

UNIVERSITY COUNCIL

AGENDA

2:30 p.m. Thursday, February 25, 2010

Neatby-Timlin Theatre (Room 241) Arts Building

1. Opening remarks
2. Adoption of the agenda
3. Minutes of the meeting of January 21, 2010
4. Business from the minutes
5. Report of the president
6. Report of the provost
7. Aboriginal initiatives at the University of Saskatchewan (Brett Fairbairn)
8. Student societies reports
 - 8.1 Report from the USSU (verbal report)
 - 8.2 Report from the GSA
9. Academic programs committee
 - 9.1 Request for approval: Arts and Science programs in Religion and Culture
 - 9.2 Items for information
 - Approval of new minors in Arts and Science
 - Minor in Canadian Literature in English
 - Minor in Jewish and Christian Origins
 - Minor in Catholic Studies
10. Policy oversight committee
 - 10.1 Annual report for 2008/2009
 - 10.2 Employment versus contracted services policy (for information)
11. Other business
12. Question period
13. Next meeting – 2:30 p.m., Thursday, March 18, 2010



*Minutes of University Council
2:30 p.m., Thursday, January 21, 2010
Neatby-Timlin Theatre*

Attendance: See appendix A.

1. Opening remarks

Dr. Card called the meeting to order at 2:30 p.m.

The chair invited Professor Emeritus Kunito Komiyama, College of Dentistry, to present a memorial tribute for his late colleague Professor Richard Oles, who joined the College of Dentistry in 1979 as a full professor and taught periodontics and occlusion until 1999. Dr. Oles passed away October 4, 2009.

A tribute was also presented by Dean Brent Cotter, College of Law for Professor Marjorie Benson who passed away January 4, 2010. Professor Benson's career at the University of Saskatchewan began in 1982 as an assistant to the president of the university. She went on to receive a law degree from the U of S in 1988, and later a doctorate from Harvard Law School. She began teaching in the College of Law in 1992 and remained a member of the department until her death on January 4, 2010.

Following a moment of silence, the business of Council resumed.

The chair commented on changes that are being implemented at the request of the coordinating committee to the distribution of the council agenda. Based on input from council members to the request for input circulated last September, the secretary has been asked to proceed with a pilot project and to post an electronic copy of the council agenda prior to each meeting. Council members will continue to receive a printed agenda, but it would be helpful if members would review the electronic version (at www.usask.ca/university_secretary/council/meeting/agenda.php) and provide feedback to the secretary. The hope is that ultimately council members will be able to opt out of receiving the paper copy.

2. Adoption of the agenda

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

CARRIED

3. Minutes of the meeting of December 17, 2009

PARKINSON/SURTEES: That the minutes of the meeting of December 17, 2009, be approved as circulated.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

The provost conveyed the president's regret at not being able to attend the meeting. Dr. Fairbairn called attention to comments in President MacKinnon's report on the possible third wave of H1N1, and on the College Quarter Master Plan. He also reported on a recent interview granted to the University of Saskatchewan in Montreal by an international panel of experts in connection with the university's application for a Canada Excellence Research Chair, noting that the impression given by the reviewers was that the University of Saskatchewan's application, led by Dr. Karen Chad, was an excellent one. In response to a question from a Council member, he and Dr. Chad indicated that there were no other applications for CERC chairs from Saskatchewan besides the one submitted by the U of S.

There was a question about the university's collection of data for absences related to H1N1 during the first term. Associate Vice President Student and Enrolment Services David Hannah reported that while absenteeism was reported to have been higher than usual in first-term classes, there is no evidence that students were prevented from completing their first-term work because of the illness.

6. Report of the provost

Dr. Fairbairn then invited members to review his own report. In connection with Council's pilot electronic agenda, he noted that PCIP meetings went paperless last fall; his office recently did a survey to test the reaction of members, which has been overwhelmingly positive. Eliminating paper copies of agendas and supporting materials has also eliminated a considerable amount of paper, filing and administrative work for the staff who support the committee.

Dr. Fairbairn drew members' attention to the new teaching awards arising out of the commitment area on teaching and learning. He also encouraged members to take note of the announcement of the Whelen lecture on February 23; the lecture will be given by anthropologist Margaret Visser.

The provost then took an opportunity to talk about the two-year budget adjustment process that the university is currently undertaking. He reported that he has worked closely with colleges and units through the first round and is now beginning to look at the second year of the process. So far the institution appears to be on track to achieve more than \$5M of the approximately \$10M target. He noted that a significant proportion of these savings has come from central university funds of various kinds, including utilities. He also observed that there has been keen interest expressed by the community about the impact of the budget measures on staff positions, and reported that aside from sessional lecturer positions, approximately 60 positions will be lost. These losses have resulted so far in 21 layoffs (14 in academic units, 7 in non-academic units), and the elimination of 15 vacant positions. In terms of the impact on sessional positions, three colleges have chosen to implement reductions in their sessional stipend pools. In many cases the affected course offerings have been reassigned to existing faculty or graduate students. Many of these changes involve creating costs in the short term in order to achieve a long-term reduction in

costs; recognizing this, the Board of Governors has provided funding from reserves for one-time costs associated with these budget reductions. He is currently consulting with colleges about tuition fee rates for 2010-11 and reviewing college plans for student enrolment in academic programs.

Speaking more generally about the university's financial situation, Dr. Fairbairn reported no significant new developments. The improvements in investment performance and the level of endowments and a number of procedural and other improvements around pensions have been offset by increasing uncertainty in the provincial operating grant as it will affect the multi-year budgeting framework. The situation remains uncertain, with some factors alleviating concerns and some exacerbating them. He closed by observing that the university's diversified sources of revenue (such as investments) stand the university in good stead and suggest the importance of pursuing such sources.

Responding to a question about the probable size of the provincial grant to the university, the provost reported that the administration has no further information than what has been widely reported in the media—that the government is dealing with some complex financial issues and is sending broad signals that the budget will reflect losses in provincial revenues and investments.

7. Report from the Student Associations

7.1 University of Saskatchewan Students' Union

USSU president Warren Kirkland reported that the boardings have come off the Lower Place Riel construction site, and invited Council members to see the site of the soon-to-be-reopened Campus Computer Store.

7.2 Graduate Student's Association

GSA president Nick Fraser reported on behalf of the GSA. He invited Council members to drop by the former chapel of Emmanuel and St. Chad to see the newly opened Graduate Commons, and to participate in a multi-faith ceremony and smudge on Tuesday at noon.

He also reported that the GSA is currently heavily involved in student advocacy, and that the number of students requesting advocacy seems to be growing. This work is made easier by the strong working relationship the association has with various administrative and academic departments within the university, and their goal is to effectively represent their members while preserving that relationship.

Mr. Fraser called members' attention to a conference on intellectual property rights taking place in mid-May; a call for papers will go out at the end of January and he encouraged members to inform their graduate students about this opportunity. The conference will be interdisciplinary in nature and will draw participation from graduate students across western Canada. In addition, the first annual western Canadian graduate students' association meeting will be held in March in Regina.

Finally, Council members were encouraged to add the GSA channel to their PAWS layout.

8. Planning and priorities committee mid-year report

Committee chair Dr. Jay Kalra presented his committee's report for information, and provided a brief overview of the work of the planning and priorities committee over the past 6 months. He recognized the continuing work of all members of the committee and thanked them and committee secretary Sandra Calver for their contributions.

9. Bylaws committee request for input: aboriginal representation on council committees

Bylaws committee chair Linda Ferguson invited input from council members on the best way for Council to engage more fully with aboriginal communities and on issues of importance to aboriginal people, including faculty and staff. She reported that she has so far received 6 responses from individual faculty members as well as responses from the various committees of Council.

Lois Jaeck, chair of the academic support committee, reported that she had raised this issue with her committee and had a lively discussion about the issue. One question the committee had was whether the aboriginal community on campus sees a need for such a committee. In general, the majority of the committee felt that creating a separate aboriginal affairs committee would lead to a kind of ghettoization, and might tend to take responsibility away from the university community as a whole.

Another member applauded the initiative and acknowledged the legitimate concerns about ghettoization and potential overloading of aboriginal faculty, but noted that the committee would not need to comprise solely aboriginal members and would not need to be large to be effective. Since the needs of aboriginal people are specifically referenced in our institutional plans, he felt there ought to be a body that pays attention to these issues, and that having such a committee would not absolve other committees of their responsibility to pay attention to aboriginal matters. He noted that many years ago Council had agreed to form an education equity committee, but that this had never materialized.

The coordinator of the university's SUNTEP programs urged Council to gather more information before moving forward with this initiative. He suggested a revisiting of the foundational document on aboriginal issues to determine which objectives articulated in that document are being met, and to find ways to measure the success of initiatives which have been undertaken to date as a result of this document. He suggested that senior management be asked to report to Council on progress, including a report from the special advisor to the president on aboriginal initiatives.

The provost responded that the foundational document on responding to the needs of aboriginal peoples, which was approved by Council in 2003, was the basis of the aboriginal achievement model and the creation of the position of special advisor. He noted that there is a commitment to these activities within the integrated plan, and a commitment working group has been formed. He takes from the comments that have been made a need to communicate better about what has been happening, and expressed his willingness to provide a report to Council at the discretion of the chair.

A member of Council added that if Council invites a presentation from the administration, it should also invite input from the aboriginal community the university serves, and from aboriginal students and faculty, about their needs and what the mandate of an aboriginal committee should be.

Professor Ferguson invited further comments from council members, noting that the responses will be considered at next bylaws committee meeting.

10. Academic programs committee re: revised academic schedule for 2010/11

Professor Len Proctor, chair of the committee, presented the revised academic schedule for information.

11. Research, scholarly and artistic work committee mid-year report

Dr. Carol Rodgers presented the report as chair of the committee, speaking first on the activities of the committee, and then inviting Dr. Karen Chad to present a brief report on the activities of her own office as reflected in the appendix to the committee's report. Dr. Rodgers also extended appreciation to Dr. David Janz for his 6 months of service as chair and to Dr. Karen Chad on her new appointment as vice-president research.

Dr. Chad noted the report to the research, scholarly and artistic work committee gives Council a chance to see the breadth and depth of the work undertaken by the Office of the Vice-President Research. This work is made possible by a number of advisory committees and working groups that provide advice, counsel and guidance to her office. She alluded to the seven broad themes of the document, which reflect the areas of focus of her office. She told Council that she looks forward to working with colleges, departments, centres and units in her upcoming work under the broad theme of "Discovery with Impact."

A member of Council asked about the recent external review of research services, and what changes in structure and function have come about as a result of the review. Dr. Chad provided some background, noting that when Susan Blum assumed leadership of the research services unit, she embraced the opportunity for such a review. The report of the review team was submitted in August and Dr. Chad has been working with the RSAW committee and the associate deans research group on implementing the recommendations. She expects that over the next 4-6 weeks a communiqué will go out to the campus community to outline the changes that will take place. These changes will provide more role clarity with respect to specific positions and will represent a more blended approach, with some of the central resources moved out to the colleges and administrative units that have collaborative responsibility for research outcomes.

12. Other business

No other business was identified.

13. Question period

There were no questions.

14. Adjournment

The meeting adjourned at 3:40 p.m. Next meeting is at 2:30 p.m., Thursday, February 25, 2010.

Appendix A

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

P – Present; R – Regrets; A – Absence; NYA – Not Yet Appointed

Appendix A

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

P – Present; R – Regrets; A – Absence; NYA – Not Yet Appointed

Appendix A

Non-voting members

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

PRESIDENT'S REPORT TO COUNCIL

FEBRUARY 2010

GOVERNMENT RELATIONS

Federal

On January 19th, Prime Minister Stephen Harper announced a Cabinet shuffle with the following notable changes. Natural Resources Minister Lisa Raitt will move to the Department of Labour and will be replaced at Natural Resources with Christian Paradis, former Public Works Minister. Labour Minister Rona Ambrose will move to Public Works while Treasury Board President Vic Toews will move to Public Safety and replace Peter Van Loan who moves to International Trade, formerly held by Stockwell Day. Stockwell Day moves to the Treasury Board post. A couple of other changes see Jean-Pierre Blackburn taking over Veterans Affairs from Greg Thompson who resigned from Cabinet recently. Keith Ashfield, a new Cabinet member, will replace Blackburn as Minister of National Revenue. Diane Ablonczy was named Minister of State for Seniors.

Major portfolios such as Finance, Defence and Foreign Affairs did not change.

Federal Industry Minister, Tony Clement, visited the University of Saskatchewan on January 27th and was provided a tour of the CLS and the Arts Building rooftop replacement project. You will recall that the University of Saskatchewan received a \$21.8 million infrastructure investment from a \$118 million package of initiatives announced jointly by the federal and provincial governments under the Knowledge Infrastructure Program of the federal Economic Action Plan. The funding was to go towards completion of the major expansion and renovation of the WCVI and for 47 buildings on campus to have their roofs replaced.

During his visit I was able to hold a private meeting with him at which time we discussed VIDO/InterVac and funding for major science initiatives, the Knowledge Infrastructure Program, the University's proposal for a Canadian Neutron Source and the University's Innovation Material Research Centre at the CLS initiative.

The Federal budget address will be presented on March 2nd and therefore I should be able to provide information on its effects on our university in my March report.

Provincial

The Provincial Government will present their budget on March 24th, although I understand that this date has yet to be confirmed.

Municipal

I attended the Mayor's State of the City Address on January 13th and later that afternoon Vice-President Florizone and I met with the Mayor and the City Manager. I continue to be pleased by the Mayor's continued support of the University and willingness to work closely and collaboratively with us.

GLOBAL RELATIONS

Dr. Yanjie Bian from Xi'an Jiaotong University in China was on campus on January 28th to deliver the Sorokin Lecturer and I had an opportunity to meet with him to discuss the "Academic Agreement Between Xi'an Jiaotong University, China and University of Saskatchewan, Canada regarding the joint undergraduate degree program in Sociology" which was signed on October 4th in Xi'an. The agreement allows students to complete two years of the degree program at one university, then complete the final two years at the other university, and be granted a bachelors degree from both university. This is the first fully reciprocal 2+2 joint degree program at the University of Saskatchewan.

A delegation from Inner Mongolia Agricultural University (IMAU), consisting of the Vice President responsible for Academics, the Vice Director of the Academic Affairs Division, the Vice Dean of the College of International Education and the Teaching Secretary of the College of International Education, visited the University of Saskatchewan on January 28th.

During their visit they signed an on-line course agreement with our institution, held discussions on opportunities for University of Saskatchewan professors to teach courses at IMAU, discussed details of the students studying in the joint program, and met with IMAU students currently studying here.

MS CLINICAL RESEARCH CAMPAIGN

On January 27th, the Saskatoon City Hospital Foundation announced a \$5 million campaign to fund a permanent MS Clinical Research Chair in the College of Medicine at the University of Saskatchewan. The MS Clinical Research Chair will become a permanent tenured track member in the College of Medicine and will be tasked with attracting other leading MS professionals to Saskatchewan. "The Chair will lead this team of researchers and clinicians in fostering the adoption and adaptation of leading practices in MS clinical care and will establish Saskatchewan as a renowned centre of excellence in the research, education, diagnosis and treatment of Multiple Sclerosis. The ultimate goal is for this visionary team to work towards new treatments for MS, and discover the cure for this condition."

CANADA EXCELLENCE RESEARCH CHAIRS (CERC)

The University of Saskatchewan's application for a CERC Chair in water security was successful in Phase 1 of the CERC selection process and we were informed of this last April. Phase 2 of the selection process consisted of the short list of successful universities nominating world leaders to the limited number of CERC positions. Provost Fairbairn, Vice-President Chad and I travelled to Montreal on January 15th to meet with an interview panel consisting of a subgroup of the CERC review panel. We expect to hear the results of the selection of the Canada Excellence Research Chairs in the spring

INSTITUTIONAL POSITIONING

As you know, the University's Institutional Positioning Project, currently underway, is aimed at strengthening our place within the Canadian post-secondary education sector. Our position must be relevant to our key audiences, it must credibly represent us and it must differentiate us from our competitor institutions.

After having reviewed feedback and input from internal and external audiences in previous phases of the project, the positioning steering committee, with the help of its partners, is currently developing possible positioning strategies for the U of S. In reviewing these inputs, the committee identified common themes that influence diverse stakeholders' decisions and credibly represent the U of S. These common themes will help shape our position, though they are not the position itself. They include the ability to have an impact; the ability to make connections; and the ability to provide needed support.

The steering committee aims to have defined a new U of S position by April.

STUDENT RESIDENCE PROJECT

As you are aware we are moving into the construction phase of the undergraduate student residence at College Quarter and on February 8th we marked the occasion by unveiling the building design and performing a ceremonial chiseling of a fireplace mantelpiece that will become a part of the new student residence building. Assisting me in this ceremony were Social Services Minister Donna Harpauer; Minister of Advanced Education, Employment and Labour, Rob Norris; Mayor Don Atchison and a representative of the Meridian Development Corp., Karl Miller.

This is an important step for the University and the ceremony provided an opportunity to acknowledge the generosity and commitment of our partners to this project.

PROVINCIAL TOURS

The next provincial tour dates are March 24th to Prince Albert and April 20th to Swift Current. Deans and/or delegates from their college are invited to join us on these tours if they so wish. Our communications office works with the communities to align areas of community interest with University priorities.

PROVOST'S REPORT TO COUNCIL

February 2010

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP held one business meeting in January. In addition, a retreat at the end of the month provided opportunity for PCIP members to review implementation and progress reporting for the current integrated plan, as well as to discuss financial planning and strategy for 2010-11.

PCIP continued its review of the financial issues currently facing the university in light of preparations for the 2010-11 operating budget and the multi-year operating budget framework. PCIP also approved funding for Audit Services to support operating supplies, expenses, and professional development for a previously-approved new position.

The listing of items considered at PCIP's business meetings may be viewed at www.usask.ca/ip/inst_planning/whatis/pcip/digest.php.

Second Integrated Plan Implementation

In December 2009, the commitment leaders submitted their third progress reports. A summary of these reports has been posted on the IPA website at: http://www.usask.ca/ip/inst_planning/second_intplan/progress_report.php.

On January 19, the third commitment leader progress workshop was held with over eighty people in attendance. I took this opportunity to share some thoughts about the Aboriginal imperative – one of three imperatives in the second integrated plan, along with internationalization and innovation – and how the university can more fully embrace the importance of its relationships with First Nations, Métis, Inuit and Indigenous peoples and more fully incorporate this thinking across campus. A draft summary of the university's activities in this area entitled "Advancing the University of Saskatchewan's Aboriginal Imperative" is available at the website above. Following the presentation, commitment leaders representing six commitments hosted small-table discussions about the work they are doing.

As mentioned in my previous reports to Council, several commitments will be consulting with the campus community this term. Jim Thornhill and Lou Hammond Ketilson met with the Research Centres Forum and with the Research Scholarly and Artistic Work Committee of Council to discuss some key questions around research success and interdisciplinary scholarship. They will be continuing their consultation in the next months. Laura Kennedy and Lou Qualtiere discussed different resource allocation models in a workshop aimed at deans, financial officers and Planning and Priorities Committee of Council on February 11.

The Campus Environment for Students commitments is planning a March workshop featuring a presentation from WestJet about how they enhanced their quality and culture of service in their organization.

For more information on past or upcoming events, please contact Kyla Shea at kyla.shea@usask.ca.

TUITION

The *Operations Forecast 2010-11* document projects a tuition revenue increase to the operating budget of 4.5 per cent in respect of the current range of university activities. Tuition revenue is the product of both teaching activity and tuition rates; thus it depends on three-credit-unit-equivalent course enrolments, graduate headcounts, and the rates themselves. In the last several weeks the office of Institutional Planning and Assessment has discussed tuition rates with colleges, in the context of principles approved by the Board of Governors in October 2009. These principles include comparability, affordability and accessibility, and quality. First, comparability directs the university to compare tuition rates at the program level with other medical-doctoral institutions with similar programs. Other institutions within regional proximity will also be assessed as a secondary consideration. Generally speaking, University of Saskatchewan programs currently cost significantly less than the comparable programs. Second, the principle of affordability and accessibility underpins the notion that the university will set tuition with an understanding of the total cost for a student to attend the institution. This principle considers factors influencing affordability such as financial aid programs and scholarships as well as accessibility factors to ensure students with greater financial need are not systematically excluded. Third, the principle of enabling quality recognizes the university's commitment to provide high-quality programs and services and the adequate level of resources required to ensure this objective is attained. As part of enabling quality, some programs inherently cost more to offer than others and this factor should be addressed in the process of setting tuition levels. Based on these principles, a variety of colleges have been considering program rate increases greater than 4.5 per cent where there is a gap with comparable programs and where they have plans for directing the differential revenue to student funding, student services, and program enhancements. My office is currently studying the college proposals and PCIP will formulate recommendations to the Board of Governors in the coming weeks. We anticipate that the university will announce 2010-11 tuition rates following the March 2010 provincial budget; the situation with respect to the government grant does have an impact on the "enabling quality" principle. Our strategic approach to tuition is one that provides the means to ensure the needs of both the institution and students are balanced in a consistent and sustainable manner.

BUDGET ADJUSTMENTS

Colleges and units, with the support of their budget adjustment support teams, have been implementing budget adjustment measures over the course of the fall/winter 2009. In July 2009, the Board of Governors approved up to \$5.0 million from the Operating Reserve to be used as one-time support for transition funding related to financial uncertainty. This funding was intended:

1. to assist with one-time costs associated with the implementation of budget adjustments (e.g. elimination of positions, re-structuring/elimination of programs, etc.);
2. to bridge research funding; and
3. to provide any needed endowment support.

The Colleges of Nursing, Dentistry, Education, Arts and Science and Engineering as well as the Consumer Services Division, Information Technology Services, the Centre for Continuing and Distance Education and the Office of the Provost have been notified of their eligibility for transition funding. The office of the vice-president research has provided researchers with more information regarding bridge research funding. Transition funding is no longer required to support endowments, since, as a result of improved investment returns and actions taken (centrally and by colleges) to shore up endowments, the status of endowments has improved. Colleges/units have received an update from the university's Financial Services Division regarding the status of endowment funds for their operation.

INTERNATIONALIZATION

The University of Saskatchewan is entering a new phase of its internationalization plans. The Provost's Committee on Integrated Planning considered and approved one-time funding in the amount of \$670,000 for five of the recommendations contained in the Implementation Plan for ***Globalism and the University of Saskatchewan: the Foundational Document for International Initiatives***. Support was provided to:

- the Gwenna Moss Centre for Teaching Effectiveness to create an annual workshop to assist teaching staff in their efforts to internationalize the curricula;
- A Curriculum Development Fund under the supervision of the Vice Provost, Teaching & Learning, to stimulate and foster curriculum development across the campus. During this initial phase, faculty and other teaching staff may apply to the fund for help to create new international courses or to increase international content in existing courses;
- An International Partnership Fund to which colleges may apply to establish and strengthen a key partnership with a foreign institution. During this first phase, a single partnership will be supported as a pilot project to determine best practices in developing and maintaining foreign partnerships. The Fund is intended to support multidisciplinary, multifaceted, innovative agreements that allow for synergies among a variety of activities that will create a deep and broad partnerships;
- the International Student Office to improve services to students;
- the International Research Office to maintain its operations.

Modifications are also being made to the governance and organizational arrangements for our internationalization efforts. The Provost and Vice-President Research have assumed joint responsibility for the leadership of these efforts, and are joined on an Oversight Committee by the Special Advisor on International Initiatives and the Director of Government Relations. The Special Advisor, shifting focus from the creation of the Implementation Plan to a more action-oriented approach, will assume responsibility for the Office of Global Relations and is charged with following up on many of the recommendations of the Implementation Plan.

EDWARDS SCHOOL OF BUSINESS AWARD

The Edwards School of Business students won 1st place for charity amongst 10 western Canadian universities at the annual JDC West Student Business Games held at the University of Northern British Columbia in Prince George last month. The students raised over \$42,000 throughout the fall, all of which was donated to charity in Saskatchewan including the Children's Hospital Foundation and various homeless shelters.

The Edwards School of Business is hosting the JDC West games next January on campus. Over 500 students and delegates from across western Canada will attend the 3 day event.

SCHOOL OF PUBLIC POLICY – OPERATING PRINCIPLES

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 to advance research, graduate programming, and outreach in the areas of public policy and public administration. The school has now been operating for 18 months as a provincial entity, and both universities have expressed a commitment to overcoming organizational and logistical obstacles to achieve an optimal level of integration.

The presidents and vice-presidents academic at the two universities have signed an addendum to the original memorandum, which outlines specific operating principles that will allow the Johnson-Shoyama Graduate School of Public Policy to operate seamlessly as a provincial school. These principles include program consistency and integrity, enrolment management, student mobility/course accessibility, regulatory primacy, equitable treatment, collegiality, organizational autonomy, joint leadership, entrepreneurship and external relations, and enhancing the two universities' images.

With the support of the two universities boldly expressed in the "principles" document, the onus now resides with the school itself to implement the principles articulated in this document. A working group will be established and will solicit the assistance and support, as needed, of registrars, university secretaries, deans of graduate studies, and finance officials to ensure that the principles are implemented as effectively as possible. The operating principles document is an important and significant step forward for the universities of Regina and Saskatchewan.

INTERNATIONAL CENTRE FOR NORTHERN GOVERNANCE AND DEVELOPMENT

The University of Saskatchewan/Umeå University collaborative workshop took place from January 25 - 28. A series of meetings transpired with industry, Northern First Nations and municipal leaders in Northern Saskatchewan. Highlights of the visit included, in Saskatoon, dinner with Mayor Don Atchison and a presentation by Gary Merasty – Vice-President of Cameco, Corporate Social Relations. In Prince Albert the group met with Chief Ron Michel and members of the Prince Albert Grand Council, followed by a luncheon with members of the Prince Albert Model Forest Association. The delegation then continued north to La Ronge

where they met up for dinner with a variety of northern municipal leaders including Chief Tammy Cook Searson from Lac La Ronge Indian Band (LLRIB) who kindly gave the group an overview of the band's economic-development activities. The focus of the visit was to continue collaboration and discussion around common concerns in Northern governance and development as these relate to graduate training and research. The partners plan to develop a new Master's degree in Northern Governance and Development which will be a cutting-edge graduate program involving leadership training, built-in workplace internships, and international study courses.

The workshop was a continuation of an initiative in 2009 when Dr. Greg Poelzer, Director of ICNGD, a delegation of Centre members, Chief Guy Lariviere (Meadow Lake Tribal Council) and Chief Ron Michel (Prince Albert Tribal Council) visited with Umeå University colleagues in February, 2009 to explore possible areas for collaborative research projects. Dr. Poelzer reports that the visit by the Umeå delegation was extremely productive and researchers from the two universities are already working together on a variety of projects.

TRAVEL

On January 28 & 29 I attended the AUCC Aboriginal Higher Education Forum in Toronto where I presented a workshop on "Creating an Aboriginal Inclusive Institutional Culture," speaking about the U of S's experiences and particularly university-level initiatives and planning since 2003. AUCC and the Aboriginal Achievement Foundation are planning national initiatives and meetings on Aboriginal education in 2010. I am helping to organize a session on this topic at the national meetings of VPs Academic (NATVAC) in the fall.

I also participated in the Conference Board of Canada, Quality Network for Universities VP program at Université de Montréal on 3-5 February. This program chiefly concerned internationalization efforts by Canadian universities.

SEARCHES AND APPOINTMENTS

Dean, Arts & Science Search

The search committee for the Dean, Arts & Science has met once. Future meetings are scheduled for this spring with interviews being held in May.

Dean, Edwards School of Business Search

The search committee for the Dean, Edwards School of Business has met once. Future meetings are scheduled for March with interviews happening in April.

Review, Vice-Provost, Faculty Relations

The review committee for the Vice-Provost, Faculty Relations has held its first meeting. Feedback from the campus community had been requested and the committee will continue to meet in March.

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

The review committee for the Chief Information Officer and Associate Vice-President, Information and Communications Technology held meetings from December to February. Further communications will follow.

Review, Dean, College of Kinesiology

The review committee for the Dean, College of Kinesiology has held its first meeting. A request for feedback from the campus community will be forthcoming and the committee will continue to meet in March.

Search, Dean, College of Law

The search committee for the Dean, College of Law is being finalized. Once constituted, the search committee will begin meeting.



Graduate Students' Association University Council Report – Feb 25th, 2010

GSA Graduate Student Commons

The GSA would like to take this opportunity to thank the University Community for the support that has been shown for the GSA Graduate Student Commons. The GSA Commons is now open for our graduate student members. If your graduate students require any of the GSA services, information, space, assistance with events or a quiet place to study – please direct them to the GSA Commons. If you are planning an event that has a specific focus on graduate students – a seminar, a workshop, or a social event – and you require a unique, beautiful, and comfortable space that comfortably holds groups of up to 100, but is also comfortable for small groups the GSA space would be perfect. You can download the space booking form at <http://gsa.usask.ca/main/commons/bookings/>.

Student Advocacy

The GSA has seen further increase in the amount of student advocacy that we are undertaking. Graduate Students are finding it difficult to navigate university processes and are coming up against a variety of difficulties. The GSA asks that people involved in supervising and working with graduate students *review university policies and processes* to minimize conflict. We have had a good working relationship and positive responses in our advocacy work and look forward to continuing to work in this manner.

Western Canadian Graduate Students' Association Meeting

After conversations with the Executive Councils of other Graduate Student Associations a need was determined for the western associations to meet to discuss issues of importance unique to our region. The first annual meeting will be taking place in Regina on Feb 26th and 27th, hosted by the U of R GSA. Topics will include:

- Membership and access to membership lists
- Affordable housing
- Childcare
- Scholarships and Stipends
- Immigration
- Tuition

Other Business

The GSA is undertaking a great deal of other business in areas including housing, childcare, tuition rates, immigration, RA/TA pay levels, student/supervisor/committee relations (rights and responsibilities), researcher/RA (Workplace) relations, and workload.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: February 25, 2010

SUBJECT: **College of Arts & Science: programs in Religion and Culture**

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Arts & Science for the Bachelor of Arts Three-year, Four-year, Honours, Double Honours and Minor in the field of specialization of Religion and Culture

PURPOSE:

The proposed programs in Religion and Culture are academic programs at the University of Saskatchewan. Implementation of programs in a new field of specialization requires approval by University Council.

SUMMARY:

The proposed programs in Religion and Culture will offer students a coordinated means to explore religion's role in culture, history and the world. This field of specialization encompasses three broad theme areas -- Religion, Culture and Society; Religion, Literature and the Arts; Religion and Gender. The proposed programs will follow the usual Arts & Science structure and distribution requirements for Bachelor of Arts programs. Students will take courses from other humanities and social science departments as well as from the Department of Religion and Culture.

The Academic Programs Committee of Council met with Vice-Dean Peter Stoicheff and department head Braj Sinha to discuss this proposal. A Subcommittee also reviewed the proposal documentation and prepared a report.

At its meeting on February 9, 2010, the committee agreed to recommend Council approval of this proposal.

ATTACHMENTS:

1. Documentation for programs in Religion and Culture
2. APC Subcommittee report

Attachment One

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.A. in Religion and Culture

Degree(s): Bachelor of Arts Field(s) of Specialization: Religion and Culture

Level(s) of Concentration: 3-year, 4-year, Honours, Double Honours, Minor
Option(s): N/A

Degree College: Arts and Science
Home College: Arts and Science

Department: Religion and Culture

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

Braj Sinha
Department of Religion and Culture
University of Saskatchewan
9 Campus Drive
Saskatoon S7N 5A5
Ph: 306-966-4258
Fax: 306-966-6804
Email: braj.sinha@usask.ca

James Mullens
Department of Religion and Culture
University of Saskatchewan
9 Campus Drive
Saskatoon S7N 5A5
Ph: 306-966-6774
Fax: 306-966-6804
Email: james.mullens@usask.ca

Date: January 15, 2010

Approved by the degree college and/or home college: November 12, 2009 – Division of
Humanities and Fine Arts

Proposed date of implementation: July 2010

2. Type of change

Requiring approval by Council

Proposal Document

3. RATIONALE

The **Religion and Culture** program is designed to enhance our department's capacity to offer students a coordinated means to explore religion's role in culture, history and the world around them both in greater depth and in more diverse contexts. There are increasing numbers of students interested in the study of religion looking for a broader perspective on our field than the tradition-based approach. A significant requirement in classical tradition-based religious studies is extensive training in Greek, Hebrew and/or Latin in the Western area and Chinese, Sanskrit, Tibetan and/or Japanese for Asian religions. While there are students interested in undertaking such training, over the past ten years we are seeing a ever growing number of others who wish to have program studies that are not so dependent on these classical languages. The new program, with its orientation towards the investigation of religion's role in society, literature and the arts, and gender, provides a vehicle to achieve this end.

The new program also responds to a growing desire among students seeking to shape their programs with course studies from diverse academic areas that develop their academic skills generally while satisfying their personal educational interests. The opportunity and incentive for students to seek training and develop expertise in other fields while focusing on religious studies also enriches the quality of engagement and discourse on the subject taken up in our department, a goal all academic units seek to achieve.

Religion and Culture will not supplant or replace the existing tradition-based program in Religious Studies, which will continue to be offered. Rather the new program provides an additional approach which is attractive, relevant and desirable in our field of study.

The new proposed program is distinct from the existing program in three important ways.

1. The new program is designed around three broad theme areas while the existing program is tradition based with emphasis on the classical approach towards religions East and West.
2. Secondly, the new proposed program is avowedly inter-disciplinary in its approach in contrast with the disciplinary perspective that characterizes the existing program.
3. The proposed program, in the spirit of interdisciplinarity, specifically mandates the students to take classes from other humanities and social science departments, a stipulation not built into the current program. Also breadth of interdisciplinary courses available to students is significantly higher than the one available to the existing tradition based program.

The proposed program enhances the capacity of the Department of Religion and Culture to work with other academic units in the college in an interdisciplinary manner, which responds to College initiatives to strengthen capacities for inter-departmental collaboration in the Humanities, Social Sciences and Fine Arts. This avails the department opportunity to access teaching and research strengths among faculty in

several departments thereby enhancing our collective potential for inter-disciplinary research.

Further, the new program is designed to provide students with the means to draw on the considerable academic strength in many departments, to shape their programs. It is intended for students interested in the broader cultural dimensions of religion who wish to include course offerings from other disciplines and fields of study that will serve to build inter-disciplinary competence as they explore religion as their central subject field. This will allow these students to prepare for a diverse range of opportunities for further learning or research and for future careers in a number of related areas.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Religion and Culture explores the role of religion in human affairs ranging across its influence on the views, values, institutions, intellectual history, literature, and the arts of diverse cultural groups. The program examines the religion's creative impact on and its place in issues confronting the modern world. The program offers the opportunity to approach religion from disciplinary perspectives in the humanities, fine arts, and social sciences to better understand how religion has influenced and continues to influence human relationships and its effects on groups, civilizations and our collective cultural heritage. There are three major inter-related theme areas in the program: Religion, Culture and Society; Religion, Literature and the Arts; Religion and Gender. Departmental offerings in these areas give breadth and flexibility of coursework in the program and are complemented by a range of related courses that can be taken from disciplines outside the department.

The program allows University of Saskatchewan students a alternative approach to the study of religion. Where the existing program is based on traditional content and methods, this program opens the field of study to include the effects that culture, history and the world have on the traditional "knowledge". At the start, it is expected that some students in the existing program will switch to the new program. In the longer term, it is anticipated that this broader approach will attract new students, who may have been interested in the area of study but put off by the classical emphasis and/or language requirements of the existing program.

(see attached program description)

5. RESOURCES

This program is in the Humanities. Other current programs in the Humanities are: Classical, Medieval and Renaissance Studies; English; French; History; International Studies; Modern Languages; Philosophy; Religious Studies; Women's and Gender Studies. There are 487 students who declared a major in the Humanities in 2009/10, and a portion of the 3,834 students who did not declare a major will also be in this Division. In 2008-9, 154 students received a Three-year, Four-year or Honours degree in the Humanities, and 20 more received a Double Honours degree with Humanities as at least one of the areas of concentration.

The Department of Religion and Culture in the College of Arts and Science has 6 faculty members, 3 Associate members, and 11 Adjunct Professors. The Department of

Religion and Culture at St. Thomas More College has 4 faculty members who teach courses that will be used in this program.

The new program does not require additional resources; nor are additional library, laboratory, information technology or equipment resources required. The existing resources in the department, including its faculty and staff contingent are sufficient to accommodate the program needs.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The department does not anticipate that the new Religion and Culture program will have any negative impact on other departments or programs. Archaeology and Anthropology, Art and Art History, Classical, Medieval and Renaissance Studies, English, History, Linguistics and Languages, Native Studies, Philosophy, Sociology, and Women's and Gender Studies each have one or more courses that will be creditable to the new program. Students will fulfill a portion of their program requirements by taking courses in these departments or programs. However there is a broad choice amongst them; none is compulsory and the credit units are limited.

There have been two rounds of consultation with affected departments, in January and September, 2009. The department of Religion and Culture has taken suggestions and recommendations into account in its program design and satisfied all questions and concerns. The other units in the College have given their encouragement and support to the new program initiative.

7. BUDGET

Program will be accommodated within existing Department 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 programs in Studies in Religion and Culture. The design of these programs encourages students to take courses from many different departments, and therefore from many different perspectives. This multi-disciplinary experience has the potential to produce graduates who are better able to discover unexplored relationships between disciplinary groups, which will serve them very well as they prepare for further study or a career.

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 program specifically supports innovation in programs, having the potential to connect learning in interdisciplinary ways. As well, support for the development of new interdisciplinary programs in the College is explicitly included in the College's 2007 Integrated Plan, Section 2.3.1 (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 September 14, 2009 and by the Division of Humanities and Fine Arts on November 12, 2009.

Related Documentation

Consultation with the Registrar form -- available from the Office of the University Secretary

Copies of correspondence with other departments



UNIVERSITY OF
SASKATCHEWAN

College of
Arts and Science

MEMORANDUM

To: Arts and Science Department and Unit Heads in:

Archaeology and Anthropology, Art and Art History, History and Classics,
Languages and Linguistics, Native Studies, Philosophy, Sociology,
Women's and Gender Studies

From: Dr. James G. Mullens

Re: Request for Consultation on New Program Proposals:

1. Degree Program: Studies in Religion and Culture
2. Minor Program: Jewish and Christian Origins

Date: January 23, 2009

Dear Colleagues:

Attached please find two program proposals being sent for your consultation and input.

1. Studies in Religion and Culture – is a degree program initiative with provision in it for program credit to be given for one or more courses offered by your department.

We would particularly appreciate your comments on this proposal and any suggestions you may have on enhancing its goals and intentions in relation to your unit.

2. Jewish and Christian Origins – is a minor area program proposal being sent primarily for information purposes though we welcome any comments you wish to make.

We would greatly appreciate your feedback by Friday February 6th as we would like to submit both proposals for the up-coming round of College Challenge.

A handwritten signature in blue ink that reads "James G. Mullens".

James G. Mullens
Undergraduate Chair

Encl.

NEW PROGRAM - RESPONSES FROM OTHER DEPARTMENTS

----- Forwarded message from David Meyer <david.meyer@usask.ca> -----
Date: Tue, 10 Feb 2009 13:06:24 -0600 (CST)
From: David Meyer <david.meyer@usask.ca>
Subject: Religion and Culture Program
To: james.mullens@usask.ca

Hello Jim,

Our Curriculum Committee has also discussed your Religion and Culture Program proposal. Here is the response:

Although it is certainly not a requirement and although religion is not central to these courses, the Department of Religion & Culture might consider including the following two courses in the Area C course offerings:

ANTH 309.3 - Motherhood and Maternal Care: Anthropological Perspectives
ANTH 310.3 - Anthropology of Gender

Both courses were submitted to the January College Challenge.

Otherwise, we lend our endorsement to your program proposal.

Regards,
David Meyer, Head
Archaeology and Anthropology

Response from Department Head: Please note that Arch & Anth Head, Dr. David Meyer had suggested possibility of including ANTH 309.3 and ANTH 310.3. We have four Anthropology classes with some religion component and relevance to the program listed under Category A1. As Dr. Meyer's e-mail notes the two classes suggested by him does not have any direct relevance to the new proposed program. As such, we decided not to include them.

Date: Tue, 27 Jan 2009 16:23:50 -0600

From: Susan Shantz <sds862@mail.usask.ca>
Reply-To: Susan Shantz <sds862@mail.usask.ca>

Subject: Re: New Program Proposals

To: Kathe Harder <kathe.harder@usask.ca>, James Mullens
<james.mullens@usask.ca>

Hi Kathe and James,

I have reviewed the documents you provided -- both of these are exciting initiatives to add to your existing programs!

The new program, Studies in Religion and Culture, with three possible thematic areas, looks like a strong interdisciplinary program that will draw on existing RLST courses and also those of other departments, including our Department of Art and Art History. One comment here: one of the art history courses you list here is under review due to a number of new Aboriginal art history courses that have been developed in the last year by our new hire in Aboriginal Art History, Dr. Mary Longman. These include:

- ARTH 253.3, Aboriginal Art History I
- ARTH 255.3, Aboriginal Art History II
- ARTH 355.3, Contemporary Aboriginal Art I
- ARTH 455.3, Contemporary Aboriginal Art II

I don't know if you would feel all of these are relevant to your proposal, but it would be preferable to name some of these in lieu of/in addition to Art 252.6, First People's Art History, as I am uncertain as to frequency of offering of this course in the future.

The Minor in Jewish and Christian Origins program proposal is also an excellent way to collaborate with the scholarship and course offerings of STU and should allow students who are interested in historical biblical studies to pursue courses that will add up to a named Minor in this area. A very good initiative on the part of the Religion and Culture department.

All the best with these proposals and let me know if you need any further information,

Susan Shantz
Professor and Head
Department of Art and Art History

ARTH 253 and ARTH 355 were added to Area C1

Forwarded message from Susan Shantz <sds862@mail.usask.ca> -----
Date: Wed, 28 Jan 2009 10:27:17 -0600
From: Susan Shantz <sds862@mail.usask.ca>
Reply-To: Susan Shantz <sds862@mail.usask.ca>
Subject: Re: New Program Proposals
To: Kathe Harder <kathe.harder@usask.ca>, James Mullens
<james.mullens@usask.ca>

Hi Kathe and James,

Two further thoughts occurred to me re your Program proposals:

-- I've taught two Special Topics courses (therefore not listed in the Calendar) that would be relevant to the new degree, Studies in Religion and Culture (Rel/Lit/Arts theme). These are: Art398.3, Reconsidering the Spiritual in Contemporary Art, and Art399.6, Painting Icons and Thangkas: Tradition and Innovation. These may be offered again -- can you make allowance for students to apply Special Topic offerings to a major in this area? With permission??

-- I wondered about a senior level course in the Studies in Religion and Culture that would expose students to theorists/methods in this area of Religious Studies. I see you have listed a 200-level course in Methodologies in the Religion and Society section; and a 400-level Seminar in Religion and Literature in the Rel/Lit/Arts section; not sure if there is a comparable in the Rel./Gender section? A senior level course of this nature, perhaps one joint course for students from each stream, seems like a useful way to pull together their interdisciplinary studies from the perspectives currently offered by Religious Studies.

All the best,
Susan Shantz
Professor and Head
Department of Art and Art History

Response from Department Head: Dr. Susan Shantz has suggested that we include ART 398.3 Reconsidering the Spiritual in Contemporary Art and ART 399.6 Painting Icons and Thangkas: Tradition and Innovation. We find this suggestion quite appropriate. However, since 398 and 399 are not offered on regular basis or can only be offered twice at the most, we decided not to include them in the program. We will certainly consider on an individual basis to allow any student credit for these two courses towards our new program

----- Forwarded message from Sarah Hoffman <sarah.hoffman@usask.ca> -----
Date: Tue, 10 Feb 2009 13:44:39 -0600
From: Sarah Hoffman <sarah.hoffman@usask.ca>
Reply-To: Sarah Hoffman <sarah.hoffman@usask.ca>
Subject: New Program Proposals
To: james.mullens@usask.ca

Dear Professor Mullens,

My apologies for not getting this to you by Feb 6th. I am writing to express the support of the Philosophy Department for your new program proposals in "Studies in Religion and Culture" and "Jewish and Christian Origins". We are happy to see our courses in Areas A and C of the Major Program in Religion and Culture. PHIL 226 and 237 are normally offered each year, Phil 224 is offered at least twice a year, and Phil 227 is normally offered every second year. We anticipate no problems in accommodating the students in your new program who choose to take one or more of these classes.

all the best,
Sarah Hoffman
Department Head
Department of Philosophy

----- Forwarded message from Sarah Hoffman <sarah.hoffman@usask.ca> -----
Date: Sun, 06 Sep 2009 10:19:02 -0600
From: Sarah Hoffman <sarah.hoffman@usask.ca>
Reply-To: Sarah Hoffman <sarah.hoffman@usask.ca>
Subject: Re: Request for Response - Quick Follow-up
To: James Mullens <james.mullens@usask.ca>

Hi James,

Glad you found that, I'd forgotten I wrote it! One slight (new) clarification: the claims about frequency of offerings are a bit high now, given the recently implemented operating budget cuts, which have reduced our sessional budget by more than 50%. For example, we are not offering a section of Phil 224 during the regular session this year (the 2 planned sections were cut as a result of the sessional cut), though it is always offered in the summer and in future years we will plan so as to ensure it gets offered at least once every second year, even if we lose our entire sessional budget (as is entirely possible, given the current thinking that wafts over from across the bowl.) However, in general, the gist of what of I wrote hasn't changed, and we certainly support the programs.

cheers,
Sarah Hoffman
Department Head
Department of Philosophy

Dear Colleagues,

email Sept. 6, 2009

This message is a request for your response with regard to our department's proposed new program "Studies in Religion and Culture" which passed College Challenge earlier this year. The details of the program submission can be found in the February 2009 Challenge archives. The Committee on Programs is now in its final stage of deliberation on program approval.

Studies in Religion and Culture is an interdisciplinary approach to the investigation of religion organized in three areas: Religion and Society; Religion, Literature and the Arts, and Religion and Gender. The purpose of the program is to offer students an alternative to the study of religion other than inquiring into it through focusing specifically on the major traditions of the East and West. While we value and intend to also maintain our traditions-based program for the foreseeable future, we see considerable potential and a number of advantages in the new program as proposed.

Studies in Religion and Culture is solidly grounded in courses offered in our department, however one of the features in the new program is offering the opportunity and encouraging students to take relevant courses in other departments that will qualify towards their program. We have identified a limited number of such courses, all of which are optional for students, and as an aggregate these constitute a small portion of the program offerings overall. One or more courses in your departments are included amongst these.

Information about the new program was sent out in January and during the College Challenge process in February there was also opportunity for affected departments and units to respond to the program proposal. Those departments that responded formally were universally supportive and some useful suggestions were also offered. Informal personal communications with heads of several other departments likewise indicated approval, while no communication was taken as tacit assent.

I am writing once again because at this time it would be helpful for the final stage of program approval if we can present to the Committee on Programs as complete a picture of departmental responses as possible for their meeting which is coming up shortly.

I would therefore be very grateful if you, or a designate, could take a little time and briefly indicate by return e-mail your general views on the new program and virtue/value of the inclusion of courses from your department in it. We are well aware that courses change over time, some are deleted, new ones are instituted, and it is our intention to consult regularly with departments and keep up to date on changes as they occur. We also look forward to the possibility of working on other interdepartmental initiatives of mutual benefit as opportunities arise.

Thank you for your help. I realize this request comes at a busy time for all of us. Your consideration and timely assistance are very much appreciated.

Sincerely,

James G. Mullens
Undergraduate Program Chair
Department of Religion and Culture

Program Requirements

Requirements 1, 2, 3, 4 and 5 for B.A. 3-year, 4-year and Honours:

A1 Basic Humanities Requirement (12 credit units)

- RLST 110.6

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

- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CLAS 121.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [HIST 110.3](#)
- [HIST 111.3](#)
- [HIST 114.6](#)
- [HIST 120.6](#)
- [HIST 121.3](#)
- [HIST 122.3](#)
- [HIST 140.6](#)
- [HIST 148.6](#)
- [HIST 150.6](#)
- [HIST 151.3](#)
- [HIST 152.3](#)
- [HIST 170.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LIT 100.6](#)
- [PHIL 110.6](#)
- [PHIL 120.3](#)
- [PHIL 133.3](#)
- [PHIL 140.3](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.3](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- [WGST 110.6](#)

- Any senior-level humanities course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirements.
- Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions. [CLAS 103.3](#), [CLAS 104.3](#) and [CLAS 105.3](#) may not be used to fulfill the Humanities.

A2 Language Requirement (6 credit units)

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

- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LIT 100.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

A3 Natural Science Requirement (6 credit units)

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

- [ASTR 103.3](#)
- [BIOL 107.6](#)
- [BIOL 120.3](#)
- [BIOL 121.3](#) ([BIOL 120.3](#) & [BIOL 121.3](#))
- were formerly BIOL 110)
- [CHEM 112.3](#)
- [CHEM 115.3](#)
- [CMPT 100.3](#)
- [CMPT 102.3](#)
- [CMPT 105.3](#)
- [CMPT 106.3](#)
- [CMPT 111.3](#)
- [CMPT 115.3](#)

- [GEOG 120.3](#) or [GEOG 125.3](#)
 - [GEOL 108.3](#)
 - [GEOL 109.3](#)
 - [GEOL 121.3](#)
 - [GEOL 122.3](#)
 - Any senior-level natural science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Natural Science Requirement.
 - Students may use only 6 credit units in mathematics and statistics toward the Natural Science Requirement.
 - [STAT 244.3](#) may not be used to meet the Natural Science Requirement in Program Types A, B or D.
- [MATH 101.3](#)
 - [MATH 110.3](#)
 - [MATH 112.3](#) or [MATH 116.3](#)
 - [MATH 121.3](#)
 - [MATH 125.3](#)
- [PHYS 115.3](#)
 - [PHYS 117.3](#) or [PHYS 125.3](#)
 - [PHYS 128.3](#)
 - [STAT 103.3](#)

A4 Social Science Requirement (6 credit units)

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](#)
 - 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](#) and 234.3, [SOC 240.3](#)). Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions.
- [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](#)

A5 Elective Requirement (6 credit units)

Choose 6 credit units from the areas of Social Sciences, Natural Science, and/or Fine Arts.

Social Sciences

- [ANTH 111.3](#)
 - [ARCH 112.3](#)
 - [ARCH 116.3](#)
 - [ECON 111.3](#)
 - [ECON 114.3](#)
 - [GEOG 130.3](#)
 - 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](#) and 234.3, [SOC 240.3](#)). Certain WGST courses may be considered a Humanities and/or Social Science. Refer to the course descriptions.
- [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](#)

Natural Science

- [ASTR 103.3](#)
 - [BIOL 107.6](#)
 - [BIOL 120.3](#)
 - [BIOL 121.3](#) (formerly BIOL 110)
 - [CHEM 112.3](#)
 - [CHEM 115.3](#)
 - [CMPT 100.3](#)
 - [CMPT 102.3](#)
 - [CMPT 105.3](#)
 - [CMPT 106.3](#)
 - [CMPT 111.3](#)
 - Any senior-level natural science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Natural Science Requirement.
- [CMPT 115.3](#)
 - [GEOG 120.3](#) or [GEOG 125.3](#)
 - [GEOL 108.3](#)
 - [GEOL 109.3](#)
 - [GEOL 121.3](#)
 - [GEOL 122.3](#)
 - [MATH 101.3](#)
 - [MATH 110.3](#)
 - [MATH 112.3](#) or [MATH 116.3](#)
 - [MATH 121.3](#)
- [MATH 125.3](#)
 - [PHYS 115.3](#)
 - [PHYS 117.3](#) or [PHYS 125.3](#)
 - [PHYS 128.3](#)
 - [STAT 103.3](#)

- Any senior-level natural science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Natural Science Requirement
- Students may use only 6 credit units in mathematics and statistics toward the Natural Science Requirement.
- [STAT 244.3](#) may not be used to meet the Natural Science Requirement in Program Types A, B or D.

Fine Arts

- [ART 111.6](#)
- [ART 112.6](#)
- [ART 113.6](#)
- [ART 136.3](#)
- [ART 141.3](#)
- [ART 161.3](#)
- [ARTH 120.3](#)
- [ARTH 121.3](#)
- [DRAM 101.3](#)
- [DRAM 104.6](#)
- [DRAM 110.3](#)
- [DRAM 113.3](#)
- [DRAM 118.3](#) (formerly DRAM 116)
- [DRAM 119.3](#) (formerly DRAM 117)
- [DRAM 121.3](#)
- [MUS 101.3](#)
- [MUS 105.3](#)
- [MUS 111.3](#)
- [MUS 117.1](#)
- [MUS 120.2](#)
- [MUS 121.2](#)
- [MUS 133.3](#)
- [MUS 134.3](#)
- Any senior-level fine arts course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Fine Arts Requirement.
- Students may only use 6 credit units in Art and Art History toward the Fine Arts Requirement.

Bachelor of Arts Honours (B.A. Honours)

A6 Major Requirement (54 credit units)

Choose **42 credit units** from Areas A, B and C, such that a minimum of 9 credit units is chosen from each area. A minimum of 9 credit units must be chosen at the 300 level. A minimum of 6 credit units must be chosen at the 400-Level.

Within this framework, students must choose at least 6 credit units from the following:

- RLST 211.3 Hindu Religious Tradition
- RLST 214.3 Introduction to Philosophies of India
- RLST 217.3 Buddhist Religious Tradition
- RLST 218.3 Development of Buddhist Thought
- RLST 231.3 Confucianism: Continuity and Change
- RLST 234.3 Chinese Folk Religion and Folk Culture
- RLST 329.3 Studies in the Bhagavad Gita

Area A: Religion and Society

Courses in this theme area reflect the interface between religion and society, religio-cultural context of philosophical ideas, intellectual history, national and global social issues, as well as contemporary expressions of the world religions.

- RLST 211.3 Hindu Religious Tradition
- RLST 217.3 Buddhist Religious Tradition
- RLST 234.3 Chinese Folk Religion and Folk Culture
- RLST 280.3 Methodologies and Approaches to the Study of Religion
- RLST 282.3 Religious Perspectives on Death and Dying
- RLST 284.3 Religion and Non Violence
- RLST 285.3 Religion and Ethnicity
- RLST 298.3 Special Topics: Religion and Globalization
- RLST 328.3 Jewish Christian Relations in Historical Perspective
- RLST 332.3 Rise of Fundamentalism in South Asia
- RLST 375.3 Religion and Science
- RLST 392.3 Readings in Themes and Approaches to the Study of Religion
- RLST 412.3 Seminar in Religion and Culture
- RLST 413.3 Seminar in Religious Thought (may be used in Area A or B)

Area B: Religion, Literature and Arts

Courses in this theme area examine the interrelations and interactions between religion and religious expressions in religious writings, art, literature, drama, music, film and popular culture.

- RLST 214.3 Introduction to Philosophies of India
- RLST 218.3 Developments of Buddhist Thought
- RLST 219.3 Bible and Western Culture
- RLST 231.3 Confucianism: Continuity and Change
- RLST 283.3 Religion and Mysticism
- RLST 326.3 Christian Thought in Art
- RLST 329.3 Studies in the Bhagavad Gita
- RLST 361.3 Rabbinic Literature
- RLST 363.3 Early Christian Literature
- RLST 365.3 Bible and Film
- RLST 382.3 Sex, God and Rock 'n Roll
- RLST 411.3 Seminar in Religion and Literature
- RLST 413.3 Seminar in Religious Thought (may be used in Area A or B)

Area C: Religion and Gender

Courses in this theme area examine issues of gender, sexuality, feminism and the body in religious contexts.

- RLST 220.3 Women in Western Religious Traditions
- RLST 303.3 Goddesses in Myth and History
- RLST 321.3 Gender and God-Talk
- RLST 359.3 Women and the Bible
- RLST 382.3 Sex, God and Rock 'n Roll

Choose 6 credit units from TWO of Areas A1, B1 or C1, for a total of **12 credit units**.

Area A1: Religion and Society

- ANTH 225.3 Peoples and Cultures of East Asia
- ANTH 230.3 Introduction to Cultural Dynamics
- ANTH 232.3 Peoples and Cultures of South Asia
- ANTH 321.3 Myth, Ritual and Symbolism
- ANTH 354.3 Ritual Spaces in Ukrainian Culture
- FREN 252.3 Culture and Society in France
- HIST 285.6 Christianity in Europe from 1500 to 1965
- PHIL 226.3 Environmental Philosophy
- PHIL 237.3 Law and Morality
- SOC 217.3 Sociology of Contemporary Religious Movements
- SOC 321.3 Sociology of Religion
- SOC 413.3 Seminar in Sociology of Religion

Area B1: Religion, Literature and Arts

- ANTH 330.3 Oral History and Storytelling Anthropological Perspectives
- ARTH 252.6 First Peoples Art History
- ARTH 253.3 Aboriginal Art History I
- ARTH 355.3 Contemporary Aboriginal Art I
- ARTH 350.3 A History of Popular Culture
- CLAS 104.3 Classical Myths
- CLAS 240.3 Ancient Art and Architecture I Bronze Age to Classical Greece
- CLAS 242.3 Ancient Art and Architecture II Greco Roman World
- CLAS 259.3 Ancient Christian Literature
- ENG 277.3 Literary Uses of Mythology
- ENG 317.3 Introduction to Old Norse Mythology
- ENG 342.6 Indigenous Storytelling of the Prairies
- FREN 423.3 Literature and Spirituality Catholic Novel in France
- LIT 264.3 Mephisto and Faust Knowledge Power Damnation and Redemption
- NS 270.6 Literature of Native North America

Area C1: Religion and Gender

- CLAS 225.3 Women in Antiquity
- ENG 281.6 Feminist Critical Theory and Literature by Women
- HIST 384.3 Women and Gender in Early Modern Europe
- HIST 392.3 History of Sexuality in North America
- PHIL 224.3 Philosophy of Sexuality
- PHIL 227.3 Introduction to Feminist Philosophy
- SOC 242.3 Introduction to Sociology of Women's Studies
- WGST 201.3 Images of Women and Men in Popular Culture
- WGST 210.3 Gendered Perspectives on Cultural Issues

A7 Electives Requirement (30 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.

Bachelor of Arts Four-year (B.A. Four-year)

A6 Major Requirement (30 credit units)

Choose **24 credit units** from Areas A, B and C, such that a minimum of 6 credit units is chosen from each area. A minimum of 9 credit units must be chosen at the 300 level or above.

Within this framework, students must choose at least 6 credit units from the following:

- RLST 211.3 Hindu Religious Tradition
- RLST 214.3 Introduction to Philosophies of India
- RLST 217.3 Buddhist Religious Tradition
- RLST 218.3 Development of Buddhist Thought
- RLST 231.3 Confucianism: Continuity and Change
- RLST 234.3 Chinese Folk Religion and Folk Culture
- RLST 329.3 Studies in the Bhagavad Gita

Area A: Religion and Society

Courses in this theme area reflect the interface between religion and society, religio-cultural context of philosophical ideas, intellectual history, national and global social issues, as well as contemporary expressions of the world religions.

- RLST 211.3 Hindu Religious Tradition
- RLST 217.3 Buddhist Religious Tradition
- RLST 234.3 Chinese Folk Religion and Folk Culture
- RLST 280.3 Methodologies and Approaches to the Study of Religion
- RLST 282.3 Religious Perspectives on Death and Dying
- RLST 284.3 Religion and Non Violence
- RLST 285.3 Religion and Ethnicity
- RLST 298.3 Special Topics: Religion and Globalization
- RLST 328.3 Jewish Christian Relations in Historical Perspective
- RLST 332.3 Rise of Fundamentalism in South Asia
- RLST 375.3 Religion and Science
- RLST 392.3 Readings in Themes and Approaches to the Study of Religion
- RLST 412.3 Seminar in Religion and Culture
- RLST 413.3 Seminar in Religious Thought (may be used in Area A or B)

Area B: Religion, Literature and Arts

Courses in this theme area examine the interrelations and interactions between religion and religious expressions in religious writings, art, literature, drama, music, film and popular culture.

- RLST 214.3 Introduction to Philosophies of India
- RLST 218.3 Developments of Buddhist Thought
- RLST 219.3 Bible and Western Culture
- RLST 231.3 Confucianism: Continuity and Change
- RLST 283.3 Religion and Mysticism
- RLST 326.3 Christian Thought in Art
- RLST 329.3 Studies in the Bhagavad Gita

RLST 361.3 Rabbinic Literature
RLST 363.3 Early Christian Literature
RLST 365.3 Bible and Film
RLST 382.3 Sex, God and Rock 'n Roll
RLST 411.3 Seminar in Religion and Literature
RLST 413.3 Seminar in Religious Thought (may be used in Area A or B)

Area C: Religion and Gender

Courses in this theme area examine issues of gender, sexuality, feminism and the body in religious contexts.

RLST 220.3 Women in Western Religious Traditions
RLST 303.3 Goddesses in Myth and History
RLST 321.3 Gender and God-Talk
RLST 359.3 Women and the Bible
RLST 382.3 Sex, God and Rock 'n Roll

Choose **6 credit units** from TWO of Areas A1, B1 and C1.

Area A1: Religion and Society

ANTH 225.3 Peoples and Cultures of East Asia
ANTH 230.3 Introduction to Cultural Dynamics
ANTH 232.3 Peoples and Cultures of South Asia
ANTH 321.3 Myth, Ritual and Symbolism
ANTH 354.3 Ritual Spaces in Ukrainian Culture
FREN 252.3 Culture and Society in France
HIST 285.6 Christianity in Europe from 1500 to 1965
PHIL 226.3 Environmental Philosophy
PHIL 237.3 Law and Morality
SOC 217.3 Sociology of Contemporary Religious Movements
SOC 321.3 Sociology of Religion
SOC 413.3 Seminar in Sociology of Religion

Area B1: Religion, Literature and Arts

ANTH 330.3 Oral History and Storytelling Anthropological Perspectives
ARTH 252.6 First Peoples Art History
ARTH 253.3 Aboriginal Art History I
ARTH 355.3 Contemporary Aboriginal Art I
ARTH 350.3 A History of Popular Culture
CLAS 104.3 Classical Myths
CLAS 240.3 Ancient Art and Architecture I Bronze Age to Classical Greece
CLAS 242.3 Ancient Art and Architecture II Greco Roman World
CLAS 259.3 Ancient Christian Literature
ENG 277.3 Literary Uses of Mythology
ENG 317.3 Introduction to Old Norse Mythology
ENG 342.6 Indigenous Storytelling of the Prairies
FREN 423.3 Literature and Spirituality Catholic Novel in France
LIT 264.3 Mephisto and Faust Knowledge Power Damnation and Redemption
NS 270.6 Literature of Native North America

Area C1: Religion and Gender

CLAS 225.3 Women in Antiquity
ENG 281.6 Feminist Critical Theory and Literature by Women
HIST 384.3 Women and Gender in Early Modern Europe
HIST 392.3 History of Sexuality in North America
PHIL 224.3 Philosophy of Sexuality
PHIL 227.3 Introduction to Feminist Philosophy
SOC 242.3 Introduction to Sociology of Women's Studies
WGST 201.3 Images of Women and Men in Popular Culture
WGST 210.3 Gendered Perspectives on Cultural Issues

A7 Electives Requirement (54 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.

Bachelor of Arts Three-year (B.A. Three-year)

A6 Major Requirement (24 credit units)

Choose **18 credit units** from Areas A, B and C, such that a minimum of 3 credit units is chosen from each area. A minimum of 6 credit units must be chosen at the 300 level or above.

Within this framework, students must choose at least 6 credit units from the following:

- RLST 211.3 Hindu Religious Tradition
- RLST 214.3 Introduction to Philosophies of India
- RLST 217.3 Buddhist Religious Tradition
- RLST 218.3 Development of Buddhist Thought
- RLST 231.3 Confucianism: Continuity and Change
- RLST 234.3 Chinese Folk Religion and Folk Culture
- RLST 329.3 Studies in the Bhagavad Gita

Area A: Religion and Society

Courses in this theme area reflect the interface between religion and society, religio-cultural context of philosophical ideas, intellectual history, national and global social issues, as well as contemporary expressions of the world religions.

- RLST 211.3 Hindu Religious Tradition
- RLST 217.3 Buddhist Religious Tradition
- RLST 234.3 Chinese Folk Religion and Folk Culture
- RLST 280.3 Methodologies and Approaches to the Study of Religion
- RLST 282.3 Religious Perspectives on Death and Dying
- RLST 284.3 Religion and Non Violence
- RLST 285.3 Religion and Ethnicity
- RLST 298.3 Special Topics: Religion and Globalization
- RLST 328.3 Jewish Christian Relations in Historical Perspective
- RLST 332.3 Rise of Fundamentalism in South Asia
- RLST 375.3 Religion and Science
- RLST 392.3 Readings in Themes and Approaches to the Study of Religion
- RLST 412.3 Seminar in Religion and Culture

Area B: Religion, Literature and Arts

Courses in this theme area examine the interrelations and interactions between religion and religious expressions in religious writings, art, literature, drama, music, film and popular culture.

- RLST 214.3 Introduction to Philosophies of India
- RLST 218.3 Developments of Buddhist Thought
- RLST 219.3 Bible and Western Culture
- RLST 231.3 Confucianism: Continuity and Change
- RLST 283.3 Religion and Mysticism
- RLST 326.3 Christian Thought in Art
- RLST 329.3 Studies in the Bhagavad Gita
- RLST 361.3 Rabbinic Literature
- RLST 363.3 Early Christian Literature
- RLST 365.3 Bible and Film
- RLST 382.3 Sex, God and Rock 'n Roll
- RLST 411.3 Seminar in Religion and Literature

Area C: Religion and Gender

Courses in this theme area examine issues of gender, sexuality, feminism and the body in religious contexts.

- RLST 220.3 Women in Western Religious Traditions
- RLST 303.3 Goddesses in Myth and History
- RLST 321.3 Gender and God-Talk

RLST 359.3 Women and the Bible
RLST 382.3 Sex, God and Rock 'n Roll

Choose **6 credit units** from TWO of Areas A1, B1 and C1.

Area A1: Religion and Society

ANTH 225.3 Peoples and Cultures of East Asia
ANTH 230.3 Introduction to Cultural Dynamics
ANTH 232.3 Peoples and Cultures of South Asia
ANTH 321.3 Myth, Ritual and Symbolism
ANTH 354.3 Ritual Spaces in Ukrainian Culture
FREN 252.3 Culture and Society in France
HIST 285.6 Christianity in Europe from 1500 to 1965
PHIL 226.3 Environmental Philosophy
PHIL 237.3 Law and Morality
SOC 217.3 Sociology of Contemporary Religious Movements
SOC 321.3 Sociology of Religion
SOC 413.3 Seminar in Sociology of Religion

Area B1: Religion, Literature and Arts

ANTH 330.3 Oral History and Storytelling Anthropological Perspectives
ARTH 252.6 First Peoples Art History
ARTH 253.3 Aboriginal Art History I
ARTH 355.3 Contemporary Aboriginal Art I
ARTH 350.3 A History of Popular Culture
CLAS 104.3 Classical Myths
CLAS 240.3 Ancient Art and Architecture I Bronze Age to Classical Greece
CLAS 242.3 Ancient Art and Architecture II Greco Roman World
CLAS 259.3 Ancient Christian Literature
ENG 277.3 Literary Uses of Mythology
ENG 317.3 Introduction to Old Norse Mythology
ENG 342.6 Indigenous Storytelling of the Prairies
FREN 423.3 Literature and Spirituality Catholic Novel in France
LIT 264.3 Mephisto and Faust Knowledge Power Damnation and Redemption
NS 270.6 Literature of Native North America

Area C1: Religion and Gender

CLAS 225.3 Women in Antiquity
ENG 281.6 Feminist Critical Theory and Literature by Women
HIST 384.3 Women and Gender in Early Modern Europe
HIST 392.3 History of Sexuality in North America
PHIL 224.3 Philosophy of Sexuality
PHIL 227.3 Introduction to Feminist Philosophy
SOC 242.3 Introduction to Sociology of Women's Studies
WGST 201.3 Images of Women and Men in Popular Culture
WGST 210.3 Gendered Perspectives on Cultural Issues

A7 Electives Requirement (30 credit units)

Courses to complete the requirements for 90 credit unit Four-year program. Of the 90 credit units required at least 42 must be at the 200-level or higher and no more than 42 in one subject.

Double Honours

Double Honours Programs may be taken in combinations of two subjects. In this program at least 36 credit units will normally be taken in each subject. The two departments together may specify up to 84 credit units. For further details, please see the [Degree Requirements](#) in the Arts and Science section of the Calendar.

Various Double Honours programs involving Studies in Religion and Culture and another department are permissible. The details of the program should be discussed in advance with the two department heads or their designates.

Requirements

Area Distribution Requirements (36 credit units)

- [RLST 110.6](#)
- 24 credit units in Areas A, B and C, such that a minimum of 6 credit units are taken from each area (see A6 requirements in the Honours Program in Studies in Religion and Culture above) and at least 6 credit units are chosen from RLST 211.3, RLST 214.3, RLST 217.3, RLST 218.3, RLST 231.3, RLST 234.3 and RLST 329.3 (courses in this list may be used to meet area requirements)
- 6 credit units from any two of the three areas A1, B1 and C1 (see A6 requirements in the Honours Program in Studies in Religion and Culture above)
- Double Honours students must take at least 9 credit units at the 300-level or above, including at least 3 credit units at the 400-level. The details of the program should be discussed in advance with the two department heads or their designates.

Minor in Studies in Religion and Culture

Requirements (24 Credit Units)

- [RLST 110.6](#)
- 12 credit units in Areas A, B and C, such that a minimum of 3 credit units are at the 300 level or above, and a minimum of 3 credit units are taken from each area (see A6 requirements in the Honours Program in Studies in Religion and Culture above)
- 6 credit units from any two of the three areas A1, B1 and C1 (see A6 requirements in the Honours Program in Studies in Religion and Culture above)

Attachment Two Review of Programs in Religion and Culture

The proposal for programs in Religion and Culture is a new initiative of the Department of Religion and Culture that aligns with its new name and broader focus. It is motivated by the desire for a program more broadly based than traditional religious studies programs that concentrate on specific religions, often requiring intense study of the languages of their sacred writings. In the spirit of interdisciplinarity, the new program aims to study the role of religion in society, the arts, and gender through cognate courses from other disciplines.

The programs are structured from existing courses, so that there are no explicit resource implications. The Department of Religion and Culture has consulted widely with the cognate departments, and has responded to comments from those departments. It appears that all consulted departments are supportive of the programs.

The proposal presents requirements for three-year and four-year BA majors, BA Honours, as well as Double Honours with another subject and a minor. All the proposed programs (except the minor) fit into the general requirements of a humanities (“Type A”) Bachelor of Arts. The courses required for the major are to be selected from three lists of Religious Studies (RLST) courses, and three lists of offerings from other departments, with the further constraint that at least 6 c.u. be taken from a further list of seven Religious Studies courses focussing on eastern religions. The RLST courses are categorized as

- A. Religion and Society,
- B. Religion, Literature and Arts, and
- C. Religion and Gender.

The cognate courses are similar divided as

- A1. Religion and Society,
- B1. Religion, Literature and Arts, and
- C1. Religion and Gender.

There are no specific courses required for the Honours program: The same courses may be taken for all levels of concentration—the only difference is the number of courses required. The Honours requirement has the additional constraint that at least 6 c.u. of RLST courses be at the 400 level. Since there are only 12 c.u. of such courses at the 400 level, this requirement comes close to requiring some specific courses for an Honours degree.

The Double Honours program is not too clearly laid out. It is suggested that such a program be discussed with the Heads of the respective departments. ~~I do note, however, that the major requirements as laid out for the Double Honours do not differ at all from those of the four year major. This may be problematic.~~ [corrected]

Summary of major requirements (in addition to RELST 110.6):

Concentration	Total c.u	300 level	400 level	Eastern religions	RLST c.u.				Cognate c.u		
					Total	A	B	C	Total	Two of A1, B1, C1	
Honours	54	9	6	6	42	9	9	9	12	6	6
Double Honours	30	9	0 3	6	24	6	6	6	6	3	3
4-year major	30	9	0	6	24	6	6	6	6	3	3
3-year major	24	6	0	6	18	3	3	3	6	3	3
minor	18	3	0	0	12	3	3	3	6	3	3

One minor error in the proposal is in the description of the basic humanities requirements (A1) on page 11. RELST110.6 is specified as required but is also included among the courses that may be used to make up the remaining 6 c.u. for the A1 requirement. [corrected]

Mik Bickis
Academic Programs Committee
9 February 2010

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE**

FOR INFORMATION ONLY

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee

DATE OF MEETING: February 25, 2010

SUBJECT: **Items for Information:
Arts and Science new minors**

COUNCIL ACTION: **For information only**

Under Council policy, proposals for minors in existing fields of specialization are approved through the University Course Challenge procedure, while proposals for minors in new fields of specialization are approved by the Academic Programs Committee of Council.

At its February 9, 2010 meeting, APC approved the following Arts & Science minors in new fields of specialization:

1. Canadian Literature in English
2. Catholic Studies
3. Jewish and Christian Origins

The Committee met with Arts & Science Vice-Dean Peter Stoicheff, and with representatives of the departments offering these minors (Department of English head Doug Thorpe, St. Thomas More College Dean Carl Still, STM Department of Religion and Culture head Mary Ann Beavis) to discuss these proposals.

ATTACHMENTS:

1. Proposal documents and related memos.

Consultation Forms are available at the Office of the University Secretary

Proposal for Curriculum Change

University of Saskatchewan

1. PROPOSAL IDENTIFICATION

Title of proposal: Minor in English: Canadian Literature in English

Degree(s): BA, BSc

Field(s) of Specialization: ALL

Level(s) of Concentration: Minor

Option(s):

Degree College: Arts & Science

Department: English

Home College: Arts & Science

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

Douglas Thorpe

Associate Professor and Head

Department of English

9 College Drive

Saskatoon, SK S7N 5A5

Tel. (306) 966-5500

Fax. (306) 966-5951

doug.thorpe@usask.ca

Date: December 7, 2009

Approved by the degree college and/or home college: November 12, 2009

Proposed date of implementation: January 2010

2. Type of change

Requiring approval by Academic Programs Committee

- Addition of a new Field of Specialization at the Minor Level of Concentration.

Proposal Document

3. RATIONALE

This minor is designed to allow students with an interest in Canadian literature in English to build a comprehensive undergraduate knowledge of our national literature while it also permits them to investigate more extensively particular areas of interest within this field of study. Such study would provide excellent background preparation for those who intend to pursue a teaching career in high schools or at the college level. It would also be an enriching adjunct for those interested in other areas of Canadian studies, including Canadian literature in French, Canadian drama, art, history, native studies, and political studies. Many students have expressed interest in an official minor in English, and the richness of the Department's course offerings in this area and the number of non-majors these courses attract make Canadian literature a logical choice for a minor in English.

After satisfying the pre-requisite of 6 credit units of 100-level English, students in this minor would take a survey class introducing them to the various genres and periods of Canadian literature through the study of selected works of Canadian literature in their social, political, and historical settings. Students would then be in a position to pursue interests in particular genres in Canadian literature, Aboriginal literatures and textualized oratures in Canada, or more regionally specific writing.

This minor is not for English majors; only students majoring in fields of study other than English may take this minor.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Minor in English: Canadian Literature in English

Requirements

1. Choose 6 credit units from the following:
 - ENG 110.6 Literature and Compositionor two of
 - ENG 111.3 Literature and Composition: Reading Poetry
 - ENG 112.3 Literature and Composition: Reading Drama
 - ENG 113.3 Literature and Composition: Reading Narrative
 - ENG 114.3 Literature and Composition: Reading Culture
2. ENG 253.6 Canadian Literature in English
3. Choose 12 credit units from the following:
 - ENG 242.3 Indigenous Storytelling of the Prairies
 - ENG 305.3 Canadian Fiction from Beginnings to 1960
 - ENG 335.3 The Emergence of Aboriginal Literature in Canada
 - ENG 338.3 Contemporary North American Aboriginal Literatures
 - ENG 351.3 Canadian Poetry in English
 - ENG 358.3 Canadian Drama in English
 - ENG 359.3 Western Canadian Literature
 - ENG 382.3 Canadian Fiction from 1960 to the Present

5. RESOURCES

No additional resources are required. Minor draws on existing courses offered by the Department of English

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The department does not anticipate that the new minor will have any negative impact on other departments or programs. The defined Minor in English: Canadian Literature in English, will help students choose a set of courses that are related, leading to a higher level of awareness and understanding than would be expected if a similar number of courses were chosen from the many topic areas offered by the Department of English.

7. BUDGET

Teaching and other course expenses will 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 supports the proposed Minor in English: Canadian Literature in English. The proposed Minor is based on existing courses in the Department of English, which allows for a new option for students, with no resource implications for the College of Arts and Science or the Department of English. Minors are increasingly desired by students, who believe that the additional recognition provides them with an advantage in their pursuit of a career.

The College believes that minors, which allow students to explore a discipline outside their major, have become an essential opportunity for students to choose in their education. Support for the development of new minors in the College is explicitly included in the College's 2007 Integrated Plan, Section 2.2.3.1 (available at: https://claws.usask.ca/astab/docs/IP/CollegeOfArtsAndScience_IntegratedPlan-CollegeSubmission.pdf). The Minor in English: Canadian Literature in English provides an opportunity for students to expand their knowledge in a specific topic area, while being easily accommodated within the structure of most B.A. and B.Sc. programs.

The proposal was submitted to the College of Arts and Science Course Challenge for August 2009, and passed without challenge. It was approved by the committee on Academic Programs and Standards for the Humanities, Fine Arts, and Social Sciences on October 5, 2009 and by the Division of Humanities and Fine Arts on November 12, 2009.

Consultation Forms

Consultation with the Registrar form

Proposal for Curriculum Change

University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Minor in Catholic Studies

Degree(s): B.A. and B.Sc.

Field(s) of Specialization: ALL

Level(s) of Concentration: Minor

Option(s):

Degree College: Arts and Science

Department: Division of Humanities and Fine Arts

Home College: Arts and Science

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

Carl Still

Associate Professor and Dean

St. Thomas More College

1437 College Drive

Saskatoon, SK S7N 0W6

Tel. 966-8959

Fax. 966-8904

cstill@stmcollege.ca

Date: December 7, 2009

Approved by the degree college and/or home college: November 12, 2009

Proposed date of implementation: January 2010

2. Type of change

- Addition of a new Field of Specialization at the Minor Level of Concentration.

Proposal Document

3. RATIONALE

Catholic Studies has emerged as a recognized area of special study in leading universities in Canada and elsewhere (e.g., Toronto, McGill, St. Francis Xavier, Manitoba, Regina, etc.). As the Catholic, liberal arts college federated with the University of Saskatchewan, St. Thomas More College (STM) has a long tradition of teaching and research in areas related to the scholarly study of Catholicism. STM's present faculty complement in these areas includes Dr. Mary Ann Beavis (Religion and Culture), Dr. Thomas Deutscher (History), Dr. Ron Griffin (Sociology), Dr. Darlene Kelly (English), Dr. John Liptay (Philosophy), Dr. Sarah Powrie (English), Dr. Alan Reese (History), Dr. Carl Still (Philosophy), Dr. Michael Tobin (Languages and Linguistics), and others. St. Thomas More College proposes to offer a Minor concentration in Catholic Studies in order to draw together the research expertise of its faculty and to strengthen the connection between scholarly research and undergraduate teaching in a Minor program. It is expected that this Minor will be of interest to students majoring in English, French, History, Philosophy, Religious Studies, as well as other disciplines dealing with Catholic history, thought, and culture.

The Minor in Catholic Studies is a priority in STM's Strategic Plan. This proposal stems, in part, from the Academic Partnership Agreement between St. Thomas More College and the College of Arts and Science, which encourages STM to develop courses, programs and streams that reflect its unique academic expertise. This Minor program in Catholic Studies was reviewed at the Coordinating Committee of STM and Arts & Science, prior to submission. The proposed Minor also addresses the University's priority to create innovative, quality programs that connect learning and discovery in interdisciplinary ways while building on institutional strengths (from *The 2nd Integrated Plan, Full Version, II.A [2], p. 10*).

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Minor in Catholic Studies

The minor in Catholic Studies provides an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity in the ancient world to the presence of Catholicism as the largest Christian community in the world today. Catholic Studies is intended to provide students with an interdisciplinary understanding of Catholicism and its history, artistic and literary culture, philosophical and theological thought, and role in contemporary society. The Minor may be completed in conjunction with any Three-Year, Four-Year or Honours degree in another subject area in the College of Arts and Science. The CTST 200.3 course is coordinated and delivered by STM faculty, under the academic authority of the College of Arts and Science.

Requirements

CTST 200.3 Introduction to Catholicism

Choose **15 credit units** from the following. A minimum of 3 credit units must be chosen from each of Area I, II and III. At least 3 credit units must be taken at the 300-level or higher.

Students must choose courses from at least 2 different subject codes.

Area I: Catholicism and History

HIST 202.3 The Formation of Europe 300-1000

HIST 205.3 Europe and World in High Middle Ages 1000 to 1300

HIST 285.6	Christianity in Europe from 1500 to 1965
HIST 309.3	Crusades and Aftermath
HIST 424.3	Catholic Reform and Counter-Reformation in Italy 1540-1650
RLST 219.3	Bible and Western Culture
RLST 221.3	Introduction to Christianity
RLST 253.3	Introduction to Old Testament
RLST 254.3	Introduction to New Testament
RLST 328.3	Jewish-Christian Relations in Historical Perspective
RLST 363.3	Early Christian Literature
<u>Area II: Catholic Thought and Culture</u>	
ENG 311.3	Chaucer and Medieval Makers
ENG 321.6	Shakespeare
ENG 393.3	Medieval Devotional Literature – <i>subject to approval</i>
FREN 423.3	Literature and Spirituality: Catholic Novel in France
HIST 330.3	Humanist Thought in Renaissance Italy 1300 to 1527
HIST 412.3	Erasmus and Renaissance Humanism
PHIL 204.3	Philosophy of Religion: Christian Philosophical Tradition
PHIL 210.3	Medieval Philosophy I
PHIL 211.3	Medieval Philosophy II
PHIL 212.3	Medieval Intellectuals: Thought and Learning in the Middle Ages
PHIL 404.3	Advanced Problems in Philosophy and Theology
PHIL 412.3	The Philosophy of Thomas Aquinas I
PHIL 413.3	The Philosophy of Thomas Aquinas II
POLS 236.3	Classical, Medieval, and Renaissance Political Thought
RLST 222.3	Introduction to the Christian Contemplative Tradition
RLST 223.3	Introduction to Christian Thought
RLST 224.3	Introduction to Christian Ritual and Worship
RLST 225.3	Perspectives on Jesus
RLST 315.3	Eastern Christian Thought First Millennium
RLST 316.3	Eastern Christianity Second Millennium
RLST 326.3	Christian Thought in Art
<u>Area III: Catholicism and the Modern World</u>	
INTS 200.6	Cultivating Humanity
PSY 261.3	Community Psychology
RLST 314.3	Contemporary Catholic Thought
SOC 321.3	The Sociology of Religion
SOC 360.3	Globalization and Social Justice
SOC 413.3	Seminar in the Sociology of Religion

5. RESOURCES

The new Minor will be funded within existing resources and budgetary plans of St. Thomas More College. Currently, STM faculty are involved in teaching all of the above courses; some of these courses are also offered by faculty in Arts and Science Departments. STM will ensure that the courses in the Minor are regularly offered. STM currently has nine (9) permanent faculty who will provide instruction in the Minor. STM has committed to an endowed faculty position in Catholic Studies; when funding is in place a search will commence.

STM and Arts and Science have jointly established a governance model and academic reporting structure within which this Minor will operate. The Minor Program in Catholic Studies will be overseen by an interdisciplinary Administrative Committee composed of faculty members from STM and faculty members from Arts and Science. Members of the Committee will be

selected on the basis of expertise in areas of concentration in Catholic Studies and will represent at least three (3) departments participating in the Minor. The Administrative Committee will meet regularly to discuss the implementation of the Minor, address any required changes or curriculum reviews, and consider any academic or administrative issues that arise. One STM member will serve as Chair of the Committee as well as Program Advisor for the Minor. The Chair/Program Advisor will oversee the day to day management of the Minor. STM will assume responsibility for providing financial and administrative support to this interdisciplinary Administrative Committee.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The new program will likely have little impact on other programs, since it does not duplicate existing programs and will likely generate modest enrolment. At the time of implementation, the program will add only one new course to the curriculum (CTST 200.3), which is distinct from existing courses with the CTST label (i.e. CTST 105.3, 106.3).

What follows are the responses received during STM's consultation with Arts and Science Heads (and/or Undergraduate Chairs) of Departments whose courses appear in the Minor.

From: Terry Wotherspoon [mailto:terry.wotherspoon@usask.ca]
Sent: Wednesday, January 07, 2009 2:50 PM
To: Carl Still
Subject: Feedback on Catholic Studies Minor Proposal

Dear Professor Still:

Thank you for providing us with the opportunity to review the proposal for a minor in Catholic Studies. The proposed minor, including the new proposed course CTST 200.3 may be of interest to some Sociology majors. The proposed course does not overlap substantially with any Sociology course offerings. The Sociology courses listed in the program are typically offered on a regular basis through STM.

All the best as you proceed with next stages to initiate the program.

Sincerely,

Terry Wotherspoon
Head and Professor of Sociology

From: Michel Desjardins [mailto:michel.desjardins@usask.ca]
Sent: Wednesday, January 07, 2009 2:55 PM
To: Carl Still
Subject: Minor in Catholic Studies

Dear Dr. Still,

You will find in the attached document the letter confirming the support of our department to the new Minor in Catholic Studies (STM).

Good luck with that project.

Michel Desjardins
Department of Psychology
(Attached Letter)
Saskatoon, 2009-01-09

Dr. Carl Still, Dean
St. Thomas More College

Dear Doctor Still,

My name is Michel Desjardins and I am the Chair of Undergraduate Committee of the Department of Psychology. Like requested, I have reviewed the information related the proposed Minor in Catholic Studies (STM). The proposed program includes one course in our department, PSY 261, Community Psychology. The Department of Psychology supports the inclusion of that course within the Minor in Catholic Studies program. However, the program's coordinators must keep in mind that PSY 110.6 is a prerequisite to PSY 261 and, accordingly, students from the Minor in Catholic Studies will be able to register to PSY 261 only if they have completed with success that prerequisite course.

Cordialement,

Michel Desjardins
Chair, Undergraduate Committee
Department of Psychology

From: Valerie Korinek [mailto:valerie.korinek@usask.ca]
Sent: Monday, January 19, 2009 10:28 AM
To: Carl Still
Subject: Re: Catholic Studies Minor Proposal
You're welcome Carl, the information should arrive today. Suffice to say, we're very supportive of your new initiative, and wish you well with this venture.
Valerie
Valerie J. Korinek, Professor & Head
Department of History
University of Saskatchewan
9 Campus Dr.,
Saskatoon, SK
S7N 5A5
tel: 306-966-5990
fax: 306-966-5852
valerie.korinek@usask.ca

Memorandum received from Valerie J. Korinek, Head, Department of History

Thank you for the opportunity to be consulted on this new initiative in STM programming.

I have read through your proposal with interest, and have discussed the proposal with Dr. Gordon DesBrisay, the Undergraduate Director in the Department of History. The new interdisciplinary minor program looks like an exciting, and frankly, logical development for St. Thomas More College. I agree with your assertion that it enables you to move forward with distinctive programming that draws upon your faculty strengths and STM's distinctive academic mission statement. Given that there are other Catholic Studies program elsewhere, it will be interesting to see how this new program develops over time, given hiring goals and in comparison with the Canadian programs already in existence.

I've read the submitted documents closely and this looks sound from a resource standpoint (faculty, library holdings, administration). From a student perspective the variety of programming included and three areas of concentration chosen appear to offer a very creative, thematic minor program that I'm sure will be of interest. From our perspective, we strongly encourage any programming that increases the interest of study of history and so support this new initiative.

I look forward to hearing more about your proposal for an endowed position in Catholic Studies, particularly the areas that you intend to prioritize in what I presume will become an interdisciplinary search. If the History Department can be involved in that process we would welcome such participation.

We wish you all the best with this new initiative and, again, thanks for the opportunity to consult on this proposal.

Sincerely,
Valerie J. Korinek

From: Braj Sinha [mailto:braj.sinha@usask.ca]
Sent: Thursday, January 22, 2009 3:49 PM
To: Carl Still
Cc: 'Peter Stoicheff'; tom.steele@usask.ca; Mary Ann Beavis
Subject:

Dear Carl:

Thank you for giving me an opportunity to provide Departmental input with respect to the proposed Minor in Catholic Studies. I have discussed the proposal with the members of the Department, my counterpart, STM Department Head Mary Ann Beavis, Vice Dean Peter Stoicheff, and Associate Dean Tom Steel. I am pleased to say that the Department of Religion and Culture fully support the idea of establishing a minor in Catholic Studies. However, there are important programmatic and academic management issues, including the academic home of the program, the lack of clarity with respect to criteria for inclusion of courses in the program as well as proposed specific areas, ambiguities surrounding the area requirements, and stipulations that only classes taught by STM faculty may qualify for credit towards Minor requirement for which Academic authority lies with the College of Arts and Science. Rationale for such concerns are articulated in detail in the enclosed Memo attached to this e-mail. Please feel free to contact me should you have further question in this regard.

With warm regards,
Braj

Dr. B. Sinha provided a detailed memo noting concerns in the following areas:

- 1) The academic 'home' of the Minor is not clearly identified. - *The Minor will be overseen by an interdisciplinary Administrative Committee composed of STM and Arts and Science faculty members (outlined under #5 above - Resources)*
 - 2) The academic authority for the proposed CTST 200.3 course is not clear. - *The governance model set out in a terms of reference document for the interdisciplinary Administrative Committee and agreed to by the A&S-STM Coordinating Committee specifies the process through which the academic reporting for the CTST 200.3 course flows from STM to Arts and Science.*
 - 3) Area requirements are not specified in a way that guarantees interdisciplinarity as well as completion of Religious Studies courses. - *In light of the concern about interdisciplinarity, the Minor proposal has been revised to require that courses must be taken from at least two departments represented in the Minor. However, there is no requirement that students must take courses in Religious Studies to complete the Minor, as the Minor is intended to be interdisciplinary, and not a Minor in Religious Studies.*
 - 4) The criteria for deciding which courses to include in the Minor are not clear. - *Consultations were undertaken with Department Heads of Arts and Science and of STM departments, whose courses are included in the Minor, to confirm the appropriateness of the course to the Minor. Some courses have been included because they provide background material for Catholic Studies (e.g. RLST 253.3), while others are thematically related to areas in Catholic Studies (e.g. Sociology courses dealing with religion, social justice, etc.).*
 - 5) Concerns about a previous version of the Program Description of the Minor. - *In light of this concern the Program Description has been revised to remove language that suggested students could only complete the Minor using courses taught by STM faculty.*
-

7. BUDGET

Teaching and other course expenses will be accommodated within existing budgets.

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 Minor in Catholic Studies. The proposed Minor is based on existing courses in Arts and Science and one new course taught by STM faculty. This allows for a new option for students with no resource implications for the College of Arts and Science. Minors are increasingly desired by students, who believe that the additional recognition provides them with an advantage in their pursuit of a career.

The College believes that new minors, which allow students to explore a discipline outside their major, have become an essential opportunity for students to choose in their education. Support for the development of new minors in the College is explicitly included in the College's 2007 Integrated Plan, Section 2.2.3.1 (available at: https://claws.usask.ca/astab/docs/IP/CollegeOfArtsAndScience_IntegratedPlan-CollegeSubmission.pdf).

The proposal was submitted to the College of Arts and Science Course Challenge for March 2009. It was approved by the committee on Academic Programs and Standards for the Humanities, Fine Arts, and Social Sciences on April 16, 2009 and by the Division of Humanities and Fine Arts on November 12, 2009.

Consultation Forms

Consultation with the Registrar form

Proposal for Curriculum Change

University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Minor in Jewish and Christian Origins

Degree(s): BA, BSc

Field(s) of Specialization: ALL

Level(s) of Concentration: Minor

Option(s):

Degree College: Arts & Science

Department: Religious Studies and Culture

Home College: Arts & Science

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

Mary Ann Beavis, Ph.D.

Professor and Head

Department of Religion and Culture

St. Thomas More College

1437 College Drive

Saskatoon, SK S7N 0W6

Tel. (306) 966 8044

Fax (305) 966 8904

mbeavis@stmcollege.ca

Date: December 2, 2009

Approved by the degree college and/or home college: November 12, 2009

Proposed date of implementation: January 2010

2. Type of change

Requiring approval by Academic Programs Committee

- Addition of a new Field of Specialization at the Minor Level of Concentration.

Proposal Document

3. RATIONALE

This proposal is based on the desire to coordinate and aggregate courses of interest to students on early Judaism and Christianity offered within the Department of Religion and Culture, and to take advantage of the expertise of faculty at the Affiliated Colleges of the Saskatoon Theological Union (St. Andrew's, Emmanuel and St. Chad, Lutheran Seminary) in biblical and related studies. It also arises out of departmental efforts to enhance interdisciplinarity in the study of religion by cross-listing relevant courses in other departments. The recent hiring by St. Thomas More College of a tenure-track faculty member in the area of Judaic Studies will enhance the proposed minor.

The minor highlights the early history of the two western religious traditions of Judaism and Christianity, as well as their contributions to the development of western culture.

The title "Jewish and Christian Origins" has been chosen as it captures the genetic relationship between the two religions, their parallel and overlapping origins and development, and their distinctiveness and diversity. The same terminology is used for classes at other institutions, including Trinity College Dublin, San Diego State University and the University of Amsterdam.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The Religion and Culture minor concentration in Jewish and Christian Origins provides an interdisciplinary approach to the academic study of the origins, development of and cultural impact of two world religions, Judaism and Christianity, from their beginnings in ancient Israel to the parallel developments of rabbinic Judaism and emergent Christianity subsequent to the first Jewish War of 70 C.E. to Late Antiquity. The Department will offer this minor program collaboratively through the Department of Religion and Culture, St. Thomas More College, and the Saskatoon Theological Union (STU), and integrates courses in cognate disciplines. The STU courses specified as part of the program will be approved for transfer credit for students taking the minor.

The Minor may be completed in conjunction with any Three-Year, Four-Year or Honours degree in another subject area in the College of Arts and Science.

The program requirements are 24 credit units, including RLST 110.6; a minimum of 6 credit units in each of the areas of: (1) Biblical Literature and (2) Early Judaism and Christianity; a minimum of 3 credit units in (3) Near Eastern and Classical Archaeology. At least 6 credit units must be taken at the 300 level or higher. Students may choose up to 6 credit units from approved STU courses.

Required: RLST 110.6

1. Biblical Literature

RLST 219.3 Bible and Western Culture

RLST 225.3 Perspectives on Jesus

RLST 253.3 Introduction to the Old Testament

RLST 254.3 Introduction to the New Testament

RLST 359.3 Women and the Bible

RLST 365.3 Bible and Film

STU Courses:

BA 229 A Feminist Approach to the Book of Judges

BA 226 Prophetic Books of the Hebrew Scriptures

BA 329 Inner-Biblical Interpretations
BU 400 Method in Biblical Studies (permission of Instructor required)

2. Early Judaism and Christianity

RLST 315.3 Eastern Christian Thought in the First Millennium
RLST 361.3 Rabbinic Literature
RLST 363.3 Early Christian Literature
CLAS 252.3 Paganism and Christianity in the Early Christian Centuries of the Roman Empire
CLAS 259.3 Ancient Christian Literature
HIST 204.3 Topography and Monuments of Ancient Rome
HIST 306.3 Transitions in Late Antique City CE 284 to 602
HIST 402.3 Aspects of Late Antiquity

STU Courses:

HA/HL 111 Church History: Early and Medieval
BE 250 Early Jewish Literature
BL 378/328 Atonement, Sacrifice, Christology
BE 451 History and Historiography in Christianity's First Century (permission of Instructor required)

3. Near Eastern and Classical Archaeology

ARCH 243.3 Introduction to Archaeology of Ancient Israel and Syria
ARCH 244.3 Archaeology and Cultural Development in Ancient Israel and Syria – Late Bronze Age to Hellenistic Period
ARCH 252.3 Near Eastern Archaeological Field Work
ARCH 362.6 Field Course in Mediterranean Archaeology

5. RESOURCES

The new minor does not require additional resources; nor are additional library, laboratory, information technology or equipment resources required. Teaching and other course expenses will be accommodated within the departmental budget.

It is anticipated that the minor will attract 5-8 students per year.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The department does not anticipate that the new minor will have any negative impact on other departments or programs; rather, it will encourage Religion and Culture students to take cross-listed courses from the STU and other departments.

7. BUDGET

Teaching and other course expenses will be accommodated within the 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 Minor in Jewish and Christian Origins. The proposed Minor is based on existing courses in the College of Arts and Science and courses offered by the Affiliated Colleges of the Saskatoon Theological Union, which allows for a great diversity of choices for students, with no resource implications for the College of Arts and Science or the Department of Religious Studies and Culture. Minors are increasingly desired by students, who believe that the additional recognition provides them with an advantage in their pursuit of a career.

The College believes that new programs such as the Minor in Jewish and Christian Origins, which allow students to explore a discipline outside their major, have become an essential opportunity for students to choose in their education. Support for the development of new minors in the College is explicitly included in the College's 2007 Integrated Plan, Section 2.2.3.1 (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 May 7, 2009 and by the Division of Humanities and Fine Arts on November 12, 2009.

Related Documentation

- Email of support from Department of History
- Saskatoon Theological Union description
- Class information

Consultation Forms

- Consultation with the Registrar form

Correspondence sent from Dr. Mary Ann Beavis to Dr. Gordon DesBrisay in the Department of History:

Dear Dr. DesBrisay,

As you may know, my Department has recently submitted a proposal for a Minor in Jewish and Christian Origins that involves several courses in your department (which may be viewed at <https://artsandscience.usask.ca/collegechallenge/form.php?pid=791>). I have been asked by the Academic Programs Committee to ask whether you have any comments or concerns regarding the proposed program. I have previously corresponded with Tom Deutscher, Alan Reese, John Porter and Angela Kalinowski regarding the proposal and received positive responses and suggestions. I understand from Sandra Paradis that I should have consulted with you prior to submitting the proposal, an oversight for which I must apologize, as I am new to this process.

Thanks in advance for your consideration.

Mary Ann Beavis. Ph.D.
Professor and Head
Department of Religion and Culture
St. Thomas More College

Reply received from Dr. DesBrisay:

From: Gordon DesBrisay [mailto:gordon.desbrisay@usask.ca]

Sent: April-23-09 11:06 AM

To: Mary Ann Beavis

Subject: Re: Proposed Minor in Jewish and Christian Origins

Dear Dr. Beavis,

Thanks for writing. The faculty you have consulted are those most concerned, and I'm glad to add my endorsement to theirs. It looks like a very useful addition to the options available to our students. Best of luck with it.

Cheers,
Gordon

Saskatoon Theological Union

The Saskatoon Theological Union (STU) is an association of three theological colleges located on the University of Saskatchewan campus: St. Andrew's College, The College of Emmanuel and St. Chad, and the Lutheran Theological Seminary. It was formed to facilitate a cooperative and ecumenical approach to theological education. The member colleges share their resources in significant ways while remaining distinct and separate institutions.

The STU reflects a long tradition of cooperation among the three colleges. In 1969, the institutions pooled their resources to found the Graduate School of Theology (later known as the Graduate Studies Council at Saskatoon), whose aim was to provide a program of post-graduate theological studies leading to the degree Master of Sacred Theology (STM). In 1981, a computerized union library catalogue was introduced, which provided for the first time a

regularly updated listing of the holdings of the three libraries. In the academic year 1985-86, the decision was taken to issue a common academic calendar under the name Saskatoon Theological Union. In 1997, the Boards of the three schools voted to explore closer working relationships. Today Saskatoon Theological Union is a place where vibrant and co-operative communities of scholarship, spiritual discernment and struggle, and friendship continue to grow and evolve, and to engage critically with issues important to church and society.

The present STU framework allows for the course offerings of all three colleges to be available to students enrolled in any of the member institutions. Attempts are made to coordinate course offerings in each of the areas of study, and in some instances courses are jointly offered by professors from more than one college. Students have access to all libraries of the partner schools, providing excellent resources for study, research, and personal growth.

The functioning of the STU is maintained by means of regular meetings of the faculty members of the three colleges, supplemented by meetings of more specialized groups – the Heads of colleges, the registrars, the subject-area Sections (Biblical Theological, Interdisciplinary Theological Studies, Pastoral Studies), the Curriculum Committee, and any ad hoc committees. The Graduate Studies Program is supervised by the Graduate Studies Council (comprising the faculty members of the three colleges).

The STU also maintains a close relationship with the University of Saskatchewan with which all three schools are affiliated.

Course Information

Key to Course Designations

1. The Prefix:

- The first letter in the prefix designates the field of study in which the course is offered. The four fields of study are Biblical Studies (B), Church History and Historical Theology (H), Systematic Theology, Ethics and Church and Society (S) and Pastoral Theology (P).
- The second letter in the prefix identifies the College of the professor giving the course: Emmanuel and St. Chad (E), Lutheran Theological Seminary (L), St. Andrew's College (A). Courses offered jointly or team-taught by professors from more than one seminary carry the prefix U.

2. The Numbers:

- The first digit:
 - 100 level: Introductory or foundational courses, normally with no prerequisite.
 - 200 level: Courses which are more advanced than 100 level courses and which generally presuppose a full year of theological studies. They may or may not have specific prerequisites at the 100 level.
 - 300 level: Specialized courses for which prerequisites are normally required.
 - 400 level: Courses offered primarily for students in the graduate degree program. Undergraduate students may take such courses only with special permission. For course listings, see [Graduate Studies](#) section.
- The second and third digits: each field of study is divided into subject areas with their own number designation.

U of S Courses:

ARCH 243.3 Introduction to Archaeology of Ancient Israel and Syria

Introduction to the archaeology of ancient Israel and Syria focusing on methodology, major sites, and cultural reconstruction from the development of early agricultural settlements during the Neolithic period to the major city-states of the Canaanite Middle Bronze Age.

ARCH 244.3 Archaeology and Cultural Development in Ancient Israel and Syria – Late Bronze Age to Hellenistic Period

Examines the archaeological reconstruction of cultural development in the regions of ancient Israel and Syria from the Late Bronze Age to the Hellenistic Period, focusing on methodological issues, major sites, and the defining characteristics of the cultures themselves.

ARCH 252.3 Near Eastern Archaeological Field Work

Introduces students to the excavation and laboratory methods used in Near Eastern archaeology. Beginning with research design, the course leads students through the techniques of excavation in the field to the analysis of artifacts and data in the lab.

ARCH 362.6 Field Course in Mediterranean Archaeology

A field course in Mediterranean Archaeology. Participation in a supervised excavation, interpretation of stratigraphy, architectural features, artifacts and other physical remains.

CLAS 252.3 Paganism and Christianity in the Early Christian Centuries of the Roman Empire

A study of the relationships between paganism and Christianity until A.D. 430.

CLAS 259.3 Ancient Christian Literature

A survey of the major literary works of the Greek and Latin Christian Fathers, with emphasis on the poetry of Gregory Nazianzen and on Augustine's Confessions.

HIST 204.3 Topography and Monuments of Ancient Rome

Trace the development of Ancient Rome via classroom and on-site study of its topography and monuments in their historical, social, and cultural contexts.

HIST 306.3 Transitions in Late Antique City CE 284 to 602

Studies the impact of social and political changes, including the rise of Christianity, on the use of urban space in Roman cities in the period CE 284-602.

HIST 402.3 Aspects of Late Antiquity

A study of the cultural and intellectual history of Late Antiquity based on the reading of primary sources in translation. Topics include church-state relations, the survival of the classical heritage, education, the early papacy, influential women, early monasticism and the fathers of the church.

RLST 219.3 Bible and Western Culture

Explores the influence of the Bible on the culture of the west, ancient and modern, with a particular focus on the role of biblical themes, symbols and characters in art, literature, music and popular culture.

RLST 225.3 Perspectives on Jesus

The findings of modern biblical and historical research will be applied to the figure of Jesus as presented in the New Testament, and to the development of doctrine in Christianity.

RLST 253.3 Introduction to the Old Testament

A basic introduction to the Old Testament, focussing on the historical, literary and theological characteristics of the various writings. Scholarly methods by which they are studied, and their relationship to the history of Israel will also be examined.

RLST 254.3 Introduction to the New Testament

A basic introduction to the New Testament, focussing on the historical, literary and theological characteristics of the various writings. Scholarly methods by which they are studied, and their relationship to Christianity will also be examined.

RLST 315.3 Eastern Christian Thought in the First Millennium

A survey of individuals and movements that shaped and influenced the development of Eastern Christianity during the first millennium.

RLST 359.3 Women and the Bible

Examines historical, social and theological aspects of women's relationship to the Old and New Testament, the portrayal of women in biblical texts, the interpretation of biblical texts about women, biblical attributions of gender to the divine, the history of women as biblical interpreters, and feminist hermeneutics.

RLST 361.3 Rabbinic Literature

A study of post-biblical Jewish religious literature, including legal, ethical and theological material. Emphasis will be placed on both methodology and content, with illustrative texts read in English.

RLST 363.3 Early Christian Literature

A study of extra-biblical Christian writings up to 150 CE with emphasis on the beliefs of early Christianity, relationship with paganism and Judaism, and the development of internal organizational structures.

RLST 365.3 Bible and Film

An examination of the uses of the Bible in film, including epic films, contemporary retellings of biblical stories, and the use of biblical themes and motifs in cinema. Uncovers the many ways in which biblical-theological themes shape and are shaped by contemporary culture.

STU Courses:

BA 229 A Feminist Approach to the Book of Judges

The concerns of feminist critique, and the development of feminist biblical criticism. The bulk of the time will be given to a close consideration of a book or extended section, using the tools of exegesis and the lens of feminist concerns. Topic may change from year to year.

BA 226 Prophetic Books of the Hebrew Scriptures

The origin and development of prophetic texts, and the formation of the prophetic canon(s). The bulk of the time will be given to close consideration of a part of the prophetic canon. Topic may change from year to year.

BE 250 Early Jewish Literature

This course reviews the literature produced within Palestinian and diaspora Judaism during the period of Greco-Roman rule (300 BCE-4000 CE) - its law codes, histories, romances, wisdom, visions, as well as its interpretations and expansions of the received traditions behind 'oral torah.' Through a study of the literature our goal is to understand better the people who produced these texts and the social, political, and economic circumstances of their lives.

BA 329 Inner-Biblical Interpretations

This course will be devoted to a comprehensive examination of the Israelite/Judean and Christian understanding of atonement and sacrifice. We will study in depth most of the relevant Old Testament Levitical writings, texts from the Prophets, and also Dead Sea Scrolls (Qumran) and Rabbinic writings. We will thus develop a solid basis for a detailed investigation of New Testament atonement concepts and their Christological ramifications.

In particular, this course aims at studying and assessing the very center of Israelite/Judaean worship which, according to many, was occupied by an institution of annihilation of life. We will attempt to re-evaluate this opinion and, to some degree, rehabilitate the institution of sacrifice in Israelite/Judaean worship. We will then consider the meaning of New Testament sacrificial metaphors in order to broaden our perception of New Testament soteriology by recognizing a salvific dimension not only in the death of Jesus, but also in his life.

BL 378/328 Atonement, Sacrifice, Christology

This course will be devoted to a detailed examination of the Ancient Jewish and Christian understanding of atonement and sacrifice. Its goal is to achieve a fuller grasp of the Christological ramifications and especially of the concept of the "sacrifice of Jesus."

BU 400 Method in Biblical Studies

This course is designed to give the graduate student an adequate understanding of current methodological discussion in biblical studies. The emphasis will be on methods which have been developed recently, or which have undergone major change in recent times. More traditional methods, which the student should already have encountered in exegesis courses, will also be reviewed.

BE 451 History and Historiography in Christianity's First Century

This course begins with a study of major genre options available at the end of the first century CE for early Christian writers considering the needs of their communities: history, epic, and romance. The study then leads into a discussion of the nature of the historiography of Luke-Acts, under the following particular topics: the use of sources; the composition of speeches, correspondence, and travelogue to add vitality to narrative; the force of circumstance at the time of writing; signs of the personal and class prejudices of the historian. The study aims at cultivating a sensitivity to the extent to which Luke-Acts can be read as a source for first-century Christianity events, as well as at developing an appreciation of the art and craft of the work on its own terms.

HA/HL 111 Church History: Early and Medieval

The thousand years (A. D. 500-1500) of the story of Christianity that are covered in these four and a half weeks have often been passed over in silence or treated rather negatively in Protestant histories and seminaries. Yet in these years the foundations were laid for European Christianity which has decisively shaped our Western culture, the faith communities of which most of us are a part, and the personal faith of most of us. In the short time available to us, we will aim to develop some understanding of and appreciation for this significant portion of our "family history" and some ability to reflect on what this period of history can teach us for the life of faith in today's world.

**UNIVERSITY COUNCIL
POLICY OVERSIGHT COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Lea Pennock, Chair
Policy oversight committee

DATE OF MEETING: February 25, 2010

SUBJECT: **Policy Oversight Committee 2008/2009 year end report
(ending December 31, 2009)**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The year-end report for the policy oversight committee is submitted to council for review and to increase transparency of the university's processes as they relate to the development, review and deletion of policies. As council plays an important role in the consultation and approval process of such policies, committee members agreed it would be valuable for council to be made aware of progress made. This report will be submitted to Deans Council and the Board of Governors for review.

DISCUSSION SUMMARY:

The information contained in the report is a summary of the recommendations, decisions and progress made by the policy oversight committee over the past year in relation to the above noted activities. The report also contains a list of outstanding policies.

ATTACHMENTS:

Policy oversight committee year-end report for 2008/2009

Appendix

Policy Oversight Committee 2008 - 2009 Year End Report



In June of 2006, as a result of a recommendation from the President's Executive Committee, the Board of Governors approved a revised *Policy on the Development, Approval and Administration of University Policies*. The intent of the revision was to define a coordinated and consistent process for identification, development, approval and administration of all University policies, both administrative and academic. Responsibility for implementation of the Policy was assigned to a Policy Oversight Committee (POC), which replaced the previous Policy Advisory Committee that had been in place since 2001. Terms of Reference for the POC were approved with the policy. Membership on the new committee was extended to include significant representation on the academic side, including representatives from Council and Deans Council, to reflect the fact that policies may be subject to approval by the Senate and/or Council as well as by the Board of Governors. Terms of Reference for the committee were refocused to clarify its role, which is advisory and coordinating rather than decision-making.

The Policy Oversight Committee generally meets four times a year: in October, December, February and May. It is the intention that in these four meetings the committee considers the cases made for new policies (review of Notices of Intent), reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible change or removal.

Terms of Reference for the Committee can be found at
http://www.usask.ca/university_secretary/policies/general/1_01.php

Policies reviewed and sent forward for approval

Standard of Student Conduct (revision)

Approved by Senate, October 2008

Freedom of Information and Protection of Privacy (new)

Approved by Board, December 2008

Spending (revision)

Approved by Board, December 2008

Conflict of Interest (revision)

Approved by Board, December 2008

Data management, Use and Access (revision)

Approved by Board, April 2009

Rick Bunt	Chief Information Officer and Associate VP& Information and Communications Technology
Jim Basinger	Acting AVP, Research
Jim Germida	Vice Provost, Faculty Relations
Dave Hannah	AVP Student and Enrolment Services
James Johannesson, (for Heather Magotiaux)	VP Advancement
Laura Kennedy	AVP Financial Services Division
Surinder Saini, (for Barb Daigle)	AVP Human Resources
Graham Scoles	Acting Dean, Agriculture (Council rep)
Colin Tennent	AVP Facilities Management
Vicki Williamson	Dean of Library
Judy Yungwirth	Director, Corporate Administration
Susan Kaminskyj	Biology (Council rep)
Ernie Barber	Vice-Provost Teaching & Learning
Beth Horsburgh	Associate Vice-President Research/Health

Also attending:

Melissa Scrivener/ Amanda Storey	Secretary
Al Novakowski	University Auditor (Observer)

Membership 2009-2010

In response to changes in council positions and senior administrative roles the committee welcomes John Rigby, Vice chair of Council for the 2009-2010 year.

The committee would like to thank Gordon Hill, Graham Scoles and Vicki Williamson for their contributions to the Policy Oversight Committee over the past year.

UNIVERSITY COUNCIL
POLICY OVERSIGHT COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Lea Pennock, Chair
Policy Oversight Committee

DATE OF MEETING: February 25, 2010

SUBJECT: Employment vs. Contracted Services Policy

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The purpose of the policy and guideline is to ensure that payments made to individuals and non-incorporated businesses are in compliance with all applicable labour legislation, related statutory regulations (Canada Revenue Agency (CRA), Workers Compensation Board) and collective agreements in order to minimize the university's risks and liabilities. It is also to ensure that any service arrangements adhere to the limits set forth in the university's "Procurement and Solicitation of Competitive Bids" policy.

In 2007, the university processed over 5,000 'honorary' payments ranging in dollar value from nominal amounts up to amounts in excess of \$50,000. In analyzing the payments, it was determined that many of these payments represented arrangements that could or should have been considered either as employment or as a 'contracted service'.

In an attempt to obtain some control over these payments, the university has classified the payments into different groupings and provided a definition of an honorary and created simplified procedures for two other payment types that occur frequently at the university – 'guest lecturer/speaker' and 'academic reviewer' remuneration.

An honorary limit of \$1,000 has been approved for payments that meet the definition of an honorary and provisions have been included in the guidelines to simplify the documentation required to support payments for guest lecturers/speakers and academic reviewers, even if the payment exceeds \$1,000.

For departments that have frequent recurring arrangements for a particular type of service, they can arrange, via Purchasing Services, to have a template approved by Corporate Administration. The template can be used to formalize those arrangements

and as supporting documentation for related payments. This is the fourth type of payment/ arrangement that can be processed with minimal on-going administrative effort.

For all other situations, departments would begin by answering the questions set forth in the “Employment versus Contracted Services Questionnaire.” In answering the six questions in Section A, departments will be able to determine if the proposed arrangement will be considered employment and, if so, departments don’t need to proceed any further but rather need to follow the university’s hiring procedures. If departments are able to proceed to Section B, they will be answering other questions to help determine the status of the proposed arrangement. These questions are the same questions that the Canada Revenue Agency (CRA) would be asking if there was a dispute between an individual and the university regarding the arrangement. If the analysis indicates that the arrangement can be considered as a contracted service, departments need to follow the university’s procurement procedures. For any contracted service up to \$5,000, a standard agreement has been created to enable departments to fill-in-the-blanks and supply information related to the particular arrangement.

While the guideline, along with its procedures, questionnaires, agreement and forms, is fairly complex, a decision tree has been included in the guideline to help departments determine which process and procedures they need to follow depending on the nature of the arrangement/payment.

On the Financial Services Division’s website home page, under “News and Events” is a link to a pdf version of the guideline for this new policy
<http://www.usask.ca/fsd/resources/guidelines/index.php>

This policy was approved by the Board of Governors on December 16, 2009.

ATTACHMENTS:

Employment vs. Contracted Services Policy

Appendix

Employment vs. Contracted Services

Category: Operations and General Administration

Responsibility: Vice-President (Finance & Resources)

Approval Date: Board of Governors: December 16, 2009

Purpose:

The purpose of this policy is to ensure that payments made to individuals and non-incorporated businesses, for services provided to the University of Saskatchewan, are in compliance with all applicable labour legislation, related statutory regulations and collective agreements in order to minimize the university's risks and liabilities. It is also to ensure that any service arrangements respect the dollar limits set forth in the university "Procurement and Solicitation of Competitive Bids" policy.

Scope of this Policy:

This policy applies to all payments made to individuals and non-incorporated businesses for services provided to the university, including honorarium payments and/or guest lecturer /speaker and academic reviewer remuneration.

The policy also applies to service contracts with a corporation where one of the principals of the corporation is a current university employee.

Within this policy and related guidelines, the use of terminology such as department head, dean and college are considered to also refer to director, head of administrative unit and administrative unit/division.

Policy:

Departments/colleges must follow university guidelines and procedures to ensure that appropriate arrangements are established to mitigate the university's risks and liabilities when individuals, non-incorporated businesses, and corporations, where one of the principals of the corporation is a current university employee, are being paid for services provided to the university.

Service contracts with all other corporations are subject to normal university procurement policies and procedures.

Responsibilities:

It is the responsibility of the department engaging the individual or non-incorporated business to determine, in consultation with applicable university departments, whether the services to be supplied to the university should be arranged as an employment relationship, or as an independent contract, or can be paid as an honorarium and/or guest lecturer/speaker and/or academic reviewer remuneration.

It is the joint responsibility of the Financial Services Division and Human Resources to develop and maintain the related guidelines and forms.

Non-compliance:

Non-compliance could lead to significant costs and additional risks and liabilities for the university, the applicable department/college and the individual or non-incorporated business providing the service.

Failure to disclose accurate information when determining the status of the arrangement may result in the immediate termination of the engagement.

Procedure Summary:

Departments/colleges that intend to contract for services with individuals and non-incorporated businesses, in situations that are not already identified as an employment relationship, need to refer to the "Employment vs. Contracted Services Guidelines", including the "Employment versus Contracted Services - Questionnaire".

After referencing the guidelines and completing the questionnaire, as required under the guidelines:

- a) if an individual is determined to be an employee, relevant university policies and procedures for hiring employees will apply.
- b) if an individual is determined to be an independent contractor, university procurement policies and procedures will apply.

Contacts:

For assistance in determining the relationship:

Employment arrangements - Human Resources - 966-6270

Contract arrangements - Purchasing Services - 966-6704

Honorariums - Payroll - 966-8328