricted to fourth year Biology students with a minimum C.W.A. of 70% in Biology.

Note: Students must consult and discuss their research interests with a potential supervisor before registering for this course, preferably in the spring or early summer. Students with credit for BIOL 480 or BIOL cannot take BIOL 481 for credit. Agricultural Biology students may not take both BIOL 481 and AGRC 494 for credit. Those in College Scholar programs may not take this course in addition to another laboratory or field project designed under the program.

PLSC 422.3 — 1(3L□2P) Rangeland Ecology and Management

Principles of managing rangeland to ensure sustained productivity and multiple-uses. Inventory, evaluation and planning for multiple-use management. Plant morphology and physiology, palatability, energy flow, nutrient cycling and the hydrologic cycle are integrated and discussed in relation to impacts of grazing on the soil-plant-animal system and development of grazing systems.

Prerequisite(s): BIOL 253 or PLSC 213.

PLSC 423.3 — 2(3L□2P) Landscape Ecology and Vegetation Management

Current theories relating to structure, functioning, and composition of landscapes and human impacts on natural ecosystems, landscape-level processes and patterns, and succession. Developing management plans for natural and remnant landscape elements, and inducing successional changes, and monitoring impacts will be covered. Field trips will be required.

Prerequisite(s): BIOL 253 or GEOG 270 or PLSC 213 or permission of the instructor.

PLSC 425.3 — 2(3L□3P) Forest Ecology

Study of tree physiology, the forest environment, dynamics of the composition, structure and functioning of forest ecosystems at multiple spatial and temporal scales. Emphasis is placed on forest ecosystems of Canada.

Prerequisite(s): PLSC 213, BIOL 253 or GEOG 270. Note: Offered in odd years.

TOX 301.3 — 1/2(3L) Environmental Toxicology

A discussion of major environmental pollutants, their sources, interactions with atmospheric, terrestrial and aquatic systems, exposure of people, animals and other biota, and their dose-response relationships. Some of the physical and chemical changes induced in the environment by pollutants, contaminant fate and transport, and bioremediation are also discussed.

Prerequisite(s): BIOL 120 and 121 and CHEM 112.

Appendix IV – Calendar Entries of Various Cognate Courses Required Within the ENVB Program

EVSC 110.3 — 1(3L-2T) Renewable Resources and Environment

Introduces students to renewable resources and their management. Emphasis will be on human use of surface water, groundwater, land and plant resources. The concepts of sustainable use and ecological goods and services will be explored for each resource. The role of each resource as an alternative energy source and the interaction between human use of the resource and global change will also be addressed. Critical assumptions that underlie human use of resources will be discussed in weekly tutorial sessions.

CHEM 375.3 — 1/2(3L□3P) Pollution Waste Disposal and Environment

The disposal and treatment of waste materials will be discussed in terms of their effect on the gaseous and aqueous environments. A series of problems designed to illustrate the material covered in each topic will be assigned. The laboratory sessions are designed to give some understanding of how tests for environmental quality are carried out in the field and in the laboratory.
Prerequisite(s): CHEM 115.

GEOG 120.3 — 1/2(3L-2P) Introduction to Global Environmental Systems

An introduction to the principles, processes and interactions in the earth's physical environment with a particular emphasis on the flow of energy and matter within global environmental systems. Topics include global radiation and energy balances, atmospheric and oceanic processes, the hydrological cycle, earth surface processes and biogeochemical cycling. Case studies are introduced to illustrate the interaction between human activity and the natural environment.

Note: A background in high school sciences at the 30-level is recommended. Students with credit for GEOG 101, 102, 111, or 112 may not take this course for credit. Students may not take GEOG 120 and 125 concurrently. GEOG 120 is acceptable under requirement one of program type C.

GEOG 222.3 — 1/2(3L-1P) Introduction to Geomatics

Introduction to the skills for reading maps, air photos and satellite images is provided, along with introduction to computer-based cartography, image analysis and enhancement, and GIS.

Prerequisite(s): 3 credit units of Natural Science courses and 21 credit units of additional University course work.

GEOG 280.3 — 1/2(3L) Environmental Geography

An introduction to the geographic perspectives on resources and the environment. This course introduces environmental geography as an integrative science to explore the relationships between human and physical systems.

Prerequisite(s): 3 credit units of GEOG courses and 21 credit units of additional University course work.

Note: Geography majors are encouraged to take GEOG 120 and 130 before registering in this course. GEOG 280 satisfies the natural science requirement for Program Types A, B and D.

GEOG 322.3 — 1/2(3L-2P) Introduction to Geographic Information Systems

Introduces students to the use of computer-based Geographic Information Systems for the management and analysis of spatial data for map production. Topics include vector and raster data structures, spatial data acquisition, geo-referencing, spatial interpolation, overlay analysis, and modelling. Students obtain practical experience with Geographical Information Systems through a series of exercises. Formerly: GEOG 412.

Prerequisite(s): GEOG 222; or 99 credit units of University course work; or permission of the instructor.

Note: Students with credit for GEOG 412 may not take this course for credit.

GEOG 385.3 — 1/2(3L) Analysis of Environmental Management and Policy Making

An examination of various approaches to environmental management. Emphasis is placed on environmental policy making and management strategies pertinent in a western context. Analytical frameworks used to understand how policies are developed and implemented are also introduced.

Prerequisite(s): GEOG 280 or permission of the instructor.

GEOG 386.3 — 1/2(3L) Environmental Impact Assessment

A practical and theoretical introduction to environmental and socioeconomic impact assessment. Emphasis is placed on the principles and characteristics of impact assessment as set out under Canadian and Saskatchewan guidelines and legislation, and on the lessons learned from selected case studies.

Prerequisite(s): GEOG 280 or equivalent or permission of the instructor.

RRM 212.3 — 2(3L) Introductory Resource Economics and Policy

Provides students with an introduction to the economic tools and theory used to address the management and governance of renewable resources. The application of these tools and theory in renewable resource policy will be demonstrated using examples of policy initiatives for renewable resources in Canada and in other countries. Students will learn the role of economics in natural resource policy and will gain understanding of the strengths and weaknesses of policy instruments in a range of applications. Emphasis is on beginning to develop students' skill in applying an economic lens to renewable resource management and governance.

Prerequisite(s): EVSC 110.

Appendix V – Correspondence With Other Academic or Administrative Units

Attached to this Appendix are the following:

March 27, 2008 - Memo from Alex Aitken to François Messier *et al*

Re: BSc in Environmental Assessment; BSc in Environmental Biology

April 30, 2008 – Memo from François Messier to Jo-Anne Dillon *et al*

Re: BSc in Environmental Biology

Correspondence with various academic units prior to this date is included.

October 30 2008 – Email from Seanine Warrington to Tracy Marchant

Re: Potential New BIOL course numbers etc

November 5, 2008 - Email From Seanine Warrington to Tracy Marchant

Re: Potential New BIOL course numbers etc

November 28, 2008 – Memo from Tracy Marchant to Dan Pennock

Re: New Program Proposal – BSc in Environmental Biology

November 28, 2008 – Memo from Tracy Marchant to Scott Bell

Re: New Program Proposal – BSc in Environmental Biology

January 14, 2009 – Email from Tracy Marchant to Jens Mueller and Marek Majewski

Re: Meeting re Environmental Biology Proposal

January 14, 2009 – Email from Tracy Marchant to Mark Wickstrom

Re: Follow-up Re Environmental Biology Proposal

February 6 2008 – Email Correspondence with Alec Aitken, Scott Bell & Maureen Reed

Re: Prerequisites in Geography Courses

Memorandum

To: Dr. Dirk DeBoer, Chair, Department of Geography
Dr. Karen Wiebe, Department of Biology

CC: Dr. Bram Noble, Department of Geography
Dr. François Messier, Chair, Department of Biology
Dr. Jo-Anne Dillon, Dean, College of Arts & Science
Dr. Dan Pennock, Associate Dean (Academic), College of Agriculture & Bioresources
Sandra Paradis, Co-ordinator, Academic Programs and Special Projects, College of Arts & Science
Kristal Millar, Co-ordinator, Interdisciplinary Programs, College of Arts & Science

From: Dr. Alec Aitken, Acting Associate Dean (Undergraduate Affairs), College of Arts & Science

Date: March 27, 2008

Re: BASc in Environmental Assessment; B.Sc. in Environmental Biology

Dear Colleagues,

Our last opportunity to move forward with these two program proposals for the 2008-2009 academic session is rapidly approaching: these proposals must be submitted by April 8, 2008 if it is your intent to have these proposals approved and the programs in place for next fall. I know that the departments of Biology and Geography have invested considerable time and energy in developing the program proposals. When we last discussed these programs earlier in March concern was expressed about the nature of the interdisciplinary/EVSC courses to be developed for these programs. The BASc program structure requires 6 c.u. of interdisciplinary courses; the B.Sc. program structure requires 12 c.u. of EVSC courses. I believe we can move quickly to resolve this impasse and offer the following suggestions:

B.Sc. in Environmental Biology

EVSC 110 – adopt RRM 110 Resources and the Environment developed by the College of Agriculture & Bioresources. Dan Pennock has indicated that Ag & Biores would support this action.

EVSC 210 – adopt GEOG 280 Environmental Geography

EVSC 310 – adopt GEOG 385 Analysis of Environmental Management and Policy Management

EVSC 410 – a seminar course: syllabus will vary from year to year depending on availability of teaching faculty and guest lecturers. Should attempt to engage faculty associated with the School of the Environment and Sustainability. No formal course syllabus is required at the present time.

I see no need to adopt the EVSC course label for these courses. You would have to convince yourselves (and the Programs Committee) that these courses are sufficiently interdisciplinary to satisfy the competencies outlined in the Undergraduate Platform in the Environment. I am certainly prepared to argue at the Programs Committee for the adoption of this slate of courses.

April 2, 2008

BASc in Environmental Assessment

6 c.u. selected from RRM 110 or GEOG 125, GEOG 280, GEOG 351 (BCS 311) or BIOL 312 (BCS 312)

RRM 110 Resources and the Environment

GEOG 125 Environmental Science and Society

GEOG 280 Environmental Geography

GEOG 351 Northern Environments/ BCS 311 Land & Environment I

BIOL 312 Life in the North/BCS 312 Land and Environment II

Note: BCS refers to the Bachelor of Circumpolar courses offered on-line by the University of the Arctic. U of S students can register in the BCS courses and the course credits will transfer directly to an Arts & Science undergraduate program.

You would have to convince yourselves (and the Programs Committee) that these courses are sufficiently interdisciplinary to satisfy the competencies outlined in the Undergraduate Platform in the Environment. I am certainly prepared to argue at the Programs Committee for the adoption of courses selected from the list above.

Please let me know at the earliest possible convenience if there is anything Sandra Paradis and I can do to assist you with these proposals. Thank your attention to this request.

Yours respectfully,

Alec Aitken
Acting Associate Dean (Undergraduate Affairs)
College of Arts & Science

Memo

To: Jo-Anne Dillon, Dean, College of Arts and Science
Kevin Schneider, Acting Associate Dean, Division of Science
Alec Aiken, Acting Associate dean, Undergraduate Affairs

From: François Messier, Professor and Head, Department of Biology

Date: April 30, 2008

Re: B.Sc. in Environmental Biology

Cc: Department's file; Chair UAC

On behalf of Biology faculty, I would like to submit to the College the documentation relative to two new programs in B.Sc. in Environmental Biology (4-yr Major, and Honours). These programs have been supported by the Undergraduate Affairs Committee and approved in principle by the faculty of the Department of Biology on 23-Apr-08. Our plan is to submit the proposal to the Division of Science's Committee on Academic Programs and Standards in September 2008. At this time, I would welcome any comments from the Dean's Executive for our consideration. One of the objectives of this early submission to your offices is to support efforts to secure PCIP funding for this important initiative (see p. 8 for required resources).

In the last 12 months, we have seen three important developments that had direct implications for the development of this proposal:

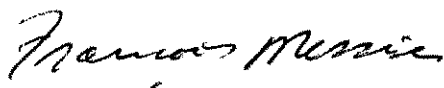
(1) The Planning Committee of Council endorsed the establishment of the School of Environment and Sustainability (SENS), but with a mandate restricted to graduate programs. This decision has left a challenge for us to engage the members of SENS in providing instructional capacity for Environmental Science (EVSC) courses, including directed studies for upper-year students. Further, this decision has encouraged a greater investment of University resources toward the School, with a deprivation of resources for undergraduate programs in environmental studies.

(2) The Planning Committee of Council has decided to not submit academic platform proposals to Council for a full debate. This unfortunate decision has created a vacuum and the loss of legitimacy for the Undergraduate Platform in the Environment as submitted by Deans Jo-Anne Dillon and Ernie Barber on 30-Apr-07.

(3) The Department of Biology and the Acting Director of SENS could not develop a vibrant partnership based on matched, joint appointments of faculty in the School and the Department. This unfortunate turn of event means that the connection between the proposed B.Sc. in Environmental Biology and the activities of the SENS is largely unaddressed at this time.

In short, despite the challenges presented above, we remain fully committed to lead these two programs in Environmental Biology.

Sincerely,



Proposal for a Bachelor of Science in Environmental Biology

Approved in principle by Department of Biology

Revised: 16 April 2008

comments incorporated from:

Plant Science

Soil Science

Economics- saw proposal, had no comment

Geography (Alec Aitken)

Toxicology

School of Environment (Maureen Reed)

Subject: [Fwd: new biology program]
From: Francois Messier <francois.messier@usask.ca>
Date: Fri, 07 Mar 2008 11:19:14 -0600
To: Karen Wiebe <karen.wiebe@usask.ca>

----- Original Message -----

Subject: new biology program
Date: Mon, 03 Mar 2008 10:49:55 -0600
From: Mark Wickstrom <mark.wickstrom@usask.ca>
To: Francois Messier <francois.messier@usask.ca>
CC: Som Niyogi <som.niyogi@usask.ca>, Karsten Liber <karsten.liber@usask.ca>

Hi Francois,

As we discussed last week, as the chairman of the Toxicology Undergraduate Program Administration Committee (TUPAC), I have reviewed the proposal from the Department of Biology for a new BSc degree program in Environmental Biology. I am supportive of your efforts to develop this new program in principle, and believe it could be a good complement to the Environmental Toxicology stream in our own undergraduate program. At this early stage, I am not certain how this proposed degree program it is intended to fit into the larger picture of environmental studies at the U of S, including the existing Environmental Science degree program in the College of Agriculture, but I assume that will become clear as the proposal moves through the vetting procedure.

The Committee's chief concern is likely to be the impact of the proposed new program on student numbers in the TOX 301.3 course. As you know, TOX 301 is required of all our Toxicology undergraduate majors (and all students seeking a minor in Toxicology in the future), and is already heavily subscribed. We have imposed a cap on enrollment the past two years to limit the number of non-toxicology majors, in order to assure access by our own students. In general, having popular courses is a good thing, but we should be aware that listing TOX 301 as a possible core course in the new program may necessitate increasing that cap, or offering a second section, or restricting access to only those students whose degree programs list TOX 301 as a core requirement (not my favorite option). No doubt Dr. Niyogi has thought about this. Do you have any estimate of the number of Environmental Biology majors likely to take TOX 301 on an annual basis?

In addition, listing BIOL 475.3 as an alternative to TOX 301 only makes sense if your department is convinced it can be successful in filling Dick Neal's position with a faculty member qualified and interested in teaching that course. The TUPAC committee would like to see that happen, since Dick's course was a valuable (and well appreciated, from the students' perspective) component of our program. I was pleased to see it included in this proposal, since it indicates a level of commitment to maintain the course in the future. However, BIOL 475 has a lab component, and may not be able to accommodate more than about 30 students per section. Class size may be an issue in the future if the course remains a core elective in both programs.

Please contact me with any questions. The TUPAC committee has not formally discussed this proposal, but will consider it at our next meeting if needed.

Regards,

Mark Wickstrom DVM, PhD
Associate Professor and Academic Coordinator, Toxicology Undergraduate
Program
Toxicology Centre
University of Saskatchewan
44 Campus Drive
Saskatoon, SK S7N 5B3
Phone: (306) 966-7446

Subject: Re: New Program in Env. Biology
From: Francois Messier <francois.messier@usask.ca>
Date: Wed, 19 Dec 2007 09:20:24 -0600
To: Maureen Reed <maureen.reed@usask.ca>, Karen Wiebe <karen.wiebe@usask.ca>

Dear Maureen:

(cc. to Karen Wiebe, program development coordinator)

I greatly appreciate your input. They will be considered as we are revising the program.

With regard to the program name, it was first suggested by the Laura Zink and Lawrence Martz while the platform was being developed. The name conveys the reality that the Department of Biology has a lead role in teaching and research about the biological environment (as compared to the physical environment or the human environment). This specificity is justified, but the lack of specificity in the proposed name for Dep't of Geography (i.e., Environment, Geography, and Planning) was a genuine source of concerns. Our program name is consistent with other areas of specialization on campus such as "Environmental Engineering", "Environment Management and Impact Assessment", "Environmental Toxicology", "Environment and Human Health".

Your point about writing skills is well taken.

For your information, Biol 350 has an important component on "group projects". I agree that Biol 350 represents a "baby step" towards developing skills for effective team research. Biol 301 has only limited stat (as we have a stand alone stat requirement, PLSC 314 or STAT 245); rather students are introduced to all aspects of the scientific method, from literature reviews, hypothesis/prediction statements, and experimental designs. Biol 301 is a new course for us and surely will evolve through the first few offerings.

Again, thanks for your time.

Francois

Maureen Reed wrote:

Hello Francois:

Thank you for the opportunity to comment on the proposal for a BSc in Environmental Biology. I think it makes sense to develop programs that use the platform model in order to provide coherence and choice for undergraduates and to help 'feed' the graduate programs of the School of Environment and Sustainability. Biology is an obvious choice for mounting such a platform. I have a few points I would like to raise.

1. name of the program. Why have you called it "environmental biology" instead of ecology, (or other title) for example? What does the title, "environmental biology" convey that ecology does not? Given the concerns about the Department of Geography changing its name to Environment, Geography, and Planning, why have you inserted "environmental" with "biology" in the degree title? If geography were to mount a degree program in "environmental geography" would this be seen as complementary or competitive?
2. There is a requirement for written and oral communication skills as well as quantitative literacy and computer skills. Yet, I'm surprised that only one course is required. I understand that students will have to take some courses in Humanities and Social Sciences, however, I would recommend something specific to the communication skills as you have identified something specific to the quantitative literacy and computer skills. You may be aware that Engineering now offers some very interesting communication courses that might be considered as an option for fulfilling this requirement as they are directed specifically to

communication, rather than a general social science course. I encourage you to consider this option.

3. I'm not sure of the structure of BIOL 350.3. How will students acquire skills in collective problem-solving (as opposed to 301 which appears to be more statistical work)? Are there any courses in this degree program that direct students to undertake team work that might simulate what they may find in a private company, consultancy, government agency or NGO?

4. I leave to the biologists the training necessary in the field of biology for this degree.

I hope that these competencies can be addressed so that effective undergraduate programming is put in place. Such programming will be important to the School as well as to these units. As you mentioned, I anticipate that some faculty within the School may contribute to the teaching of the undergraduate curriculum.

Best wishes. Maureen

On 17-Dec-07, at 8:53 AM, Francois Messier wrote:

Dear Maureen:

I am pleased to advise you (as Acting Director of the School of the Environment and Sustainability) of the development of a new B.Sc. in Environmental Biology. The program builds on the Platform on Environmental Studies. We are embarking in the consultation process for this new program. If you so wish, we would appreciate your input.

Sincerely,

Francois Messier
Professor and Head
Department of Biology
<Proposal for a Bachelor of Science in Environmental Biology.doc>

Maureen G. Reed, PhD
Acting Director, School of Environment and Sustainability
and Department of Geography
University of Saskatchewan
9 Campus Drive
Saskatoon, SK S7N 5A5
(306) 966-5630 (direct)
(306) 966-5680 (fax)
maureen.reed@usask.ca

Subject: RE: new course proposal in biology-feedback?
From: "Pennock, Daniel" <dan.pennock@usask.ca>
Date: Wed, 19 Dec 2007 09:23:46 -0600
To: Karen Wiebe <karen.wiebe@usask.ca>
CC: Fran Walley <fran.walley@usask.ca>

Karen:

Thank you for the opportunity to review the proposed B. Sc. in Environmental Biology. I served on the SPR review team for the LUEST program and the proposed program certainly addresses many of the concerns raised at that time about the LUEST program. The proposed program complements the recently approved B. Sc. In Renewable Resource Management by offering an environmentally focused program with a clear emphasis on the biological aspects of environmental science. I hope that as the Platform in Environment moves forward we are able to develop a plan so that all of our new initiatives in the environment are marketed effectively to prospective students.

Comments/questions about the proposed program:

- 1) p. 3, 2nd paragraph: College of Agriculture and Bioresources.
- 2) The course label for all the platform courses is (at this time) EVSC , not ENSC.
- 3) p. 3 The prerequisite in the Platform for EVSC 210.3 is EVSC 110 and 18 c.u. of university courses, not EVSC 110 or 18 c.u. of university courses. The intent here is that all students in Environment will be in the same class together in the first term of their first year so that we can begin to build a cohort from their first day in university on. We then reinforce this by having a required EVSC course in each of the following three years as well.
- 4) p. 5 I note that the very fine BIOL 350.3 course is only open to Honours students. Do you contemplate offering another field course to non-Honours students in this program?

I recently completed the paperwork for the RRM program and would be glad to offer any assistance you require as you begin that rather protracted process.

Dan Pennock

-----Original Message-----

From: Karen Wiebe [mailto:karen.wiebe@usask.ca]
Sent: Monday, December 17, 2007 10:48 AM
To: Pennock, Daniel
Subject: new course proposal in biology-feedback?

Dear Dan,

I understand you were involved in developing the recent BSc. Renewable Resource Management Program in Soil Science. Attached is a proposal for a BSc. Environmental Biology. The Biology Department is soliciting comments (comments can be passed along to me). The program doesn't involve any Ag. or soil science courses directly, but you may have some suggestions or insights that are useful to us. Feel free to circulate this electronic version to others in your dept. who may have comments. We hope to receive feedback fairly quickly, by mid-Jan, as Alec Aitken (geography) hopes to submit Environmental Programs by 8 February.

thanks
Karen

Plant Science

Subject: Re: Biology's environmental Science Program
From: Jim Romo <jim.romo@usask.ca>
Date: Thu, 24 Jan 2008 07:56:08 -0700
To: Karen Wiebe <karen.wiebe@usask.ca>

Karen:

I am away on sabbatical, but none-the-less I took a quick look at your proposal. It looks fine. I would suggest that you also consider adding PLSC 423 as an additional course in either electives or requirements.

Good luck as you move forward with your proposal.

Jim

----- Original Message ----- From: "Karen Wiebe" <karen.wiebe@usask.ca>
To: <jim.romo@usask.ca>; <yuguang.bai@usask.ca>
Sent: Wednesday, January 23, 2008 1:13 PM
Subject: Biology's environmental Science Program

Hi,

It's been over a month since I circulated Biology's proposal for a new program in Environmental Science to the Plant Science Dept. to solicit comments (proposal attached to this email FYI).

Our UAC would like to meet next week to discuss this program, so if you have any comments or suggestions to pass along before then it would be much appreciated. You will notice that PLSC 422 and 425 are listed as course options to fulfill a requirement in this program.

cheers
Karen

Subject: Re: Biology's environmental Science Program
From: Yuguang Bai <yub138@mail.usask.ca>
Date: Thu, 24 Jan 2008 08:32:56 -0600 (CST)
To: Karen Wiebe <karen.wiebe@usask.ca>
CC: bruce.coulman@usask.ca, jim.romo@usask.ca

Karen, Thanks for the reminder. I think it is a great proposal. I am happy to see that our courses are listed in the program and would like to contribute to this program if needed. -Yuguang

Karen Wiebe wrote:

Hi,

It's been over a month since I circulated Biology's proposal for a new program in Environmental Science to the Plant Science Dept. to solicit comments (proposal attached to this email FYI). Our UAC would like to meet next week to discuss this program, so if

you

have any comments or suggestions to pass along before then it would be much appreciated. You will notice that PLSC 422 and 425 are listed as course options to fulfill a requirement in this program.

cheers
Karen

Name: Proposal for a Bachelor of Science in Environmental Biology.doc

Type: application/msword

Encoding: BASE64

Yuguang Bai, Ph.D.
Associate Professor
Dept. of Plant Sciences
Univ. of Saskatchewan
51 Campus Drive
Saskatoon, Sask. S7N 5A8



University of Saskatchewan Webmail

Date: Thu, 30 Oct 2008 09:52:05 -0600

From: Seanine Warrington <Seanine.Warrington@usask.ca>

To: tracy.marchant@usask.ca

Subject: Re: Potential New BIOL course numbers etc

Tracy,
I just checked those numbers in both databases and they are available for use.

Seanine

tracy.marchant@usask.ca wrote:

> Hi Seanine:

>

> The Biology Department will be submitting some course modification/creation proposals in January 2009. Would you please confirm that the following BIOL course numbers are available and can be used for these?

>

> BIOL 363

>

> BIOL 410

>

> Also, we are developing a new undergraduate BSc program with the working title "Environmental Biology" for submission in January 2009. We are thinking that the subject code could be either ENBI or EBIO. Would you confirm that both of these are available for use in this new program?

>

> Cheers,

>

> Tracy Marchant

> Chair

> Undergraduate Affairs Committee

> Department of Biology

>

--

Seanine Warrington
Academic Services and Financial Assistance
Student & Enrolment Services Division
University of Saskatchewan
E1-105 Administration Place
Saskatoon SK S7N 5A2

Ph: (306) 966-1874

e-mail: Seanine.Warrington@usask.ca



University of Saskatchewan Webmail

Date: Wed, 05 Nov 2008 15:39:15 -0600

From: Seanine Warrington <Seanine.Warrington@usask.ca>

To: tracy.marchant@usask.ca

Subject: Re: Potential New BIOL course numbers etc

Hi Tracy,

I just spoke with the Registrar about these codes and we have a suggestion: currently, we have ENVE (Environmental Engineering) and ENVS (Environment and Sustainability) and wondered, for the sake of consistency, if you would consider using ENVB.

Would this code be acceptable?

Seanine

tracy.marchant@usask.ca wrote:

> Hi Seanine:

>

> The Biology Department will be submitting some course modification/creation proposals in January 2009. Would you please confirm that the following BIOL course numbers are available and can be used for these?

>

> BIOL 363

>

> BIOL 410

>

> Also, we are developing a new undergraduate BSc program with the working title "Environmental Biology" for submission in January 2009. We are thinking that the subject code could be either ENBI or EBIO. Would you confirm that both of these are available for use in this new program?

>

> Cheers,

>

> Tracy Marchant

> Chair

> Undergraduate Affairs Committee

> Department of Biology

>

--

Seanine Warrington
Academic Services and Financial Assistance
Student & Enrolment Services Division
University of Saskatchewan
E1-105 Administration Place
Saskatoon SK S7N 5A2

Ph: (306) 966-1874

e-mail: Seanine.Warrington@usask.ca

Department of Biology
MEMORANDUM

Date: November 28, 2008

To: Professor Dan Pennock
Associate Dean, College of Agriculture & Bioresources

From: Professor Tracy Marchant
Chair, Undergraduate Affairs Committee, Department of Biology

Re: **New Program Proposal – BSc in Environmental Biology**

I am enclosing a “near to final” version of our proposal for this new program. This has now been formally approved by our Undergraduate Affairs Committee and our plan is to submit this to the A&S College Challenge process in early January.

Karen Wiebe and I discussed a draft of the program proposal with you earlier in November, and I think most of changes in this version are related to packaging and formatting. However, I would be happy to incorporate any suggestions you might have about this version of our proposal.

I would appreciate it if you could formally let me know if this proposal has the endorsement of your College and/or the changes that might be necessary to receive this endorsement. Several faculty members in Plant Sciences commented on an earlier version of this proposal and were supportive. However, we are only distributing this version to you. If needed, please feel free to consult with others in your College as necessary. Let me know if you wish to receive an electronic version of the document for wider distribution. My email address is tracy.marchant@usask.ca.

Finally, many thanks for your help and leadership with regard to undergraduate environment programs on our campus. The suggestions contained in your email report from the ECO Canada meetings held earlier this month were greeted with enthusiasm by our UAC. We are extremely optimistic that cross-unit talks will continue and bring more cohesion to undergraduate programming in this area.



c.c Peta Bonham-Smith, Head, Department of Biology

Department of Biology
MEMORANDUM

Date: November 28, 2008

To: Professor Scott Bell
Undergraduate Chair, Department of Geography

From: Professor Tracy Marchant
Chair, Undergraduate Affairs Committee, Department of Biology

Re: New Program Proposal – BSc in Environmental Biology

I am enclosing a “near to final” version of our proposal for this new program. This has now been formally approved by our Undergraduate Affairs Committee and our plan is to submit this to the A&S College Challenge process in early January.

Karen Wiebe and I discussed a draft of the program proposal with you earlier in November, and I think most of changes in this version are related to packaging and formatting. However, I would be happy to incorporate any suggestions you might have about this version of our proposal.

I would appreciate it if you could formally let me know if this proposal has the endorsement of your Department and/or the changes that might be necessary to receive this endorsement. . Please let me know if you wish to receive an electronic version of the document for wider distribution. My email address is tracy.marchant@usask.ca.

Finally, many thanks for your enthusiasm with regard to undergraduate environment programs in our College. We are extremely optimistic that cross-unit talks will continue and bring more cohesion to undergraduate programming in this area.



c.c. Peta Bonham-Smith, Head, Department of Biology



University of Saskatchewan Webmail

Date: Wed, 14 Jan 2009 07:24:52 -0600

From: tracy.marchant@usask.ca

To: Jens Mueller <jens.mueller@usask.ca>, "Marek Majewski (marek.majewski)" <marek.majewski@usask.ca>

Cc: Peta Bonham-Smith <peta.bonhams@usask.ca>

Subject: Meeting re Environmental Biology Proposal

Hello Jens & Marek:

Thank you very much for taking the time to meet with Peta and I last week regarding the ENVB proposal. Your feedback was certainly appreciated.

The information you provided about CHEM 375 was useful to us. We had been somewhat concerned that our proposed requirement for 3 cu selected from TOX 301.3 or BIOL 475.3 or CHEM 375.3 could potentially create a "bottle-neck" for students in the ENVB program.

However, there shouldn't be any problem with our "understanding effects of environmental contaminants" requirement given that CHEM 375 is offered every year, and your department's willingness to accept additional students in CHEM 375 if needed. It is entirely possible that CHEM 375 will become the preferred option for ENVB students as TOX 301 already has high enrollments and we do not have the resources/faculty expertise in place to offer BIOL 475 every year (at least right now).

We also appreciated your point that organic chemistry is fundamental to a full understanding of the environment and that students with some previous training in organic chemistry will have a higher level understanding of the material presented in CHEM 375 and other courses. It was useful to be reminded of this. Within our own department, we have seen several other programs drop BIOL 121 as a requirement in spite of our efforts to point out that understanding the diversity of life is a fundamental component of biology. We shouldn't make a same short-sighted mistake in the ENVB program with regard to organic chemistry.

Peta and I will be bringing a proposal back to our colleagues in Biology that CHEM 250 should be a required course within the ENVB program. We had hoped to be able to do this at our department meeting yesterday but were unable to get to this part of our agenda. Our next department meeting is scheduled for early February and this issue will be at the top of the agenda.

Assuming that our recommendation is approved by the Department of Biology, we are hopeful that the ENVB proposal can be modified appropriately during the approval process within the Division and before it goes to the Academic Programs Committee of Council.

Thank you once again.

Cheers,

Tracy Marchant
Chair, Biology Undergrad Affairs Committee



University of Saskatchewan Webmail

Date: Wed, 14 Jan 2009 08:10:55 -0600

From: tracy.marchant@usask.ca

To: mark.wickstrom@usask.ca

Cc: Peta Bonham-Smith <peta.bonhams@usask.ca>, joan.virgl@usask.ca

Subject: Follow-up Re Environmental Biology proposal

Hi Mark:

I am just following up on the meeting Peta and I had with you in December to discuss the ENVB proposal from our department. Thank you for taking the time to meet with us back then and provide your comments on the ENVB program proposal. This was certainly appreciated.

I had hoped that we could get a meeting scheduled (as per the email thread below) so that we could further discuss our "understanding effects of environmental contaminants" requirement in the ENVB proposal and the issue with regard to enrollment capacities in TOX 301 that we discussed in December. However, this is clearly a busy time of the year for everyone and we will just have to keep trying to find an appropriate time to meet.

In the meantime, I wanted to let you know that we have submitted the ENVB proposal to the January Challenge session in the College. This was necessary as we want to get the ENVB proposal in the calendar for September 2009 if at all possible. Out timelines are already fairly tight and waiting until the February Challenge would probably mean that implementation of the ENVB program would have to be delayed until 2010.

As you know, the "understanding effects of environmental contaminants" in the ENVB proposal can be met by selecting a course from TOX 301.3 or BIOL 475.3 or CHEM 375.3. Peta and I have met with Chemistry and we specifically discussed the possibility that CHEM 375 might be the preferred option for students in the ENVB program, given the enrollment pressure on TOX 301 and our inability to offer BIOL 475 every year (at least right now).

Chem 375 is offered every year and the Chemistry department is prepared to open additional spaces in their course should there be an increased demand resulting from our ENVB proposal. Thus, it seems that some of our worries over the possibility that our "understanding effects of environmental contaminants" requirement could create a bottleneck for the ENVB students can be allayed. Our thoughts are that the combination of TOX 301.3 or BIOL 475.3 or CHEM 375.3 should be adequate to ensure that students can find a course to complete this ENVB program requirement.

Peta and I do think it is still useful to meet with the TUPAC committee about the issues you raised in your December 22 email below. We have had a look at the enrollment in TOX 301 this past term - 45 students of which 6 seem to be declared BIOL majors. We can certainly further discuss whether reserving specific spaces for ENVB or BIOL students in TOX 301 is necessary and what number might actually be required. Predicting enrollments is always tricky but the inclusion of CHEM 375 as one of the options in this ENVB requirement gives us all a bit of flexibility especially as we don't really know what the future will bring.

I will include this email and its threads in the package of materials we are submitting to the Divisional Programs Committee. By all means, let me know if there is anything else from our meeting in December that I haven't followed up on adequately.

Cheers,

Tracy Marchant
Chair, Biology Undergrad Affairs Committee

----- Original Message -----

Subject: Re: [Fwd: Fwd: TOX 301]
Date: Mon, 12 Jan 2009 15:09:16 -0600
From: Mark Wickstrom <mark.wickstrom@usask.ca>
To: Joan Virgl <joan.virgl@usask.ca>

References: <49624F07.7030109@usask.ca> <496268AE.2070104@usask.ca>
<496BA079.4010802@usask.ca>

It's proving difficult to find a common time. Are you able to give me Peta's availability for this week and next (weeks of Jan 12 and 19), so I can try again?

Mark

Joan Virgl wrote:

> Hi Mark
> Do you have any dates yet?
> Thanks.
> Joan

>
> Mark Wickstrom wrote:

>> Hi Joan,
>>
>> I will get back to you as soon as I determine the availability of the
>> other TUPAC committee members.

>>
>> Mark

>>
>> Joan Virgl wrote:

>>> Hi Mark,
>>> Are you available to meet with Tracy & Peta to discuss this
>>> further. They are both available on Wed. Jan. 7 from 1:30 to 3 or
>>> Thurs. Jan. 8 from 1:30 to 2:30. Would either of these times work
>>> for you?
>>> Thank you.
>>> Joan Virgl
>>> Biology

>>>
>>> ----- Forwarded message from Mark Wickstrom
>>> <mark.wickstrom@usask.ca> -----
>>> Date: Mon, 22 Dec 2008 11:40:55 -0600
>>> From: Mark Wickstrom <mark.wickstrom@usask.ca>
>>> Reply-To: Mark Wickstrom <mark.wickstrom@usask.ca>
>>> Subject: TOX 301
>>> To: tracy.marchant@usask.ca, peta.bonhamsmith@usask.ca

>>>
>>> Hi Tracy and Peta,

>>>
>>> The Tox Undergrad Program Admin Committee (TUPAC) met on Friday to
>>> discuss curriculum, including space issues in TOX 301 in light of new
>>> program demands. The committee has some concerns about committing
>>> essentially all potential non-tox major seats to the biology program.
>>> Som indicated that he currently has about half of his available
>>> non-major seats occupied by students from several diverse colleges and
>>> programs, and he feels that those students bring a valuable perspective
>>> to the course. The committee was open to potentially "reserving" up to
>>> 10 seats for majors in the proposed new Environmental Biology program,
>>> but wanted to discuss further space issues with both of you at a
>>> meeting
>>> to be arranged for early January. The Environmental Biology program is
>>> not the only new program coming on line in 2009 that is proposing to
>>> place fairly large numbers of students into TOX 301, and we need to
>>> discuss all the options to best accommodate the demand.

>>>
>>> The TUPAC committee would also like to discuss the future of BIOL 475
>>> with you at this same meeting in early January.

>>>
>>> Please advise me of your availability during the weeks of January 5th
>>> and 12th for a short (1 hour) meeting with TUPAC to address the most
>>> urgent of these issues.

>>>
>>> Cheers,

>>>
>>> Mark Wickstrom

>>>
>>> ----- End forwarded message -----

>>>
>>>
>>>
>>>

Report to Academic Programs Committee (APC)

Subject: Review of the Proposal for a **B.Sc. Environmental Biology**

Prepared by: APC Subcommittee on Environmental Biology

Subcommittee Members: Daniel McCullough, Xiao Qiu, and George Tannous

Date: February 5, 2010

The Subcommittee would like to start by congratulating the Department of Biology for taking this initiative. We feel that the idea of the program is an excellent one and we find the program to be quite interesting. More important, the Department of Biology must be encouraged and supported to develop the program further and invest in efforts to put the Department in a leadership role.

The Subcommittee does, however, have several comments, reservations, and recommendations that we would like to mention.

University education on the environmental science in Canada and worldwide has emerged from the recent realization of environmental issues caused by the manufacturing-based economy and has rapidly advanced in recent years because of the growing public concern regarding the environment and demand to preserve it. The University of Saskatchewan possesses the capacity to capitalize on this unparalleled opportunity to deliver a comprehensive education program in the environmental science.

One of the issues that the Subcommittee is concerned with is the existence of several environmental science-related programs established on campus. The College of Agriculture and Bioresources has a BSA program in Environmental Science and a BS program in Renewable Resource Management. The College of Engineering recently added a major in Environmental Engineering. The School of Environment and Sustainability possesses a graduate program in Environmental Science. The College of Arts and Sciences has established a BAS program in Environment and Society and now the College is proposing a new major in Environmental Biology. All these programs represent the University's willingness and capacity to grasp the opportunity present in the environmental science. They provide a wide range of options that are attractive to students who would like to pursue a distinct career goal in the field, and may help the university achieve the goal in increasing the enrolment of undergraduate and graduate students. The University of Saskatchewan has the opportunity to take a prominent role in this area.

Therefore, the Subcommittee recommends that the APC should promote the idea of developing one central program in environmental science which could coordinate all environmental science-related majors on campus in terms of student recruitment, course offerings, stream fieldwork and scientific advising to guide students to choose the theme in the broad environmental science that fits their interest and career goal. By doing so, the University could strengthen the education on environmental science and show leadership in development of national standards for the program and ensure that our environmental science programs will meet the accreditation standards. The Subcommittee suggests that this recommendation should not be used to hold the Department of Biology from launching the new program.

The new program in Environmental Biology proposed by the Department of Biology, College of Arts and Sciences, capitalizes on the their faculty expertise in the environmental science and offers a unique environmental science-related program on campus that focuses on the biotic system of the environment.

However, the proposal still needs to clarify the distinctiveness among environmental science-related programs on campus and across the nation, especially between the proposed program and the Environmental Science program existing in College of Agriculture & Bioresources on campus in terms of the recruiting strategy which avoids competing for the same pool of students, and course sharing which reduces faculty loads in developing and implementing the overlap courses.

The curriculum of the new program in Environmental Biology is well developed emphasizing the function of the diversity and wild life of higher plants and animals in the environment. The capstone course “Current Perspectives in Environmental Biology” is well designed and consists of “modules” co-taught by faculty who have expertise in the environmental biology area. Each module comprises faculty instruction, assigned reading, essays and student oral presentation as well as lab research and field trip. This allows students to have opportunity to interact closely with faculty with expertise in the field and learn more about current research and issues in the environmental science. However, the natural biological system in the environment not only contains higher plants and animals, but also microorganisms which are essential parts of the natural ecosystem. Therefore, there should at least one course required or as an elective on environmental microbiology covering the diversity and interaction of the microbes included in the curriculum.

In particular, the Subcommittee would recommend that FABS 212 Agrifood and Resources Microbiology and FABS 430 Environmental Microbiology would fit into the program as they have a major environmental focus. We would suggest that one of these courses be made a required course, but at the least a recommended elective.

Moreover, the Subcommittee would like to suggest the addition of GEOG 125 alongside GEOG 130 as recommended course for the Social Sciences requirement. GEOG 125 looks at the relationship between humanity and the ecosystems we live in and would be a good, “big picture” class for students entering the program.

Finally, in light of the document “Worksheet for Evaluation of Program Proposals,” the following observations may be made:

1. One of the stated objectives is to give students access to “an interdisciplinary setting which allows students from different disciplines to integrate and share knowledge in a manner reflective of the demands of employment in the environmental sector.” The only interdisciplinary course that might provide this setting is the proposed capstone course BIOL 410. Is this course enough to accomplish the objective of integration and sharing knowledge reflective of the demands of employment? This is not clear given that performance in this class is based on individual efforts focusing on three different research projects.
2. The Subcommittee feels that the program has a strong, broad-scoped core in Biology but also invite students to explore a number of related classes not based in the Department, such as Plant Science, Chemistry and Toxicology courses. However, it appears as if the program will be mainly sought after by biology students. In this case, non biology students will not be enrolled in the capstone course and biology students may not have interaction with students from other areas.
3. If other than Biology students are expected to enrol in the program, what proportion of the 20-students enrolment limit will be from biology and what proportion will be from other disciplines?

What are those disciplines? Will non-biology students be required to have a minimum number of courses from biology and if yes what courses might those be?

4. It is proposed that a committee of three faculty members from biology will be charged with student advising and liaison with other units offering environmental undergraduate programs. There are potentially two issues with this. First, it emphasizes the one-discipline focus of this program. Second, what are the advantages of having a committee approach to advising students? We feel it would be better to have one faculty member champion this program even if it may mean a course release to such a faculty member.
5. The statements regarding the budget suggest that due to the program some courses will no longer be offered on a yearly basis. How will that be managed without affecting students who will be taking these courses? Alternatively, the budget section suggests “restructuring the practicum budget of some key courses.” Yet, elsewhere in the proposal it is stated that a distinguishing feature of some existing programs and a distinguishing feature of the proposed program is the practicum component. Does the statement “restructuring the practicum budget” is intended to mean reducing the budget? If yes, what are you proposing to maintain quality? Given the importance of the proposed program and its potential to put the University in a leading position, the Subcommittee is surprised at the reluctance to give this initiative some resources.
6. There are several required courses selected from other disciplines and departments. This is good and perhaps more is needed. Is there room in these classes for the new students and what priority will these students be given? We are raising this issue in light of Paragraph 2 of the memo to Francois Messier from Mark Wickstrom, Academic Coordinator, Toxicology Undergraduate Program. This memo indicates that the Toxicology Undergraduate Program Administrative Committee (TUPAC) has concerns regarding the potential demand from the proposed program and suggesting that there are limits on enrolment in TOX 301. We did not see anything in the proposal suggesting that these issues and concerns have been resolved.
7. Questions Related to the Proposed New Course (BIOL 410.3)
 - a) Does the course need any additional library resources?
 - b) The stated prerequisites may be appropriate for biology students. Will they be imposed on students from other disciplines? Will these prerequisites make it prohibitive for students of other disciplines to enrol in the course?
 - c) How will the instructors be credited for their work? Will they be credited one course every three offerings, every two offerings, or every one offering?
 - d) Student evaluations do not involve a midterm or a final exam. They will be based on 70% written assignments (described earlier as research projects) and 30% seminar presentations related to the written assignments. We are wondering whether the students will have enough time to complete three different research projects in one term.

Response to Academic Programs Committee (APC)

Regarding the Environmental Biology Proposal – College of Arts & Science

I. APC Comment: *“Therefore, the Subcommittee recommends that the APC should promote the idea of developing one central program in environmental science which could coordinate all environmental science-related majors on campus in terms of student recruitment, course offerings, stream fieldwork and scientific advising to guide students to choose the theme in the broad environmental science that fits their interest and career goal. By doing so, the University could strengthen the education on environmental science and show leadership in development of national standards for the program and ensure that our environmental science programs will meet the accreditation standards. The Subcommittee suggests that this recommendation should not be used to hold the Department of Biology from launching the new program.”*

Response: We would welcome new resources to facilitate the central coordination of environmental undergraduate programming on campus as suggested in Dr Pennock’s report contained in Appendix I.

II. APC Comment: *“In particular, the Subcommittee would recommend that FABS 212 Agrifood and Resources Microbiology and FABS 430 Environmental Microbiology would fit into the program as they have a major environmental focus. We would suggest that one of these courses be made a required course, but at the least a recommended elective.”*

Response: We will add these courses to the list of electives to be used for advising purposes. FABS 212 is already listed in the Department of Biology calendar as “equivalent to a Biology course” and ENVB students would receive credit for it within the major requirements (C6) of the proposed program. There are many courses on campus that would be suitable for students in the ENVB program and we maintain a list of these for advising purposes. We are reluctant to add additional requirements into the program as we believe it is important to allow student some flexibility in structuring a program to meet their interests. We also note that some of the basic elements of “microbial ecology” are incorporated into the ecology courses (e.g. BIOL 228, 373 and 412, PLSC 422) required in our ENVB proposal, albeit with a different focus than that offered in the FABS courses.

III. APC Comment: *“Moreover, the Subcommittee would like to suggest the addition of GEOG 125 alongside GEOG 130 as recommended course for the Social Sciences requirement. GEOG 125 looks at the relationship between humanity and the ecosystems we live in and would be a good, “big picture” class for students entering the program.”*

Response: GEOG 125 is designed for non-science students in the College of Arts & Science, and students with credit for GEOG 120 are not allowed to take GEOG 125 for credit. Thus, a requirement of GEOG 125 in the ENVB program would be confusing and possibly create difficulties for students in their programs. Elements of the GEOG 125 course material are covered in GEOG 120, BIOL 228 and EVSC 110 and are more suitable for science students.

IV. Responses to Specific APC Comments on pages 2 & 3:

APC Comment #1. The only interdisciplinary course that might provide this setting is the proposed capstone course BIOL 410. Is this course enough to accomplish the objective of integration and sharing knowledge reflective of the demands of employment?

Response: We believe that this objective will be accomplished within our program overall and that elements are addressed in several of our courses (most notably BIOL 350 and BIOL 480/481) in addition to the proposed capstone course. BIOL 410 is intended as a true “capstone” course in that it will draw together knowledge gained in other courses and ensure that students are able to integrate information obtained elsewhere in the program. In terms of being able to meet the demands of employment, we are confident that our program overall will provide students with a skill set that will be attractive to employers. We note that virtually all of the courses offered by the Department of Biology have a laboratory component where we emphasize hands-on learning, analysis and synthesis of information. This is a particular strength of our Department and we are confident that graduates of the ENVB program will be able to move from classroom “theory” to the “real world” demands of employment.

APC Comment #2. The Subcommittee feels that the program has a strong, broad-scoped core in Biology but also invite students to explore a number of related classes not based in the Department, such as Plant Science, Chemistry and Toxicology courses. However, it appears as if the program will be mainly sought after by biology students. In this case, non biology students will not be enrolled in the capstone course and biology students may not have interaction with students from other areas.

Response: We agree that this is a program primarily targeting biology students, although ENVB students will interact with a broad range of students in the GEOG, ENVS, TOX and CHEM courses. We specifically note that BIOL 475 is a course taught by the Department of Biology but primarily targeting students in Toxicology.

To clarify that the ENVB program will target biology students, we have reordered our original proposal and moved the section “The Unique Place of Environmental Biology” to the beginning of the proposal. We have also expanded the description of the environmental programs in the College of Agriculture & Bioresources to more clearly highlight differences between the ENVB proposal and existing programs on campus.

APC Comment #3. If other than Biology students are expected to enrol in the program, what proportion of the 20-students enrolment limit will be from biology and what proportion will be from other disciplines? What are those disciplines? Will non-biology students be required to have a minimum number of courses from biology and if yes what courses might those be?

Response: At this point in time, it is difficult to ascertain how many students from other disciplines will enrol in BIOL 410. There is no doubt that we will give priority to ENVB majors for enrolment in this course, but we plan to accept senior students from other disciplines if there is space and they have a background that would allow them to be successful in BIOL 410. For example, we anticipate that fourth year BSc students majoring in GEOG with an environmental focus in their program would have the background and skill to be successful in BIOL 410. It is also quite likely that students from TOX or ENVS may also take this course as an elective within their programs. The prerequisites for BIOL 410 includes a statement that permission from the department is required for enrolment in this course. We will use this as a “screening” mechanism to give priority to fourth year ENVB students and ensure that students from other

programs have a background and skills necessary to be successful in this course. The actual course prerequisites for BIOL 410 include BIOL 228 and 301. Any number of courses could substitute for the specific BIOL 228 requirement (e.g. PLSC 213, GEOG 280). BIOL 301 is designed to provide students with critical thinking and writing skills in their third year. Fourth year students from other disciplines will have acquired these skills within their own programs.

APC Comment #4: It is proposed that a committee of three faculty members from biology will be charged with student advising and liaison with other units offering environmental undergraduate programs. There are potentially two issues with this. First, it emphasizes the one-discipline focus of this program. Second, what are the advantages of having a committee approach to advising students? We feel it would be better to have one faculty member champion this program even if it may mean a course release to such a faculty member.

Response: Our department works on a collegial model whereby the department as a whole participates in the operation of our undergraduate program. We are quite confident that we can bring this collegial model to the operation of the ENVB program. The advantages of a committee are that it spreads the workload out when it comes to routine matters such as student advising, and that multiple views can be considered when day-to-day decisions about the program need to be made. Having multiple people involved in the program administration will ensure more consistency from year to year as it is easier to ensure that a “historical memory” is carried forward between years. The other advantage is that it allows several of our faculty to be identified with the program. As we noted in our proposal, many of our faculty work in the area of environmental biology and that we want to showcase our strength in this area. It is our opinion that reducing the administrative committee to a single person would work against this goal. Finally, we simply do not have the resources to provide course release for a single faculty member to oversee this program. The ENVB administrative committee would still have to work within our existing administrative structure in that formal approval of program and course changes would still have to be approved by the department's undergraduate affairs committee (UAC) and from there the department as a whole. Teaching release is provided to the chair of the department's UAC and we feel that this model will be sufficient for the ENVB program.

APC Comment #5: The statements regarding the budget suggest that due to the program some courses will no longer be offered on a yearly basis. How will that be managed without affecting students who will be taking these courses? Alternatively, the budget section suggests “restructuring the practicum budget of some key courses.” Yet, elsewhere in the proposal it is stated that a distinguishing feature of some existing programs and a distinguishing feature of the proposed program is the practicum component. Does the statement “restructuring the practicum budget” is intended to mean reducing the budget? If yes, what are you proposing to maintain quality? Given the importance of the proposed program and its potential to put the University in a leading position, the Subcommittee is surprised at the reluctance to give this initiative some resources.

Response: The Department of Biology is always concerned about the best way to maintain the quality of our courses and programs in the face of declining resources to do so. Alternate year offerings of some of our courses is a direct response to this. We simply have to make the hard choices about how to do more with less.

We have been experiencing increased demand for our courses over the last couple of years. This seems to be driven by increased popularity of our new foundational curriculum as well as the introduction of minors within the College of Arts & Science. It is not clear if this enrolment increase will continue but it is quite possible that we will reach enrolment maximums in our core BIOL courses and programs in the near future. We are operating on a philosophy that

maintaining our current quality means that we will be unable to expand capacity in many of our courses unless new resources are found. It is possible that we will move to a situation of using the PAWS registration system to ensure that declared BIOL and ENVB majors are given priority for enrolment in our senior courses. Our alternate years offerings are designed to ensure that any excess capacity in our senior courses is filled each year, while maintaining access to courses in a reasonable time frame. For now, we are planning our alternate year offerings so that we can deliver approximately 450 student spaces total each year in our 300 and 400 level courses.

In terms of restructuring practicum components, we are attempting to do this strategically and by ensuring that we are making efficient use of our teaching support personnel and reducing costs of supplies and materials. For example, we have restructured the practicum budget of our BIOL 228 course so that this now requires three field trips instead of four. BIOL 228 has an enrolment approaching 200 students and the elimination a field trip represents a significant saving in terms of bus rentals. The field trip has been replaced with a lab exercise designed to take advantage of computer-based data analysis. In BIOL 350, we have reduced the total number of days in the field and eliminated one of the “over a weekend” stays at the Emma Lake field camp. This represents significant saving in terms of over-time pay to the teaching support (ASPA) personnel involved in this course. We feel that these changes have very little impact on the quality of the student experience.

We advocated for new resources for the ENVB program at multiple levels, most notably under the auspices of the “Undergraduate Platform in the Environment Proposal”. This initiative was not successful, and we were left with the pragmatic choice of using our existing departmental resources to offer the ENVB program or not offering a program that we know would be attractive to students and beneficial to many faculty in our department. We continue to work with our College administration to find new resources for our very popular programs and are hopeful that some resolution will be achieved in the future. The support of the Academic Programs Committee in obtaining additional resources for a centralized approach to environmental programming on campus is certainly welcome.

APC Comment #6 There are several required courses selected from other disciplines and departments. This is good and perhaps more is needed. Is there room in these classes for the new students and what priority will these students be given? We are raising this issue in light of Paragraph 2 of the memo to Francois Messier from Mark Wickstrom, Academic Coordinator, Toxicology Undergraduate Program. This memo indicates that the Toxicology Undergraduate Program Administrative Committee (TUPAC) has concerns regarding the potential demand from the proposed program and suggesting that there are limits on enrolment in TOX 301. We did not see anything in the proposal suggesting that these issues and concerns have been resolved.

Response: We resolved this issue with direct conversations with the Toxicology programmers as well as with the Department of Chemistry. There is limited room in TOX 301 for ENVB students each year. However, either of CHEM 375 or BIOL 475 can be used as an alternative to TOX 301 in the ENVB program. If we are successful in hiring a suitable faculty member in Environmental Biology, our plan is to offer BIOL 475 on a more consistent basis. This, combined with CHEM 375 and TOX 301, should provide sufficient spaces for the ENVB students and ensure that this requirement does not become a “bottle-neck” in the ENVB program.

Correspondence documenting consultations with Chemistry and Toxicology about this issue were attached to Appendix V of our submission to the Academic Programs Committee.

APC Comment #7: Questions Related to the Proposed New Course (BIOL 410.3)

a). Does the course need any additional library resources?

Response: No, we believe the current Library offerings are sufficient.

b). The stated prerequisites may be appropriate for biology students. Will they be imposed on students from other disciplines? Will these prerequisites make it prohibitive for students of other disciplines to enrol in the course?

Response: This was addressed in our response to comment #3 above

c). How will the instructors be credited for their work? Will they be credited one course every three offerings, every two offerings, or every one offering?

Response: Each faculty member will be credited for a 1/3 of a course each year.

d). Student evaluations do not involve a midterm or a final exam. They will be based on 70% written assignments (described earlier as research projects) and 30% seminar presentations related to the written assignments. We are wondering whether the students will have enough time to complete three different research projects in one term.

Response: Senior BIOL courses generally require extensive writing and we believe that the requirements proposed for BIOL 410 are generally in line with our normal expectations for senior BIOL students. One of the prerequisite courses (BIOL 301) is specifically designed to provide students with an opportunity to learn writing and library skills and to develop their critical thinking and reasoning skills before reaching their fourth year. We also note that the proposal for BIOL 410 specifically builds in at least one week for each module where scheduled contact time is reduced and students are expected to work on their project.

AGENDA ITEM NO: 11.4

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE**

FOR INFORMATION ONLY

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee

DATE OF MEETING: April 15, 2010

SUBJECT: **Items for Information:**
-Honours in Linguistics;
-Change of Name to Studies in Religious Traditions
-Change in program options in Women's and Gender Studies
with related changes to courses and deletion of departmental
specializations

COUNCIL ACTION: **For information only**

The Academic Programs Committee of Council approves higher levels of concentration in existing fields of specialization, changes to names of fields of specialization, changes to program options and to departmental specializations.

At its April 6, 2010 meeting, the Academic Programs Committee approved the following curricular changes:

- 1. Honours in Linguistics**
- 2. Change of program name from "Religious Studies" to "Studies in Religious Traditions"**
- 3. Change in program options in Women's and Gender Studies, related changes to courses and deletion of departmental specializations.**

ATTACHMENT:
Proposal documents

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Linguistics Honours Program

Degree(s): Bachelor of Arts

Field(s) of Specialization: Linguistics

Level(s) of Concentration: Honours

Option(s):

Degree College: Arts and Science

Department: Languages and Linguistics

Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Veronika Makarova
Linguistics Program Chair
966-5641
v.makarova@usask.ca

Date: March 24, 2010

Approved by the degree college and/or home college: March 22, 2010

Proposed date of implementation: September 2010

2. Type of change

Requiring approval by Academic Programs Committee

- Addition of a higher Level of Concentration to an existing Field of Specialization.

3. RATIONALE

The new concentration is suggested due to the following reasons:

1. There has been increase in the number of students majoring in Linguistics and willing to pursue postgraduate studies in Linguistics, Applied Linguistics and Speech and Language Pathology. This increase creates a demand for an Honours project that would prepare students for research activities and graduate studies.
2. The deletion of the BA Honours in Linguistics & Languages (approved by APC on June 18, 2009) leaves students without the opportunity to do research work in Linguistics. This gap will be filled in by the new Honours in Linguistics program.
3. The College of Arts and Science has recognized the importance of Linguistics in the new Integrated Plan and has assigned additional resources to Linguistics, creating 1.5 new positions in Linguistics in the last 2 years. A proposal for a Master of Arts in Applied Linguistics is currently being developed,

and a notice of intent for a Master of Speech and Language Pathology in the College of Medicine has been submitted. The creation of an Honours program in Linguistics is a step needed to ease and encourage student transition to postgraduate studies in these areas.

The goal of BA Honours Linguistics program is to prepare students for graduate studies in the areas of Linguistics, Applied Linguistics and Speech and Language Pathology.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Program Requirements

No more than 6 credit units from one subject may be used to meet Requirements B1 to B4.

B1 Basic Social Science Requirement (12 credit units)

- LING 111.3
- LING 112.3

Choose **6 Credit Units** from the following:

- ANTH 111.3
- ARCH 112.3
- ARCH 116.3
- ECON 111.3
- ECON 114.3
- GEOG 130.3
- NS 105.3
- NS 106.3
- POLS 111.3
- POLS 112.3
- PSY 110.6
- SOC 111.3
- SOC 112.3
- WGST 110.6
- any senior-level social science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Social Science Requirement.
- Statistics courses in social sciences are not accepted for credit toward the Social Science Requirement (eg. ECON 204.6, PSY 233.3, PSY 234.3, SOC 225.3 and SOC 325.3, formerly SOC 240.3). Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions. These are equivalent Social Science stats courses.

B2 Humanities Requirement (6 credit units)

B3 Natural Science Requirement (6 credit units)

B4 Language Requirement (6 credit units)

B5 Elective Requirement (6 credit units):

6 credit units from the Fine Arts, Humanities or Natural Sciences

B6 Major Requirements (48 credit units)

No more than 6 credit units at the 100-Level may be used to satisfy the Major Requirements.

- LING 345.3 or LING 403.3
- LING 478.3

Choose **21 credit units** from the following:

- LING 110.3
- 200-Level, 300-Level, 400-Level LING Courses

Choose **21 credit units** from the following:

- Linguistics: 200-Level, 300-Level, 400-Level LING Courses
- Language: 100-level, 200-level, 300 level or 400-level CHIN; CREE; FREN; GERM ; GRK; HEB; LATN; RUSS ; SNSK; SPAN; UKR .
- English: ENG 290.6, 301.3, 310.3, 389.3, 391.3
- Computer Science: 100-Level, 200-Level, 300-Level or 400-Level CMPT Courses
- Psychology*: PSY 213.3, 214.3, 216.3, 224.3, 233.3, 234.3, 246.3, 252.3, 253.3, 255.3, 256.3, 315.3, 316.3, 355.3, 418.3, 456.3. *Note: "all 300 and 400 level PSY courses are held for registration by permission only and will be restricted for PSY majors firstly, then open to Linguistics students if space allows".
- Anthropology: ANTH 220, 224, 225, 226, 227, 230, 231, 232, 233, 235, 321, 322, 326, 327, 328, 329, 330, 337, 339, 354, 385, 421, 422, 430, or ANTH Special Topics courses with the permission of the Linguistics Program Chair.

- Communication: RCM 400, 401, 402, 404
- Philosophy: Phil 241, 243, Phil 343, 418, 446, 455, or Phil special topics courses with the permission of the Linguistics Program Chair.
- Women's and Gender Studies: WGST 201, 206, 210, 220, 351, 355, 409, or WGST special topics courses with the permission of the Linguistics Program Chair.
- Classics: CLAS 110, 111, 226, 227, 228, 233, 259

B7 Electives Requirement (36 credit units)

- Courses to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject.

*list of LING and specific cognate courses used in B6, with titles, is attached

5. RESOURCES

No additional resources are required.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

This higher level of concentration draws from the same lists of courses as the existing 4-year and 3-year degrees in Linguistics. As such, no new demands are made on courses outside the department as a result of this program.

Email correspondence with affected departments, which concerns both this new level and revisions to the existing levels, is attached in an Appendix.

7. BUDGET

The program can be accommodated within the existing departmental budget.

College Statement

From Peter Stoicheff, Vice Dean, Division of Humanities and Fine Arts, College of Arts and Science

The College of Arts and Science is supportive of the proposed Honours program in Linguistics. Adding the Honours level to the existing programs offers students the opportunity to prepare for higher education in this area or related fields. This proposal aligns Linguistics with the majority of fields of concentration offered in Arts and Science, which include the Honours level.

The College supports this initiative as part of its role in supporting the first area of priority of the Second Integrated Plan, to improve the undergraduate and graduate experience. This interdisciplinary program specifically includes an Honours project course, a reading course which introduces students to research methods in the field, leading to a term paper. Greater opportunities for students to pursue research at the undergraduate level is specifically supported in the College's 2007 Integrated Plan, Section 2.2.1 (available at: https://claws.usask.ca/astab/docs/IP/CollegeOfArtsAndScience_IntegratedPlan-CollegeSubmission.pdf).

The proposal was approved by the committee on Academic Programs and Standards for the Humanities, Fine Arts, and Social Sciences on January 15, 2010 and by the Division of Humanities and Fine Arts on March 22, 2010.

Course List:

LING 110.3 —Introduction to Grammar	ANTH 231.3 — Cross Cultural Perspectives on Health Systems
LING 111.3 —Structure of Language	ANTH 232.3 — Peoples and Cultures of South Asia
LING 112.3 —Dynamics of Language	ANTH 233.3 — Anthropological Perspectives on Contemporary Ukraine
LING 241.3 —Introduction to Syntax	ANTH 235.3 — Anthropological Approaches to Ethnicity and Ethnic Groups
LING 242.3 —Phonetics	ANTH 321.3 — Myth Ritual and Symbolism
LING 243.3 —Morphological Patterns in Language	ANTH 322.3 — Visual Anthropology
LING 244.3 —Sociolinguistics	ANTH 326.3 —Principles of Applied Anthropology
LING 245.3 —Lexicology – pending approval	ANTH 327.3 —Anthropology of Development
LING 247.3 —The World’s Major Languages – pending approval	ANTH 328.3 —Political and Legal Anthropology
LING 298.3 —Special Topics	ANTH 329.3 —Environmental Anthropology
LING 299.6 —Special Topics	ANTH 330.3 — Oral History and Storytelling Anthropological Perspectives
LING 340.3 —Principles of Phonology	ANTH 337.3 —Economic Anthropology and Economic Development
LING 341.3 —Semantics	ANTH 339.3 —Cultural Change
LING 342.3 —American Indian Languages	ANTH 354.3 —Ritual Spaces in Ukrainian Culture
LING 345.3 —Introduction to Linguistic Research	ANTH 385.3—Selected Topics in Ethnography of Central America and Mexico
LING 346.3 —Language in Time and Space	ANTH 421.3 —Historical Perspectives of Ethnological Theory
LING 398.3 —Special Topics	ANTH 422.3 —Contemporary Ethnological Theory
LING 399.6 —Special Topics	ANTH 430.3 —Field Methods in Ethnology
LING 402.3 —Language and Culture	CLAS 110.3 —Greek Civilization
LING 403.3 —Research Methods in Linguistics	CLAS 111.3 —Roman Civilization
LING 478.3 —Honours Project	CLAS 226.3 —Tragedy
LING 498.3 —Special Topics	CLAS 227.3 —Comedy
LING 499.6 —Special Topics	CLAS 228.3 —Epic
ANTH 220.3 — Introduction to Ethnological Theory and Social Structure	CLAS 233.3 —Introduction to Ancient Thought
ANTH 224.3 — North American Plains Ethnography	CLAS 259.3 —Ancient Christian Literature
ANTH 225.3 — Peoples and Cultures of East Asia	
ANTH 226.3 — Business and Industrial Anthropology	
ANTH 227.3 — Cultures of Central and Eastern Europe	
ANTH 230.3 — Introduction to Cultural Dynamics	

ENG 290.6 —Introduction to English
Linguistics and History of English Language
ENG 301.3 — Anglo Saxon Language and
Culture
ENG 310.3 —Old English Literature
ENG 389.3 —Structures of English
ENG 391.3 —Varieties of English

PHIL 241.3 —Introduction to Symbolic Logic
I
PHIL 243.3 —Introduction to Symbolic Logic
II
PHIL 343.3 —Philosophical Logic
PHIL 418.3 —Advanced Analytic Philosophy
PHIL 446.3 — Philosophy of Language
PHIL 455.3 — Philosophy of Social Science

PSY 213.3 —Child Development
PSY 214.3 —Adolescent Development
PSY 216.3 —Psychology of Aging
PSY 224.3 —Introduction to Culture and
Psychology
PSY 233.3 —Statistical Methods in
Behavioural Sciences
PSY 234.3 — Statistical Methods in
Behavioural Sciences
PSY 246.3 —Introduction to Human
Neuropsychology
PSY 252.3 —Perceptual Processes
PSY 253.3 —Introduction to Cognitive
Psychology
PSY 255.3 —Human Memory
PSY 256.3 —Psychology of Language

PSY 315.3 —Advanced Development I Social
and Emotional
PSY 316.3 —Advanced Development II
Social and Emotional Research
PSY 355.3 —Research in Advanced
Cognitive Science
PSY 418.3 —Advanced Seminar in
Developmental Psychology
PSY 456.3 —Advanced Seminar in Cognitive
Science

RCM 400.3 — Rhetorical Theory and
Practice of Persuasion
RCM 401.3 — Oral Rhetoric
RCM 402.3 — Interpersonal Communication
and Rhetoric
RCM 404.3 — Leadership as Communication

WGST 201.3 —Images of Gender and
Sexuality in Popular Culture
WGST 206.6 —Science and Society in Fiction
and Film
WGST 210.3 —Gendered Perspectives on
Current Events
WGST 220.3 —Queering the Terrain
Cultural Space and Queer Theory
WGST 351.3 —Women Depression and
Writing
WGST 355.3 —The Celluloid Cyborg: A
Course in Technotheory and Cyberpunk
WGST 409.3 —Understanding Western
Patriarchy
WGST 410.3 —Gender, Sexualities and
Culture: Senior Seminar



Office of the University Secretary

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Alexis Dahl for Braj Sinha and Peter Stoicheff Date: _March 12, 2010

College: Arts & Science

College approval date: __February 12, 2010

Proposed effective date of the change: _July 1, 2010

1. Proposed change of name

	From:	To:
College		
Department		
Program name		
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)	Religious Studies	Studies in Religious Traditions
Course label (alphabetic)		
Building		
Street		
Other		

2. Documentation

Rationale

Our department has been called the Department of Religious Studies for most of its history and we have only offered one program up to this year, the program in "Religious Studies". We

recently became the Department of Religion and Culture and have developed a new program titled " Studies in Religion and Culture" which we intend to start offering this coming year. The new program "Studies in Religion and Culture" has a broad orientation that offers students the opportunity to investigate religion's role in society, literature and the arts, and gender, hence its name. Demand for this sort of interdisciplinary approach has grown in our area of studies in recent years and we are able to respond to it effectively here at the University of Saskatchewan.

We are, however, retaining our original program as it is still viable and attractive, and wish to name it in such a way as to reflect its distinguishing feature. We have therefore decided to change the name of the program in "Religious Studies" to "Studies in Religious Traditions". This original, and continuing, program approaches and organizes the study of religion according to religions of East and West, with a focus on the history, doctrines and practices of major religious traditions, particularly Christianity, Judaism, Hinduism, Buddhism and Daoism. As students deepen their knowledge and understanding of specific traditions during this program of studies we feel "Studies in Religious Traditions" characterizes it appropriately. The name also has a suitable linguistic symmetry with the name of the new program coming on stream.

Impact of the change

The impact of this change on students is anticipated to be positive, as it will clarify the differences between the two programs offered by the department. This should make it easier for students to choose the program which aligns most strongly with their current interests and future goals.

The name of the program will need to be changed in all university-wide and college systems (SiRIUS, PAWS, websites and promotional sheets prepared for current and prospective student) where it appears. Faculty and staff will need to adjust to using the new name in their communications, but this should be made easier by the need to differentiate between the existing and new programs.

No other significant impact is anticipated on any other relevant group.

Consultation

This change was sent to the Committee on Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences for approval. It was approved on February 12, 2010.

Information regarding this change was sent to Russell Isinger (Registrar), Jason Doell (Assistant Registrar), Seanine Warrington and Lynette Murza (Coordinators of Academic Programs and Calendar) and Eileen Zaigel (Student Information Systems – Functional Analyst). Responses were received which indicated that changing the information in the SiRIUS system does not create an undue amount of work for Student Information Systems, and that SESD agrees to make the change, once it has been approved by APC.

The work to change the name of the major on both general student and degree records is the responsibility of the College. Gloria Brandon (Coordinator of Student Academic Services, College of Arts and Science) was contacted. Her response stated that the College could manage this work so long as adequate time is allowed for the changes to be entered.

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Women's and Gender Studies

Degree(s): Bachelor of Arts Field(s) of Specialization: Women's and Gender Studies

Level(s) of Concentration: Honours, 4-year, 3-year and Minor Option(s):

Degree College: Arts & Science Department: Women's and Gender Studies

Home College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Joan Borsa, Head
Department of Women's and Gender Studies
ph: 966-1289
fax: 966-4559
joan.borsa@usask.ca

Date: March 23, 2010

Approved by the degree college and/or home college: March 22, 2010

Proposed date of implementation: September 2010

2. Type of change

Requiring approval by Academic Programs Committee

- A change in program options and related changes to courses and departmental specializations

3. RATIONALE

In order to strengthen undergraduate and regularize graduate programming, the current Women's and Gender Studies faculty has agreed to transfer its programs to the Interdisciplinary Center for Culture and Creativity (ICCC). The development of a new Interdisciplinary Centre in the Division of Humanities and Fine Arts provides an opportunity to update our programs and to rearticulate our relationship with the institution in exciting ways that serve a wide range of intellectual, creative and social projects.

A Program Committee will manage the program on a day-to-day basis, and the chair of that committee will serve as the WGST Program Coordinator. The WGST Program Coordinator will be responsible for permissions (registration) and grades approval.

In alignment with Women's and Gender Studies' roots in an interdisciplinary model, and the priorities and directions of the University of Saskatchewan's *Second Integrated Plan*, this undergraduate program revision is based on a commitment to student experience and the principles of working "together more effectively across unit and institutional boundaries" (p. iii). Our objective has always been to "develop innovative interdisciplinary teaching and research programs that address issues of societal concern and . . . respond to the needs and interests of today's learners" (p. 3).

This program revision facilitates creative networks to support new directions in pedagogy and research, with a view to launching a graduate program in 2011. The undergraduate curricular framework is not based solely on our current list of core and cognate courses; we have revised existing and developed new courses and worked to leverage other departmental offerings in the college to support intersectional gender-based analysis across the disciplines.

Anticipating a range of interdisciplinary program options for students, course requirements model adequate preparation for necessary senior core and cognate courses (theory, methods, content), without being overly prescriptive. We are committed to fostering a healthy give-and-take across programs and departments. For example, WGST 324.3 is eligible for credit in both Art and Art History and our program.

Our new undergraduate program offers a distinct curriculum that will enable students to study across the humanities, fine arts and social sciences, with a view to developing future intersections with the natural sciences as well. It provides both 3 and 4-year B.A. degrees, a minor and an Honours option to prepare students for direct employment, further professionalization, or interdisciplinary graduate studies. Finally, the undergraduate program revision provides the foundation that students need to participate in our graduate program, currently under development.

Areas of Focus

The undergraduate program is organized around two central thematic areas (Gender, Sexualities and Cultural Studies; and Transnational Feminisms) which reflect current faculty resources and interests, emergent shifts in the field, and complementary opportunities offered at the University of Saskatchewan and elsewhere.

In identifying two thematic areas, we maintain our current emphasis on issues in cultural studies and popular culture including media studies, critical representation and creative production, while expanding our offerings in masculinities and queer and sexualities studies.

We also advance the university's efforts to accentuate internationalization and Aboriginal Studies a step further, by affirming critical transnational and Indigenous feminisms. By highlighting Transnational Feminisms, we signal our commitment to support place and

culturally-specific forms of gender-based inquiry across disciplinary boundaries. This stream explores the gendered and social impacts of economic development and globalization, public and intergovernmental policies, human rights and citizenship, gender mainstreaming agendas, the rights of Indigenous peoples and critical race feminisms.

The thematic areas are arranged into logical progressions with introductory, second and third year options, and senior seminars in the fourth year. While we identify two thematic areas, students are not required to select either, but may choose courses freely from both. In order to strengthen the interdisciplinary foundations of our undergraduate program we have identified recommended cognate courses for each of the thematic areas. The complete list of cognate courses gives students the widest possible range of independent inquiry across the disciplines.

In addition, we encourage enhanced use of existing resources, such as the library's under-utilized queer archive, by actively positioning this nationally valuable facility through new opportunities for Queer and Sexualities Studies within and beyond our program.

IMPORTANT NOTES:

We have revised the introductory course from 6 to 3 credit units. Our decision is motivated by efforts to make efficient use of existing faculty resources, and a belief that the additional 3 credit units which had been offered at the introductory level can be accommodated by access to 200-level WGST and cognate courses.

We will continue one of the important features of our curriculum design, which includes the option for students to count courses toward degrees in either the Humanities and Fine Arts or the Social Sciences Divisions.

Women's and Gender Studies provides training in social and cultural diversity that students can access at the level of electives, as part of professional degree requirements or as a specialization. We will continue to offer courses that satisfy requirements for students in professional programs, such as the University of Regina's Social Work program at the University of Saskatchewan.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Summary of Revisions:

Women's & Gender Studies - Levels: BAH, BA4, BA3, BAMIN

1) List of restricted options has been changed to reflect changes in course offerings in the department and in cognate departments.

2) Honours, 4-Year and 3-Year programs: A) students will be required to take 3 cu rather than 6 cu of 100-level WGST (112.3 instead of 110.6); WGST 310.3 has been replaced by HIST 259.3 or 260.3 in the required courses.

3) Honours program: A) changes from 42 to 45 credit units in B6; B) students will now choose 30 credit units from list of restricted options (the previous two lists of optional courses have been combined); C) specific list of WGST-400 level courses has been replaced by all WGST 400-level courses.

4) 4-Year program (No Specializations): A) “No Specializations” indication no longer required as programs with specializations will be deleted (pending approval by University Council); B) changes from 36 to 33 credit units in B6; C) students will now choose 21 credit units from list of restricted options; D) requirement added for a minimum of 3 credit units chosen from all WGST 400-level courses.

5) 3-Year program: A) changes from 24 to 27 credit units in B6; B) students will now choose 18 credit units from list of restricted options (the previous two lists of optional courses have been combined)

6) Minor program: A) WGST 311.3 and 312.3 both required (previously students chose one of the two); B) students will now choose 18 credit units from list of restricted options

Calendar information:

For Honours, 4-year, and 3-year

B1 Basic Social Science Requirements (12 credit units)

- ~~WGST 110.6~~ WGST 112.3

Choose **6-9 Credit Units** from the following:

- [ANTH 111.3](#)
- [ARCH 112.3](#)
- [ARCH 116.3](#)
- [ECON 111.3](#)
- [ECON 114.3](#)
- [GEOG 130.3](#)
- [LING 111.3](#)
- [LING 112.3](#)
- [NS 105.3](#)
- [NS 106.3](#)
- [POLS 111.3](#)
- [POLS 112.3](#)
- [PSY 110.6](#)
- [SOC 111.3](#)
- [SOC 112.3](#) ([SOC 111.3](#) and [SOC 112.3](#) were formerly SOC 110)
- ~~WGST 110.6~~
- any senior-level social science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Social Science Requirement.
- Statistics courses in social sciences are not accepted for credit toward the Social Science Requirement (eg. [ECON 204.6](#), [PSY 233.3](#), [PSY 234.3](#), [SOC 225.3](#) and [SOC 325.3](#), formerly SOC 240.3). Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions. These are equivalent Social Science stats courses.

Requirements B2, B3, B4 and B5 remain unchanged from current Calendar entry.

WGST Programs – Major Requirements			
Honours (45 credit units)	4-year (33 credit units)	3-year (27 credit units)	Minor (24 credit units)
WGST 311.3 WGST 312.3			
HIST 259.3 or HIST 260.3			
WGST 400.0			
Choose 6 credit units from:	Choose 3 credit units from:		
400-Level WGST Courses			
Choose 30 credit units from the following: At least 12 credit units must be at the 300-level or above	Choose 21 Credit Units from the following: At least 6 credit units must be at the 300- level or above	Choose 18 Credit Units from the following: At least 9 credit units must be at the 300- level or above	Choose 18 Credit Units from the following:
200-Level, 300-Level or 400-Level WGST Courses			100-Level, 200-Level, 300-Level or 400-Level WGST Courses
ANTH 309.3, ANTH 310.3, ANTH 332.3, ARTH 257.3, ARTH 323.3, ARTH 340.3, ARTH 350.3, ARTH 355.3, ARTH 358.3, ARTH 437.3, ARTH 455.3, ECON 221.3, ECON 227.3, ECON 327.3, EFDT 482.3, EFDT 483.3, EFDT 486.3, ENG 203.6, ENG 281.6, ENG 286.3, ENG 338.3, ENG 484.3, GEOG 367.3, HIST 259.3, HIST 260.3, HIST 346.3, HIST 347.3, HIST 384.3, HIST 392.3, HIST 414.3, HIST 434.3, HIST 486.3, IS 200.6, LING 404.3, NS 271.3, NS 370.6, PHIL 224.3, PHIL 227.3, POLS 336.3, RLST 220.3, RLST 232.3, RLST 303.3, RLST 321.3, RLST 359.3, RLST 382.3, SOC 219.3, SOC 260.3, SOC 334.3, SOC 344.3, SOC 439.3			

*list of WGST and cognate courses with titles is attached

B7 Electives Requirement (Honours: 39 credit units, 4-year: 51 credit units, 3-year: 27 credit units)

- Courses to complete the requirements for 120 credit unit Four-year program. Of the 120 credit units required at least 66 must be at the 200-level or higher and no more than 60 in one subject.

New Course descriptions and Minor Course Revisions are attached.

5. RESOURCES

Non-faculty resources from the Department of Women's and Gender Studies will be transferred from the Interdisciplinary Center for Culture and Creativity (ICCC). No new resources are requested.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

While we anticipate limited impact for other units, we would like to note that with the relocation of WGST programming to the Interdisciplinary Centre for Culture and Creativity, faculty members in WGST will select new academic homes and move to other departments. These selections have been made, and work is ongoing to finalize these moves.

The University of Regina's Social Work program requires their students to complete our 6 cu Introduction to Women's and Gender Studies; our revised program shifts to a 3 cu introductory course. Consultation has occurred, and the additional 3 cu can now be selected from WGST 205.3, 210.3, 220.3, 240.3, 290.3 or NTST 271.3.

Consultation with cognate departments has occurred. The Department of History has welcomed the inclusion of one of their 200-level courses as a requirement in our program. Otherwise no concerns were raised. Active involvement by members of cognate departments in the development of our new graduate program can be understood as an implicit expression of support, particularly since there is continuity between our undergraduate thematic areas and emerging graduate specializations.

The relevant comments from Acting Director of Undergraduate Studies in History, John McCannon, (dated 12/23/09) are as follows:

“Requiring 3 cu of HIST 259.3 or HIST 260.3 makes sense, and we would be happy to affirm those as suitable requirements, especially because they're offered on a yearly basis. . .

We'd be perfectly happy to let 3 cu of 200-level HIST, plus relevant WGST coursework, serve as the prerequisite for 300-level coursework in HIST (which would then serve as the gateway to 400-level coursework). Most of our 300- and 400-level classes can be entered with the permission of the instructor in any case. . .

In general, the proposal looks great, and it has our department's support.”

7. BUDGET

Non-faculty resources from the Department of Women's and Gender Studies will be transferred from the Interdisciplinary Center for Culture and Creativity (ICCC). No new resources are requested.

College Statement

From Peter Stoicheff, Vice Dean, Division of Humanities and Fine Arts, College of Arts and Science

The College of Arts and Science supports the proposed revisions to the Bachelor of Arts in Women's and Gender Studies, Honours, 4-year, 3-year and Minor levels. The revisions update the lists of courses to include new courses in WGST and other cognate subjects. These changes maintain the academic integrity of the degree while making changes to make the best use of limited resources.

The transfer of these programs to the Interdisciplinary Centre for Culture and Creativity will allow the programs to be maintained and effectively managed, while maximizing staff and administrative efficiencies. Academic decisions will be the responsibility of the WGST Program Committee, ensuring that such decisions are made by qualified and engaged faculty members.

The proposal was submitted to the College of Arts and Science Course Challenge for January 2010, and passed without challenge. It was approved by the committee on Academic Programs and Standards for the Humanities, Fine Arts, and Social Sciences on February 26, 2010 and by the Division of Humanities and Fine Arts on March 22, 2010.

New Courses:

WGST 290.3 Feminist Representational Strategies: Selected Topics

1 or 2 Considers shifts in the directions and impact of feminist critical thought and diverse practices of cultural production. Offered occasionally as faculty resources permit, the topic will vary in accordance with the research interests of the instructor, student demand and new developments in the field.

Prerequisite(s): Completion of 30 credit units at the university level or permission of the WGST Coordinator.

Note: May be used as Humanities or Social Science credit.

Rationale: Improves department's offerings in the field and reflects the research interests of the instructor. This proposal is one element in the program revision occasioned by WGST's change in status from department in Arts & Science to program in the ICCC.

The inclusion of selected topics courses in WGST at all three senior course levels will give the program maximum flexibility for accommodating Associate Members of the ICCC who from time to time will be assisting in the delivery of the WGST program.

WGST 390.3 Gender in Interdisciplinary Contexts: Selected Topics

1 or 2 Examines the ways diverse disciplinary projects have intersected with feminist studies. Whether co-taught, to provide an overview of converging approaches, or delving more deeply into a particular theme, the course is offered occasionally and topics vary in response to instructor and student interests, and developments in the field.

Prerequisite(s): 30 credit units of university courses including at least 6 credit units of WGST and/or cognate courses; or permission of the WGST Coordinator.

Note: May be used as Humanities or Social Science credit.

Rationale: Improves department's offerings in the field. This proposal is one element in the program revision occasioned by WGST's change in status from department in Arts & Science to program in the ICCC. The inclusion of selected topics courses in WGST at all three senior course levels will give the program maximum flexibility for accommodating Associate Members of the ICCC who from time to time will be assisting in the delivery of the WGST program.

WGST 411.3 Situated Transnational Feminisms

1 or 2 Examines women's and allied efforts to organize across national borders with focus on: social movements and self-advocacy; innovative uses of human rights and international change instruments; efforts to reduce poverty and create access to citizenship in processes of cooperation and conflict; critiques of economic "development," land use, and environmental damage.

Prerequisite(s): Permission of the WGST Coordinator required.

Note: May be used as Humanities or Social Science credit.

Instructor(s): Marie Lovrod

Rationale: Improves department's offerings in the field, reflects the research interests of the instructor and responds to student demands. This proposal is one element in the program revision occasioned by WGST's change in status from department in Arts & Science to program in the Interdisciplinary Centre for Culture and Creativity in the Division of Humanities and Fine Arts. This course completes a logical progression in our Transnational Feminisms thematic area, and responds to student demand both within WGST and International Studies.

WGST 490.3 Gender, Culture and Political Struggle: Selected Topics

1 or 2 Examines critical and creative crosscurrents that surface at sites where gender, culture and political struggle converge. Designed for advanced students, specific topics addressed in this course will vary according to instructor and student interests and emergent issues in the field.

Prerequisite(s): 18 credit units WGST and/or cognate courses, including WGST 311, 312.

Permission of the WGST Coordinator required.

Note: May be used as Humanities or Social Science credit.

Rationale: This proposal is one element in the program revision occasioned by WGST's change in status from department in Arts & Science to program in the ICCC. The inclusion of topics courses in WGST at all three senior levels will give the program maximum flexibility for accommodating Associate Members of the ICCC who from time to time will be assisting with the delivery of the WGST program.

Minor Course Revision(s):

WGST 201 Images of Women and Men in Popular Culture

Prerequisite Change:

Old: Completion of 30 credit units at the university level or permission of the department.

New: Completion of 30 credit units at the university level or permission of the WGST Coordinator.

New Full Title: Images of Gender and Sexuality in Popular Culture

New Short Title: Gender, Sexuality, Pop Culture

New Calendar entry: An introduction to the ways gender, sexuality and identity are represented and produced in popular culture, mainstream media and populist feminist culture. Focuses on critical analysis and intervention, the production of culture and a variety of cultural forms, mainstream media and representational practices.

Rationale: Prerequisite change to identify administrative changes in WGST. New title and Calendar entry better reflect the course content.

WGST 205 Gender Work and Society

Prerequisite Change:

Old: 30 credit units at the university level or permission of the department. WGST 110 strongly recommended.

New: 30 credit units at the university level or permission of the WGST Coordinator. WGST 112.3 strongly recommended.

Change to Note:

Old Note: May only be used as a Social Science credit.

New Note: May be used as Humanities or Social Science credit.

New Full Title: Gender, Work & Citizenship in Transnational Contexts

New Short Title: Gender, Work, Citizenship

New Calendar entry: Examines types and conditions of market and non-market work that affect gendered identities and access to citizenship in national/transnational contexts. Topics include evolving gendered divisions of labour; gendered features of transitional economies; development, technologies and employment practices; how constructed categories of identity shape and are shaped by work environments.

Rationale: Prerequisite change to identify administrative and course changes in WGST. New title and Calendar entry better reflect the course content. Note is changed to correct information.

WGST 210 Gendered Perspectives on Cultural Issues

Prerequisite Change:

Old: Completion of 30 credit units at the university level or permission of the department.

New: Completion of 30 credit units at the university level or permission of the WGST

Coordinator.

Change to Note:

Old Note: Note: Students with credit for WGST 110 may not take WGST 210 for credit. Fulfills requirement 5 in program type A, B or C. May be used as Humanities or Social Science credit.

New Note: May be used as Humanities or Social Science credit.

New Full Title: Gendered Perspectives on Current Events

New Short Title: Gender and Current Events

New Calendar entry: Interdisciplinary examination of current events relating to gender, race sexuality, ethnicity, ability and class. Special attention will be paid to how recent/ongoing wars, ecological crises, terrorism, economic recession, etc., impact the lives of women, children and subaltern men, and how such events are represented in mainstream and alternative media.

Rationale: Prerequisite change to identify administrative changes in WGST. New title and Calendar entry better reflect the course content. Note is changed to remove unnecessary information.

WGST 311 Contemporary Feminist Thought

Prerequisite Change:

Old: WGST 110, or 6 credit units in WGST and/or cognate courses, or permission of the department.

New: WGST 112.3, and 6 credit units in WGST and/or cognate courses, or permission of the WGST Coordinator. PHIL 227.3 is recommended.

Change to Note:

Old Note: WGST 310 and/or PHIL 227 are recommended. May be used as Humanities or Social Science credit.

New Note: May be used as Humanities or Social Science credit.

New Full Title: Contemporary Feminist Theories

New Short Title: Contemporary Feminist Theory

New Calendar entry: Through interdisciplinary and intersectional frameworks, this course focuses on selected feminist theories that examine gender in contemporary life, analyzing the shift from what is known as 'Second Wave' to 'Third Wave' Feminisms. A variety of feminist theories will be considered with a focus on diversity, power relations and subjectivity

Rationale: Prerequisite change to identify administrative changes in WGST. New title and Calendar entry better reflect the course content. Note is changed to remove unnecessary information.

WGST 410 Senior Seminar in Gender and Culture

Prerequisite Change:

Old: 18 credit units WGST and/or cognate courses, including at least two of WGST 210, 310, 311, 312, 352.

New: 18 credit units WGST and/or cognate courses, including at least one of WGST 311, 312. Permission of the WGST Coordinator is required.

New Full Title: Gender, Sexualities and Culture: Senior Seminar

New Short Title: Gender, Sexualities, Culture

New Calendar entry: An advanced seminar on a theme within the Gender, Sexualities and Cultural Studies thematic area of the WGST program. The theme will vary from year to year in accordance with the research interests of the instructor and new developments in the field.

Student presentations and discussions will be emphasized.

Rationale: Prerequisite change to identify administrative and course changes in WGST. New title and Calendar entry better reflect the course content.

Courses to be deleted:

WGST 202.3 - Gender and the Environment

Rationale: At this time the content of this course will be covered within offerings of the proposed WGST 390.3 – Gender in Interdisciplinary Contexts: Selected Topics (at a more advanced level). A new course at the 300-level may be proposed in the future, if warranted.

WGST 206.6 - Science and Society in Fiction and Film

Rationale: Specialization is required to teach this course. The current instructor is retiring. Also, part of the program revision project is to rationalize course offerings toward more 3 cu formats.

WGST 310.3 - Feminist Thought to 1980

Rationale: In an effort to create more integrated divisional curriculum and program design, we are replacing this course with a requirement to choose between HIST 259.3 or HIST 260.3, both of which focus primarily on women's histories in Canada.

WGST 350.3 - Women and Current Legal Issues

Rationale: As indicated in our program revision proposal, our focus has been streamlined and has shifted to two thematic areas, for which this course is no longer core. In addition, this course can only be offered when specialized faculty are available, which is increasingly rare. We have created Selected Topics courses to address unique themes as needed.

WGST 351.3 - Women, Depression and Writing

Rationale: This course has been offered occasionally when specialized faculty from the English department have been available. As indicated in our program revision proposal, our focus has been streamlined and has shifted to two thematic areas, for which this course is no longer core. We have created Selected Topics courses to address unique themes as needed.

WGST 354.3 - Women and Addiction

Rationale: As indicated in our program revision proposal, our focus has been streamlined and has shifted to two thematic areas, for which this course is no longer core. We have created selected topics courses to address unique themes as needed.

WGST 413.3 - Community/Research Practicum

Rationale: This course had been imagined as a way to direct students toward community-based research opportunities with faculty. As research intensity has grown on campus, such opportunities have become more common and structured. In addition, the emergence of the Alternative Reading Week is providing interested undergraduates with exposure to community-based involvements. Given our current faculty complement, we will be directing students toward these possibilities.

WGST 453.3 - Gender, Health and Body: A Senior Seminar

Rationale: As indicated in our program revision proposal, our focus has been streamlined and has shifted to two thematic areas, for which this course is no longer core. We have created selected topics courses to address unique themes as needed.

Course List:

- WGST 110.6 —Introduction to Women's and Gender Studies
WGST 112.3 —Introduction to Women's and Gender Studies – pending approval
WGST 201.3 —Images of Gender and Sexuality in Popular Culture
WGST 204.3 —Gender and Popular Music
WGST 205.3 —Gender, Work and Citizenship in Transnational Contexts
WGST 210.3 —Gendered Perspectives on Current Events
WGST 220.3 —Queering the Terrain Cultural Space and Queer Theory
WGST 240.3 —Contemporary Body Projects Refashioning the Self in Everyday Life
WGST 250.3 —Performing Masculinities – pending approval
WGST 290.3 — Feminist Representational Strategies: Selected Topics – pending approval
WGST 298.3 —Special Topics
WGST 299.6 —Special Topics
WGST 311.3 —Contemporary Feminist Theories
WGST 312.3 —Feminist Research Methodologies
WGST 315.3 —Politics of Gender and Sexuality in Transnational Feminisms – pending approval
WGST 320.3 —Reading on the Edge: Feminist and Queer Cultural Texts – pending approval
WGST 324.3 —Rebels With A Cause Feminism and the Visual Arts
WGST 355.3 —The Celluloid Cyborg: A Course in Technotheory and Cyberpunk
WGST 390.3 — Gender in Interdisciplinary Contexts: Selected Topics – pending approval
WGST 398.3 —Special Topics
WGST 399.6 —Special Topics
WGST 400.0 —Honours Colloquium
WGST 409.3 —Understanding Western Patriarchy
WGST 410.3 —Gender, Sexualities and Culture: Senior Seminar
WGST 411.3 — Situated Transnational Feminisms – pending approval
WGST 490.3 — Gender, Culture and Political Struggle: Selected Topics – pending approval
WGST 498.3 —Special Topics
WGST 499.6 —Special Topics
- ANTH 309.3 —Motherhood and Maternal Care: Anthropological Perspectives
ANTH 310.3 —Anthropology of Gender
ANTH 332.3 —Anthropology of Contagion and Infectious Disease Critical Gender and Race Perspectives
- ARTH 257.3 —Introduction to Canadian Art History
ARTH 323.3 —European Colonialism in Visual Arts 1880 to 1920

ARTH 340.3 —Contemporary Performance Art Theory and Praxis
ARTH 350.3 —A History of Popular Culture
ARTH 355.3 —Contemporary Aboriginal Art I
ARTH 358.3 —Postmodernism in Art
ARTH 437.3 —Postcolonial Issues in Contemporary Canadian Art
ARTH 455.3 —Contemporary Aboriginal Art II

ECON 221.3 —Women and the Economy
ECON 227.3 —Wage Determination
ECON 327.3 —Economics of Pay Inequality

EFDT 482.3 —Women and Education
EFDT 483.3 —Women and Teaching Profession
EFDT 486.3 —Gay and Lesbian Issues in Education

ENG 203.6 —Reading English Critical Approaches
ENG 281.6 —Feminist Critical Theory and Literature by Women
ENG 286.3 —Courtly Love and Medieval Romance
ENG 338.3 —Contemporary North American Aboriginal Literatures
ENG 484.3 —Topics in Womens Literature

GEOG 367.3 —Gender and the City

HIST 259.3 —Canadian Women from Pre Contact Period to 1918
HIST 260.3 —Canadian Women History from 1919 to Present
HIST 346.3 —English Women in the Workplace 1780 to 1920
HIST 347.3 —Feminism and English Society 1790 to 1945
HIST 384.3 —Women and Gender in Early Modern Europe
HIST 392.3 —History of Sexuality in North America
HIST 414.3 —Masculinity in Middle Ages and Renaissance
HIST 434.3 —Fascism Gender and Sexuality
HIST 486.3 —Female Spies in the Modern Age

IS 200.6 —International Studies

LING 404.3 —Language and Gender

NS 271.3 —Aboriginal Women in Canada
NS 370.6 —Images of Indigenous North America

PHIL 224.3 —Philosophy of Sexuality
PHIL 227.3 —Introduction to Feminist Philosophy

POLS 336.3 —Contemporary Political Thought

RLST 220.3 —Women in Western Religious Traditions

RLST 232.3 – Women and Religion in Asia – pending approval
RLST 303.3 —Goddesses in Myth and History
RLST 321.3 —Gender and God Talk
RLST 359.3 —Women and Bible
RLST 382.3 —Sex, God and Rock n' Roll Re-Vamping the Sacred

SOC 219.3 —Aboriginal Peoples and Justice in Canada
SOC 260.3 —Social Change and Global Solidarity
SOC 334.3 —Women and Law Historical and Comparative Perspectives
SOC 344.3 —Sociology of Women Gender and Development
SOC 439.3 —First Nations Women and Law

March 23, 2010

To: Cathie Fornssler, Coordinator
Academic Programs Committee of Council

Cc: Peter Stoicheff
Vice-Dean, Humanities and Fine Arts

Fr: Joan Borsa, Head
Department of Women's and Gender Studies

Re: WGST Program Revisions – Deletion of B.A. Four Year Degrees with
Specializations

The Department of Women's and Gender Studies supports the deletion of all of the B.A. Four Year Degrees in Women's and Gender Studies with Specializations in: Art & Art History; Economics; English; History; Native Studies; Philosophy; and Sociology, because enrollment has been low. Students can gain similar preparation by taking a WGST major and a minor in a cognate field.

Though the move of the Women's and Gender Studies undergraduate program to the Interdisciplinary Centre for Culture and Creativity was an event that prompted the Department to review and revise our programs and courses, our revisions are also part of a broader initiative to strengthen and update our overall curriculum offerings. Program revisions reflect current faculty resources and interests, emergent shifts in the field, student demand, and available complementary cognate courses.

Thus, the deletion of the specialized degrees is not a direct result of the move to the ICCC; if these degrees were being taken by students, they would have been moved and revised, similar to the other remaining degrees. No impact on other departments is anticipated.

Joan Borsa



UNIVERSITY OF SASKATCHEWAN

Division of Humanities & Fine Arts
College of Arts & Science

TO: Cathie Fornssler, Committee Coordinator

FROM: Peter Stoicheff, Vice-Dean, Humanities and Fine Arts

DATE: March 23, 2010

RE: deletion of WGST 4-year programs with specializations

This is to confirm the accuracy of the information contained in the WGST minor program revisions proposal and, in particular, the information regarding the deletion of the WGST 4-year programs with specializations. As WGST has revised its program to become sustainable with its faculty complement, it has become appropriate for these deletions to occur. Enrolments in these areas of specialization have been consistently low for several years, and it is more advantageous for students to follow the requirements of the new proposed program in which they may take a WGST major and a minor in a cognate field.

Report Form for Program Termination University of Saskatchewan

Department: Women's and Gender Studies

College: Arts & Science

Program(s) to be deleted:

Women's and Gender Studies (English Specialization)
Women's and Gender Studies (History Specialization)
Women's and Gender Studies (Philosophy Specialization)
Women's and Gender Studies (Native Studies Specialization)
Women's and Gender Studies (Economics Specialization)
Women's and Gender Studies (Sociology Specialization)
Women's and Gender Studies (Art & Art History Specialization)

Effective date of termination: September 2010

1. List reasons for termination and describe the background leading to this decision.

Enrolment in these programs has been extremely low. Students are able to achieve similar preparation by taking a major in Women's and Gender Studies (no specialization) and a minor in a cognate field. As this has been the option taken by almost all students, these programs are not required.

Though the move of the WGST programs to the Interdisciplinary Centre for Culture and Creativity (ICCC) was the event that prompted the Department faculty to consider the viability of these programs, the deletion of the programs is not a result of the move of the remaining programs to the ICCC. If these programs were being taken by students, they would have been moved and revised, similar to the other remaining programs.

No impact on other departments is anticipated.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No courses are unique to these programs. No course deletions will be made as a result of deleting these areas of concentration.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

No resources are unique to these programs.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

In 2009/10, 13 students have declared their formal registration in WGST 4-year programs, in years 2, 3 and 4. The system does not record which of the 4-year programs (specializations or no specializations) the students are following. The department advisors indicate that few or

none of them are following one of the programs with specializations. Given the numbers of students in 300 and 400-level classes, these estimates may be low.

2.5 Number of students enrolled and graduated over the last five years.

There is no way to determine the number of students enrolled in just the programs with specializations from the data available. Department advisors report that no students have expressed interest in these programs for a number of years. The preferred 4 – year degree is at the Honours level, which is reflected in the low number of graduates from the “4-year” program.

The following numbers include all WGST 4-year programs (specializations and no specializations). The department advisors indicate that none of these students chose to follow a program with specializations.

	2005	2006	2007	2008	2009
Degrees granted	1	1	1	3	1

Numbers obtained from Information Strategy and Analytics website.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Students in these programs will have adequate choice of available courses in order to finish their program.

3.2 What impact will this termination have on faculty and teaching assignments?

None

3.3 Will this termination affect other programs, departments or colleges?

None.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

No courses are being deleted as a result of these program deletions.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No. Students may achieve similar qualification by choosing to major in WGST and minor in another discipline.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7 Describe any impact on research projects.

No impact.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

No change.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

No external impact anticipated.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No. Other institutions already offer similar programs to the continuing WGST programs (no specializations).

Other

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

None.