UNIVERSITY OF REGINA SENATE

Date: 22 May 2019
To: Members of Senate
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: 5 June 2019

A meeting of Senate is scheduled for 5 June 2019, 9:00 a.m. to 12:00 p.m. in the Administration Humanities Boardroom, Room 527 (AH 527).

1.   Call to Order

2.   Approval of the Agenda

3.   Approval of the Minutes of 1 February 2019 - *circulated with the Agenda*

4.   Business Arising from the Minutes

5.   Optional Reports
     5.1   Chancellor
     5.2   President
     5.3   University Secretary
           5.3.1   2019 Chancellor Election, Appendix I, pp.1-6
                   5.3.1.1 Election of the Chancellor, *ballots will be distributed at the meeting*
           5.3.2   Senate Representatives to Districts 1,5,6,10, *For Information,* Appendix II, p.7
           5.3.3   Elected Senator to the Board of Governors, *For Information,* Appendix II, p.7

6.   Reports from Senate Committees
     6.1   Senate Nominating Committee Report
           6.1.1   Membership on Senate Standing and Faculty Council Committees, *For Approval*, Appendix III, pp.8-12
     6.2   Senate Affiliation and Federation Committee Report
           6.2.1   Affiliation with The Gabriel Dumont Institute of Native Studies and Applied Research, Inc., *For Approval*, Appendix IV,pp.13-31
     6.3   Senate Bylaws Committee Report
           6.3.1   Senate Bylaws– Revisions – Spring 2019, *For Approval*, Appendix V, pp.32-86

7.   Items for Approval/Information from Executive of Council, *For Approval/Information*, Appendix VI, pp.87-202

8.   Briefs, Submissions or Recommendations from Elected or Appointed Senate Members
     8.1   Board Members Elected by Senate, *Verbal Update*

9. Academic and Administrative Reports
    9.1 'Overview of the 2019-20 University Budget' presentation by Dr. Thomas Chase, Provost and Vice-President (Academic)
    9.2 Annual Enrolment Report 2018-2019, *For Information*, Appendix VII, pp.203-211

10. Other Business
    10.1 Results of the Election of the Chancellor – Announcement
    10.2 Destruction of Election Ballots, Chancellor Election, *For Approval*
    10.3 Recognition of Departing Senate Members
    10.4 Next Meeting of Senate – 9:00 a.m., Friday, 18 October 2019

11. *In Camera session*
    11.1 Report from the Joint Committee of Senate and Council on Ceremonies
        11.1.1 Honorary Degree Candidates for Addition to the Approved Roster, *For Approval,* Appendix VIII, p.212, *circulated confidentially at the meeting*
        11.1.2 Master of Indigenous Education Hood, *For Information,* Appendix VIII*, p.213

12. Adjournment

Glenys Sylvestre
Executive Director (University Governance) and University Secretary

REPORT TO SENATE
JUNE 5, 2019
FROM THE UNIVERSITY SECRETARY

5.3 ITEM FOR INFORMATION

5.3.1 2019 Chancellor Election

Background and Description:

On June 30, 2019, Dr. Jim Tomkins will end his second term as Chancellor at the University of Regina.

As per section 19.2 of *The University of Regina Act:*

> *(1) The senate shall elect the chancellor in accordance with this Act and the bylaws of the senate.*
> *(2) Any member of convocation may submit a nomination for chancellor during the call for nominations.*
> *(3) Only persons who have been members of convocation for least 10 years before nomination are eligible to be elected as chancellor.*
> *(4) If only one person is duly nominated for the office of chancellor, the secretary shall declare that person to be elected by the senate as chancellor.*
> *(5) The chancellor holds office for a term of three years and until his or her successor is elected.*
> *(6) The chancellor may be elected to serve office for a second term, but no person may serve more than two consecutive terms as chancellor.*

A call for nominations was announced at the Senate Meeting in October 2018, February 2019, advertised in the Degrees magazine, and was posted on the University of Regina website The deadline to receive nominations was 4:00 p.m. on April 15, 2019. Three nominations were initially received, however one individual reconsidered, leaving two remaining nominations. As a result, there is an election of the Chancellor at the June meeting of Senate.

The two nominations are as follows:

Benedict John Grebinski - *Attachment A*
Pam Klein – *Attachment B*

As per section 3.1 of the Senate Bylaws:

Process of Election of Chancellor
The Senate shall elect the Chancellor in accordance with the Act and these Bylaws.

If only one person is duly nominated for the office of Chancellor, the Secretary shall declare that person to be elected by the Senate as Chancellor at the June Senate meeting.

If more than one person is duly nominated for the office of Chancellor, the Secretary will prepare a ballot and biographical information on each of the nominees for distribution with the June Senate meeting agenda.

At the time for the election during the June Senate Meeting, the Vice-Chancellor will assume the role of the Chair and will call for scrutineers from the floor.

Each nominee will be invited to speak to Senate for three to five minutes.

Ballots will be circulated at the meeting and collected for counting outside of the meeting area with scrutineers in attendance.

The successful candidate will be announced by the Vice-Chancellor prior to adjournment of the June Senate meeting.

The Chancellor will hold office for a three-year term commencing on July 1st of the election year. The Chancellor may be elected to serve office for a second term.

May 15, 2019
Prepared by: Preeti Daniels – Administrator (Board & Senate)

CHANCELLOR ELECTION 2019 BIOGRAPHICAL INFORMATION
(Please Print)

NAME OF NOMINEE: Benedict John Grebinski

EDUCATION (INCLUDING PROFESSIONAL DESIGNATIONS)

Degree/Designation	Year Awarded	Granting Institution/Agency
B.Ed.	1979	University of Regina
P.G.D.	1989	University of Regina
M.Ed.	1991	University of Regina
PSgov	2018	Johnson Shoyama School
Q.Arb	2019	ADR Institute of Canada

WORK BACKGROUND:
(Please list most recent first and include years)

Executive Director: Saskatchewan League of Educational Administrators Directors and Superintendents (present)

Praxis Consulting Associate (present)
Johnson Shoyama School Public Policy Associate (present)

Director of Education/CEO: Prairie Valley School Division (2008 to 2018)

Superintendent of Education: Regina Catholic School Division (2000 to 2008)
School Based Administrator: Regina Catholic School Division (1982 to 2000)
Classroom Teacher and Communications Officer (1976 to 1982)

Sessional Faculty of Education: University of Regina

COMMUNITY INVOLVEMENT, VOLUNTEER ACTIVITIES
Regina District Industry Educational Council Board (2017 to 2018)
University of Regina Joint Field Experience (2010 to 2016)
University of Regina Board of Governors (2008 to 2011)
    Chair of Audit and Risk Committee
    Committee Member President Selection
University of Regina Senate (2002 to 2008)
    Committee Member Honorary Degrees
    Committee Member Student Appeals Committee
    Committee Member Student Recruitment
Regina Crime Prevention Commission *Vice Chair* (2003 to 2008)

Regina District Food Bank Board Member (2002 to 2005)

SPECIAL AWARDS/RECOGNITION

Star Blanket Gift First Nations Tribal Council and Community (2018)
Regina High School Athletic Association Merit Award (2009)
Computing Canada's IT Executive of the Year Award (2006)
University of Regina Crown Achievement Professional Contributions (2005)
Aboriginal Leadership Award First Nations Regina Community (2000)
RHSAA Coaching Awards (1996 and 1988)
LEADS Award Outstanding Graduate Studies 1990
Saskatchewan Teachers Federation Bursary 1988

OTHER PERSONAL INFORMATION (OPTIONAL)

Married: Yes, Partner's Name: Starla Grebinski B.Ed.; M.Ed. (U of R)   Children: 3
adult married and grandchildren B.A. B.A. M.A.(U of R)

ATTACHMENT B

CHANCELLOR ELECTION 2019
BIOGRAPHICAL INFORMATION

Nominee: Pam Klein

EDUCATION (Including Professional Designations)

Degree/Designation	Year Awarded	Granting Institution
B.A.(Psychology)	1980	University of Regina
M.Ed. (Ed. Psychology)	1982	University of Manitoba
Professional Director	2014	Browns Governance/Johnson Shoyama Graduate School of Public Policy
Doctoral Classes	ongoing	

WORK BACKGROUND (Please List Most Recent First and Include Years)

Company	Dates	Position
Phoenix Group	2008 - current	President, Regina
Phoenix Group	1999 – 2008	Vice President, Interactive Services, Regina
Crown Life/Canada Life	1992 – 1998	Director Interactive Sales, Regina Development
Government Saskatchewan/	1986 – 1989	Researcher and ESL Teacher, Government of Jilin/Heilonjiang Province, China
E^3	1989-1992	Interactive Curriculum Designer, Fredericton, N.B.

COMMUNITY INVOLVEMENT

- Board of Governors, Vice Chair, University of Regina
- Board of Directors, Chair, Camp Circle of Friends
- Past Advisory Board Member, Paul J. Hill School of Business, University of Regina
- Advisory Board Member, Man Up Against Violence, University of Regina
- Past Board of Trustees, MacKenzie Art Gallery
- Past Board of Directors (Chair) Sask. Film
- Past Board of Directors, Hospitals of Regina Foundation
- Past Board of Directors, Heritage Regina

VOLUNTEER ACTIVITIES

- Founder and Chair, The Power of Pink (2005 - 2019)
- Mentor, Paul J. Hill School of Business Mentorship Program, University of Regina
- Committee Chair Fund Raising, North Central Family Centre (2015,2017,2018)
- Chair, Phoenix Group Charity Classic (2000 – 2009)
- Chair, Canadian Cancer Society Relay for Life (2 years)
- Communications Chair, CIS Women's Basketball Championship (2009 and 2013)
- Communications Chair, The Gemini Awards, Regina, Saskatchewan
- Chair, CFL Grey Cup Player Awards, Regina, Saskatchewan

- Keynote Presenter (corporate social responsibility, branding and leadership)

SPECIAL AWARDS/RECOGNITION
- Nominee, YWCA Woman of Distinction, Regina Saskatchewan
- Inductee, Saskatchewan Junior Achievement Business Hall of Fame
- Outstanding Community Contribution (Group), Association of Fund Raising Professionals, Regina
- Recipient, Canada 150 Medal - Philanthropic Achievement

OTHER PERSONAL INFORMATION
- Married to Stephen Powell
- Two thriving adult children - Elias and Greta
- Regina is home

UNIVERSITY SECRETARY REPORT TO SENATE
June 5, 2019
2019 SENATE DISTRICT REPRESENTATIVES
_____

5.3   ITEMS FOR INFORMATION

5.3.2   2019 Senate Election of District Representatives

Background and Description:

An election was scheduled for May 24, 2019 to elect Senate district represenatives for terms from July 1, 2019 to June 30, 2022. Nominations were called for the following districts:

District 1 (Moosomin-Estevan)
District 5 (Maple Creek-Rosetown-Lloydminster)
District 6 (Melville-Yorkton-Hudson Bay)
District 8 (Dundurn-Delisle)
District 10 (Moose Jaw)

The following persons were declared elected by acclamation:
- District 1 (Moosomin-Estevan) – Darrell Sydiaha (B.Kin)
- District 5 (Maple Creek-Rosetown-Lloydminster) – Olivia Arnal (B.B.A)
- District 6 (Melville-Yorkton-Hudson Bay) - Keri Zawada (B. Admin)
- District 10 (Moose Jaw) – Ward Strueby (M.Ed, B.Ed)

No nominations were received for District 8. This district will remain vacant.

5.3.3. Election of a Senate Member to the Board of Governors

Background:

Dr. Art Opseth's first term as Senator elected to the Board of Governors will expire on June 30, 2019. A call for nominations was sent by the University Secretariat with a nomination deadline of May 15, 2019 by the University Secretary.   One nomination was received: Dr. Opseth expressed his interest in serving for a second term. Therefore Dr. Art Opseth is declared elected by acclamation to serve from July 1, 2019 to June 30, 2022.

15 May 2019
Prepared by: Preeti Daniels-Administrator (Board & Senate)

REPORT TO SENATE
5 JUNE 2019
FROM THE SENATE NOMINATING COMMITTEE

1. **ITEMS FOR APPROVAL**

   1.1 **Membership on Senate Standing and Faculty Council Committees**

   > **MOTION:** That Senate approves the recommendation from the Senate Nominating Committee that the individuals whose names are designated with highlights on the attached report (Attachment A) be approved to fill the vacancies on Senate Standing and Faculty Council Committees for the terms indicated.

   Background:

   Each year, the Senate Nominating Committee meets to review forthcoming vacancies on Senate Standing and Faculty Council committees. A call for volunteers was distributed at the end of January and the deadline for applications was March 29. The Senate Nominating Committee met on 24 April 2019, to review the slate of volunteers and vacancies to be filled and agreed upon the slate of nominations as appended to this report as *Appendix I.*

   15 May 2019
   Prepared by: Sarah Stewart – Administrator (Council and Appeals)
   On behalf of: Senate Nominating Committee

ATTACHMENT A
Senate Standing Committee & Faculty Membership
2019-2020

1. Executive Committee – 2 Year Terms

Member		End of Term
Chancellor	Ex-Officio	N/A
President	Ex-Officio	N/A
University Secretary	Resource	N/A
Harvey King	Academic Member	2021
Darrell Paproski	Elected or Appointed	2021
Ward Strueby	Elected or Appointed	2021

2. Nominating Committee – 2 Year Terms

Member		End of Term
Chancellor	Ex-Officio	N/A
President	Ex-Officio	N/A
University Secretary	Resource	N/A
Patricia Leson	Academic/Professional	2020
Richard Kleer	Academic/Professional	2021
John Bumbac	Elected	2020
Bob Krismer	Elected	2020

3. Committee on Membership and Elections – 2 Year Terms

Member		End of Term
Chancellor	Ex-Officio	N/A
President	Ex-Officio	N/A
University Secretary	Resource	N/A
Brett Waytuck	Academic Member	2021
Douglas Farenick	Academic Member	2021
Blair McClinton	Elected or Appointed	2021
Patti Kindred	Elected or Appointed	2020
TBA	Named by URSU	2020

4. Committee on Affiliation and Federation – 2 Year Terms

Member		End of Term
Chancellor	Ex-Officio	N/A
President	Ex-Officio	N/A
University Secretary	Resource	N/A
Geordy McCaffrey	Affiliated College	N/A
Brett Waytuck	Academic Member	2021
Bryan Hillis	Fed. College Head	2020
Ralph Aman	Elected or Appointed	2020
Jeffie Anderson	Elected or Appointed	2021

5. Committee to Review the Bylaws of Senate – 2 Year Terms

Member		End of Term
Chancellor	Ex-Officio	N/A
President	Ex-Officio	N/A
University Secretary	Resource	N/A
Robert Berthiaume	Elected or Appointed	2021
Robert Berthiaume	Elected or Appointed	2020
April Stadnek	Elected or Appointed	2021
Art Wakabayashi	Elected or Appointed	2021
Robert Krismer	Elected or Appointed	2020

6. Senate Appeals Committee – 2 Year Terms

Member		End of Term	
Chancellor	Ex-Officio	N/A	
University Secretary	Ex-Officio	N/A	
Jerome Cranston	Dean**	2020	**Appointed by VP (Academic)**
Harvey King	Dean**	2020	**Appointed by VP (Academic)**
Diana Hawryluk	Elected or Appointed	2021	
Brian Lacey	Elected or Appointed	2020	
Robert Berthiaume	Elected or Appointed	2021	
William Ready	Elected or Appointed (Alt.)	2020	
John Bumbac	Elected or Appointed (Alt.)	2021	
April Stadnek	Elected or Appointed (Alt.)	2021	
TBA	Named by URSU	2020	
TBA	Named by URSU (Alt.)	2020	
TBA	Named by GSA	2020	
TBA	Named by GSA (Alt.)	2020	

7. Joint Committee on Ceremonies – 2 Year Terms (Senate Members)

Member		End of Term
Chancellor	Ex-Officio	N/A
President	Ex-Officio	N/A
University Secretary	Ex-Officio	N/A
Registrar	Resource	N/A
Associate Registrar (Academic Policy Services & Ceremonies)	Resource	N/A
William Ready	Senate Member	2021
Blair McClinton	Senate Member	2021
Rae Staseson	Council Member	2020
TBA	Council Member	2022
TBA	Alumni Representative	2020

Faculty Councils

1. Faculty of Arts (2) – 2 Year Terms

Member		End of Term	
Jeffie Anderson	Member	2021	
John Bumbac	Member	2021	

2. Faculty of Business Administration (2) – 2 Year Terms

Member		End of Term	
Richard Kies	Member	2020	
Robert Berthiaume	Member	2020	

3. Faculty of Education (2) – 2 Year Terms

Member		End of Term	
John Bumbac	Member	2020	
Gwen Keith	Member	2021	

4. Faculty of Engineering and Applied Science (2) – 2 Year Terms

Member		End of Term	
Rick Kullman	Member (APEGS Rep)	N/A	
Patti Kindred	Member	2020	

5. Faculty of Graduate Studies and Research (2) – 2 Year Terms

Member		End of Term	
Jeffie Anderson	Member	2021	
John Bumbac	Member	2021	

6. Faculty of Kinesiology and Health Studies (2) – 2 Year Terms

Member		End of Term	
April Stadnek	Member	2021	
William Ready	Member	2020	

7. Faculty of Media, Art and Performance (2) – 2 Year Terms

Member		End of Term	
Lore Ruschiensky	Member	2021	
Robert Krismer	Member	2020	

8. Faculty of Nursing (2) – 2 Year Terms

Member		End of Term	
Susan Baer	Member	2020	
Sue Myers	Member	2021	

9. Faculty of Science (2) – 2 Year Terms

Member		End of Term	
Ralph Aman	Member	2020	
Blanche Norbert	Member	2021	

10. Faculty of Social Work (2) – 2 Year Terms

Member		End of Term	
Patricia Leson	Member	2020	
Ken Mazur	Member	2021	

11. Centre for Continuing Education (2) – 2 Year Terms

Member		End of Term	
Maggie Pioro	Member	2021	
Ward Strueby	Member	2020	

12. La Cité universitaire francophone (1) – 2 Year Terms

Member		End of Term	
Laurent Mougeot	Member	2020	

REPORT TO SENATE
JUNE 5, 2019
FROM THE SENATE AFFILIATION AND FEDERATION COMMITTEE

6.2   ITEM FOR APPROVAL

Affiliation between The Gabriel Dumont Institute of Native Studies and Applied Research Inc. and the University of Regina.

Recommendation:

MOTION:
That Senate for approve the University of Regina affiliation with The Gabriel Dumont Institute of Native Studies and Applied Research Inc. in accordance with attached agreement (Attachment A), effective September 1, 2019.

Background and Description:

The University of Regina Senate Bylaws outlines the following with respect to affiliations:

Section 9.1

"The aim of affiliation is to associate with the University of Regina for the purpose of promoting the general advancement of higher education in the Province those post-secondary institutions which are carrying on work recognized as of university calibre by the Senate of the University, where such association is of mutual benefit to the University and the institution seeking affiliation."

GDI and the University share many common goals with respect to addressing the post-secondary educational needs of students of Metis ancestry within the Province of Saskatchewan, and have a common interest in providing University accredited programming and training of Metis students in a variety of fields.

GDI and the University wish to set out principles, terms and conditions upon with the joint initiatives undertaken pursuant to the Parties' affiliation shall operate.

The two Institutions have a long history of cooperation. The new Affiliation Agreement is intended to serve as the master agreement document for particular academic program agreements between the University of Regina and The Gabriel Dumont Institute (GDI).

The agreement has been approved by The Gabriel Dumont Institute and reviewed by the University's legal counsel.

15 May 2019
Prepared by: Preeti Daniels-Administrator (Board Senate)
On Behalf of the Senate Affiliation & Federation Committee

AFFILIATION AGREEMENT

THIS AGREEMENT made effective the 1st day of September, 2019 (the "**Effective Date**")

BETWEEN:

> THE GABRIEL DUMONT INSTITUTE OF NATIVE
> STUDIES AND APPLIED RESEARCH, INC.
> (hereinafter referred to as "**GDI**")
>
>   -and-
>
> THE UNIVERSITY OF REGINA
> (hereinafter referred to as the "**University**")

WHEREAS:

A.   GDI is an affiliated institution of the University under and pursuant to the Senate Bylaws;

B.   The aim of affiliation is for institutions to associate with the University for the purpose of promoting the general advancement of higher education in the Province of Saskatchewan those post-secondary institutions which are carrying on work recognized as of university caliber by the Senate of the University, where such association is of mutual benefit to the University and the institution seeking affiliation;

C.   GDI and the University share many common goals with respect to addressing the post-secondary educational needs of students of Métis ancestry within the Province of Saskatchewan, and have a common interest in providing University accredited programming and training of Métis students in a variety of fields;

D.   GDI and the University wish to set out the principles, terms and conditions upon which the joint initiatives undertaken pursuant to the Parties' affiliation shall operate.

NOW THEREFORE THIS AGREEMENT WITNESSES THAT in consideration of the mutual covenants and conditions contained herein the Parties agree as follows:

ARTICLE 1: DEFINITIONS AND INTERPRETATION

1.1   Definitions

In this Agreement, the following terms and expressions shall have the following meanings:

"**Academic Matters**" means all matters affecting the academic standards of a Program as outlined in *The University of Regina Act*, the Senate By-laws and the Council rules and regulations, or affecting the academic integrity of a Program.

"**Administration Services Fee**" has the meaning ascribed in Section 6.1.

"**Affiliation Coordinator**" has the meaning ascribed in Section 5.1.

"**Agreement**" means this agreement, and every properly executed instrument, additional schedule or document incorporated by reference to it which by its terms amend or supplement this agreement in any way.

"**Applicable Law**" means all applicable provisions of laws, statutes, rules, regulations, official directives and orders of all federal, provincial, municipal and local governmental bodies (whether administrative, legislative, executive or otherwise) and judgments, orders, awards and decrees of all courts, arbitrators, commissions or bodies exercising similar functions in actions or proceedings governing, regulating or in relation to the Parties and the duties and obligations of the Parties with respect to the operation of a Program.

"**Article**", "**Section**", and "**Subsection**" means an article, section and subsection of this Agreement.

"**Confidential Information**" has the meaning ascribed in Section 7.2.

"**Council**" means the University of Regina Council.

"**Default Notice**" has the meaning ascribed in Section 10.3.

"**Defaulting Party**" has the meaning ascribed in Section 10.3(a).

"**IMR Fee**" has the meaning ascribed in Section 6.2.

"**Indigenous and Métis Research Fund**" has the meaning ascribed in Section 6.2.

"**Party**" means any one of the University or the Institution, and "**Parties**" means both of them

"**Person**" means an individual, corporation, partnership, firm, joint venture, syndicate, association, trust or other form of incorporated or unincorporated organization or entity.

"**Personal Information**" means personal information as that term is defined in *The Local Authority Freedom of Information and Protection of Privacy Act* (Saskatchewan).

"**Privacy Law**" means all applicable provisions of laws, statutes, rules, regulations, official directives and orders of all federal, provincial, municipal and local governmental bodies (whether administrative, legislative, executive or otherwise) and judgments, orders, awards and decrees of all courts, arbitrators, commissions or bodies exercising similar functions in actions or proceedings governing, regulating or in relation to the College and the University, including but not limited to *The Local Authority Freedom of Information and Protection of Privacy Act* (Saskatchewan) as such legislation may be amended from time to time.

"**Program**" means all joint educational initiatives implemented by the Parties from time to time, and all instructional and administrative matters related thereto.

"**Program Agreement**" has the meaning ascribed in Section 4.1.

"**Program Course**" means a course in a Program for which credit is given by the University toward a University degree, certificate or diploma, or other University credential.

"**Senate**" means the University of Regina Senate.

"**Senate Bylaws**" means the by-laws of the Senate of the University, as the same may be amended by the University from time to time.

"**Student**" means a student enrolled in a Program.

"**Term**" has the meaning ascribed in Section 10.1.

"**UR Dean**" means the University Dean or Director, as the case may be, of the applicable Faculty, department or academic unit relating to the particular Program.

"**UR-GDI Joint Relations Committee**" has the meaning ascribed in Section 5.2

"**Withdrawing Party**" has the meaning ascribed thereto in Section 10.2.

1.2   Use of Certain Terms

The terms "**this Agreement**", "**hereby**", "**hereof**", "**hereunder**", "**herein**", "**hereto**" and similar expressions refer to this Agreement in whole and not to any particular Article, Section, Subsection, paragraph, subparagraph, clause, sub-clause or other portion of this Agreement and includes any and every agreement supplemental or ancillary to this Agreement.

1.3   Gender and Number

In this Agreement, unless there is something in the subject matter or context inconsistent therewith, words importing the singular number shall include the plural and vice versa, and words importing the use of any gender shall include the masculine, feminine and neutral genders.

1.4   Headings for Convenience Only

The division of this Agreement into Articles, Sections, Subsections and other subdivisions and the insertion of headings are inserted for convenience of reference only and shall not affect the construction or interpretation of this Agreement.   References to articles, sections and other subdivisions mean and refer to articles, sections and other subdivisions of this Agreement.

1.5   Recitals True

Each Party hereto irrevocably and mutually acknowledges, declares and agrees with the other Party that the statements contained in the recitals hereto are true in substance and in fact and that the recitals hereto form an integral part of this Agreement.

ARTICLE 2: PRINCIPLES AND CONDITIONS OF AFFILIATION

2.1 Statement of Affiliation

The Parties agree that the relationship between them as set out in this Agreement is an affiliation between the University and GDI in relation to the Programs, such affiliation to be governed by the Senate Bylaws. In the event of an inconsistency between this Agreement and the Senate Bylaws, the Senate Bylaws shall govern.

2.2 General Principles of Affiliation

As contemplated by the Senate Bylaws, as an affiliated college of the University GDI is a post-secondary institution, legally and financially independent from the University, whose affiliated academic affairs are governed by the Senate without GDI becoming academically merged with the University. As a result:

(a)   GDI employs its own administrative, academic and support staff (whose salaries and wages it itself pays), and maintains its own premises;

(b)   by agreement, GDI offers selected classes which count towards degrees, certificates, or diplomas conferred by the University;

(c)   the academic standards of GDI with respect to the Programs and Program Courses are under the jurisdiction and supervision of the Senate, Council and the appropriate Faculty of the University; and

(d)   GDI selects and appoints its own academic staff, however the academic credentials of the academic staff teaching Program Courses must be approved by the University.

2.3 Conditions of Affiliation

As contemplated by the Senate Bylaws, the following conditions must be and continue to be met by GDI for GDI to be and continue to be affiliation with the University:

(a)   GDI must offer at least the equivalent of five semester-long courses for which credit is given by the University towards a degree, diploma, or certificate;

(b)   the courses offered by GDI for which the University will give credit toward a degree, diploma, or certificate must be considered by the University to be equivalent in quality to the University's own courses;

(c)   the amount of credit given for off-campus work through GDI in the courses for which credit is given by the University must be consistent with the regulations of the University respecting off-campus work;

(d)   the offering of each Program Course and the appointment of instructors to teach Program Courses shall be mutually agreed upon by the appropriate Faculty of the University.

2.4 Executive Director of GDI

By virtue of the affiliation of GDI with the University, the Executive Director of GDI shall be a member of the Senate. For further certainty, other officers and faculty of GDI are not members of any of the governing or academic bodies of the University.

ARTICLE 3: SPECIFIC GOALS AND PRINCIPLES OF GDI AFFILIATION

3.1   General Principles of Affiliation Between the University and GDI

The Parties acknowledge and agree that:

(a)   the University is authorized to deliver academically accredited courses and programs and, where appropriate, to ensure that programs meet the requirements of professional certification;

(b) GDI is responsible for providing its students with accredited and, where appropriate, professionally certified programs that are culturally and educationally relevant to the Métis community;

(c) GDI and the University will work collaboratively to expand educational opportunities for Métis students in a broad spectrum of programming options, both on-campus (at GDI) and in the Métis community. This collaboration is based upon the principles of mutual respect, institutional autonomy, cooperation and the determination to work collaboratively to maintain the principles of existing programs, while working towards the development and delivery of new initiatives and educational opportunities primarily, but not exclusively, for Métis students;

(d) the Métis community, represented by GDI, participates in the development, administration, and co-ordination of the delivery of University programming offered through GDI;

(e) through joint Initiatives the Parties will seek to provide students and faculty with an educational environment in which they will develop the tools necessary to explore their identity and expand their cultural knowledge;

(f) the Parties wish to work in a cooperative, consultative manner to:

   (i) recommend Program development;
   (ii) develop new course initiatives, including in the area of postgraduate studies; and
   (iii) connect research and practice in ways that will foster continuous Program improvements.

3.2 Goals and Guiding Principles of Affiliation Between the University and GDI

The Parties acknowledge and agree that:

(a) This affiliation is intended to advance the educational goals of the University and of GDI and will serve as a mechanism for building an educational and social bridge between the University and the Métis community.

(b) This affiliation is intended for the betterment of the University, GDI, the Métis community and the non-Métis community, and is based upon shared goals that emphasize mutual respect, and shared knowledge.

(c) While both Parties recognize their respective autonomous nature, specific responsibilities and unique mandates, they also recognize the importance of maintaining healthy, respectful relationships that manifest the following:

(i)   a relationship of mutual respect between the Parties that is collegial, collaborative, open, transparent and trusting in nature and that focuses on a proactive problem solving approach;

(ii)   a mutual respect for the academic, professional and cultural knowledge of both Parties that recognizes and honours the strengths that both Parties contribute to the affiliation;

(iii)   a mutually beneficial relationship which recognizes that each Party has important perspectives or ways of knowing which enrich the affiliation.

(d)   Both Parties share a common vision of program delivery and will work collaboratively to:

       (i)   deliver programming that upholds a shared standard of excellence;

       (ii)   provide the Métis community with increased access to University programming in a culturally responsive and appropriate manner; and

       (iii)   identify the unmet post-secondary educational and training needs of the Métis community and to improve access to, and learning outcomes/success rates for, Métis students at the University.

(e)   The Parties share a common vision to provide sustainable and cost effective educational opportunities for the Métis community that allow the Métis affordable access to University programming, thus enabling GDI to serve as a bridge between the University and the Métis community.

ARTICLE 4: PROGRAM ADMINISTRATION

4.1 Program Agreements

The Parties agree that each Program shall be administered in accordance with this Agreement and in accordance with an individual agreement relating to each Program (a "**Program Agreement**"). Each Program Agreement shall contain terms and conditions setting out:

(a)   a description of the Program;

(b)   the Program operations and support (including records and staffing);

(c)   the role of each of the Parties;

(d)   marketing;

(e)   enrolment, registration and admission requirements, policies and procedures;

(f)   tuition and/or Program fees;

(g)   the Program costs (and the responsibility therefor);

(h)   obligations with respect to personal information and confidential information;

(i)   indemnification, liability and insurance requirements;

in each case, with respect to the applicable Program. To the extent of any inconsistency between a provision of this Agreement and a provision in a Program Agreement, the applicable Program Agreement shall govern.

4.2   Program Administration

The Parties agree to the following principles for the functioning and administration of the Programs:

(a)   The Academic Matters for the Programs are under the exclusive jurisdiction and supervision of the Senate, the Council and the applicable Faculty of the University. Among other matters, the University will set the curriculum and the requirements for Program Course delivery and evaluation, and will approve the final grades in Program Courses.

(b)   Notwithstanding anything contained in this Agreement or in any Program Agreement, the Parties recognize and agree that pursuant to *The University of Regina Act*, the applicable UR Dean is the chief executive officer of the applicable Faculty, and therefore, each Program. As a result, the UR Dean (subject to such approval of the University President, Council and Senate as may be required) shall have the authority over all Academic Matters, and the UR Dean's decisions in respect thereof shall be final.

(c)   Students in the Programs are students of the University and GDI and the University's admission standards, policies and procedures will apply to such Students unless otherwise provided herein. The course registration process, official student record, transcript services and adjudication for graduation in respect of the Students will be administered by the University. GDI will adhere to all University admission, course registration and course drop dates and deadlines.

(d)   Unless otherwise agreed to by the University, GDI will be responsible for hiring and employing instructors for Program Courses other than those Program Courses that the University may assign to its tenure-track, tenured, or term-appointment faculty members and instructors in order to ensure the academic integrity and quality of the Program as mutually agreed. In order to teach University courses in the Programs, all GDI faculty members and instructors must have their academic credentials approved by the University (on a course-by-course, and term-by-term

basis) prior to being appointed to teach a Program Course. The decision of the University on such matters is final.

4.3   Certification

All Programs will be delivered in consultation with GDI and by mutual agreement will be fully accredited and meet the requirements of a University diploma, certificate or degree, as the case may be, as well as relevant certification requirements.

ARTICLE 5   PROGRAM ADMINISTRATION AND DEVELOPMENT

5.1   Affiliation Coordinator

The Senate Bylaws prescribe that coordination of activities between an affiliated institution and the University shall be through the Office of the Provost and Vice-President (Academic). To that end, the University will employ an individual on a part-time basis to act as a coordinator for the affiliation activities and community-based Program delivery between the University and GDI (the "**Affiliation Coordinator**"). The University will select the Affiliation Coordinator in consultation with GDI. The Affiliation Coordinator will report to the Associate Vice-President (Academic) of the University. The Affiliation Coordinator will coordinate appropriate arrangements within the University for admissions, registration, finances and other similar items, with respect to any Program, as well as handling particular issues or concerns that may arise. To that end, the Affiliation Coordinator will maintain good communication with GDI and the administrators involved in each of the Programs.

5.2   UR-GDI Joint Relations Committee

The University will establish a joint relations committee to further develop and maintain good relations between the Parties with respect to joint academic programming (the "**UR-GDI Joint Relations Committee**"). The UR-GDI Joint Relations Committee will be composed of representatives from the University (including one or more individuals involved in the administration of the Programs) and from GDI. The objectives of the UR-GDI Joint Relations Committee are: 1) to facilitate communication and collaboration between the Parties to achieve their common goals; 2) to develop a vision and identify opportunities for new initiatives and joint programming in alignment with their common goals; and 3) to evaluate and provide recommendations for the Programs. The UR-GDI Joint Relations Committee is advisory to the Associate Vice-President (Academic) of the University.

5.3   Program Development

The Parties will work collaboratively to develop Métis specific programming at the University. This programming may take the form of individual courses, or University approved degree, certificate, or diploma programs. This program development may occur in conjunction with a number of faculties and departments and the costs of such development will be at GDI's expense unless mutually agreed upon in advance. In respect of the development of Programs:

(a) either Party may take the lead to propose and initiate new Programs or initiatives.

(b) no public announcements respecting the intent to develop or implement any Program shall be made without the consent of both Parties.

5.4 Program Monitoring and Review

The University will establish collaborative practices to evaluate the quality of instructional Programs and to assist with student selection and counseling in conjunction with GDI. GDI will be kept informed of all Program changes. GDI will participate in Program reviews and evaluations that affect the Programs.

5.4 Copyright and Ownership Rights

Copyright of any Program Course materials, research, publications and any other matter that is created by a faculty member will be governed by the policies in place at that faculty member's institution. Whenever a faculty member from one Party works with a faculty member from the other Party to develop materials that could give rise to copyright, the faculty members will, in consultation with the UR Dean and the Executive Director of GDI, enter into a written agreement that provides for ownership of such copyright.

ARTICLE 6   FINANCIAL MATTERS

6.1 Administration and Services Fee

GDI will pay an annual fee to the University for the administrative services provided by the University (the "**Administration Services Fee**") in connection with the affiliation (including the services of the Affiliation Coordinator). The Administrative Services Fee will be calculated on an ascending scale as follows:

(a) 2019: $45,000;
(b) 2020: $47,500;
(c) 2021: $50,000;
(d) 2022: $52,500;
(e) 2023: $55,000.

For further certainty, the Administration Services Fee is payable by GDI in addition to the IMR Fee and all fees and amounts payable under each Program Agreement.

In the event that University programming delivered through GDI far exceeds current expectations or in the event of substantial cuts in government funding, the University and GDI may agree (in writing) to alter the Administration and Services Fee for any particular fiscal year.

6.2   Indigenous and Métis Research Fund

To encourage and promote research in areas of special importance to Indigenous communities and particularly the Métis people in the Province of Saskatchewan, GDI will pay to the University an annual fee of $20,000 (the "**IMR Fee**"). The IMR Fee will be used to fund a research fund (the "**Indigenous and Métis Research Fund**") which will be administered by the University.

Projects for funding will be selected through an annual open competition. The Associate Vice-President (Academic) of the University will send out a University-wide call for proposals in September. An adjudication committee will review the proposals and select the projects to be funded. The adjudication committee will be chaired by the Associate Vice-President (Academic) and include three University faculty members, the UR Executive Lead - Indigenization; and a representative from GDI.

The criteria to be used for determining the eligibility of projects for funding and adjudicating proposals will be mutually agreed upon by the University and GDI.

6.3   Fees Under Program Agreements

For further certainty, the Administration Services Fee and the IMR Fee is each payable by GDI in addition to all fees and amounts payable by GDI under each Program Agreement.

6.4   Invoicing and Payment

Payment of the Administration and Services Fee and the IMR Fee for any fiscal year shall be payable annually (for the period April 1 - March 31), and shall be paid not later than June 30 of each year of the Agreement, commencing in September of 2019. Cheques shall be made payable to the "University of Regina" and shall be sent to:

> Associate Vice-President Academic
> University of Regina
> Regina
> SK S4S 0A2.

ARTICLE 7: CONFIDENTIALITY

7.1   Obligations of Local Authorities

Each of GDI and the University is a local authority under and is subject to the provisions of *The Local Authority Freedom of Information and Protection of Privacy Act* and *The Local Authority Freedom of Information and Protection of Privacy Regulations.* The Parties agree to adhere to and properly apply the provisions of the said Act and Regulations. In connection with each Program, the Parties will ensure that they obtain the necessary consents or provide the appropriate notice to

the Students to the collection, use, retention and disclosure of a Student's personal information in accordance with applicable Privacy Laws.

7.2   Disclosure of Confidential Information

GDI and the University may disclose confidential information, one to another, to facilitate work under this Agreement or under a Program Agreement. The confidential information shall include all information, data, results and other relevant items generated in the establishment and operation of all Programs and Initiatives, and any information provided by GDI or the University to the other and marked or identified as confidential ("**Confidential Information**").

7.3   Safeguarding Confidential Information

Confidential Information shall be safeguarded and not be disclosed to anyone without a "need to know" within GDI or the University (as the case may be) or to third Parties without appropriate confidentiality agreements suitable to the Parties, being signed. Each Party shall use its best efforts to protect Confidential Information from disclosure to third Parties. In the event a confidentiality agreement is entered into with a third Party, such confidentiality agreement will be jointly executed by GDI and the University. The obligation to keep information confidential shall however not apply to information which, through no act or failure to act on the part of a Party:

(a) is already known to a third Party to whom it is disclosed;
(b) becomes part of the public domain without breach of this Agreement;
(c) is obtained from third Parties which have no confidentiality obligations to the contracting Parties;
(d) is authorized for release by the disclosing Party; or
(e) is required by law or regulation to be disclosed.

7.4   Required Disclosure

In the event that Confidential Information is required to be disclosed pursuant to subsection 7.3(e), the Party required to make disclosure shall notify the other to allow that Party to assert whatever exclusions or exemptions may be available to it under such law or regulation.

ARTICLE 8: REPRESENTATIONS AND WARRANTIES

8.1   Representations and Warranties

Each of the Parties hereto represents and warrants to the other Party that:

(a) the execution and delivery of this Agreement has been duly authorized by all necessary institutional actions on the part of such Party;

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(b) this Agreement when duly executed and delivered will constitute a legal and binding obligation of such Party enforceable against it in accordance with the terms of this Agreement; and

(c) in carrying out its respective obligations under this Agreement such Party shall at all times comply with Applicable Law.

ARTICLE 9: INDEMNITY

9.1 Indemnity

GDI shall indemnify and hold harmless the University from and against any and all actions, proceedings, claim, demands, losses, costs, damages and expenses whatsoever which may be brought against or suffered by the University arising directly or indirectly in whole or in part from the discharge of or failure to discharge all or any of the responsibilities conferred upon GDI pursuant to this Agreement.

ARTICLE 10: TERM AND TERMINATION

10.1 Term

This Agreement will be in effect for five (5) years from September 1, 2019 to August 31, 2024 (the "**Term**"), unless earlier terminated in accordance with this Agreement.

10.2 Voluntary Withdrawal

Subject to Section 10.3, a Party (a "**Withdrawing Party**") hereto may withdraw from this Agreement at any time for any reason whatsoever, such termination to be effective as of April 30 of any year during the Term, by giving at least 6 months' notice in writing to the other Party. A Withdrawing Party agrees that it shall continue its commitment to those Students (in this Section 10.2, the "**Final Students**") registered in a Program at the time of delivery of such notice by providing the Final Students with a reasonable opportunity for completion of the Program. Notwithstanding the foregoing, the obligations of the Withdrawing Party under this Agreement during the notice period shall remain in effect and the Parties hereto shall at all times be entitled to enforce such obligations and/or recover damages therefore by appropriate court action.

10.3 Termination for Cause

Either Party may terminate this Agreement by providing a written notice (the "**Default Notice**") upon the occurrence of any of the following events:

(a) If the other Party (the "**Defaulting Party**") is in default in any material respect in the performance of any of its obligations under this Agreement or otherwise commits any material breach of this Agreement, and such default continues uncured

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for a period of sixty (60) days after receipt of a written notice of default describing the nature of such default from any other Party;

(b)   If the Defaulting Party commences or acquiesces in proceedings for substantive relief in any bankruptcy, insolvency, debt restructuring, reorganization, readjustment of debt, dissolution, liquidation or other similar proceedings, including, without limitation, the filing of a proposal or plan of arrangement or a notice of intention to file same, or proceedings for the appointment of a trustee, interim receiver, receiver, receiver and manager, custodian, liquidator, administrator or other like official with respect to such Party or all or substantially all of the assets of such Party, or any similar relief;

(c)   If the Defaulting Party puts the accreditation of any Program or any other University program at undue risk;

(d)   If there is, in the opinion of the Party providing the Default Notice, a material adverse change in the financial condition, operation or ownership of the Defaulting Party;

(e)   If GDI is more than 30 days overdue in making any payment due to the University under this Agreement; or

(f)   GDI or the University, as the case may be, ceasing to conduct all or any part of their respective businesses or if either GDI or the University is enjoined, restrained or in any way prevented by any governmental authority from conducting all or any part of its business.

10.4   Continuing Obligations

Each Party recognizes and acknowledges that there may be financial liability attached to early withdrawal or termination, as the case may be, from this Agreement by either Party and each of the Parties agrees that despite their early withdrawal or termination, as the case may be:

(a)   it will remain obligated to fulfill its obligations herein and under each Program Agreement during the applicable notice period, and the Parties hereto shall at all times be entitled to enforce such obligations and/or recover damages therefore by appropriate court action; and

(b)   costs shall continue to be incurred in respect of the Final Students, or the students enrolled in a

(c)   Program at the time of the Default Notice, until such students graduate from the Program, and the Withdrawing Party or the Defaulting Party (as the case may be) shall indemnify the other Party in respect of such costs.

ARTICLE 11: GENERAL PROVISIONS

11.1   Notice

Any notice or other document which may be given pursuant to or concerning this Agreement by one Party to any other Party shall be in writing and may be given in writing by personal delivery or by registered mail (with postage thereon fully prepaid), or by facsimile transmission to such Party as follows:

    (a) to the University:

> Associate Vice-President (Academic)
> President's Office
> University of Regina
> Regina, SK S4S 0A2
> Fax: 306.585.5255

    (b) to GDI:

> The Executive Director, Gabriel Dumont Institute
> #2 – 604 – 22nd Street East
> Saskatoon, SK S7M 5W1
> Fax: 306.242.0002

A Party may change its noted address by notice to the others in accordance herewith and any such change shall take effect immediately upon receipt of such notice.

11.2   No Waiver

No failure or successive failures on the part of any Party hereto to enforce any condition or covenant of this Agreement and no waiver or successive waivers by any Party hereto of any conditions or covenant will render the same invalid or impair the right of either Party to enforce same in the event of any subsequent breach or breaches.

11.3   Amendment

No modifications or amendment to this Agreement may be made unless otherwise agreed to in writing by the Parties hereto. The terms of this Agreement may be renegotiated provided that the Party wishing to renegotiate the terms gives 90 days' notice in writing to the other Party.

11.4   Entire Agreement

This Agreement, the Senate Bylaws and each Program Agreement collectively constitute the entire agreement between the Parties and no representation or warranty, whether written or oral, other than those included herein shall be binding or effective.

11.5   Binding Effect and Assignment

This Agreement is binding upon and shall enure to the benefit of the Parties hereto, and their respective representatives, successors, administrators and permitted assigns. GDI shall not assign this Agreement nor shall it offer programming or courses in any Program to individuals, other than those duly qualified for and enrolled in such Program, without the prior approval of the University.

11.6   Governing Law

This Agreement has been made under and shall be governed by the laws of the Province of Saskatchewan and the federal laws of Canada applicable therein and each of the Parties hereto agrees irrevocably to conform to the non-exclusive jurisdiction of the courts of Saskatchewan.

11.7   Legislative References

Any references in this Agreement to any law, by-law, rule, regulation, order or act or any government, governmental body or other regulatory body shall be construed as a reference thereto as amended or re-enacted from time to time or as a reference to any successor thereto.

11.8   Authority to Bind the Parties

No Party shall incur any debt, obligation or liability on behalf of the other Party except as permitted hereunder or written authority of such other Party. Nothing in this Agreement is to be construed as creating any relationships between the Parties of agency, employment, partnership or joint venture.

11.9   Severability

If any covenant or provision herein is determined to be invalid, void, illegal or unenforceable in whole or in part, for any reason whatsoever, such covenant or provision shall be severable from all other covenants and provisions herein and shall not in any way affect or impair the validity of any other covenant or provision herein.

11.10   Non Merger and Survival of Covenants and Warranties

Each Party agrees that all provisions of this Agreement capable of having continuing effect shall forever survive the execution and delivery of this Agreement and the completion of the transactions contemplated hereby.

11.11   Further Assurances

Each Party hereto shall do or cause to be done all such acts and things and execute or cause to be executed all such agreements and other documents as may be necessary or desirable to carry out and/or implement the provisions or intent of this Agreement.

11.13   Counterparts

This Agreement may be executed either in original or facsimile form by the Parties in counterparts and such counterparts together shall constitute one and the same agreement.

11.14 Time of the Essence

Time shall be of the essence for this Agreement.

12.15 Agreement Confidential

This Agreement shall be and remain confidential and shall not be disclosed by either Party to any person, other than as required by law or with the consent of the other Party.

[Signature page to follow]

IN WITNESS whereof the Parties hereto have set their hands and seals as of the Effective Date.

The University of Regina

_____
Thomas Chase
Provost & Vice-President (Academic)

_____
Dr. Nilgün Önder
Associate Vice-President (Academic)

**Gabriel Dumont Institute of Native Studies
and Applied Research Inc.**

_____
_____,
Board Chairperson

_____
_____,
Executive Director

REPORT TO SENATE
JUNE 5, 2019
FROM THE COMMITTEE TO REVIEW THE BYLAWS OF SENATE

6.3   ITEM FOR APPROVAL

> **MOTION:**
> That Senate approve the revisions to the *Senate Bylaws* as presented as Attachment A.

Background and Description:

The amendments are recommended by the Committee to Review the Bylaws of the Senate, after review and discussion at their meeting of May 29, 2019.

Amendments to the *Senate Bylaws* are proposed related to the following:

- Adjustments to reflect the possibility of electronic ballot for elections of Senate district representatives (3.2.6)

- Allowing appointment of Senate district representatives for a period less than a year, starting on a date other than July 1st (3.2.7)

- Changes to reflect current privileges available to members of Senate (4.14)

- Minor amendments to Senate committee terms of reference to reflect current practice (5.2)

- The departmental amalgamation in the Faculty of Arts (6.4.1)

- Additional representation of La Cite universitaire francophone on faculty councils (6.6)

- Change to La Cite council membership to reflect sessional instructor representation (6.7.2)

- Changes to recognize posthumous credentials (7.2.3)

- Adjustments to Professional Societies and Organizations currently represented on Senate (Appendix A)

- Minor adjustments and corrections to typographical and formatting errors

21 May 2019

University of Regina

SENATE BYLAWS

**Approved by Senate on June 1st, 20165th, 2019
& Board of Governors on July 6th, 201610th, 2019**

Preamble

These Bylaws, as approved by the Senate and the Board of Governors and attested under the hand of the Secretary of the University and deposited in the office of the Secretary, shall be deemed to be the original roll of, and to be the revised Bylaws of the Senate of the University of Regina, ~~2016~~2019, and, as such, shall come into force and have effect on, from and after this ~~6th~~ 10th day of July, ~~2016~~2019.

The official version of the Senate Bylaws may be found at:

https://www.uregina.ca/president/governance/senate/bylaws.html~~http://www.uregina.ca/presoff/senate/index.shtml~~

TABLE OF CONTENTS

I.   Interpretation

1.1   Definitions

In these Bylaws, and in any other rules, regulations or enactments made by the Senate, unless the context otherwise requires, the following definitions shall apply:

a.   "Academic Unit" means a unit, other than a Faculty, at the University whose mission is primarily to teach and/or do research in a demonstrably coherent field of knowledge.

b.   "Act" means *The University of Regina Act,* as amended from time to time*.*

c.   "Board" or "Board of Governors" means the Board of Governors of the University established pursuant to the Act.

d.   **"**Business Day**"** means any date which is not a Saturday, Sunday or statutory holiday in Regina, Saskatchewan.

e.   "Bylaws" means these bylaws of the Senate, the bylaws of the Board.

f.   "CCE" means the Centre for Continuing Education.

g.   "Chancellor" means the Chancellor of the University established pursuant to the Act.

h.   "Convocation" means the Convocation of the University established pursuant to the Act.

i.   "Council" means the University of Regina Council established pursuant to the Act.

j.   "Dean" means the most senior leadership role of a Faculty that reports to the Provost and Vice-President (Academic).

k.   "Department" means a part of a Faculty with a focus on one or more academic disciplines.

l.   "Director" or "Executive Director" means the most senior leadership role of an Academic Unit or other unit that reports to a Vice-President that is responsible for teaching, research, scholarship or admission (e.g. Student Affairs, UR International, Enrolment Services).

m. "Election Date" has the meaning ascribed thereto in clause 3.2.5.

n.   "Executive" means the Executive Committee of the Senate.

o.   "Executive of Council" means the executive of the Council established by Council as described in Part IV of Council's Rules and Regulations.

p.   "*Ex officio*" means a person who holds office because of his/her position.

q. "Faculty" means a unit that has a focus of several closely related academic disciplines. A Faculty usually, but not always, comprises two or more Departments and/or programs and is led by a Dean. The current Faculties are Arts, Business Administration, Education, Engineering and Applied Science, Media, Art, and Performance, Graduate Studies and Research, Kinesiology and Health Studies, Nursing, Science and Social Work.

r. "Joint School" means a unit that combines an Academic Unit of the University with an Academic Unit from another post-secondary institution. A Joint School is led by a Director selected by both institutions and reports to the Provosts of each institution.

s. "*In camera*" means holding a portion of the meeting restricted to Senate members.

t. "Minister" means the member of the Executive Council of the Provincial Government to whom the administration of the Act is assigned from time to time.

u. "President" means the President and Vice-Chancellor of the University.

v. "Professional Society" has the meaning ascribed thereto in clause 2.3.1.

w. "Quorum" means the number of Senate members required to be present to legally transact the business of Senate or any committee of Senate, as the case may be.

x. "Senate" means the University of Regina Senate established pursuant to the Act.

y. "University" means the University of Regina.

z. "University Secretary" means the Secretary of the University as defined in the Act.

aa. "University Secretariat" means the Office of the University Secretary.

All capitalized terms used in these Bylaws and not otherwise defined shall have the respective meanings given to such terms in the Act.

1.2   Headings

The headings used throughout the Bylaws are inserted for reference purposes only and are not to be considered in construing the terms and provisions of these Bylaws or to be deemed in any way to clarify, modify or explain the effect of such terms or provisions.

1.3   Conflict with Bylaws

In the event of any conflict between the provisions of these Bylaws and the provisions of the Act, the provisions of the Act shall govern.

1.4   Invalid Provisions

The invalidity or unenforceability of any provisions of these Bylaws shall not affect the validity or enforceability of the remaining provisions of these Bylaws.

1.5   Interpretation

The Senate is the sole authority for the interpretation of these Bylaws and the decision of the Senate upon any question of interpretation, or upon any matters affecting the University and provided for by these Bylaws shall be final and binding.

II.   Senate Overview and Membership of the Senate

2.1   Authority and Accountability

2.1.1   The Act establishes Senate ast the senior academic decision-making body. It derives its powers and responsibilities from section 33 of the Act, which provides that:

(1)   The Senate shall:

a.   Provide for the regulation and conduct of its meetings and proceedings as outlined and updated from time to time in these Bylaws.

b.   Hear reports from Council, the Board or the President as may be provided for by the Act and these Bylaws.

c.   Consider and take action upon all matters referred to it by the Board or Council.

d.   Appoint scrutineers for the counting of the votes for the election of Chancellor and for the elected members of the Senate.

e.   Appoint a committee to hear appeals by students for the decisions of Council and its Committees (the Council Committee on Student Appeals and the Council Discipline Committee).

f.   Make rules and regulations regarding the discipline of students including the admonition, dismissal, suspension and expulsion of students and the imposition of fines and the levying of assessments for property damage.

g.   Appoint examiners for, and make the necessary rules relating to, the conduct of examinations for Professional Societies or other bodies where the University is required or authorized by any Act to do so.

(2)   The Senate may:

a.   Establish any committees that it considers necessary.

b.   Provide for the granting of degrees, certificates of proficiency and honorary degrees.

c.   Authorize on academic grounds the establishment of any Faculty or other Academic Unit, School, Department, chair, institute or program of instruction or any major changes or revisions in the curricula related to these units, and recommend on these matters to the Board.

d.   Authorize the establishment or discontinuance of an advisory council for any Faculty or other Academic Unit, School or Department and prescribe or alter the composition, duties and powers of an advisory council.

e.   Determine the admission requirements and standards for students.

f.   Provide for the affiliation or federation of any educational institution with the University, the modification of the terms of any affiliation or federation or the dissolution of any affiliation or federation.

g.   Recommend to the Board or Council any matters that Senate considers proper to promote the interests of the University or in order to fulfill its obligations under the Act.

h.   Request the Board or Council to report to Senate on any matters over which the Senate has authority.

i.   Appoint members to committees composed of members of the Senate and members of the Board or Council.

j.   Make bylaws governing the election of members of the Senate.

k.   Make bylaws governing the nomination and election of the Chancellor.

l.   Make or alter bylaws touching any matter regarding the University and not inconsistent with the Act or any law in force in Saskatchewan.

m.   Delegate to Council any of the powers conferred on it by the Act.

n.   Do any other thing that it deems necessary to promote the best interests of the University or to meet the purposes of the Act.

2.1.2   As well, pursuant to section 56 of the Act, Senate is responsible for electing two members of the Senate to serve on the Board of Governors.

2.1.3   The Senate cannot act independently on all academic matters. Senate cannot take any action In respect of

   a. the granting of degrees, certificates of proficiency and honorary degrees;

   b. the establishment of a Faculty or other Academic Unit, School, Department, chair, institute or program

   c. the approval of major revisions of curricula;

   d. establishment of advisory councils;

   e. determination of admission requirements and standards; or

   f. on matters regarding affiliation or federation

   without having received Council's recommendations on such matters (which responsibility has been delegated by Council to Executive of Council). Further, as described above, many of its significant decisions are subject to Board approval.

2.1.4   Details of academic standards for students approved by Senate are found in the *University of Regina Undergraduate Calendar* and/*or the University of Regina Graduate Studies and Research Calendar.* The Calendars published on the University website are the official versions.

2.2   *Composition of the Senate*

2.2.1   The Senate shall be composed of the members described in Section 27 of the Act.

2.2.2   For further certainty, all members of the Senate, including those who hold membership by reason of their office (as delineated in clauses 27(1) (a) and (c) of the Act), are voting members of Senate.

2.2.3   For the purposes of clause 27(1) (a) of the Act, the following individuals have been nominated by the President and approved by the Senate as "other directors of academic and students affairs" holding membership in the Senate:

   a. the Registrar;

   b. the Associate Vice-Presidents (Academic), and (Research) and (Student Affairs);

   c. the University Librarian;

   d. the Director of the Centre for Continuing Education;

e. the Executive Director or Director of the Regina campus of the Johnson-Shoyama Graduate School of Public Policy; and

f. the Director of La Cité universitaire francophone.

No fixed size shall be established for Senate membership.

2.3   Representative Members of Professional Societies

2.3.1   Pursuant to Section 27(2) of the Act, Senate may consider for membership professional societies, or any other group or organization in the province that in Senate's opinion contributes in a significant way to the social, economic and cultural welfare of Saskatchewan (collectively, "**Professional Societies"**).

2.3.2   Professional Societies wishing to have a representative on Senate may apply in writing to the Secretary in accordance with these Bylaws.

2.3.3   Each Professional Society granted representative membership by Senate shall in any year in which a representative is to be appointed or in which a vacancy arises, appoint such a representative, whose three-year term will commence on July 1st of that year and who shall be eligible for a second term. Such appointment shall be certified by the president or secretary of the Professional Society and a notice of the appointment shall be forwarded to the Secretary of the University.

2.3.4   The Professional Societies that have been granted representative membership on Senate are set out in Appendix A to these Bylaws.

2.3.5   The Professional Societies granted representative membership on Senate shall be reviewed at regular intervals by the Membership and Elections Committee in accordance with that committee's terms of reference.

2.4   Eligibility for Professional Societies

2.4.1   Guidelines to Determine Membership Eligibility

i. Any "professional society" applying for representative membership on Senate shall demonstrate that it falls within the generally accepted definition of, or criteria for, a "professional society" - e.g. lawyers, doctors, chartered professional accountants, etc.

ii. Any "group or organization in the province" applying for representative membership on Senate shall demonstrate:

- that it has, or could have, province-wide membership, and
- that it has and continues to make a meaningful contribution to the social, economic and cultural welfare of the province.

2.4.2   Guidelines Concerning Continued Membership Eligibility and Re-application by Delinquent Professional Societies

Each representative member of Senate from a Professional Society must be a resident of Saskatchewan and is expected to regularly attend all Senate meetings. In the event of poor attendance by a representative member, the following guidelines shall apply:

a. Following absence by a representative member of a Professional Society from three consecutive Senate meetings, the Secretary shall correspond with the Professional Society to determine its interest in continuing membership on the Senate and to reiterate the attendance expectations.

b. Absence by a representative member of a Professional Society from five consecutive Senate meetings shall be deemed as indicating that the Professional Society has discontinued its membership and the Secretary shall advise the Professional Society that its representative membership on Senate has been withdrawn.

c. A Professional Society that has had its membership withdrawn in accordance with these Bylaws may re-apply for representative membership. Unless significant changes have taken place in the Professional Society, or in the Senate membership structure, a letter from the Professional Society to the Secretary, requesting consideration for readmission by the Committee on Membership and Elections (for recommendation to Senate) and confirming the Professional Society's commitment to fully participate in the business of Senate, will suffice (and the Professional Society is not required to comply with clause 2.43.1).

d. A Professional Society that has its membership reinstated will become a member on July 1st following the date on which the Senate approves its reinstatement.

e. If a Professional Society's representative membership on Senate is withdrawn pursuant to clause 2.43.2(b) of these Bylaws a second time, such withdrawal shall normally be considered permanent.

A Professional Society granted representative membership on Senate shall be advised of these attendance guidelines at the time its application for membership is approved.

III. Elections of Members of Senate

3.1 Election of the Chancellor

3.1.1 Eligibility

Members of Senate are eligible to vote to elect the Chancellor. Members of Convocation are eligible to nominate candidates for Chancellor.

3.1.2 Call for Nominations

The call for nominations for Chancellor will be announced by the Secretary at the fall meeting of Senate in the year prior to the election year.

3.1.3 Submission of Candidates for Nominations

The names of candidates for nomination to the position of Chancellor must be submitted in writing to the Secretary no later than 4:00 p.m. on April 15th (or the next Business Day following April 15th) of the year of election. The nomination must be endorsed by seven members of Convocation. The submission must include the written consent of the person being nominated.

3.1.4 Date of the Election

The election for Chancellor shall take place at the June Senate meeting in the year in which an election is required to be held.

3.1.5 Process for Election of Chancellor

a. The Senate shall elect the Chancellor in accordance with the Act and these Bylaws.

b. If only one person is duly nominated for the office of Chancellor, the Secretary shall declare that person to be elected by the Senate as Chancellor at the June Senate meeting.

c. If more than one person is duly nominated for the office of Chancellor, the Secretary will prepare a ballot and biographical information on each of the nominees for distribution with the June Senate meeting agenda.

d. At the time for the election during the June Senate Meeting, the Vice-Chancellor will assume the role of the Chair and will call for scrutineers from the floor.

e. Each nominee will be invited to speak to Senate for three to five minutes.

f. Ballots will be circulated at the meeting and collected for counting outside of the meeting area with the scrutineers in attendance.

g. The successful candidate will be announced by the Vice-Chancellor prior to adjournment of the June Senate meeting.

3.1.6   Term of Office

The term of the Chancellor will commence on July 1st of the election year and the Chancellor will hold the office for a term of three years.

A person may be elected to serve as Chancellor for a second term, but no person may serve more than two consecutive terms as Chancellor.

3.1.7   Vacancy in Office

In the event of a vacancy in the office of the Chancellor (in accordance with Section 21 of the Act) the Executive Committee of Senate shall recommend an appointee to Senate (at its next duly constituted meeting of Senate) to serve the unexpired portion of the Chancellor's term.

3.2   Election of District Representatives

3.2.1   Districts and District Representatives

a. For the purposes of subsection 28(a) of the Act the Senate establishes the 12 districts (and their respective boundaries) as set forth in Appendix B to these Bylaws (which districts and boundaries may from time to time be amended by Senate).

b. Only one member of Senate is to be elected from each district except for the Regina district and the Saskatoon district in which two representatives are to be elected in each such district.

3.2.2   Eligibility

a. Only members of Convocation residing in the district whose addresses are known to the Secretary are eligible to vote for the member of Senate to represent such district.

b. If any correspondence mailed by the Secretary to a person is returned with notification that the address of the person to whom it was sent is unknown this shall be deemed sufficient evidence for the Secretary to update the Convocation list for the next Senate election as an unknown address until such time that the member of Convocation updates his/her personal mailing address.

c. In order to be eligible to vote in a district election an individual must be ordinarily resident in such district. A person may not vote in more than one district election.

3.2.3   Call for Nominations

The call for nominations for members of districts will be announced by the Secretary at the fall meeting of Senate in the year prior to the election year.

3.2.4   Submissions of Candidates for Nomination

a. The names of candidates for nomination to the position of district representatives must be submitted in writing to the Secretary no later than 4:00 p.m. on April 15th (or the next Business Day following April 15th) of the year of election. The nomination must be endorsed by three members of Convocation, regardless of such member's district of residence. The submission must include the written consent of the person being nominated.

b. To be eligible for election in a district the nominee must be a resident of that district.

3.2.5   Date of the Election

The election for district representatives shall take place between May 15th and May 31st every year in which an election is required to be held. The Secretary will set the date for the election (the "**Election Date**") and announce it at the fall Senate meeting the year prior to the election year.

3.2.6   Process for Election of District Representatives

a. If the number of persons nominated for the election in a district is equal to the number of members to be elected by Convocation for that district, the Secretary shall declare such person(s) to be elected as the representative to Senate for such district.

b. When an election is necessary, at least 14 Business Days prior to the Election Date the Secretary shall send by mail or e-mail to each member of Convocation who is entitled to vote at the election, and whose mailing and/or e-mail address is known to the Secretary (as set out on the Convocation list), a paper or electronic ballot and a brief biography of each person who has been nominated to serve as the district representative.

c. To be counted in the election, a ~~complete and unspoiled~~paper or electronic ballot must be received by the Secretary on or before the Election Date. ~~Ballots must be returned in a sealed envelopes marked on the outside 'ballot paper', in which sealed envelope shall be enclosed in another envelope bearing the signature, student number (if applicable) and the address of the voting member.~~

d. ~~Two volunteers will be requested from Senate to act as scrutineers for the counting of ballots during the election.~~

e.d. The Secretary shall set the date to count the ballots, not less than three Business Days following the Election Date. Upon the completion of the scrutiny and counting of the ballots, the Secretary shall advise the candidates of the results of the election.

f.e. The Secretary will announce the results of the election at the June Senate meeting and will ask for approval to destroy the ballots at the June Senate meeting.

3.2.7   District Representative Vacancy – One Year Appointment

a.   If no person is nominated as a representative for a particular district by April 15th in the election year, the Secretary will advise the Chair of the Senate Nominating Committee.

b.   The Senate Nominating Committee will meet to selectmay recommend an appointee for the vacancy for the district representative to be approved at the June next scheduled Senate meeting. The appointed district representative will serve a a maximum one year term effective July 1st and will be eligible for nomination for the following election.

3.2.8   Terms of Office

a.   The term of each elected district representative will commence on July 1st of the election year. The district representative will be an elected member of Senate for a term of three years.

b.   A person may be elected as a district representative for a second (three year) term, but no person may serve more than two consecutive terms as a district representative.

c.   A person, who has been elected or appointed as a district representative for two consecutive terms shall not be eligible for further re-election or appointment to the Senate until after the expiration of one year from the date of the end of the second term.

3.2.9   Appeals and Complaints

a.   All appeals and complaints respecting the election of district representatives shall be in writing, and shall be filed with the Secretary within 10 days after the declaration of elected members at the applicable June Senate meeting.

b.   Every appeal or complaint shall be signed by at least three members of Convocation and shall in each case set out the reasons for appeal or the grounds of complaint.

c.   Every appeal or complaint shall be heard and finally determined by the Senate Committee on Membership and Elections.

3.3   Election of Student Representatives

3.3.1   The election procedures for elected student representatives to Senate shall be determined by the applicable students' society(ies) which will advise the Secretary by

April 30th in each year of the names of the six students elected to serve a one year term on Senate. The one year term for each elected student representative shall be effective May 1st.

3.3.2   Students are eligible to serve a second (one year) term if they are duly re-elected and meet the criteria of a Student as defined in Section 27(1) (d) of the Act.

3.3.3   Where an elected student representative ceases, at any time, to be qualified to serve as a member of Senate (as required by the Act), the Secretary shall declare the position vacant, and advise the applicable students' union president.

3.3.42   It is recommended by Senate that a minimum of one of the six students elected as representatives to Senate be a graduate student of the University.

3.4   Election of Senate Members to the Board of Governors

3.4.1   Section 56 (2) (d) of the Act provides that two people elected by the Senate shall serve on the Board of Governors for a term of three years and are eligible to serve a second term, if elected. As Senate members elected to the Board of Governors, such individuals must be members of Senate at the time of their first nomination and election to the Board. In cases in which their Senate membership expires in advance of expiration of their term of office on the Board, such individuals will continue to serve as the Senate member elected to the Board until their term of office on the Board expires, and will be eligible to be re-elected by Senate to continue to serve on the Board, as the Senate member elected to the Board of Governors, for a second term despite the fact that at the time of such re-election they are not members of Senate. In such instances, these Senate members elected to the Board of Governors will officially be invited to attend all meetings of Senate as "guests".

3.4.2   The process for electing a Senate member to the Board of Governors shall be as follows:

a.   The Senate Nominating Committee meets to set theSecretary calls for nominations.

b.   Nominations are received by the Secretary in advance of the June meeting of the Senate (to be endorsed by two members of Senate and accompanied by a brief biography of one page or less).

c.   Nominations close two weeks prior to the June Senate meeting

d.   The Secretary will prepare a ballot and biographical information on the nominees for distribution at the June Senate meeting.

e.   At the June Senate meeting, the Chair (Chancellor) will call for scrutineers from the floor.

f.   Each nominee will be invited to speak for two minutes.

g. Ballots are circulated and then collected for counting outside of the meeting area with the scrutineers in attendance.

h. The successful candidate(s) will be announced prior to adjournment of the meeting.

3.5   Equality of Votes

In the case of equality of votes for the Chancellor, or the Senate representatives to the Board of Governors, the presiding Chair of the applicable Senate meeting, in the presence of the Secretary and scrutineers, shall have the deciding vote for the person to be declared elected.

IV.   Meetings of the Senate

4.1   Rules of Order

Conduct of the meetings of Senate shall be guided by the rules of order as detailed in the current edition of *Robert's Rules of Order*.

4.2   Frequency of Meetings

The Senate shall meet at least two times a year. Senate regularly meets three times a year. Dates of the meetings will be set in advance by the Chancellor, in consultation with the President and Vice-Chancellor and Secretary. At least one meeting per year will be at the time of the Spring or Fall convocation ceremony.

4.3   Special Meetings

The Chancellor:

(i) may, when deemed necessary, and

(ii) shall, whenever so requested in writing by at least ten members of Senate,

call a special meeting of the Senate. The request in (ii) shall state the object(s) for which the members wish the meeting called. Where a special meeting is called notice in writing stating the object of such special meeting shall be sent by mail by the Secretary to each member of Senate at least ten days before the date of the scheduled meeting.

4.4   Quorum

25% of the membership shall constitute a quorum for the transaction of business at any regular or special meeting of the Senate.

4.5   Agenda and Minutes

4.5.1   Four weeks before the date of a regular meeting of Senate, the Secretary shall send an invitation for agenda items to all members of Senate and ask that this information be provided in writing during the following ten days.

4.5.2   Two weeks before the date of a regular meeting of Senate the Secretary shall send to each Senate member (i) the notice of meeting, (ii) the agenda, (iii) the motions to be considered at the meeting, and (iv) such other material as the Secretary deems necessary.

4.5.3   A copy of the minutes of every regular or special meeting of Senate shall be included with the agenda for the following meeting of Senate.

4.6   Chair of Senate Meetings

The Chancellor shall be Chair of all meetings of Senate (other than as provided for in these Bylaws). In the absence of the Chancellor, the President and Vice-Chancellor shall be Chair and, in the absence of both, Senate shall select from its members a person to act as Chair.

4.7   E-Mail Vote

The Chair of either Senate or any of the respective Committees shall determine the necessity for an e-mail vote if necessary in between meetings of the Senate. The e-mail address that will be used is the one provided by the member and updated regularly at each meeting. The regulations for e-mail votes of Senate are as follows:

a.   Decision by e-mail votes shall require an eighty percent (80%) return of responses and a two thirds (66.6%) majority of those voting.

b.   Five days from date of e-mailing shall be allowed to complete the poll, from date of notification by e-mail.

c.   Decisions taken by Senate by e-mail are deemed approved and will be announced by e-mail and documented by the Secretary in the official record of Senate.

d.   Committee decisions by e-mail will be recommended to Senate for approval at its next meeting.

4.8   Media Privileges

Meetings of Senate are open to the public and all media, with the provisons that:

a.   Senate reserves the right to conduct all or part of its proceedings *in camera* when confidential matters are being considered.

b.   The Chair has the right to exclude any member of the public or the media who is being disruptive to the business of Senate.

4.9   Retention of Official Records

The official copy of the Senate meeting materials and minutes of all Senate meetings shall be retained in the Secretary's Office. A copy of such documents shall be provided to the University Archives. Minutes (other than for in camera matters) are posted on the University website (http://www.uregina.ca/president/governance/senate/minutes.html) when approved.

4.10   Report on the Status of Faculties and Other Academic Units

Reports from Faculties and other Academic Units may be presented at each regular Senate meeting.

Such reports to the Senate may include:

a.   Providing an update or status report on new or significantly modified programs that were approved by Senate; or

b.   Focusing on the developments and changes since a Faculty or other Academic Unit last reported to the Senate, and on the strengths, future plans and aspirations for the particular Faculty or Other Academic Unit.

4.11   Orientation for New Members

An orientation session for new members of Senate will be arranged each year prior to the fall meeting of Senate.

4.12   Travel and Subsistence Allowance

The Board has approved the application of the University's travel and subsistence allowance policy to Senate members as follows:

a.   all non-Regina resident members of Senate shall be permitted to claim the University-approved personal rates for the direct return travel from their regular place of residence to the Senate or Committee meeting location;

b.   when necessary, a subsistence allowance will be provided when supported by receipts or at the University-approved rates, whichever is lesser; and.

c.   when officially representing the University outside of Regina, the Chancellor will be reimbursed for travel and subsistence costs at University-approved rates.

The University policy for Travel Expenses can be found at:
http://www.uregina.ca/policy/browse-policy/policy-EMP-050-005.html

4.13   Recognition of Retiring Members of Senate

Retiring members of Senate are recognized annually at the June Senate meeting.

4.14   University Privileges for Senate Members

Members of Senate (excluding ex-officio members and student representatives) have access to the following University services (to be arranged through the University Secretariat office):

a.   Complimentary library card; and

b.   Staff rates to the facilities at the Centre for Kinesiology Health and Sports (CKHS);

ATTACHMENT A

c. University parking pass on campus to attend Senate and committee meetings.; and

d. 'Friend of the Club' membership for purchase from the University Club.

V.   Committees of Senate

The Senate shall appoint the standing committees outlined in Section 5.2 and such other *ad hoc* or special committees as deemed necessary for carrying out the work of the Senate.

5.1   General

5.1.1   The President and the Chancellor shall be *ex officio* members of all Senate committees.

5.1.2   Unless otherwise provided for in these Bylaws, membership on Senate committees is for a two-year renewable term.

5.1.3   Unless otherwise provided for in these Bylaws, Senate committees will select their chairs from the committee members.

5.1.4   The Secretary shall be responsible for ensuring that minutes are maintained for meetings of all Senate committees. A copy of all reports, meeting materials and minutes for all Senate committees for which the Secretary does not serve as secretary shall be provided to the Secretary in sufficient time to enable a copy thereof to be sent to each member of Senate along with the notice of meeting at which this report will be presented.

5.1.5   Committees created by the Senate Nominating Committee shall have the power to act until their terms of reference and membership have been ratified at the next regular meeting of Senate.

5.1.6   Membership on Senate standing committees will terminate with the termination of the Senate committee member's term on Senate.

5.1.7   Membership on special or *ad hoc* Senate committees is not contingent upon the committee member's continued membership on the Senate.

5.1.8   Each Senate committee shall present a report at least annually to a regular meeting of Senate.

5.1.9.   A majority of committee members shall constitute a Quorum for such committee, unless otherwise specified in the terms of reference for the committee.

5.1.10   Each committee may, from time to time, make such rules and regulations as it may deem necessary for carrying out the provisions of these Bylaws applicable to such committee.

5.2   Senate Standing Committees

5.2.1   Executive Committee

Membership:

Chancellor (as Chair)
President and Vice-Chancellor (as Vice-Chair)
One member of Senate present by virtue of their office
Two other members of Senate

University Secretary (Resource)

Terms of Reference:

The Executive Committee shall have the power to act on behalf of Senate whenever there is brought to the attention of the Executive Committee a matter which, in its opinion, ought to be disposed of prior to the next regular meeting of Senate.

1.   Decisions taken by the Executive Committee on behalf of Senate shall be communicated to all members of Senate and presented to Senate at its next meeting for approval or modification.

2.   The Executive Committee shall pPerform such other duties as the Senate may from time to time direct.

3.   Meetings of the Executive Committee shall be at the call of the Chair.

4.   In the event of a vacancy in the role of Chancellor, the Executive Committee is responsible for recommending to Senate an appointee to fill the unexpired portion of the Chancellor's term.

Four members of the Executive Committee shall constitute a quorum.

5.2.2   Nominating Committee

Membership:

Chancellor
President and Vice-Chancellor
Two members of Senate elected as District Representatives
Two other members of Senate

University Secretary (Resource)

Terms of Reference:

The Nominating Committee shall have the responsibility to:

1. Nominate members of Senate to serve on its committees or other bodies to which Senate is entitled to name representatives.

2. Make interim appointments of Senate representatives on Senate committees or other bodies.

3. Nominate Senate members to stand for election to the Board.

4.3. Review memberships on all Senate committees and make such recommendations as deemed appropriate.

5.4. Make one year appointment recommendations to Senate for vacant district representative on Senate.

5.2.3   Committee on Membership and Elections

Membership:

Chancellor (as Chair)
President and Vice-Chancellor
Two members of Senate present by virtue of their office
Two other members of Senate
One student member of Senate

University Secretary (Resource)

Terms of Reference:

The Membership and Elections Committee shall have the responsibility to:

1. Consider and review applications from Professional Societies for Senate membership and make recommendations thereon to Senate.

2. From time to time, review the existing Senate membership and make recommendations for appropriate courses of action to Senate.

3. Advise the Secretary on such matters pertaining to Senate elections as the Secretary may from time to time refer to the Committee.

5.2.4   Committee on Affiliation and Federation

Membership

Chancellor
President and Vice-Chancellor
One member of Senate present by virtue of their office
One President of an affiliated college
One President of a federated college
Two other members of Senate

University Secretary (Resource)

Terms of Reference:

The Affiliation and Federation Committee shall have the responsibility to:

1.   Periodically review and make recommendations concerning Senate policy in relation to federation and affiliation.

2.   Receive and review recommendations from Council concerning applications for affiliation and federation.

3.   Act on matters concerning applications for affiliation and federation as members of an *Ad Hoc* Joint Committee of Senate and Council on Affiliation and Federation.

5.2.5   Committee to Review The Bylaws of the Senate

Membership:

Chancellor (as Chair)
President and Vice-Chancellor
Five members of Senate

University Secretary (Resource)

Terms of Reference:

The Committee to review the Bylaws of Senate shall have the responsibility to:

1.   As required, consider amendments to the Bylaws.

2.   Review and consider amendments to the Act.

3.   Recommend to appropriate body's changes in any or all of these documents.

5.2.6   Senate Appeals Committee

Membership:

Chancellor or Vice-Chancellor (Chair)
2 Deans (all remaining Deans or Directors listed in Bylaws 6.2 and 6.3 may act as alternates)*
1 undergraduate member of the University of Regina Students Union (and 1 alternate)**
1 member of the Graduate Students Association (and 1 alternate)**
3 other members of Senate (and 3 alternates)

University Secretary (Resource)

* Deans or Directors listed in Bylaws 6.2 and 6.3 may only hear cases which do not involve students from their Faculty or Academic Unit.
** Preferably but not necessarily student members of Senate.

Term of membership: one year, renewable for up to 2 years, for the student members, and 2 years for other committee members. Terms of members are staggered.

Quorum: All eEight members, of the Senate Appeals Committee must be present to constitute quorum. as follows: Chancellor or Vice-Chancellor, 3 members of Senate, 2 deans, 1 undergraduate member of the University of Regina Students Union, and 1 member of the Graduate Students Association.

NOTE: In the event that Quorum is not met when a hearing is scheduled, the Chair may ask the Appellant and the Respondent if they agree to waive the Quorum requirement and if they are prepared to proceed before the Committee members present at that hearing. The Appellant and the Respondent must both agree, in writing, to waive the Quorum requirement and to proceed with the Committee as comprised. If they do not both agree, the hearing will be rescheduled.

Terms of Reference for the Senate Appeals Committee:

To act as an appeal review tribunal for decisions of the Council Discipline Committee and the Council Committee on Student Appeals, in accordance with section 33(1)(e) of the Act.

The Committee will uphold the decision of the Committees being appealed from unless the appellant can demonstrate that the decision was contrary to the evidence presented or manifestly unfair to the appellant.

The Committee will report its decisions, for information only, along with any minority dissenting opinion, to the next regular meeting of Senate. The decision of the Committee is final.

Rules for Conduct of Hearings

A. Preparation

a. Meetings are held as required.
b. Requests for a hearing, in the form of a notice of appeal of a decision of the Council Discipline Committee or the Council Committee on Student Appeals, must be submitted in writing to the Secretary's office. The notice must specify the grounds upon which the appeal is based and what remedy or remedies the appellant believes to be appropriate. An appeal must be brought within 30 days of the date of the decision being appealed.
c. Where an appeal is brought by the student, the Dean, Director or administrator that was the representative of the University at the hearing before the Council Discipline Committee or the Council Committee on Student Appeals will be the respondent to the appeal.
d. Written notice of the hearing, Procedures of the Committee, as well as the transcript of the preceding Committee hearing, is provided to the appellant, the respondent, and the Chair of the Council Discipline Committee or Council Committee on Student Appeals (as the case may be) at least three weeks in advance of the scheduled date.
e. Cases will be heard *in absentia* unless a rescheduling is requested in writing. Cases must be heard within 4 months of the date of the first notice of hearing, other than in exceptional circumstances and only pursuant to the order of the Chair.
f. Two weeks prior to the hearing, the appellant is expected to provide to the Secretary a written submission outlining the basis for the appeal (i.e. how the decision of the preceding Committee was contrary to the evidence or manifestly unfair). This submission will be provided to the respondent.
g. No new information will be considered: the appeal is an appeal on the record from the preceding Committee hearing.
h. If the respondent wishes to provide a written submission, such submission must be provided to the Secretary at least 10 days in advance of the hearing.
i. At least one week in advance of the hearing, the Secretary will distribute the appellant's notice of appeal and written submission to the members of the Senate Appeals Committee and the respondent, together with a copy of all material filed by both sides at the preceding Committee.

B. Hearing
a. The hearing is not open to the public.
b. The appellant and the respondent may each bring one representative. No witnesses or other members of the public are permitted.
c. Parties are asked to state their case concisely. The Chair may set a time limit if already-known facts are being reiterated.
d. The appellant and/or the appellant's representative will present his or her case. The appellant has the onus of showing that the grounds raised by the notice of appeal are established and further that the existence of such grounds discloses that the decision of the preceding Committee was contrary to the evidence presented or manifestly unfair to the appellant.
e. The respondent and/or the respondent's representative will reply.
f. Committee members may ask questions of either party.
g. The appellant or his/her representative will summarize the case.

C. Judgment

a. The deliberations of the Committee occur after the parties and their representatives have withdrawn. These deliberations are confidential.

b. The Committee may uphold or overturn the finding of the preceding Committee, rescind the penalty, ascribe a different penalty than that assigned by the Committee preceding, or refer the case back to the preceding Committee to be reheard.

c. The decision of the Committee and the reasons for the decision shall be rendered in writing to the parties, the Chair of the Committee being appealed from, the student's Dean (where not one of the parties) and the University Registrar.

5.3   Joint Senate and Council Committees

5.3.1   Joint Committee on Ceremonies

Membership

Chancellor
President and Vice-Chancellor (as Chair)
University Secretary
2 members, appointed by Senate
2 members, appointed by Council
1 member, selected by the University of Regina Alumni Association

Registrar (Resource)
~~Associate Registrar (Academic Policy Services and Ceremonies) (to act as secretary)~~

Terms of Reference:

The Joint Committee on Ceremonies shall:

1. Have general responsibility for all ceremonial functions associated with the University;

2. Review the relevant sections of these Bylaws relating to the convocation ceremonies and recommend changes to Council and Senate;

3. Recommend appropriate guidelines and criteria for the awarding of honorary degrees;

4. Invite, receive and review suggestions for candidates to whom honorary degrees might be awarded;

5. Recommend for approval to Council and Senate candidates for honorary degrees;

6. Provide adequate résumés for all honorary degree candidates recommended to Council and Senate; and,

7. Approve convocation hoods when requested by a Faculty for new degrees.

5.3.1.1 Criteria for Selection of Honorary Degree Recipients

People who are to be honoured by the University with an honorary degree for their service should, in general, have contributed in their particular field of endeavor in ways which are consistent with the basic goals and objectives of the University. It is the custom that three or four persons be honoured at the Spring convocation ceremony and one or two persons at the Fall convocation ceremony. The Joint Committee on Ceremonies will present a slate of nominees to Council and Senate sufficient in number to maintain a list of approved candidates for several years of ceremonies. Once approved by Council and Senate, the President and Vice-Chancellor will approach the candidates to arrange for their attendance at the applicable convocation ceremony, according to their availability. For special occasions, nominations will be made for specific candidates for particular convocation ceremonies.

Generally, in each year, candidates should be selected from among the general classes listed below:

a. A Saskatchewan or prairie figure, well known and respected regionally, for distinguished work which has earned him or her a reputation in public service.

b. A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence.

c. A scientist, humanitarian, public servant or public figure who is recognized nationally or internationally for distinguished work and reputation.

d. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field of endeavor.

The following persons are not eligible for consideration for an honorary degree:

a. current members of the Board or Senate (excluding Chancellors Emeriti);

b. current or recent members of the faculty or staff of the University;

c. current students; and,

d. holders of elected office at any level (such as municipal, provincial, or federal).

VI.   Faculties

6.1   Responsibilities

6.1.1   The responsibilities of a Faculty include the following:

a. Subject to the provisions of the Act, these Bylaws and the general control of Council, to have charge of matters of scholarship and discipline within such Faculty.

b. To make recommendations to Council concerning the requirements for admission; the courses of study; the conditions for graduation; and the nature of the degrees to be conferred.

c. To establish rules and methods for the advancement and graduation of students and their suspension for failure to meet minimum academic performance standards.

d. To recommend candidates for degrees in course and candidates for scholarships, prizes, etc.

e. To report to Council and Senate in respect of long-term academic planning.

f. To prepare courses of study, including the curriculum for any degree program offered or to be offered and submit same to Council for approval.

g. To investigate and determine allegations of student academic misconduct and non-academic misconduct, assign penalties related to academic misconduct, and report the same to the Secretary and the Registrar, in accordance with the *University of Regina Undergraduate Calendar* and/or the *University of Regina Graduate Academic Calendar.*

h. The Dean of any Faculty shall transmit to Council, for consideration and review, all matters which belong to the purview of Council or which, from their nature, concern more than one Faculty.

i.   Each Faculty shall keep a record of its proceedings and this record shall be open to any member of the Faculty (with the exception of proceedings that contain personal information) and a copy shall be forwarded to the Secretary.

6.2   Faculties Approved

1.   Faculty of Arts
2.   Faculty of Business Administration
3.   Faculty of Education
4.   Faculty of Engineering & Applied Science
5.   Faculty of Graduate Studies and Research
6.   Faculty of Kinesiology and Health Studies
7.   Faculty of Media, Art and Performance
8.   Faculty of Nursing
9.   Faculty of Science

10.   Faculty of Social Work
11.   Other faculties as approved from time to time by Senate

6.3   Other Approved Academic Units

1.   Centre for Continuing Education
2.   La Cité universitaire francophone
3.   Johnson Shoyama Graduate School of Public Policy
4.   Other Academic Units as approved from time to time by Senate

6.4   Structural Composition of Departmentalized Faculties

6.4.1   Faculty of Arts
The internal structure of the Faculty of Arts is to be a departmental organization with each Department reporting directly to the Dean through its Head.

1.   Departments, School and Programs

a.   Anthropology
b.   Economics
c.   English
c.d. Gender, Religion and Critical Studies
d.e. Geography and& Environmental Studies
e.f. Health Studies
f.g. History
g.h. International Languages
h.i. Justice Studies
i.j. Philosophy and Classics
j.k. Politics and International Studies
k.l. Psychology
l.   Religious Studies
m.   Sociology and Social Studies
n.   School of Journalism
o.   Women's and Gender Studies

Laboratory instructors appointed in areas or departments within the Faculty of Arts are granted full membership in the organizational structure of the area or department concerned.

6.4.2   Faculty of Media, Art, and Performance
Generally, the internal structure of the Faculty of Media, Art, and Performance is to be a departmental organization with each Department reporting directly to the Dean through its Head.

1.   Departments

a.   Film
b.   Music
c.   Theatre

    d.   Visual Arts

The Faculty of Media, Art, and Performance has appointed a limited number of faculty members in non-departmentalized positions. These faculty members report directly to the Dean through the Interdisciplinary Programs Coordinator.

6.4.3   Faculty of Science
The internal structure of the Faculty of Science is to be a departmental organization with each Department reporting directly to the Dean through its Head.

    1.   Departments

    a.   Biology
    b.   Chemistry and Biochemistry
    c.   Computer Science
    d.   Geology
    e.   Mathematics and Statistics
    f.   Physics

6.5   *Composition of Faculties*

The membership of all Faculties, other than the Faculty of Graduate Studies and Research, shall include:

1.   The President and Vice-Chancellor of the University

2.   The Vice-Presidents of the University

3.   The Dean of the Faculty

4.   All other Deans

5.   The University Secretary

6.   The Registrar

7.   The University Librarian (or designate)

8.   Those Professors, Associate Professors, Assistant Professors, Full-Time Lecturers, Special Lecturers, Instructors, Laboratory Instructors appointed in areas or departments within the Faculty and others who hold academic appointments in that Faculty.

9.   Students
University policy for student participation on Faculties is that:

    a.   there be a formal mechanism for appropriate student participation at all levels in the University decision-making processes.

b.   student members of any committee, Faculty or council, etc., enjoy all the rights and responsibilities of membership.

c.   it be recognized that students are more likely to make significant contributions to the operation of the University at the Departmental or equivalent level, and that each Department or equivalent devise its own mode of student participation.

d.   above the Departmental level, student participation be formalized in such a way as to provide for representation of up to 20% of the number of Faculty constituents on the body except where students already constitute more than 20% of the constituent body, and where 2/3 of the faculty members on that constituent body wish to retain this greater than 20% student representation.

      Note: For purposes of interpretation of d), above, of the rules governing student participation, units above the Departmental level will provide for 20% student participation.

e.   where a constituent body of a Faculty (or of Council) has less than 5 members, the allocation of student representatives shall be such that each constituent body has at least one student representative.

f.   the Dean of the Faculty of Graduate Studies and Research shall continue to represent the Faculty of Graduate Studies and Research at Council.

g.   graduate students, in addition to being eligible for election to the Faculty of Graduate Studies and Research, may declare with their respective undergraduate dean, the Department or equivalent area with which they wish to be associated for purposes of possible undergraduate election and representation.

h.   every precaution be taken to protect the privacy of all parties. If confidentiality is a major concern in the area of study of any committee or body, then due regard shall be taken for this concern prior to appointing or selecting members for this body. When members are so selected, they shall be treated as equal, and unethical conduct on the part of any member shall be the basis for disciplinary action.

i.   disputes involving student participation shall be resolved by the administrative authority for the constituent body in which the dispute arises.

j.   procedures be developed to ensure an adequate appraisal and evaluation of the systems.

6.6   Other Specific Representation

Each Faculty, Academic Unit or related body referred to in the following section shall have representation from other Faculties, Academic Units, and related bodies as set out below which are in addition to those memberships listed under section 6.5. These representatives shall be selected or elected from their respective organizations and in accordance with standard practice in that organization. The names of the representatives shall be forwarded to the Faculty, Academic Unit, or related body as well as the Secretary.

6.6.1   Faculty of Arts

Business Administration (2)
Education (1)
Engineering and Applied Science (1)
Kinesiology and Health Studies (1)
La Cité universitaire francophone (1)
Media, Art, and Performance (1)
Nursing (1)
Science (2)
Social Work (1)
Centre for Continuing Education (Director or designate) (1)

Presidents and Deans of each Federated College
Faculty Members of Federated Colleges in subject areas

Members of Senate (2) – appointed for two-year terms

6.6.2   Faculty of Business Administration

Arts (2)
Education (1)
Engineering and Applied Science (1)
Kinesiology and Health Studies (1)
Media, Art, and Performance (1)
Nursing (1)
Science (1)
Social Work (1)
Centre for Continuing Education (Director or designate) (1)
Manager of Co-operative Education and Student Employment Services or designate (1)

First Nations University of Canada (1)

Members of Senate (2) – appointed for two-year terms

6.6.3   Faculty of Education

Arts (2)
Business Administration (1)
Engineering and Applied Science (1)
Kinesiology and Health Studies (1)
La Cité universitaire francophone (1)
Media, Art, and Performance (1)
Nursing (1)
Science (2)
Social Work (1)

Centre for Continuing Education (1)

Campion College (1)
First Nations University of Canada (1)
Luther College (1)

Director (or designate) of NORTEP (Northern Teacher Education Program)
Director (or designate) of SUNTEP (Saskatchewan Urban Native Teacher
    Education Program)
Director (or designate) of YNTEP (Yukon Native Teacher Education Program)

Members of Senate (2) – appointed for two-year terms

6.6.4   Faculty of Engineering and Applied Science

Arts (1)
Business Administration (1)
Education (1)
Kinesiology and Health Studies (1)
Media, Art, and Performance (1)
Nursing (1)
Science (2)
Social Work (1)
Centre for Continuing Education (Director or designate) (1)
Manager of Co-operative Education and Student Employment Services or
    designate (1)

Members of Senate (2) – appointed for two-year terms

6.6.5   Faculty of Graduate Studies and Research

President and Vice-Chancellor
Provost and Vice-President (Academic)
Vice-President (Research)
University Secretary
University Librarian (or designate)
Registrar (or designate)
President, Graduate Students' Association

Dean, FGSR
Associate Deans of FGSR
Director, Graduate Student Services, FGSR
Chairs, Standing Committee, FGSR
Manager, Graduate Scholarships & Awards, FGSR

Associate Deans of Graduate Studies and Research or designate from each Faculty
    offering graduate programs

Director and Associate Director, Johnson Shoyama Graduate School of Public Policy –
   Regina campus or designate, and
Director, La Cité universitaire francophone or designate

Federated Colleges (one accredited Faculty member from each)
Accredited Faculty members (2 from each Faculty offering graduate programs; 3 if
Faculty has > 100 graduate students)
Graduate students representative of thesis and professional programs at Master's and
Doctoral levels (4)

Members of Senate (2) – appointed for two-year terms

6.6.6   Faculty of Kinesiology and Health Studies

Arts (1)
Business Administration (1)
Education (1)
Engineering and Applied Science (1)
La Cité universitaire francophone (1)
Nursing (1)
Science (1)
Social Work (1)
Centre for Continuing Education (1)

Members of Senate (2)- appointed for two-year terms

6.6.7   Faculty of Media, Art, and Performance

Arts (1)
Business Administration (1)
Education (1)
Engineering and Applied Science (1)
Kinesiology & Health Studies (1)
La Cité universitaire francophone (1)
Nursing (1)
Science (1)
Social Work (1)
Centre for Continuing Education (1)
Faculty Members from Federated Colleges teaching Media, Art, and Performance
courses recognized for B.A., B.F.A., and B.Mus. degrees

Members of Senate (2) – appointed for two-year terms

6.6.8   Faculty of Nursing

Arts (1)
Business Administration (1)

Education (1)
Engineering and Applied Science (1)
Kinesiology and Health Studies (1)
La Cité universitaire francophone (1)
Media, Art, and Performance (1)
Science (1)
Social Work (1)
Centre for Continuing Education (or designate) (1)

Representative from First Nations University of Canada (1)
Dean of Nursing (or designate) from Saskatchewan Polytechnic (1)

Members of Senate (2) - appointed for two-year terms

6.6.9   Faculty of Science

Arts (2)
Business Administration (1)
Education (1)
Engineering and Applied Science (1)
Kinesiology and Health Studies (1)
La Cité universitaire francophone (1)
Media, Art, and Performance (1)
Nursing (1)
Social Work (1)
Director, Centre for Continuing Education (or designate)
Centre for Continuing Education (1)

Presidents and Deans of Federated Colleges
Members of the Federated Colleges teaching courses in Science

Members of Senate (2) - appointed for two-year terms

6.6.10   Faculty of Social Work

Arts (1)
Business Administration (1)
Education (1)
Engineering and Applied Science (1)
Kinesiology and Health Studies (1)
La Cité universitaire francophone (1)
Media, Art, and Performance (1)
Nursing (1)
Science (1)
Director, Centre for Continuing Education (or designate)

Dean, Campion College (or designate)

Dean, Luther College (or designate)
First Nations University of Canada (1)

Members of Senate (2) – appointed for two-year terms
Saskatchewan Association of Social Workers (1)

6.7   Other Academic Units

6.7.1   Centre for Continuing Education (CCE)

Ex officio:
Director, Centre for Continuing Education (Chair)
Assistant Director, Centre for Continuing Education
Director, English as a Second Language Program
Vice-Presidents (Provost and Academic), (Administration), (Research) or designates
University Secretary
Registrar
Head, Conservatory of Performing Arts
Head, Credit Studies Division
Head, Flexible Learning Division
Head, Lifelong Learning Centre
All tenured and tenure-track English as a Second Language Program Instructors
Permanent APT employees of the Centre for Continuing Education

Standing:
Deans (or designates) of all undergraduate Faculties
Dean (or designate), Faculty of Graduate Studies and Research
Associate Vice-President (Student Affairs) or designate
University Librarian or designate
Director of La Cité universitaire francophone (or designate)
A designate from each of the Federated Colleges: Campion College, First Nations
        University of Canada and Luther College
A current student or alumnus of a Credit Studies certificate program appointed by the
        Director of CCE
A current student or alumnus of a Non-Credit programming area appointed by the
        Director of CCE
Members of Senate (2) – appointed for two-year terms

6.7.2   La Cité universitaire francophone

The President and Vice-Chancellor of the University
The Vice-Presidents of the University
The Director of La Cité universitaire francophone
All other Faculty Deans and Academic Unit Directors
The University Secretary
The Registrar
The University Librarian (or designate)

Those Professors, Associate Professors, Assistant Professors, Full-Time Lecturers, Special Lecturers, Instructors, Laboratory Instructors appointed in areas or departments within La Cité and others who hold academic appointments in La Cité.
Student representatives (1 undergraduate and 1 graduate student)
Sessional Instructor representative

Other Specific Representation:
- La Cité universitaire francophone Manager, Administration and Finance (ex-officio, non-voting)
- La Cité universitaire francophone Academic Advisor/Coordinator of Credit Programs and Student Services (ex-officio, non-voting)
- Arts (1)
- Business Administration (1)
- Education (1)
- Engineering and Applied Science (1)
- Kinesiology and Health Studies (1)
-Media, Art, and Performance (1)
-Nursing (1)
-Science (1)
-Centre for Continuing Education (1)
Members of Senate (1) – appointed for two-year terms
-All tenured and tenure-track academic staff who each courses in French sponsored by or offered in partnership with La Cité will be a member of La Cité Academic Unit Council during the academic year that the courses are taught.

6.7.3   Johnson-Shoyama Graduate School of Public Policy – Regina Campus

All Tenure-Track and Tenured Faculty Members (including those holding joint appointments)
Executive Director
Director
Director of Outreach and Training
Administrative Managers (2)

6.8   Advisory Councils

Senate may authorize Advisory Councils from time to time for various Faculties. Where such an Advisory Council is created, details of membership and terms of reference will be the responsibility of the applicable Faculty.

VII.   Convocation: Granting of Degrees and Certificates, and Installations

In accordance with the Act, Senate shall provide for the granting of degrees and certificates of proficiency.   Details of approved University of Regina degrees and certificates of proficiency are found in the *University of Regina Undergraduate Calendar* or the *University of Regina Graduate Academic Calendar.* Details of Convocation procedures are found in the *Convocation Procedures Manual*.

7.1   Examinations for Degrees

7.1.1 The examiners of the University shall be:

a.   The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University.

b.   Such other Lecturers or teachers of the University as the Council may appoint.

c.   Such external and independent examiners, not being Professors, Lecturers or teachers of the University, as the Board, on the recommendation of the Council, may appoint.

7.1.2   All matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions (including institutional honours) to be conferred by the University shall be provided for by regulations, which are prepared by the Council. Such regulations shall be published in the *University of Regina Undergraduate Calendar* or the *University of Regina Graduate Academic Calendar.*

7.2   Degrees Conferred

7.2.1   Degrees in Course

Degrees may be conferred at meetings of Convocation or by certification of the lists of graduands by the Chancellor's signature. The formal admission of candidates to degrees shall, in the absence of the Chancellor, be made by the President and Vice-Chancellor, or by a member of the Senate or Council appointed for that purpose. Recipients of degrees shall be presented for acknowledgment at convocation by the Dean of the Faculty (or designate), to which the degree belongs. Graduates who are absent from convocation will be collectively acknowledged at the ceremony for which their name appears on the Convocation program.

7.2.2   Honorary Degrees

Each recipient of an honorary degree shall be presented for admission at convocation by the President and Vice-Chancellor or by a person designated for that purpose by the President and Vice-Chancellor. The Chancellor confers the degree, and the University Secretary hoods the candidate.

7.2.3   Posthumous ~~Degrees~~Credentials

A degree, diploma or certificate may be awarded posthumously when the requirements for a degree, diploma or certificate are 75 per cent~~%~~ completed. The concurrence of the next of kin is required to submit the application for graduation. The dean or designate of the student's primary faculty of registration will contact the next of kin for this approval, and recommend the student to Executive of Council for graduation. Posthumous credentials will be acknowledged in the Convocation program and may be acknowledged or presented at the ceremony.

A ~~degree~~ credential is not considered to be posthumous if the student dies following completion of the ~~degree~~ program requirements but prior to formal approval for conferral, or following conferral of the ~~degree~~ credential but prior to the ceremony at which the ~~degree~~ credential would have been acknowledged. ~~Posthumous degrees will be acknowledged in the Convocation program but will not be presented at the ceremony.~~

7.3   Special Meetings of Convocation

The Chancellor is hereby authorized to convene special meetings of Convocation at times other than regular meetings of Convocation for conferring of degrees *honoris causa* upon such persons as may be selected by the President and Vice- Chancellor, provided that the names of such persons shall have been considered, approved and submitted by the Joint Committee on Ceremonies to Council and Senate as provided by the Act.

7.4   Delegation to Council

Senate has authorized the granting, by Council, of such degrees and certificates of proficiency as have been provided for by the Senate.

7.5   Rescission of Degrees

The Senate, acting on the recommendation of Council or on its own initiative but after receiving a report from Council, may revoke degrees (including an honorary degree), diplomas, certificates or distinctions conferred by the University and all privileges connected therewith from any holder of the same:

a.   who shall have been convicted of any criminal offence which shall be held (by the Council) to be of an immoral, or scandalous or disgraceful nature;,

b.   whose membership in a Professional Society has been revoked for misconduct; or

c.   whose conduct, in the opinion of the Senate, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions (including institutional honours).

The Senate may restore the degree, diploma, certificate or distinction or privileges revoked by Senate without further examination, on cause being shown, and after report by Council.

7.6   Installation, Administration of Oath of Office, and Investiture

7.6.1   Chancellor

The Chancellor will be presented by the President and Vice-Chancellor or his or her designate. The Oath of Office for installation of the Chancellor will be administered by the Lieutenant-Governor or, in his/her absence, the Chief Justice. The robes of office will be presented to the Chancellor by the University Secretary.

7.6.2   President and Vice-Chancellor

The President and Vice-Chancellor will be presented by the Chair of the Board or his or her designate. The Chancellor will administer the Oath of Office. The robes of office will be presented to the President and Vice-Chancellor by the University Secretary.

VIII.   Standards for Students

Details of standards for students are found in the *University of Regina Undergraduate Calendar* and the *University of Regina Graduate Academic Calendar* and as amended from time to time by Senate.

8.1   Entrance and Admission Requirements

In accordance with the Act Senate shall determine admission requirements and standards for students as detailed in the *University of Regina Undergraduate Calendar* and the *University of Regina Graduate Academic Calendar* and as amended from time to time by Senate.

8.2   Disciplinary Measures

Section 33(1) (f) of the Act gives Senate the power to make regulations respecting the discipline of students. These powers have been delegated to the Council.

8.3   Appeals

Students have the right to appeal disciplinary or academic decisions made by a Faculty to the Council Discipline Committee (for disciplinary rulings and penalties) or the Council Committee on Student Appeals (for academic decisions). Decisions of Council and its Committees shall be subject to appeal to the Senate Appeals Committee under Section 33 (e) of the Act.

IX.   Affiliation

9.1   Aim

The aim of affiliation is to associate with the University for the purpose of promoting the general advancement of higher education in the Province those post-secondary institutions which are carrying on work recognized as of university calibre by the Senate of the University, where such association is of mutual benefit to the University and the institution seeking affiliation.

9.2   Definition

A college affiliated with the University is a post-secondary institution, legally and financially independent, whose academic affairs, in whole or in part, are governed by the Senate without the institution becoming academically merged with the University. This means:

a. The college employs its own administrative, academic and support staff (whose salaries and wages it itself pays), and constructs and maintains its own buildings, which may or may not be on or adjacent to the University.

b. By agreement, the college offers selected classes which count towards degrees or certificates conferred by the University.

c. The academic standards of the college are under the jurisdiction and supervision of the Senate, Council and the appropriate Faculty of the University.

d. The college selects and appoints its own academic staff, however the academic credentials of the academic staff teaching classes recognized for University degree credit must be approved by the University.

e. The President of the college is a member of Senate; however, other officers and faculty of the college are not members of any of the governing or academic bodies of the University.

9.3   General Terms – Theological Colleges

Conditions for the affiliation and continued affiliation of theological colleges with the University are that:

a. the theological college shall offer at least the equivalent of five semester courses for which credit is given by the University towards a degree.

b. the normal admission requirements of the theological college be at least equal to those of the University.

c. students who receive the theological degree of the college shall normally have a minimum of one year of Arts credit other than theological options.

d. the academic qualifications of the staff and the adequacy of the library facilities be approved by the Senate of the University.

e. except in cases of emergency as recognized by the Senate, the minimum number of full-time students who qualify under regulation 9.3 (2) above be not less than an average of twelve students per year over any or every period of three consecutive years.

f. the course of studies leading to the first theological degree at the Bachelor's level of the college should normally require a period of at least three academic years for completion.

g. The University reserves the right to assure itself at any time that the above regulations pertaining to affiliation are being met.

9.4   General Terms – Colleges Other than Theological

Conditions for the affiliation and continued affiliation with the University of colleges other than theological colleges are that:

a. the courses offered by the college for which the University will give credit toward a degree or certificate are considered by the University to be equivalent in quality to its own courses.

b. the college offers at least the equivalent of five semester courses for which credit is given by the University toward a degree or certificate.

c. the offering of each course and the appointment of instructors to teach courses recognized for University credit shall be mutually agreed upon annually by the appropriate Academic Unit of the University. Coordination of this function shall be through the Office of the Provost and Vice-President (Academic) of the University.

d. the amount of credit given for work from an affiliated college be consistent with the regulations of the University respecting off-campus work.

e. The University reserves the right to assure itself at any time that the above regulations pertaining to affiliation are being met.

9.5   Colleges Currently Affiliated

a. Gabriel Dumont Institute

b. Saskatchewan Polytechnic - with respect to the Faculty of Nursing

X.   Federation

10.1 Aim

The aim of federation is to:

> (i)   associate with the University, and

> (ii)   integrate with it in matters academic

post-secondary institutions within the Province which are legally and financially independent of the University, for the purposes of: (a) assisting the University in its task of presenting, reflecting upon and scrutinizing as broad a spectrum as possible of values and viewpoints; and (b) providing students with an opportunity to experience a smaller college environment within the broader context of the University.

10.2 Definition

A college federated with the University of Regina is a post-secondary institution, legally and financially independent but exclusively academically integrated with the University. This means:

a. The college employs its own administrative, academic and support staff and constructs and maintains its own buildings which must be on or adjacent to the University.

b. By agreement with the University, the college offers courses in mutually agreed upon disciplines, which are part of certificate or degree programs of the University. The students of the college take other University courses required for the certificates degrees.

c. The academic standards of the college are governed by these Bylaws.

d. The college selects and appoints its own professors, provided the University approves their academic qualifications.

e. The president, provost and academic vice-president, dean and faculty of the college are voting members of the Faculty of Arts or Faculty of Science or such other Faculties as are approved in the federation agreement with such college, and are members of Council. The president of the college is a member of Senate.

10.3 General Terms

The conditions for recognition as a federated college of the University shall include the following:

a. The college must be authorized by the University to give courses recognized for a University credential in the subjects of at least four Departments of the Faculties of Arts and/or Science.

b. The college faculty members teaching University courses must possess qualifications sufficiently high to be recognized as members of the appropriate Faculties and shall be so recognized.

c. The college must be situated on or adjacent to the University in such a location that the work of the faculty members, teaching staff and students of the college and those of the University can be closely integrated to the mutual benefit of both parties.

d. The officers and faculty members of a federated college are entitled to voting membership in the following academic bodies:

   i.   Senate: the president of the college.

   ii. Council: the president, provost and academic vice-president, dean, professors, associate professors, assistant professors, instructors, lecturers, and professional librarians of the college.

   iii. The Faculty of Arts: the president, provost and academic vice-president, dean, professors, associate professors, assistant professors, and instructors of the college and lecturers of the college teaching courses offered by departments of the Faculty of Arts and recognized for Bachelors' degrees.

   iv. The Faculty of Science: the president, provost and academic vice-president, dean, professors, associate professors, assistant professors, and instructors of the college and lecturers of the college teaching courses offered by departments of the Faculty of Science and recognized for Bachelors' degrees.

   v.   Other Faculties when provided for by agreement: the president, provost and academic vice-president, dean, professors, associate professors, assistant professors, and instructors of the college and lecturers of the college teaching courses offered by such Faculty and recognized for Bachelors' degrees.

e. Students enrolled in the college who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students. Students enrolled in the University ordinarily, with the permission of the college, may take courses in the college recognized for a University credential in the Faculty of Arts, the Faculty of Science, or such other Faculties as may be agreed upon.

   These conditions will apply provided the same tuition fee is required by both the college and the University.

f. Academic appointments to and promotions within the college shall be made by the president of the college, but, prior to making such appointments or promotions, the president of the college shall secure the approval of the President and Vice-Chancellor of

the University.

g. The University will recognize instruction given by the college in such subjects as may be agreed upon by Council, provided that the instruction is given by qualified teachers and that the work done in each course is equivalent in extent and standards to that given in the University. This equivalence is to be determined by the head of the department in the college and the head of the Department in the University working out in co-operation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations, to their mutual satisfaction. Any disagreements will be resolved by the President and Vice-Chancellor of the University whose decision is final.

h. The University will confer the appropriate post-secondary credential on such students of the college as have satisfied the requirements prescribed by the University.

10.4   Colleges Currently Federated

a.   Campion College

b.   First Nations University of Canada

c.   Luther College

APPENDIX A

List of Professional Societies and Organizations - (entitled to one representative on Senate)

- Assemblée communautaire fransaskoise

- Association of Professional Engineers and Geoscientists of Saskatchewan

- Association of Saskatchewan Home Economists

- ~~Association of Saskatchewan Regional Colleges~~

- Athol Murray College of Notre Dame

- Canadian Federation of University Women (Saskatchewan Council)

- Canadian Public Relations Society (Regina)

- Chiropractors' Association of Saskatchewan

- College of Physicians and Surgeons of Saskatchewan

- Institute of Chartered Professional Accountants of Saskatchewan (CPA Saskatchewan)

- Interior Designers Association of Saskatchewan

- Law Society of Saskatchewan

- PMI Regina South Saskatchewan Chapter (PMI RSSC)

- Provincial Council of Women

- Psychology Association of Saskatchewan

- Regina & District Chamber of Commerce

- Registered Psychiatric Nurses Association of Saskatchewan

- Saskatchewan Association of Architects

- Saskatchewan Association of Chiefs of Police

- Saskatchewan Association of Optometrists

- Saskatchewan Association of Recreation Professionals

- Saskatchewan Association of Rural Municipalities

- Saskatchewan Association of School Councils

- Saskatchewan Association of Social Workers

- Saskatchewan Chamber of Commerce

- Saskatchewan College of Pharmacists

- Saskatchewan Colleges' CEO Council

- Saskatchewan Dietitians Association

- Saskatchewan Institute of Agrologists

- Saskatchewan League of Educational Administrators, Directors and Superintendents

- Saskatchewan Library Association

- Saskatchewan Library Trustees' Association

- Saskatchewan Professional Planners Institute

- Saskatchewan Registered Music Teachers' Association

- Saskatchewan Registered Nurses' Association

- Saskatchewan School Boards Association

- Saskatchewan Society of Occupational Therapists

- Saskatchewan Teachers' Federation

- Saskatchewan Urban Municipalities Association

- Saskatchewan Veterinary Medical Association

- Saskatchewan Women's Institute

- Ukrainian Canadian Congress, Saskatchewan Provincial Council

- University of Regina Alumni Association

- University of Saskatchewan Alumni Association

APPENDIX B

Districts and Map

1. District 1 (Moosomin-Estevan) - One Member

    Commencing at the intersection of the eastern boundary of the Province of Saskatchewan with the United States boundary, then northward along the eastern boundary of the Province of Saskatchewan to the Qu'Appelle River, then westward along the Qu'Appelle River to the eastern limit of range 11, west of the second meridian, then southward along the eastern limit of range 11 to the United States boundary, then eastward along the United States boundary to the point of commencement.

2. District 2 (Weyburn-Indian Head) - One Member

    Commencing at the intersection of the eastern limit of range 11, west of the second meridian and the United States boundary, then northward along the eastern limit of the said range 11 to the Qu'Appelle River, then westward along the Qu'Appelle River to the eastern limit of range 22, west of the second meridian, then southward along the eastern limit of said range 22 to the intersection with the United States boundary, then eastward along the United States boundary to the point of commencement.

    Excepting: The area within the Regina City limits.

3. District 3 (Assiniboia-Bengough) - One Member

    Commencing at the intersection of the eastern limit of range 22, west of the second meridian and the United States boundary, then northward along the eastern limit of range 22, west of the second meridian to the Qu'Appelle River, then westward along the Qu'Appelle River to its intersection with the third meridian, then southward along the third meridian to the United States boundary, then eastward along the United States boundary to the point of commencement.

    Excepting: The area within Moose Jaw City limits.

4. District 4 (Swift Current-Gravelbourg) - One Member

    Commencing at the intersection of the third meridian and the United States boundary, then northward along the third meridian to the Qu'Appelle River, then westward along the Qu'Appelle River and the South Saskatchewan River to the eastern limit of range 15 to the United States boundary, then eastward along the United States boundary to the point of commencement.

5. District 5 (Maple Creek-Rosetown-Lloydminster) - One Member

    Commencing at the intersection of the eastern limit of range 15, west of the third meridian, and the United States boundary, then westward along the United States boundary to the intersection of the western boundary of the Province of Saskatchewan, then northward along the western

boundary of the Province of Saskatchewan to its intersection with the North Saskatchewan River, then southeastward along the North Saskatchewan River to its intersection with the eastern limit of range 13, west of the third meridian, then southward along the eastern limit of range 13, to its intersection with the South Saskatchewan River then westward along the South Saskatchewan River to its intersection with the eastern limit of range 15, west of the third meridian, and then southward along the eastern limit of range 15 to the point of commencement. For the purposes of this legal description, the town of Battleford is deemed to lie on the same side of the North Saskatchewan River as does the city of North Battleford and is therefore excluded from this district.

6.   District 6 (Melville-Yorkton-Hudson Bay) - One Member

Commencing at the intersection of the Qu'Appelle River and the eastern boundary of the Province of Saskatchewan, then westward along the Qu'Appelle River to the eastern limit of range 11, west of the second meridian, then northward along the eastern limit of range 11 to its intersection with the Saskatchewan River, then northeastward along the Saskatchewan River to its intersection with the eastern boundary of the Province of Saskatchewan to the point of commencement.

7.   District 7 (Melfort-Wynyard-Davidson) - One Member

Commencing at the intersection of the eastern limit of range 11, west of the second meridian, and the Qu'Appelle River, then westward along the Qu'Appelle River to the eastern limit of range 2, west of the third meridian, then northward along the eastern limit of range 2, west of the third meridian, to the South Saskatchewan River, then northward and eastward along the South Saskatchewan River and the Saskatchewan River to its intersection with the eastern limit of range 11, west of the second meridian, then southward along the eastern limit of range 11 to the point of commencement.

8.   District 8 (Dundurn-Delisle) - One Member

Commencing at the intersection of the Qu'Appelle River and the eastern limit of range 2, west of the third meridian, then westward along the Qu'Appelle River to its intersection with the South Saskatchewan River, then westward along the South Saskatchewan River to its intersection with the eastern limit of range 13, west of the third meridian, then northward along the eastern limit of range 13 to the North Saskatchewan River, then eastward along the North Saskatchewan River to its intersection with the northern limit of township 42, then eastward along the northern limit of township 42 to the intersection of the South Saskatchewan River, then southward along the South Saskatchewan River to its intersection with the eastern limit of range 2, west of the third meridian, then southward along the eastern limit of range 2 to the point of commencement.

Excepting: The area within Saskatoon City limits.

9. District 9 (North Battleford-Prince Albert) - One Member

All that portion of the Province of Saskatchewan commencing at the intersection of the Saskatchewan River and the eastern boundary of the Province of Saskatchewan, then westward along the Saskatchewan and South Saskatchewan Rivers to its intersection with the northern limit of

township 42, then westward along the northern limit of township 42 to its intersection with the North Saskatchewan River, then southward and northwestward along the North Saskatchewan River to its intersection with the western boundary of the province, then northward along the western boundary of the province to the northwest corner of the province, then eastward along the northern limit of the province to the northeast corner of the province, then southward along the eastern boundary of the province to the point of commencement. For purposes of this electoral district description, the town of Battleford is deemed to lie on the same side of the boundary as the city of North Battleford and is, therefore, included herein.

10. District 10 (Moose Jaw) - One Member

Area within the Moose Jaw City limits.

11. District 11 (Regina) - Two Members

Area within the Regina City limits.

12. District 12 (Saskatoon) - Two Members

Area within the Saskatoon City limits.

Electoral District Map
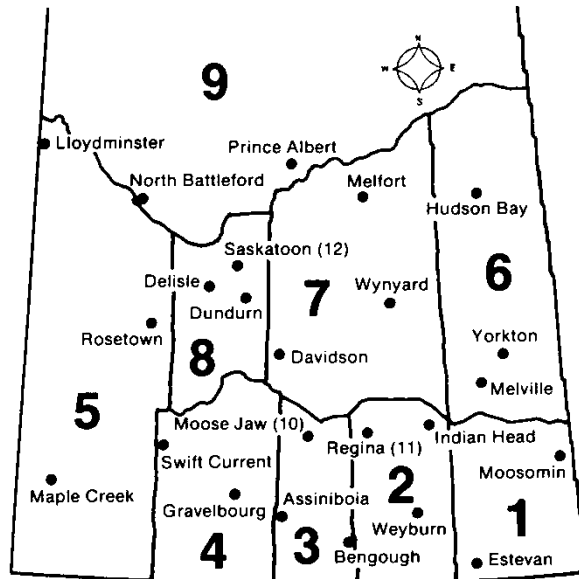
APPENDIX C

Amendments to Senate Bylaws Approved by Board of Governors on July 6, 2016

Amended by Senate: 21 October 2016 – Appendix B (PMI Regina South Saskatchewan Chapter (PMI RSSC) – added to membership list

REPORT TO THE UNIVERSITY OF REGINA SENATE
FROM THE EXECUTIVE OF COUNCIL MEETINGS OF
27 FEBRUARY, 27 MARCH, 24 APRIL, AND 22 MAY, 2019

ITEMS FOR APPROVAL

TERM DATES GLOSSARY

201920 – Spring/Summer 2019 term
201930 – Fall 2019 term
202010 – Winter 2020 term
202020 – Spring/Summer 2020 term
202030 – Fall 2020 term

1.   **COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH**

     1.1   Faculty of Arts

         1.1.1   Suspend Admissions to Social and Political Thought (SOPT)

> **MOTION:** That the MA in Social and Political Thought program suspend admissions effective 201930.

Rationale:

The SOPT Committee met and came to the unanimous decision to proceed with the suspension of admissions of the SOPT MA Program. They do not see a clear way forward for the program given the declining faculty complement in the areas supporting the program. In addition, the absence of stable funding for the recruitment of high quality students, and the changing direction/goals of the University of Regina and the Faculty of Arts are also deciding factors provided by the committee.

The members of the SOPT Committee are concerned about the students currently in the program. While termination of the program will eventually proceed, they will support those currently in the program to completion.

(End of Motion)

1.2   Faculty of Education

1.2.1   New Program

1.2.1.1 Master of Indigenous Language Education
(Pending Approval at May Executive of Council)

MOTION: That the Master of Indigenous Language Education program be created effective 201930.

Master of Indigenous Language Education Course Route

ED 817 Research Methods with Indigenous Peoples or Approved Research Methods course	3
EC&I 854 Social & Political Issues in Second Language Education	3
EC&I 858 Theories & Research in Second Language Acquisition, Bilingualism & Multilingualism	3
EC&I 871AQ Land-Based Education and Language Pedagogy	3
EC&I 871AR Approaches to Indigenous Language Revitalization	3
Approved 8XX Elective	3
Approved 8XX Elective	3
Approved 8XX Elective	3
Approved 8XX Elective	3
Approved 8XX Elective	3
Total Credit Hours	**30**

Master of Indigenous Language Education Project Route

ED 817 Research Methods with Indigenous Peoples or Approved Research Methods course	3
EC&I 854 Social & Political Issues in Second Language Education	3
EC&I 858 Theories & Research in Second Language Acquisition, Bilingualism & Multilingualism	3
EC&I 871AQ Land-Based Education and Language Pedagogy	3
EC&I 871AR Approaches to Indigenous Language Revitalization	3
Approved 8XX Elective	3
Approved 8XX Elective	3
Approved 8XX Elective	3
ED 900 Project	3
ED 900 Project	3
ED 903 Project Report	3
Total Credit Hours	**30**

Master of Indigenous Language Education Thesis Route

ED 817 Research Methods with Indigenous Peoples or Approved Research Methods course	3
EC&I 858 Theories & Research in Second Language Acquisition, Bilingualism & Multilingualism	3
EC&I 871AQ Land-Based Education and Language Pedagogy	3
EC&I 871AR Approaches to Indigenous Language Revitalization	3
Approved 8XX Elective	3
ED 901 Thesis Research	3
ED 901 Thesis Research	3

ED 901 Thesis Research	3
ED 901 Thesis Research	3
ED 901 Thesis Research	3
Total Credit Hours	**30**

Rationale:

The Master of Indigenous Language Education (MILED) program is needed for research and to build capacity to develop Indigenous language resources. Indigenous language revitalization is on the rise in Canada. The 2016 Canadian Census indicates that the total number of people who could speak an Aboriginal language well enough to conduct a conversation rose by 8%. The proportion of speakers who acquired an Indigenous language as a second language increased from 18% in 1996 to 26% in 2016. These numbers highlight the need for teacher and leader expertise in the area of Indigenous language education to support this upward trend in Indigenous language acquisition and maintenance. The current student demand is primarily in the First Nations communities. The need for the Master of Indigenous Language Education program has also been expressed by Indigenous community leaders. Graduates of the Master of Indigenous Language Education will be sought after to support Indigenous Language revitalization in schools as well as community programs. Proposal attached (Attachment A).

(End of Motion)

1.3   Faculty of Graduate Studies and Research

1.3.1   Suspend Admissions and Discontinue Canadian Plains Studies (CPS)

MOTION: That the Canadian Plains Studies program admissions be suspended and discontinue the program effective 201930.

Rationale:

The Canadian Plains Studies program hasn't accepted new applications since 2012. There is one student enrolled in the program who has currently voluntarily withdrawn.

(End of Motion)

1.4   Faculty of Nursing

**1.4.1   Admissions Suspension to Clinical Nurse Specialist (CNS)
             (Pending Approval at May Executive of Council)**

MOTION: That admissions to the Master of Nursing Clinical Nurse Specialist (CNS) be suspended effective 201930.

The Clinical Nurse Specialist program accepts 5 students per year. This program had its first intake in September 2017 of 6 students. Of those students who were offered admissions, one offer expired, two declined; and for those students who were admitted, one required to discontinue (RTD), one voluntary withdrew (VW) and only one is still active. In fall 2018, 7 students were accepted. Two have voluntary withdrawn (VW), two are current but not registered in courses in 201910 and three are active. This adds up to a total of 6 students in the CNS; 4 students registered and 2 enrolled but not registered. As of April 30, 2019 there are no complete applications for the fall intake.

Rationale:

Taking in five students per year is a high demand on resources. Students can take the program full or part-time which means that some courses only have one or two students. There is little demand for this program, in 2018 we received 9 applications and of those two did not meet the application requirements and the remaining were accepted. Due to low enrollments we are unable to ensure consistent offering of the courses without negatively affecting the student learning experience.

The current six students will be supported to complete their degree according to their program outline.

(End of Motion)

1.5   Faculty of Science

**1.5.1   Master of Health Information Management (MHIM) Admission Requirement
             Change
             (Pending Approval at May Executive of Council)**

MOTION: That the MHIM program remove the English course admission requirement effective 202030.

Admissions Requirements:

Official transcript indicating at least:
- One course (3 cr hrs) in Statistics
- ~~One course (3 cr hrs) in English~~
- One course (3 cr hrs) in Science
- Two courses (6 cr hrs) in Computer Science or other courses that prove the applicant's computer proficiency. (CS 100 and CS 110 equivalent)
- The final grade for each of the courses mentioned above must be at least 75%.

Rationale:

A university English course is not a general graduate admissions requirement, department admissions requirement or an admission requirement for accredited HIM programs in Canada. Some applicants will not possess the English pre-requisite and may be deterred from applying to the program. Those that do apply may experience delay as they complete English at the qualifying stage before commencing the MHIM. This requirement may also be difficult to fulfill for international recruitment. Removing this admissions requirement means that English language proficiency will default to the FGSR minimum standards, which is sufficient for this program.

(End of Motion)

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2.   **COUNCIL COMMITTEE ON UNDERGRADATE ADMISSIONS AND STUDIES**

   2.1   **Faculty of Arts**

      2.1.1   **International Studies Program**

         2.1.1.1 **Asian and European Studies Concentrations Admissions**

> **MOTION:** To suspend admissions to the Asian Studies Concentration and European Studies Concentrations from the Bachelor of Arts in International Studies and the Bachelor of Arts Honours in International Studies, effective 201920.

Rationale: This motion is the product of a term long deliberation on the part of the Department of Politics and International Studies and the International Studies Program advisory committee and has been passed by PAIS as a department. We are still working on revisions to the program, but it became very clear that very low enrolment in these two concentrations and the absence of permanent faculty to support them render them unsustainable. By suspending admissions to these concentrations, we will be able to focus more efficiently on the two successful streams in the International Studies program (International Affairs and Development Studies). There is one student in each of these concentration and when they have completed their programs we will submit another motion to make these concentrations historical.

(End of Motion)

2.1.1.2 Chinese Studies Minor

> **MOTION:** To make the Chinese Studies minor, outlined below, historical, effective 201930.

Credit hours	Chinese Studies Minor Required Courses
3.0	CHIN 111 or substitution
3.0	One of CHIN 290AC, RLST 211, 290AL, 311
3.0	PSCI 323
6.0	IS 310AA-ZZ. An intensive one-month course to be held in China.
3.0	One of HIST 250, 352, 356
18.0	Total: 65.00% GPA required

Rationale: This motion was passed by PAIS department when we recognized that this minor was built around a special study abroad course to China which was delivered once about five years ago. We do not anticipate being able to offer that course again and the faculty member who is an expert on Chinese politics is retiring. Therefore, we'd like to have this minor deleted. All courses with the exception of IS 310 AA-ZZ will still be offered. There are no students registered in this minor in the student information system.

(End of Motion)

2.2 Faculty of Business Administration

2.2.1 Saskatchewan High School Course Requirements for Admission (Pending Approval at May Executive of Council)

> **MOTION:** That the Saskatchewan High School Course Requirements list for entry into the Faculty of Business Administration programs be amended to add Entrepreneurship 30 and Accounting 30 to the list of course options in the "30-level language, social science, or fine/performing arts course" category, effective 201930.

Rationale: The Faculty of Business Administration takes five courses into consideration for Saskatchewan high school graduates. They are as follows:
- English Language Arts A30 and B30
- Foundations of Mathematics 30 or Pre-Calculus 30
- One 30-level language, social science, or fine/performing arts course chosen from Accounting 30, Arts Education 30, Christian Ethics 30, Cree 30, Drama 30, Economics 30, Entrepreneurship 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30, Native Studies 30, Psychology 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30.
- One additional 30-level course from the list above or one of Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Mathematics 30, Geology 30, Pre-Calculus 30, or Physics 30.

The above motion will add Entrepreneurship 30 and Accounting 30 as options under the 3rd bullet (One 30-level language, social science, or fine/performing arts course). We have often been asked

why we don't include Entrepreneurship 30 and Accounting 30 on our list of high school courses as they are relevant to the business area. It should be noted that the Faculties of Arts, Education and Kinesiology & Health Studies include both Entrepreneurship 30 and Accounting 30 in their high school course lists. In addition, MAP includes Accounting 30 on its list. We do not know of any valid reason why our list should continue to exclude these courses.

(End of Motion)

2.3   Faculty of Kinesiology and Health Studies and the Faculty of Arts, in Partnership with First Nations University of Canada

2.3.1   Creation of New Program

2.3.1.1 Creation of Diploma in Health Studies

> **MOTION:** To approve the creation of the Diploma in Health Studies as outlined below, effective 202010.

Diploma in Health Studies (DHS)

3.0	ENGL 100
3.0	INDG 100
3.0	Two from: KIN 260, KIN 267, BIOL 100, BIOL 101, BIOL 140
3.0	
3.0	PSYC 101
3.0	PSYC 102
3.0	SOC 100
3.0	KIN 170
3.0	One of: STAT 100, STAT 160, or SOST 201
3.0	One of: KIN 220, SOST 203 or PSYC 204
3.0	INHS 100
3.0	INHS 101
3.0	INHS 210
3.0	HS 200
3.0	HS 300
3.0	Any three courses from any of the following sections:
3.0	*Section B (Research Methods)* ECON 224, 321, INDG 280, 281, 282, 380, PSYC 305, SOST 306,
3.0	307, STAT 200, WGST 220;
	Section C (Indigenous Health Studies) INHS 200, 300;
	Section D (Health and Society) ANTH 343, ECON 253, 353, ENGL 271, MAP 301, HIST 271, KIN 278, KIN 205, 370, SOC 222, 288, PHIL 273, 276, WGST 301 or
	Section G (Approved Electives) ANTH 343, BIOL 100, 101, ECON 353, EHE 258, ENHS 101, 110, 250, 380, 430, 320, 321, HS 281AA-ZZ, 381AA-ZZ, 481AA-ZZ, INHS 250, 350, 450, KIN 180, 260, 267, 268, 269, 275, 240, 278, 370, 378, 478, PSCI 439, PSYC 255, 333, 356, SOC 207, SW 412, 416, 417, 477 (ISW 377), WGST 202, 301
3.0	Open Elective
3.0	Open Elective
60.0	**Total credit hours**

Note:

"Three from:" section can be influenced by advising and student interest and allows for flexibility inherent with the Bachelor of Health Studies; subsections are noted as categories identified and listed in the Bachelor of Health Studies (there may be some duplication; a course can be used only once to fulfill a requirement).

Admission Requirements:

Admission to the Diploma in Health Studies will be the same requirements as admission to the Faculty of Arts, regardless of partner.

Background:

The Bachelor of Health Studies has been delivered in partnership by First Nations University of Canada, and the Faculties of Kinesiology and Health Studies and Arts at the University of Regina since 2006. The goal of this degree is to provide students with an integrated understanding of the ways in which social, economic and cultural determinants of health shape individual beliefs, attitudes, experiences, and practices, which in turn affects the holistic well-being of individuals, including the mental, emotional, spiritual, physiological and biological functioning of individuals, families and communities. The degree promotes an interdisciplinary understanding of health, drawing on both the social sciences and the natural sciences, and aims at promoting critical thinking, knowledge development, evidence-based practice and community-based applications, towards the increased health of all Canadians.

The Certificate in Health Studies (30 credit hours) was created in 2011 in order to provide students with the opportunity to complete a credential in their community that would ladder into the four-year Bachelor of Health Studies. The demand for the certificate has increased significantly in the last year, and interest in a two-year program has been expressed.

Rationale:

The creation of a Diploma in Health Studies will serve two purposes: 1) meet the demand expressed through the increased enrolment seen in the certificate program by international students, ultimately seeking a two-year credential; and 2) provides an intermediary credential for funding and planning purposes (not unlike the option currently available for students who take the Certificate in Liberal Arts, Diploma in Liberal Arts and Bachelor of Arts laddering approach to completion.)

All of the courses required for the Diploma in Health Studies are already offered, therefore there are limited resource implications with this program creation.

(End of Motion)

2.4   Faculty of Kinesiology and Health Studies

      2.4.1   Admission Requirements for Health Studies Program

            2.4.1.1 Admission Requirements for Health Studies Program through the Faculty of Kinesiology and Health Studies

MOTION: To revise the admission requirements for Health Studies programs as outlined in the template below, effective 202010.

Changes below refer to page 13 the 2019-20 Undergraduate Calendar:

Current	Proposed
- English Language Arts A30 and B30 - One of math or science course chosen from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Math 30, Pre-Calculus 204, Pre-Calculus 30, or Physics 30 - One language, social science, or fine/performing arts course chosen from Arts Education 30, Christian Ethics 30, Cree 30, Drama 30, Earth Science 30, Economics 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30, Native Studies 30, Psychology 30, Saulteaux 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30 - One additional course from the list above	Bachelor of Health Studies, Diploma in Health Studies, and Certificate in Health Studies, through the Faculty of Kinesiology and Health Studies, follow the admission requirements of the Faculty of Arts.

Rationale: Health Studies is a partnership between the faculties of Arts, Kinesiology and Health Studies and First Nations University of Canada. In order to ensure that access was equitable, admission to the Health Studies programs mirror the Faculty of Arts, but current practice is to list the same courses as is found in the Faculty of Arts admissions. When a change is made to the Faculty of Arts admission requirements, we are not always aware, and the potential for having different requirements remains. By including the above statement, the health studies programs will always follow the most current Faculty of Arts admission requirements. This includes the Bachelor of Health Studies, Certificate in Health Studies and the proposed Diploma in Health Studies.

(End of Motion)

2.5 **Faculty of Nursing**

2.5.1 **Faculty of Nursing International Designation**

2.5.1.1 Institutional Honour: International Designation

> **MOTION:** That the International designation be added under the heading Graduation Requirements (Faculty of Nursing section of the undergraduate calendar), as outlined below, effective 201930.

International Designation

Special mention of International designation will be included on a graduate transcript and parchment for:

- Completion of an international experience for a CNUR course; OR
- A three credit hour (or more) University of Regina course that includes at least two weeks out of the country; OR
- A minimum of three credit hours of courses taken by prior permission of the Faculty of Nursing at an out-of-country post-secondary institution; OR
- Other international experiences will be considered on a case-by-case basis.

Rationale: The SCBScN program has had international experiences for the last 5 years. In addition, we have had students who have taken other courses at an out-of-country institution. We would like to recognize these students with the International Designation Special Mention. One of our students in this situation questioned why she would not be eligible.

(End of Motion)

2.6 **Faculty of Nursing and Centre for Continuing Education**

2.6.1 **Creation of a Certificate in Foundations of Nursing**
(Pending Approval at May Executive of Council)

> **MOTION:** To approve the Certificate in Foundations for Nursing as outlined below effective 201930.

Certificate in Foundations for Nursing	
Credit Hours	**Required Courses**
3.0	ENGL 100
3.0	STAT 100
3.0	INHS 100
3.0	BIOL 222
3.0	BIOL 140
3.0	One of KIN 170, KIN 180 or KIN 275
18 Credit hours	**Total: 65.00% PGPA required**

Rationale: There have been a number of students over the years who, once admitted to the SCBScN program, experience challenges with a full course load. Challenges include a less than solid foundation in the fundamentals required for courses, life circumstances, and/or language difficulties. Such students are often successful if they extend their program length to beyond four years.

This certificate is intended for individuals who may be interested in applying to the SCBScN program who want to lighten their course load in their first year, develop a solid foundation for the SCBScN, demonstrate success in courses specific to the SCBScN; and/or satisfy their curiosity about Nursing. The certificate could also be of interest to Indigenous students, new Canadians or International students. In addition, the certificate can be accessed by potential applicants who are missing required high school admission subjects or by those for whom a credential may be viewed more favourably by funding agencies than stand-alone courses.

Students would take three courses in the fall term; ENGL 100*, INHS 100* and BIOL 222*. In the winter term they would complete STAT 100*, BIOL 140, and the KIN elective. The *courses are required courses for the SCBScN program; the remaining two courses would count towards elective credit for the SCBScN program. Therefore all courses within the certificate would be credited to the SCBScN program on admission. BIOL 140 is Human Biology; this can be used if missing Biology 30 as an entrance requirement and will be helpful for those individuals intending to apply to the SCBScN program as foundational knowledge for the Biology courses in the program that students frequently experience difficulties with. KIN 170 (Lifestyle, Health and Wellness), KIN 180 (Lifespan Growth & Motor Development), and KIN 275 (Nutrition) are the electives most frequently chosen by students in the SCBScN program.

(End of Motion)

2.6.2 Creation of a Pre-Nursing Certificate
(Pending Approval at May Executive of Council)

MOTION: To approve the Pre-Nursing Certificate as outlined below, effective 201930

Pre-Nursing Certificate	
Credit Hours	**Required Courses**
3.0	BIOL 110 or KIN 261
3.0	BIOL 111 or KIN 262 with a minimum grade of 60.00%
3.0	ENGL 100
3.0	INHS 100
3.0	STAT 100
15 Credit hours	**Total 65.00% PGPA required**

KIN 260, 267, and 268 may be substituted for BIOL 110 or KIN 261, and BIOL 111 or KIN 262. A minimum grade of 60.00% is required in KIN 267 and 268.

Rationale: Over the last two years, there have been a significant number of applicants to the SCBScN After Degree Nursing Program (ADNP) who do not meet the admission requirements in relation to required courses. This certificate has been developed for potential applicants to the ADNP who do not have the courses required for admission. The Pre-Nursing Certificate Program would be available throughout Saskatchewan since all courses are available online. The ADNP itself is available only in Regina.

Students would take three courses in the fall term; ENGL 100*, BIOL 110*, and INHS 100*. In the winter tem students would take STAT 100*, and BIOL 111*, or KIN 261 (instead of BIOL 110 in the fall term). If KIN 261 is completed, the student would be required to complete KIN 262 in the spring term to be considered for admission to the ADNP in the next fall term. KIN 260, 267 and 268 could be substituted for the BIOL 110/KIN 261 and BIOL 111/KIN 262 requirements if any of these had been completed in a previous undergraduate program.

(End of Motion)

2.7   University of Regina International Admissions Office

2.7.1   Undergraduate English Language Proficiency (ELP) Requirements

> **MOTION:** To change the Undergraduate English Language Proficiency (ELP) requirements as follows:
>
> 1. Increase the TOEFL (Test of English as a Foreign Language) internet-based test (iBT) minimum score requirements to overall of 83 with no score below 20 for Reading, Listening, Speaking and Writing. Eliminate the paper-based TOEFL scoring option; and
>
> 2. Increase the IELTS – Academic (International English Language Testing System) minimum score requirements to no band less than 6.0, the overall band score will remain at 6.5., effective 201930.

The Calendar will be edited on page 6 of the Admissions section accordingly:

3. Test of English as a Foreign Language (TOEFL) with a minimum overall score of ~~80~~ 83 on the internet-based test (iBT) with minimum section scores of Reading ~~19~~ 20, Listening ~~19~~ 20, Speaking ~~18~~ 20 and Writing ~~18~~ 20 ~~or a minimum score of 550 on the paper-based test including a minimum essay score of 3.5~~; (Note: The Institutional TOEFL is not accepted).

4. International English Language Testing System (IELTS) – Academic, with a minimum overall score of 6.5, and no band score less than ~~5.5~~ 6.0

Rationale: We propose this ELP update to bring us more in-line with other Canadian Comprehensive Universities as outlined in Attachment B.

(End of Motion)

ITEMS FOR INFORMATION

The following items were approved at Executive of Council and are listed for information to Senate. If you would like further information about a particular motion, please see https://www.uregina.ca/president/governance/council/eofc-meetings.html or contact the University Secretariat.

1. **COUNCIL COMMITTEE ON BUDGET**

    1.1 Annual Report

    The annual report was received for information.

2. **COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH**

    2.1 Faculty of Education

    2.1.1 Masters Certificate Program Change
    (Pending Approval at May Executive of Council)

    Executive of Council approved hat the Masters Certificate in Teaching English to Speakers of Other Languages program be modified, effective 201930.

    2.2 Faculty of Graduate Studies and Research

    2.2.1 Maintenance of Candidacy

    Executive of Council approved that non-thesis based students be permitted to register in post program maintenance of status in order to complete and defend their project, practicum, etc., effective 201930.

    2.2.2 Registration Audits for Graduate Students

    Executive of Council approved that graduate students may only request one course for audit per semester while in a graduate program, effective 201930.

    2.3 Faculty of Media, Art and Performance

    2.3.1 Masters Program Change

    Executive of Council approved that the Masters in Conducting Concentration be modified, effective 201930.

    2.3.2 Masters Program Change

    Executive of Council approved That the Master of Music in Performance (Voice) be modified, effective 201930.

    2.4 Faculty of Science

    2.4.1 Program Change

    Executive of Council approved that the Mathematics and Statistics program English Language Proficiency and Probationary Status be modified, effective 201930.

2.4.2   Program Change

Executive of Council approved that the MSc in Mathematics programs be modified, effective 201930.

2.4.3   PhD Program Change

Executive of Council approved that the PhD in Mathematics and Statistics programs be modified, effective 201930.

3.   COUNCIL COMMITTEE ON RESEARCH

3.1   Emerging Cluster

3.1.1   Living Heritage: Identities, Communities, Environments Cluster

Executive of Council approved to establish Living Heritage: Identities, Communities, Environments as a new strategic research cluster at the University of Regina.

4.   COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

4.1   Faculty of Arts

4.1.1   Psychology

4.1.1.1 Revision to BA Honours in Psychology Content in Program Template

Executive of Council approved to remove the requirement of PSYC 406 or 407 from the Bachelor of Arts Honours in Psychology and replace with PSYC 408, effective 201930.

4.1.2   Department of Economics

4.1.2.1 Economics Program Changes

Executive of Council approved to remove ECON 280 as a program requirement in all Economics programs and replace with "Two of ECON 311, 341, 353, 361, 363, 364, 372", effective 202010.

4.1.3   Department of Gender, Religion and Critical Studies

4.1.3.1 Religious Studies Major and Minor Requirements

Executive of Council approved to revise the major requirements in the Bachelor of Arts in Religious Studies and the Bachelor of Arts Honours in Religious Studies and the minor in Religious Studies, effective 202010.

4.1.3.2 Women's and Gender Studies Major and Minor Requirements

Executive of Council approved to revise the major requirements in the Bachelor of Arts in Women's and Gender Studies and the Bachelor of Arts Honours in Women's and Gender Studies, and the minor in Women's and Gender Studies to include WGST 372, effective 202010.

4.2   Faculty of Business Administration

    4.2.1   Faculty of Business Program Templates Revision

    Executive of Council approved to change the statistics course requirement in all Faculty of Business program templates from STAT 100 to STAT 100 <u>or STAT 160</u>, effective 201920.

4.3   Faculty of Education

    4.3.1   Arts Education Program Change

        4.3.1.1   Program Change: Literature Education (Elem. And Secondary) Concentrations for the Four-Year Arts Education Program

        Executive of Council approved that changes be made to the Literature Education (Elem. And Secondary) Concentrations for the Four-Year Arts Education Program, effective 202010.

    4.3.2   Arts Education BEAD Program

        4.3.2.1   Program Change: Literature Education (Elem. And Secondary) Concentrations for the BEAD Program

        Executive of Council approved that changes be made to the Literature Education (Elementary and Secondary) Concentrations for the Arts Education After Degree (BEAD) Program, effective 202010.

4.4   Faculty of Engineering and Applied Science

    4.4.1   Petroleum Systems Program

        4.4.1.1   Petroleum Systems Approved Electives

        Executive of Council approved to update the approved electives in the Petroleum Systems Engineering program template, effective 201920.

    4.4.2   Major Selection

        4.4.2.1   Selection of a Major

        Executive of Council approved to revise the required courses necessary to choose a major, effective 202010.

    4.4.3   Industrial Systems Engineering

        4.4.3.1   Industrial Systems Engineering Program Revision

        Executive of Council approved to move the Social Sciences and Humanities course from Term 4 to Term 5 and to move CHEM 105 from Term 5 to Term 4 as CHEM 105 is only offered as Winter/Spring Summer term class, effective 202010.

4.4.4   Engineering Minors for Systems Engineering Programs

4.4.4.1 Communications Stream Minor Change

Executive of Council approved to replace ENEL 494 with ENEL 492 as outlined in the Communications Stream minor template, effective 202010.

4.5   Faculty of Kinesiology and Health Studies

4.5.1   Bachelor of Sport and Recreation Studies, Sport and Recreations Management (Internship)

4.5.1.1 Bachelor of Sport and Recreation Studies Internship PGPA

Executive of Council approved to change the minimum PGPA required for the Bachelor of Sport and Recreation Studies, Sport and Recreation Management (Internship) (BSRS-SRMI) to 70.00%, effective 202010.

4.5.2   Human Kinetics and Health Promotion Major

4.5.2.1 Change to Human Kinetics Major and Health Promotion Major

Executive of Council approved to add KIN 321 Principles of Epidemiology to the major elective listing for Human Kinetics and Health Promotion majors, effective 202010.

4.5.3   Sport and Recreation Management Major and Sport and Recreation Management Major Internship

4.5.3.1 Revision to Sport and Recreation Management Major and Sport and Recreation Management Major Internship Templates

Executive of Council approved to add the following BUS courses to the list of major elective courses within the Sport and Recreation Management (SRM), and Sport and Recreation Management Internship (SRMI) majors: BUS 317 Digital Marketing; prerequisite BUS 210 (required course in SRM and SRMI), and BUS 414 Advertising and Promotion; prerequisite BUS 312 (already in SRM and SRMI major elective list), effective 202010.

4.6   Faculty of Nursing

4.6.1   Faculty of Nursing Performance Regulation

4.6.1.1 Faculty Academic Performance Regulation Revision

Executive of Council approved that the revisions to the Faculty Academic Performance Regulations be approved, effective 201930.

4.6.2   Faculty of Nursing New Regulation

4.6.2.1 Taking Classes after Degree Completion

Executive of Council approved that the section Taking Classes After Degree Completion be added under Other Faculty Regulations (Faculty of Nursing section in the undergraduate calendar), effective 201930.

4.7   Faculty of Science

    4.7.1   Science Qualifying Program

        4.7.1.1 Update to Science Qualifying Program Process

        Executive of Council approved to update the requirements of the Faculty of Science Qualifying Process to clarify when students are to complete course(s) missing at the time of admission, effective 201920.

    4.7.2   BSc in Psychology

        4.7.2.1 BSc Honours in Psychology in Conjunction with the Department of Psychology

        Executive of Council approved to remove the requirement of PSYC 406 or 407 from the Bachelor of Science in Psychology and replace it with PSYC 408, effective 202010.

4.8   Registrar's Office

    4.8.1   Academic Schedule 2020-2021

        Executive of Council approved 2020-2021 Academic Schedule, effective 202020.

    4.8.2   Graduation Regulation

        4.8.2.1 Posthumous Degrees

        Executive of Council approved that the revisions to the Posthumous Degree regulation of the Undergraduate Calendar (page 55 in the 2019-2020 Undergraduate Calendar [printed publication] or page 57 [web publication]), effective 201920.

    4.8.3   Instructor Responsibilities

        4.8.3.1 Revision to Instructor Responsibilities Regulation

        Executive of Council approved that the calendar regulation requiring instructors to submit grades for the approval of the department head be changed from 5 calendar days to 5 business days, effective 201930.

    4.8.4   Amendment to the Fresh Start Program
        (Pending Approval at May Executive of Council)

        Executive of Council approved that the Fresh Start Program be updated, effective 202020.

Prepared by:
Sarah Stewart, Administrator (Council and Appeals)
On behalf of:
Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Date: 17 May 2019

Proposal for a New Graduate Program

Master of Indigenous Language Education (MILED)

First Nations University of Canada

In collaboration with the

The University of Regina

Prepared by

Angelina Weenie &

Andrea Sterzuk

Contents

Executive Summary

Overview

The proposed Master of Indigenous Language Education program (MILED) has been developed to support Indigenous communities in Indigenous language revitalization and to foster leadership in Indigenous language education. In accordance with the Truth and Reconciliation Commission (2015) Calls to Action, the MILED program will aid the "preservation, revitalization, and strengthening of Aboriginal languages." The proposed program is also designed to support Article 13 of the *United Nations Declaration on the Rights of Indigenous Peoples*, which states that: "Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons." Finally, with a planned start date of Fall 2019, the development of this proposed program coincides with the Canadian government's 2019 announcement of *An Act Respecting Indigenous Languages* as well as the United Nations declaration of 2019 as the *International Year of Indigenous Languages*. The program is timely and fills an urgent and recognized need to support Indigenous language revitalization.

Elders and Indigenous community leaders have expressed how Indigenous Language Education can enhance understandings of treaties, kinship, storytelling, the oral tradition, narratives, and worldviews, thus furthering nation to nation knowledge. This program encompasses both cultural and academic requirements. Traditional protocols were followed and ceremonies were held to create a pathway for the development of this proposal.

The MILED program has been designed to reflect Indigenous language community needs. Community consultations were held in Fall 2018 with Onion Lake First Nation and with Clearwater River Dene Nation regarding the development of the Master of Indigenous Language Education program. Onion Lake First Nation and Clearwater River Dene Nation are recognized for their leadership in Indigenous language revitalization. The language needs shared from these consultations are viewed as including other First Nations communities. Based on these consultations with Elders, language speakers, and language educators, it is proposed that having an Indigenous language education program will serve to elevate the status of Indigenous languages and support much needed Indigenous language revitalization.

The MILED program will include a course, project and thesis route. Two new courses have been developed: *Approaches to Indigenous Language Revitalization* and *Land-Based Education and Language Pedagogy*. Land-Based Education and Language Pedagogy will be offered in a language immersion camp setting. Existing courses which will be included are: *ED 817: Research Methods with Indigenous Peoples*; *EC&I 858, Theories & research in Second Language Acquisition, Bilingualism & Multilingualism;* and *EC&I 854 Social & Political Issues in Second Language Education.* Courses in second language acquisition are necessary given the loss of Indigenous languages. Five existing 800 level electives will also be included.

Program Objectives:
The benefit of the Master of Indigenous Language Education program is that it will support the University of Regina Strategic Plan in Indigenization, one of two overarching areas of emphasis. The focus on Indigenous language revitalization is unique and brings in a new area of knowledge at the University of Regina. The specific academic focus of the new courses are on the origin of Indigenous languages and how it informs Indigenous knowledges. Second language acquisition courses are included to help students develop pedagogical approaches which will revitalize and restore Indigenous languages. The MILED program supports the study of Indigenous languages and how they can be used to interpret Indigenous knowledge at a deeper level.

Program Outcomes:
Upon completion of the program:

- Students will develop a deeper understanding of Indigenous knowledge and worldview through language;
- Students will increase their knowledge of Indigenous language revitalization methodologies;
- Students will expand their knowledge of theory and practice of second language acquisition for Indigenous learners;
- Students will gain knowledge on how to develop community-based language planning;
- Students will develop leadership skills in the area of Indigenous Language Education;
- Students will further their language capacity through participation in the language immersion camp.

Detailed Program Description

Program & Course Sequence

The thesis, project, and course routes for completing the MILED program are as follows:

Master of Indigenous Language Education Course Route	
Courses	**Credit Hours**
ED 817 Research Methods with Indigenous Peoples OR Approved Research Methods course	3.0
EC&I 858 Theories & research in Second Language Acquisition, Bilingualism & Multilingualism	3.0
EC&I 854 Social & Political Issues in Second Language Education	3.0
EC&I 871 AQ Land-Based Education and Language Pedagogy	3.0
EC&I 871 AR Approaches Indigenous Language Revitalization	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Total Credit Hours	30.0

Master of Indigenous Language Education Project Route	
Courses	**Credit Hours**
ED 817 Research Methods with Indigenous Peoples OR Approved Research Methods course	3.0
EC&I 858 Theories & research in Second Language Acquisition, Bilingualism & Multilingualism	3.0
EC&I 854 Social & Political Issues in Second Language Education	3.0
EC&I 871 AQ Land-Based Education and Language Pedagogy	3.0
EC&I 871 AR Approaches to Indigenous Language Revitalization	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
ED 900 Project	3.0
ED 900 Project	3.0
ED 903 Project Report	0.0
Total Credit Hours	30.0

Master of Indigenous Language Education Thesis Route	
Courses	**Credit Hours**
ED 817 Research Methods with Indigenous Peoples OR Approved Research Methods course	3.0
EC&I 858 Theories & research in Second Language Acquisition, Bilingualism & Multilingualism	3.0
EC&I 871 AQ Land-Based Education and Language Pedagogy	3.0
EC&I 871 AR Approaches to Indigenous Language Revitalization	3.0
Approved 8XX Elective	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
Total Credit Hours	30.0

Curricular Details:
Three out of the five core courses and the majority of the approved electives are existing courses.

Core Courses:

ED 817: Research Methods with Indigenous Peoples

Through readings and discussion, this course will examine issues and research methods, particular to research with Indigenous peoples, including ethical considerations and protocols. Students will examine the developing paradigm in Indigenous research and explore research methods proposed by Indigenous Researchers.

EC&I 858: Theories and Research in Second language Acquisition, Bilingualism & Multilingualism

An examination of current theories and research in spoken second language acquisition which informs curriculum planning and pedagogy. Research methodology for studying language acquisition will also be studied.

EC&I 854 Social & Politics Issues in Second Language Education

An examination of social identity, first language maintenance, and power relations, and their impact on the nature of second language teaching. Students gain knowledge about major arguments on these topics and also explore how various theories and perspectives can be incorporated in their own research and practice.

EC&I 871 AR Approaches to Indigenous Language Revitalization

This course explores theory and practice in Indigenous language revitalization. Methodologies for Indigenous language learning and revitalization will be reviewed and applied to Indigenous community contexts. Through readings, interactions with Indigenous Elders, and interactions with Indigenous language keepers, students will develop resource materials to support community language needs.

EC&I 871 AQ Land-Based Pedagogy and Language

This course will explore how land-based education can enhance and inform language pedagogy. This is a language immersion camp which will foster embodied knowing and the holistic aspect of language. Students will work with Elders and Indigenous knowledge keepers to deepen their understanding of language pedagogy and to increase their language fluency.

Approved Electives

ED 821 Indigenous Epistemology (3)
Through readings, interaction with cultural experts, and discussion students will examine oral and written forms of Indigenous knowledge. Students will apply learnings of Indigenous knowledge systems to the integration of Aboriginal content and perspectives into school curricula and educational practice.

ED 822 Culturally Relevant Pedagogy: Effective Teaching Practices for Indigenous Students (3)
This course takes place in a cultural camp setting where students will interact with Elders and cultural experts to explore different forms and systems of Indigenous knowledge. Students will practice Indigenous ways of being, learning, and teaching, and compare their learning with the research.

LING 890AA-ZZ Directed Readings in Linguistics (3)
Special topics in advanced theoretical and applied linguistics.

EC&I 856 Language and Learning (3)
 The study of language and its role in learning. The course examines teacher/student interactions, small group discussions, linguistic organization and knowledge, and the construction of knowledge through language.

EFDN 803 Social Justice & Globalization from an Educational Perspective (3)
Explores the research and classroom practice of themes including activist teachers, health, basic education, HIV/AIDS, child protection, gender equality, diversity, multiculturalism, First Nations, infrastructure services, human rights, citizenship, democracy, good governance, private sector development, environment, sustainability, making a difference; and the implications of integrating these themes into the mainstream curriculum

EFDN 806 Introduction to Post-colonial Theories and Representations (3)
This course examines power relations, marginality, hybridity and voice through a post-colonial frame, and traces the effects of colonial histories played out globally and in this geographic location. Under examination are claims of representation and knowledge as they are lived and contested through Indigenous, settler-colonial, and diasporic societies.

EFDN 807 Community Development and Leadership (3)
This course will examine and explore theoretical perspectives and practice issues of community development in a number of diverse community settings. Students will discover the practice of working with communities to find solutions to local issues as well as focus on leadership skills that are essential to supporting community growth.

EC&I 804 Curriculum Development (3)
This course considers key concepts and forces involved in shaping curriculum decision making, theories of curriculum and practical aspects of planning, implementation, evaluation and research.

EC&I 808 Instruction: Theory & Practice (3)
This course explores instruction as socially constructed practice shaped by teacher biography, social contexts and best practices. Students engage in inquiry and critique to better understand and improve their instructional practices.

EC&I 846 Current Research in Reading Theory and Pedagogy (3)
Study of theories and aspects of reading processes and general principles of literacy learning. A review of research regarding materials and practices in reading instruction will be presented.

EC&I 855 Current Theories of Teaching Literature (3)
Literature curriculum and pedagogy (like all curricula and pedagogy) can be seen as cultural constructs originating in ideology. This course will explore the philosophies, theories and beliefs which form the basis for different approaches to the teaching of literature.

EPSY 834 Resilience: Re-Conceptualizing Praxis (3)
A conceptual and critical analysis of resilience and its place in day to day classroom life. Particular attention will be paid to how current research re-structures pedagogical and community practice, theory/practice connections are emphasized.

EC&I 820 Multicultural and Anti-racist Relations Issues in Curriculum (3)
Multicultural and race relation practices at all levels of the education system are constructed out of conflicting social and political discourses. This course engages students in the examination of the issues arising for teachers as they attempt to construct curricula and teaching/learning practices.

EC&I 821 The Impacts of Cultural Concepts on the Design of Aboriginal Education Programs (3)

This course will explore perspectives of various Aboriginal peoples in Canada. Topics will include traditional gender relations, spiritual interpretation, Aboriginal science and the impact of colonialism. The cultural concepts deducted from the discussions of the topics and from Aboriginal curricula will be explored as the basis for Aboriginal education programs.

EC&I 822 Anti-Oppressive Education and Teacher Activism (3)

A history of school and community activism ranges from words of non-cooperation to political organizing. This course examines the politics of protest and activism that accompany theories of justice for social change with respect to race, class, gender and sexual orientation. Students will examine their own knowledge and commitment to social justice for the community and workplace.

890AK - Concepts in Indigenous Spirituality

This course examines concepts in Indigenous spirituality as they relate to visual and popular cultural constructions.

Mapping Courses to Program Outcomes

Required Courses	Program outcome 1: Students will develop a deeper understanding of Indigenous knowledge and worldview through language	Program outcome 2: Students will increase their knowledge of Indigenous language revitalization methodologies;	Program outcome 3: Students will expand their knowledge of theory and practice of second language acquisition for Indigenous learners	Program outcome 4: Students will gain knowledge on how to develop community-based language planning	Program outcome 5: Students will develop leadership skills in the area of Indigenous Language Education	Program outcome 6: Students will further their language capacity through participation in the language immersion camp.
ED 817: Research Methods with Indigenous Peoples		✓		✓	✓	
EC&I 858: Theories & research in Second Language Acquisition, Bilingualism & Multilingualism		✓	✓			
EC&I 854 Social & Political Issues in Second Language Education		✓		✓	✓	
EC&I 871 AQ Land-based pedagogy and language	✓	✓	✓	✓	✓	✓
EC&I 871 AR Approaches to Indigenous Language Revitalization	✓	✓	✓	✓	✓	
Approved Elective Courses						
ED 821 Indigenous Epistemology	✓				✓	

ED 822 Culturally Relevant Pedagogy : Effective Teaching Practices for Indigenous Students	✓				✓	
LING 890AA-ZZ Directed Readings in Linguistics	✓					✓
EC&I 856 Language & Learning	✓	✓	✓			
EFDN 803 Social Justice and Globalization from an Educational Perspective				✓	✓	
EFDN 806 Introduction to Post-colonial Theories and Representations					✓	
EFDN 807 Community Development and Leadership				✓	✓	
EC&I 804 Curriculum Development		✓			✓	
EC&I 808 Instruction: Theory & Practice		✓				
EC&I 846 Current Research in Reading Theory and Pedagogy			✓			
EC&I 855 Current Theories of Teaching Literature		✓				
EPSY 834 Resilience: Re-Conceptualizing Praxis			✓		✓	
EC&I 820 Multicultural and Anti-racist Relations Issues in Curriculum					✓	

EC&I 821 The Impacts of Cultural Concepts on the Design of Aboriginal Education Programs	✓	✓					
EC&I 822 Anti-Oppressive Education and Teacher Activism						✓	
890AK - Concepts in Indigenous Spirituality	✓						

There is only one other graduate program in Canada with a specific focus on Indigenous language revitalization: The University of Victoria's MA /MEd in Indigenous language revitalization. This program was extensively studied in preparation of this proposal. The development team also traveled to Victoria to meet with faculty and leadership at the University of Victoria for a day of consultation. Key differences between the proposed program and the MILR program at the University of Victoria are:

1) Partnership: The UVIC program is jointly delivered by the Faculty of Education in partnership with the Department of Linguistics. The proposed program is a partnership between First Nations University and the Faculty of Education, University of Regina.

2) Format: The UVic program is delivered in an intensive format with classes held on the UVic campus. Students attend classes for three weeks in the summer and then several 5-8 sessions throughout the year. The proposed program uses an intensive format in summers (when teachers are off work) and a part-time approach throughout the fall and winter semesters. Students remain in their community and instructors travel to them.

3) Cohort: UVic also uses a cohort model but students are from a range of communities and languages. This differs from the relative linguistic homogeneity that will occur with the proposed program's community-based approach

4) Content: UVic's program and the proposed program have similar courses. The proposed program includes a course in land-based education and language pedagogy, something that is not part of the UVic program. The proposed program also specifically targets language teachers. As such, there is less focus on the field of linguistics and more focus on courses related to the field of language education. Another key difference is course

choice: the proposed program is a community-based cohort model and all students will take the same courses but the five approved electives will be selected according to community need. UVic's program consists of named courses. Finally, UVic does not offer a course route. All students must complete a project or a thesis.

First Nations University offers the following related undergraduate and graduate programs:
- Bachelor of Arts and Honours in Cree, Saulteaux, and/or Linguistics
- Bachelor of Arts (another program) with a Minor in Language or Linguistics
- Minor within Arts or Education for any of the five languages (Cree, Dakota, Dene, Nakota and Saulteaux)
- First Nations Language Instructors' Certificate (FNLIC) for the five languages
- Certificate of Extended Studies in First Nations Languages (post B.Ed. program)
- Masters of Arts with specialization in Indigenous Languages/Linguistics

The main differences between the proposed program and the related undergraduate programs is that the proposed program is a graduate program and includes extensive study of current research in the area of Indigenous language education. This program is designed for practicing Indigenous language teachers. While the MA program with the specialization in Indigenous Languages/Linguistics is related to the proposed program, Linguistics and Language Education are different fields. The proposed program more closely aligns with the field of Indigenous language education.

Admission

All applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research. In addition, the Faculty of Education requires the following:
- The applicant must have a four-year degree applicable to the program (normally a B.Ed.,B.H.R.D., or B.A.Ed, or equivalent);
- At least two years of teaching or other relevant professional experience preferred;
- A minimum grade point average of 70%.
- Teachers who are currently working in band schools and urban schools with high Indigenous student populations, and others interested in gaining more

knowledge of Indigenous language education are the target groups for this program.
- The deadline dates for applications in Education is February 15 for Fall Admission and October 15 for Winter Admission with the exception of those applying to any Educational Psychology program. The deadline for Educational Psychology is February 15. The application, in addition to letters of recommendation and academic transcripts, should include a career resume and a letter of intent. Students will not be permitted to register until the semester for which they received admission. These review dates are also applicable to requests for program transfer and reapplication
- Priority will be given to applicants who demonstrate Indigenous language fluency or commitment to the development of their Indigenous language in their letters of intent (through participation in language courses; participation in cultural activities and ceremonies which support knowledge of language and worldview, or other community language initiatives)

Professional accreditation requirements

There are no professional accreditation requirements.

Program Rationale

Contribution of the program to the University's strategic plan:
- The MILED program is aligned with the University's strategic plan to indigenize processes, practice, and curricula.
- The MILED program will enhance the reputation of the University of Regina as a leader in indigenization and Indigenous education.
- The MILED program aligns with the Faculty of Education Strategic Plan 2016 -2021. The Faculty of Education is committed to indigenization (teaching, learning, researching, outreach). Supporting actions listed for 2016-2021 include developing "a detailed understanding of indigenization with integrated strategies for curricular, pedagogic and programmatic application;" "engaging with Indigenous language revitalization initiatives" and "responding to the academic needs of Indigenous communities."
- The program seeks to support the Saskatchewan Education Sector Plan and the urgent work of teachers in improving the outcomes and graduation rates for Indigenous learners in Saskatchewan schools.

- The program responds to the Truth and Reconciliation Commission Calls to Action, and especially Call to Action 63 which identifies teacher education needs related to Aboriginal education issues and Call to Action 14 which identifies the importance of Indigenous community leadership in strengthening Indigenous languages.

Need for the Program:

- Indigenous language revitalization is on the rise in Canada. The 2016 Canadian Census indicates that in 2016, 263,840 people in Canada reported that they could speak an Indigenous language. From 1996 to 2016, the total number of people who could speak an Aboriginal language well enough to conduct a conversation rose by 8%. The proportion of speakers who acquired an Indigenous language as a second language increased from 18% in 1996 to 26% in 2016. These numbers highlight the need for teacher and leader expertise in the area of Indigenous language education to support this upward trend in Indigenous language acquisition and maintenance.
- The Saskatchewan Teachers Federation (STF) also echoes what the Statistics Canada data suggest. In a January 2019 CBC news article, Patrick Maze, STF President, indicated that "it's 'critical' that immediate action be taken to provide Indigenous language instruction across the province." The article also highlighted the need to allocate additional funds to school divisions and "more people to Indigenous language instruction." The proposed program is set to respond to this need.
- Graduates of the Master of Indigenous Language Education will be sought after to support Indigenous Language revitalization in schools as well as community programs.
- The need for the Master of Indigenous Language Education program has also been expressed by Indigenous community leaders.
- The University of Victoria is the only accredited university in Canada to have a Master of Indigenous Language Revitalization program.
- In the past two cohorts at the University of Victoria, a total of twenty students completed the Master of Indigenous Language Education program. One UVic cohort was also offered at the University of Saskatchewan in 2016 and 17 students enrolled in the one-time offering of the program. The cohort is now complete and no additional cohorts of the UVic program will be offered through the University of Saskatchewan.
- The proposed Master of Indigenous Language Education program differs from the University of Victoria because it is a community-based model.

Students do not need to leave their communities to enroll in the program, thus improving their access to support systems. The first cohort, planned for Clearwater River Dene Nation, will be made up of fluent speakers of the Dene language.

- No programs currently offered by the University of Regina will be impacted by this new program.
- The current student demand is primarily in the First Nations communities.
- The Master of Indigenous Language Education program is needed for research and to build capacity to develop Indigenous language resources.

Location of the program and justification

The location of the first cohort is anticipated to be Clearwater River Dene Nation. Subsequent community-based programs will be negotiated with interested communities and will begin once the first cohort is complete in 2022.

Delivery of the program

The program will be delivered part-time and in a blended format (online and face-to-face). EC&I 871 AQ includes a language camp and will be offered away from the community, on the land. The delivery model for the program will follow a sequence which looks like:

- Fall semester = one course, face-to-face, three separate long weekends
- Winter semester = one course, online
- Spring semester = two courses offered in July as a summer institute

The program will begin in Fall 2019 and the final course will be offered in Winter 2022.

Cost-Benefit Analysis

- Full-time faculty at the University of Regina and at First Nations University of Canada with graduate studies accreditation are willing to teach in the MILED program. The Library Approval for the Master's level courses is included with the New Course forms. The Masters of Indigenous Language Education program has been developed to address the unique needs of Indigenous educators.

- This program will be delivered as community-based cohort. The first cohort will be held in Clearwater River Dene River. Based on our consultations with the community and with Meadow Lake Tribal Council, we estimate that roughly sixteen students will enroll in the first cohort of the program.
- Typically, the maximum enrollment for each graduate course in Education is 18 students. The minimum enrollment for each course is 10-12 students at which the revenue generated by the program will exceed the cost.
- For the first cohort planned for Clearwater River Dene Nation, First Nations University is working to establish full funding of the program through grants from the Aboriginal Language Initiative as well the provincial and federal governments.
- The two primary academic units involved in the delivery of the program are the Department of Indigenous Education, Health and Social Work, First Nations University and the Faculty of Education, University of Regina. In the event that LING 890AA-ZZ Directed Readings in Linguistics is selected as one of the approved electives to be offered in the first cohort, then the Department of Indigenous Languages, Arts and Cultures, First Nations University, would also be involved in the delivery of one of the courses in the program.
- Indigenous Education faculty members will teach most of the core courses (see table) and Dr. Anna-Leah King and Dr. Melanie Brice from the Faculty of Education will also teach in the program.

Faculty Member	Core Course	
Dr. Kathleen O'Reilly	ED 817	Research Methods with Indigenous Peoples
	EC&I 858	Theories and Research in Second language Acquisition, Bilingualism & Multilingualism
Dr. Angelina Weenie	EC&I 871	Approaches to Indigenous Language Revitalization
	EC&I 871	Land-Based Education and Language Pedagogy
Dr. Anna-Leah King	EC&I 854	Social & Political Issues in Second Language Education

Timeline

The timeline follows how the courses will be offered for the first community cohort in Clearwater River Dene Nation.

Fall 2019	ED 817	Research Methods with Indigenous Peoples
Winter 2020	EC&I 858	Theories & research in Second Language Acquisition, Bilingualism & Multilingualism
Summer 2020	EC&I 871 AQ EC&I 871 AR	Land-Based Pedagogy and Language Approaches to Indigenous Language Revitalization
Fall 2020	EC&I 854	Social & Political Issues in Second Language Education
Winter 2021	Approved 8XX elective	
Summer 2021	Approved 8XX elective Approved 8XX elective	
Fall 2021	Approved 8XX elective	
Winter 2022	Approved 8XX elective	

Program Administration

The program will be administered by the Faculty of Education.

Teach-out provision

If the program does not succeed, the Faculty of Education offers various graduate program options. Students in the MILED program will be able to transfer 100% credit to the Curriculum and Instruction Master program in the Faculty of Education.

Appendices

Course Forms
- An Experimental Course Request Form for EC&I 871 AR: *Indigenous Language Revitalization* is attached.
- An Experimental Course Request Form for EC&I 871 AQ *Land-Based Learning and Language Pedagogy* is attached.
- A Changes to Existing Course form for EC&I 858 is attached
- A Calendar Course Request form for EC&I 854 (formerly EC&I 871AE Critical Issues in Second Language) is attached.
- Syllabi of three existing courses (ED 817; EC&I 858; and EC&I 854, then EC&I 871AE) are attached

CVs of Participating Personnel
- Dr. Kathleen O'Reilly
- Dr. Angelina Weenie
- Dr. Anna-Leah King
- Dr. Melanie Brice

Support Documentation
- Letter of support from the Saskatchewan Teachers Federation is attached.
- Letter of support from the Ministry of Education is attached.

University of Regina Graduate Studies and
First Nations University of Canada

ED 817–S02 *Course Syllabus*

Research Methods with Indigenous Peoples

Dr. E. Kathleen O'Reilly

Office: 1515, First Nations University of Canada, Regina Campus

Phone: (University) 306-790-5950, extension 3256

(Cell/Text) 306-536-8249

E-mail address: koreilly@firstnationsuniversity.ca

Office Hours: By appointment

Class location:	Room 2002, First Nations University of Canada
Class times:	9 a.m. to 4 p.m.
Class dates:	Alternating Saturdays beginning January 13.

Required Texts

1. *Indigenous Research: Theories, Practices, and Relationships* (2018). Eds. McGregor, D. et al. Canadian Scholars: Toronto.
2. *Kaandossiwin: How We Come to Know* by Kathleen E. Absolon (Minogiizhigokwe) (2011). Fernwood Publishing: Halifax & Winnipeg.
3. *Research is Ceremony: Indigenous Research Methods* by Shawn Wilson (2009). Fernwood Publishing: Halifax & Winnipeg.
4. TCPS 2—2nd edition of *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* http://www.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/
5. We will also be reading several articles throughout the term.

Course Description

What exactly *is* an Indigenous research methodology? This course, will examine research methods and studies designed, developed and conducted by and/or with Indigenous Peoples. With an emphasis on research ethics and protocols, students will explore paradigms in Indigenous research methodologies from an Indigenous worldview and gain an appreciation of how these methodologies continue to develop and evolve.

Course Objectives/Outcomes

Students will have opportunities to:
- ✓ Acquire an understanding of protocol and ethical issues when working with Indigenous participants and Indigenous knowledge.
- ✓ Gain an understanding of Indigenous research methodologies.
- ✓ Examine a variety of Indigenous research studies and learn about some of the major researchers in this area.
- ✓ Appreciate the unique relationship between research and Indigenous Peoples.
- ✓ Understand more fully some of the research issues for Indigenous and non-Indigenous researchers.

Course Evaluation

1. Journal responses to readings, discussions, etc. (30%)
2. Written response to Chapter 9: "Research Involving the First Nations, Inuit and Métis Peoples of Canada." Tri-Council Policy Statement (2015) (15%)
3. Literature Review of Indigenous research methodologies (30%)
4. Design of an Indigenous research model (this includes a paper and oral presentation) (25%)

Due dates will be discussed at our first class.

Journal Responses to Readings and Discussions

(30%) You will submit your journal work twice during the term.

As you explore the world of Indigenous Research, it is important to document your thoughts, questions, feelings and ideas about the readings, class discussions and presentations. Your journal is meant to reflect you and your learning. It is deeply personal. It is a record of your path and it starts with you. Think of your journal as a living document – your own personal record – of your learning journey in this class. While you read, question, wrestle with, ponder, and discuss the various issues we will be covering this term, ask yourself:

- What do I find surprising? Interesting?
- What do I agree with? Disagree with? What new questions do I have?
- What angers me? Delights me? Astonishes me? Worries me?
- What have I learned?
- How can I apply these new learnings? What difference will they make to my work and to my life?

Allow the world around you, the world you live in, to become a living and *deliberate* text for this class and your journal work. Have you seen an interesting website or video that relates to what we're learning about? Is there a newspaper article, a blog, an overheard conversation in a coffee shop, a staff-room debate, or a news item that peaks your interest and growing awareness? Have you dreamt about some of the issues that have emerged from your readings? Are there ideas and assumptions from your past that you now want to challenge and interrogate?

I hope you see what I am getting at. Everything is game. *Everything* counts. *You* count.

You may wish to represent your thoughts, reactions and questions through paintings, drawings, cartoons, collage, photography, video, etc. You may also choose to use a variety of writing genres (poetry, letter-writing, music, drama, etc.).

So, how many journal entries do you have to do? How long do they need to be?

This is difficult to answer as journal entries will vary based on who creates them and all the different ways they can be constructed and construed. Let's just say that you need the equivalent of one journal entry a week, for a total of six. If you are using writing as a guide, think in terms of 3-5 double-spaced, word-processed pages each week. You don't have to do your journal entries for the week all in one go. For instance, you might write a question and/or a paragraph response to something in one session, include a photograph in another, and then finish off with a rant (think CBC's Rick Mercer) in another. See what I mean?

What's important is that you date each entry, so I can see what you're discovering, where you've gone and where you're going.

Written response to Chapter 9: "Research Involving the First Nations, Inuit and Métis Peoples of Canada." Tri-Council Policy Statement (2010)
(15%)

Available on-line, this document is a practical way to apply what we are learning in class to a "real-world" situation. One of my previous classes contributed to the Tri-Council document while it was in its draft stage. In approximately 3-5 pages (word-processed and double-spaced) tell me if you think the chapter outlines most of the important issues relating to research with First Nations, Inuit and Métis peoples. Is it a useful guide? Anything you'd like to see added or changed? What have you learned?

Literature Review on Indigenous Research Methodologies
(30%)
What is Indigenous Research? What are some of the methods used by Indigenous researchers? Who are some of the major researchers in this area? Why is Indigenous Research important?
What are the special protocols and ethical issues that need to be considered and followed? The paper needs to be 10-15 pages, double-spaced, 12 pt. font. Be sure to follow APA guidelines.

Design an Indigenous Research Model
(25%) Written and Oral Presentation
Choose a topic and describe how you would design and plan your own Indigenous research model. What would it look like? What components would it contain?

What are the ethical implications? What would you need to consider carefully in terms of relationship building? What protocols would you need to follow?

You will present your research model to the class and hand in a 5-8 page paper outlining and describing your work. Please use APA format for the paper.
Note: You are *not* actually doing the research for this assignment. You are choosing a research-worthy subject and demonstrating how you would engage in the research using an Indigenous research model(s). Who knows?

University of Regina and First Nations University of Canada
Summary of Academic Regulations & Reminders

Please refer to the University of Regina, Graduate Studies and Research Calendar at
https://www.uregina.ca/gradstudies/current-students/grad-calendar/index.html

1. **Attendance and Punctuality** – Regular and punctual attendance is very important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students. Instructors will monitor student attendance.

2. **Cheating** – (University of Regina, Academic Calendar, 2007-2009, p. 37).
   Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:
   - unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
   - copying from the work of other students;
   - communicating with others during an examination to give or receive information, either in the examination room or outside it;
   - consulting others on a take-home examination (unless authorized by the course instructor);
   - commissioning or allowing another person to write an examination on one's behalf;
   - not following the rules of an examination;
   - using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
   - altering answers on an assignment or examination that has been returned;
   - taking an examination out of the examination room if this has been forbidden.

3. **Invigilators' Rights** – An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the

examination. If the student refuses to cooperate, the invigilator cannot do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.

4. **Harassment** – All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. http://www.uregina.ca/presoff/vpadmin/policymanual/hr/2010510.shtml

4. **Late Assignments** – Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.)

5. **Plagiarism** – The Faculty of Education and the Faculty of Graduate Studies and Research encourages students to obtain materials from multiple and varied sources for assignments; however, it is a student's responsibility to acknowledge the sources when submitting work for credit.

6. **Language Competence** – Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Graduate Studies and Research.

7. **Special Needs** – Students, who because of a disability may have a need for accommodations, please discuss this with your instructor as soon as possible. You may also wish to contact the Coordinator of the Disability Resource Office (RC 251.15) at 306-585-4631.

8. **Unprofessional Conduct** – Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

THEORIES AND RESEARCH IN SECOND LANGUAGE ACQUISITION, BILINGUALISM & MULTILINGUALISM

EC&I 858, WINTER 2015

Faculty of Education, University of Regina

Day:	**Thursday**
Time:	**6:30 – 9:15 PM**
Dates:	**January 8, 2015 – April 9, 2015**
Location:	**ED 215**
Instructor:	**Andrea Sterzuk, PhD**
E-mail:	**andrea.sterzuk@uregina.ca**
Phone:	**585-5607**
Office:	**ED 337**
GTA:	**Cindy Nelson, nelson1c@uregina.ca**

Calendar Description:

This course examines current theories and research in second language acquisition, bilingualism and multilingualism and makes connections between this research and the teaching and learning of additional languages. The primary focus of the course is oral language development. Research methodology for studying language acquisition will also be examined.

Required Text: (Available at the U of R Bookstore)

Ortega, L. (2009) *Understanding Second Language Acquisition.* London: Hodder Arnold

Class Format:

For each three-hour class, students are expected to have completed all required readings in order to contribute to the combined lecture and seminar format. Pursuing some of the optional readings can also help to add to the course discussions. Before 10:00 am of each Thursday, students will email questions or comments about the required readings to the course instructor. These questions/emails will then be addressed during class.

Course Requirements:

- 30%: Ongoing submissions of questions/comments regarding required readings
- 30% Methodology Review or Research Proposal **(**Thursday, February 26, 2015)
- 40%: Comparative study of two language learners (Thursday, April 9, 2015)

Appointments:

Appointments are always available upon request. Please email the instructor directly at
andrea.sterzuk@uregina.ca.

Absences:
Attendance, punctuality, and participation are necessary prerequisites for successful
graduate-level studies. Any student who is unable to attend a particular class is expected to
notify the instructor in advance, whenever it is possible to do so. Studentsa re responsible
for all material and activities covered in missed classes (and/or equivalent make-up
assignments as determined by the instructor). At the discretion of the course instructor,
excessive absences may result in a reduced or failing grade.

Schedule of Topics and Readings

Thursday, January 8, 2015
Introductory Course

No readings

Thursday, January 15, 2015
Introduction to SLA

Required reading

Ortega, L. (2009) Introduction to SLA. Chapter 1 of *Understanding Second Language
Acquisition*. London: Hodder Arnold.

Dixon, L.Q., Zhao, J., Shin, J., Wu, S., Su, J., Burgess-Brigham, R., Unal Gezer, M., &
        Snow, C. (2012). What We Know About Second Language Acquisition: A Synthesis
From Four Perspectives. *Review of Educational Research, 82* (5), 5-60.

Thursday, January 22, 2015
Age

Required reading

Ortega, L. (2009) Age. Chapter 2 of *Understanding Second Language Acquisition*. London:
Hodder Arnold

Granena, G., & Long, M. H. (2013). Age of onset, length of residence, language aptitude,
and ultimate L2 attainment in three linguistic domains. *Second Language Research*, *29*(3),
311-343.

Further reading

Birdsong, D. (2006). Age and second language acquisition and processing: A selective overview. *Language Learning, 56* [Suppl. 1], 9-59.

Harley, B. & Hart, D. (1997). Language aptitude and second language proficiency in classroom learners of different starting ages. *Studies in Second Language Acquisition, 19,* 379-400.

Marinova-Todd, S., Marshall, B., & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly, 34*, 9-34.

Muñoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate attainment. *Language Teaching, 44* (1). 1-35.

Pfenninger, S. (2014). The misunderstood variable: Age effects as a function of type of instruction. *Studies in Second Language Learning and Teaching*, (IV-3),   529-556.

Scovel, T. (2000). A critical review of the critical period research. *Annual Review of Applied Linguistics, 20*, 213-223.

Singleton, D., & Leśniewska, J. (2012). Age and SLA: Research Highways and Bye-Ways. In *New perspectives on individual differences in language learning and teaching* (pp. 97-113). Springer Berlin Heidelberg.

Thursday, January 29, 2015
The Brain & Second Language Acquisition

Required reading

Abutalebi, J., & Chang-Smith, M. (2013). Second Language Representation in the Brain. *The Encyclopedia of Applied Linguistics*.

Mårtensson, J., Eriksson, J., Bodammer, N. C., Lindgren, M., Johansson, M., Nyberg, L., & Lövdén, M. (2012). Growth of language-related brain areas after foreign language learning. *Neuroimage*, *63*(1), 240-244.

Thursday, February 5, 2015
Crosslinguistic Influences

Required reading

Chang, Y. F. (2009). How to say no: An analysis of cross-cultural difference and pragmatic transfer. *Language Sciences*, *31*(4), 477-493.

Odlin, T. (2013). Crosslinguistic Influence in Second Language Acquisition. *The Encyclopedia of Applied Linguistics.*

Ortega, L. (2009) Crosslinguistic influences. Chapter 3 of *Understanding Second Language Acquisition*. London: Hodder Arnold

Further reading

Hohenstein, J., Eisenberg, A., Naigles, L. (2006). Is he floating across or crossing afloat? Cross-influence of L1 and L2 in Spanish-English bilingual adults. *Bilingualism: Language and Cognition*, 9 (3), 249-261.

Kim, Y. (2009). Crosslinguistic influence on phonological awareness for Korean–English bilingual children. *Reading and Writing, 22* (7), 843-861.

Kotz, S. (2009). A critical review of ERP and fMRI evidence on L2 syntactic processing. *Brain and Language*, 109 (2-3), 68-74.

Pavlenko, A., & Malt, B. (2011). Kitchen Russian: Cross-linguistic differences and first-language object naming by Russian–English bilinguals. Bilingualism: Language and Cognition, 14 (1), 19-45.

Thursday, February 12, 2015
Comprehension vs. Production.

Required reading

Ortega, L. (2009) The linguistic environment. Chapter 4 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Llinares, A. & Lyster, R. (2014). The influence of context on patterns of corrective feedback and learner uptake: a comparison of CLIL and immersion classrooms, The Language Learning Journal, 42:2, 181-194, DOI: 10.1080/09571736.2014.889509

Further reading

Izumi, S. (2003), Comprehension and production processes in second language learning: in search of the psycholinguistic rationale of the output hypothesis. *Applied Linguistics, 24*, 168-196.

Krashen, S. (1998). Comprehensible output? *System, 26,* 175-182.

Lightbown, P., Halter, R., White, J., & Horst, M. (2002). Comprehension-based learning: The limits of 'Do it yourself'. *The Canadian Modern Language Review, 58*, 427-464.

Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471-484). Mahwah, NJ: Lawrence Erlbaum.

Thursday, February 19, 2015 **Reading Week**

No readings

Thursday, February 26, 2015 **Motivation**

Required reading

Ortega, L. (2009). Motivation. Chapter 8 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Cheung Matthew Sung, C. (2013). Learning English as an L2 in the global context: Changing English, changing motivation. *Changing English*, *20*(4), 377-387.

Further reading:

Noels, K., Pelletier, L., Clément, R., & Vallerand, R. (2000). Why are you learning a second language? Motivational orientations and self-determinism. *Language Learning, 50*, 57-85.

Thursday, March 5, 2015 **Individual Differences**

Required reading

Ortega, L. (2009). Affect and other individual differences. Chapter 9 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Ortega, L. (2009). Foreign language aptitude. Chapter 7 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Further reading

Dewaele, J.-M., & Furnham, A. (1999). Extraversion: the unloved variable in Applied Linguistics research. *Language Learning, 49*, 509-544.

Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review, 19*, 42-68.

Gardner, R., Tremblay, P., & Masgoret, A.-M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal, 81,* 344-362.

Thursday, March 12, 2015
Development of Learner Language & Cognition

Required reading

Ortega, L. (2009). Development of learner language. Chapter 6 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Ortega, L. (2009) Cognition. Chapter 5 of *Understanding Second Language Acquisition*. London: Hodder Arnold

Further reading:

Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics, 16*, 370-391.

Ranta, L., & Lyster, R. (2007). A cognitive approach to improving immersion students' oral language abilities: The Awareness-Practice-Feedback sequence. In R. DeKeyser (Ed.), *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (pp. 141-160). Cambridge: Cambridge University Press.

DeKeyser, R. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 42-63). Cambridge, UK: Cambridge University Press.

Thursday, March 19, 2015
Work session with Cindy Nelson

No readings

Cindy will be at class from 6:30 until 8 pm. She will available to assist you with your final projects. You may want to use the time to work on your questionnaires, talk about transcribing, discuss analysis and/or the format of your actual paper.

Thursday, March 26, 2015
Multilingualism

Required reading

Sterzuk, A., & Nelson, C. (submitted). "Nobody told me they didn't speak English!" : Teacher language views and student linguistic repertoires in Hutterite colony schools in Canada *Journal of Language, Identity & Education.* 8000 wds.

Wei, L. (2014). Translanguaging knowledge and identity in complementary classrooms for multilingual minority ethnic children. *Classroom Discourse*, (ahead-of-print), 1-18.

Zareva, A. (2010). Multicompetence and L2 users' associative links: being unlike nativelike. International Journal of Applied Linguistics, 20 (1), 3-22.

Further Reading

Pennycook, A. (2008). Translingual English. *Australian Review of Applied Linguistics, 31* (3). 30.1-30.9, doi 10.2104/aral0830

Simon-Maeda, A. (2009). Working the Hybridization: A Case of Bi- and Multilingual Speakers in Japan. *International Multilingual Research Journal*, 3: 90–109.

Simon Auerbach, J. (2011). No sé qué day: Code-switching and code-mixing in a plurilingual family living in Catalonia. Bellaterra: Journal of Teaching and Learning Language and Literature, 4 (4). 72-93.

Thursday, April 2, 2015
Social Dimensions of L2 Learning

Required reading

Ortega, L. (2009).Social dimensions of L2 learning. Chapter 10 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Fotovatian, S (2012). Three constructs of institutional identity among international doctoral students in Australia. *Teaching in Higher Education,* 1-12. DOI: 10.1080/13562517.2012.658557

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly, 29*(1), 9-31.

Further reading

Firth, A. and Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal, 81*(3), 285-300.

Kubota, R. (2003). Unfinished knowledge: The story of Barbara. *College ESL*, 10, 2, 11-21.

Thursday, April 9, 2015
Use of L1 in L2 Classrooms

Required reading

Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review, 57*, 402-423.

Horst, M., White, J., & Bell, P. (2010). First and second language knowledge in the language classroom. *International Journal of Bilingualism, 14*, 331-349.

Further reading

Turnbull, M. (2001). There is a role for the L1 in second and foreign language teaching, but… *The Canadian Modern Language Review, 57,* 531-540.

Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics, 22*, 204-218.

Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research, 4*, 253-276

BOOKS RECOMMENDED FOR ADDITIONAL BACKGROUND READING

De Bot, K., Lowie, L, & Verspoor, M. (2005). *Second Language Acquisition: An advanced resource book.* London/New York: Routledge.

DeKeyser, R. (Ed.). (2007). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. Cambridge, UK: Cambridge University   Press.

Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

Gass, S., & Selinker, L. (2001). *Second language acquisition: An introductory course* (2nd Edition). Mahwah, NJ: Lawrence Erlbaum.

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development & disorders: A handbook on bilingualism & second language learning*. Baltimore: Brookes.

Johnson, K. (2001). *An introduction to foreign language learning and teaching*. Harlow,   UK: Pearson Education.

Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd Edition). Oxford: Oxford University Press.

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach.* Amsterdam/Philadelphia: John Benjamins.

Mackey, A. (Ed.). (2007). *Conversational interaction in second language acquisition: A   series of empirical studies*. Oxford: Oxford University Press.

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford   University Press.

VanPatten, B., & Williams, J. (Eds.) (2007). *Theories in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

E V A L U A T I O N

Assignment 1
Reading Response Submissions
Due: Before 10:00 a.m. on the day of 8 different classes of your choice
Value: 30% of final grade
Objective: The student-generated comments and questions will be incorporated into the instructor's lecture and class discussion and thus serve to ensure completion of required readings and student participation in the seminar format.

Procedure and guidelines:
- Throughout the course, you will make a minimum of 8 submissions comprising 2 questions or comments about the required readings (no more than 2).
- Each question or comment must pertain to a different reading.
- The questions/comments **must be sent in a word-processed attachment**. This file must be named by **your name and class topic** and sent via email to andrea.sterzuk@uregina.ca, no later than 10:00 am on the day class is given.
- Questions or comments should not be about peripheral details but should instead focus on the substance of the study. When specific statements made by the author(s) are referred to, the exact reference should be included using page numbers. Although questions and comments will be evaluated in terms of their relevance to the topic of that day's class, they can certainly express doubts or concerns about the reading with a view to seeking clarification of important material.
- At least one of the questions/comments will be selected to appear on the handout for that particular class, and students will be asked to present (not just read) their question or comment with some elaboration.
- These submissions will count for 30% of the final grade and their quality will be assessed in terms of the extent to which they reflect a thoughtful and thorough reading of the required material, and the extent to which they follow the preceding guidelines.

ASSIGNMENT *2*
Methodology Review or Research Proposal
Due date: Thursday, February 26, 2015
Value: 30% of final grade
Suggested length: 10-12 pages (excluding references)
Objective: To become familiar with research methodology for studying second language acquisition

You have the choice of two different assignments:

The Methodology Review will require identifying a specific area of SLA research that interests you, reading at least 10 articles, and writing a cohesive review of the methodologies used in these studies. Notice that this is not a general literature review. You need to focus on the research methods that have been used in the studies, describing the types that you find and assessing their strengths and weaknesses.

OR

The Research Proposal will require identifying some aspect of SLA that you would like to learn more about or possibly study for your thesis, reading at least 5-7 articles for a short literature review, and writing a proposal for a study. You will write a paper that explains the purpose of the study, provides a short review of the literature, presents your research questions or hypotheses, describes the methodology, and briefly tells potential implications and applications.

• For either assignment, you must include a Table of Contents at the beginning and, at the end, a Reference List. For more information about the format and style of this assignment, please see the Requirements for Written Assignments that follow Assignment 3.

ASSIGNMENT 3
Comparative study of two language learners
Due date: Thursday, April 9, 2015
Value: 40% of final grade
Suggested length: 10-12 pages (Excluding references and appendix)
Objective: To investigate individual factors involved in learning a second language

Step One: Designing the data collection instrument
- Based on readings and lectures in this course, you prepare a set of at least 25 questions which will provide information concerning the factors involved in your participants' language learning experiences. You will need to first ask questions about the 'givens' of the learning context (e.g. second versus foreign language learning environment, access to radio/TV, etc., in the second language), followed by questions examining the personal characteristics of the learners. This will involve finding out about their aptitude, attitudes, motivation, personality, and preferred learning styles and strategies.
- You may work with others on devising the questionnaire. Design some questions in such a way as to infer certain characteristics. In other words, rather than only asking the participants directly to describe their attitudes, personality or learning style, ask some questions which allow you, the researcher, to confirm these characteristics through inference.

Step Two: The Interviews
- Find two **adults** willing to participate in your study (you may use friends, classmates, family members…). You might try to select one successful learner and another less successful learner in order to investigate the factors contributing to their respective success of lack of success. Or, by selecting two successful learners, you will be able to investigate whether similar or different factors appear to have contributed to their success. You are not required to actually test your participants' L2 proficiency, so you will need to rely on their self-assessment. Remember, however, that learner perceptions of success are relative to learner goals. You may want to provide each participant with a rating scale for the purpose of self-assessment.
- You will need to tape-record each interview in order to easily retrieve important details otherwise missed in note-taking. It is strongly recommended that you transcribe the interviews to facilitate the analysis, although this is not a requirement. You need to have your participants each sign a consent form, which you must design in accordance with information provided in class and then submit with your assignment.

Step Three: The Report
Write up a report of your results using the following format:
1. Brief introduction
2. Description of the data collection procedures

- Describe where/when/how the interview took place (over the phone, at the participant's home, etc…)

3. Description of the participants' L2 language learning history and the linguistic environment
   - Compare the language learning environments of the participants: where each lived, what were the opportunities to hear/use the L2, age, was it formal/informal exposure to L2, etc.; use pseudonyms to refer to your participants
4. Description of the relevant personal characteristics
   - On the basis of your interview data, compare the personal characteristics of your participants (i.e., aptitude, attitudes, motivation, age, personality, learning styles and strategies) in relation to their learning of a specific L2).
5. Discussion and Conclusion
   - Discuss what appear to have been the important factors (internal and/or external) in determining your participants' success or failure in acquiring the L2. Remember that, although case studies overcome some of the limitations of experimental studies, the findings of a study with only two participants are not generalizable. However, this does not prevent you from drawing conclusions concerning the factors which have contributed to your two participants' relative success.
   - Make a connection between the results of your comparative study and those of other studies discussed and referred to in class. Do the patterns of your learners follow the trends described by others?
   - Identify what you feel you have learned from doing this analysis.
6. Reference List and Appendix
   - Attach a copy of the list of questions you used for the interview (do not submit the tape or the transcribed interview) and a copy of your consent form.

R E Q U I R E M E N T S   F O R   W R I T T E N   A S S I G N M E N T S

• Written assignments must be:
   - ➢ word-processed
   - ➢ double spaced
   - ➢ paginated
   - ➢ titled with appropriate creativity (i.e., not Assignment 1, Assignment 2)
   - ➢ structured clearly **with sub-sections appropriately labeled**

• Follow, with consistency, the style guidelines outlined in the *Publication Manual of the American Psychological Association* (APA)
• Style (e.g., bibliographic references) and formal accuracy (e.g., spelling, and punctuation, including use of commas, ampersands, quotation marks, etc.) will be taken into account.
• Leave an extra space between sections **but not between each paragraph.** Instead, indent five-seven spaces to identify paragraphs.
• Only hard copies will be accepted; do not email or fax your assignments.

• In the case of late assignments, 2 point per day will be deducted. Exceptions will be made for medical reasons supported by appropriate documentation. Be sure to make backups of your work; printer and other computer-related problems cannot defer the lateness penalty.

• The instructor is unable to read preliminary drafts of papers, but will gladly meet with students who would like to receive preliminary feedback as they talk the instructor through their paper anytime prior to one week before the deadline.

University of Regina & Faculty of Education

Summary of Academic Regulations & Reminders

Please refer to §5.13 of the University of Regina Undergraduate General Calendar for more information or please visit the website at http://www.uregina.ca/gencal/ugcal/

1. Attendance and Punctuality – Regular and punctual attendance is very important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students. Instructors will monitor student attendance.

2. Cheating – (University of Regina General Calendar, 2009-2010, p. 34).

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

• unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;

• copying from the work of other students;

• communicating with others during an examination to give or receive information, either in the examination room or outside it;

• consulting others on a take-home examination (unless authorized by the course instructor);

• commissioning or allowing another person to write an examination on one's behalf;

• not following the rules of an examination;

• using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);

• altering answers on an assignment or examination that has been returned;

• taking an examination out of the examination room if this has been forbidden.

3. Invigilators' Rights – An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.

4. Harassment – All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person.

http://www.uregina.ca/presoff/vpadmin/policymanual/hr/2010510.shtml

5. Late Assignments – Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be

deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.)

6. Plagiarism – The Faculty of Education encourages students to obtain materials from multiple and varied sources for assignments; however, it is a student's responsibility to acknowledge the sources when submitting work for credit.

7. Language Competence – Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.

8. Special Needs – Students, who because of a disability may have a need for accommodations, please discuss this with your instructor as soon as possible. You may also wish to contact the Coordinator of the Disability Resource Office (RC 251.15) at 585-4631.

9. Unprofessional Conduct – The Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education

EC&I 854
Social & Political Issues in Second Language Education

Day: Monday to Thursday
Time: 2:00 pm – 4:40 pm
Dates: July 2, 2015 – July 23, 2015
Location: ED 223.1
Instructor: Andrea Sterzuk, PhD
Email: andrea.sterzuk@uregina.ca
Twitter: @andreasterzuk
Phone: (306) 585-5607
Office: ED 236.2
GTA: Cindy Nelson, nelson1c@uregina.ca

Course description and objectives:

An examination of social identity, first language maintenance, and power relations, and their impact on the nature of second language teaching. Students gain knowledge about major arguments on these topics and also explore how various theories and perspectives can be incorporated in their own research and practice.

Class Format:

For each class, students are expected to have completed all required readings in order to contribute to the combined lecture and seminar format. Pursuing some of the optional readings can also help to add to the course discussions. Before 9 am of each course day, students will email questions or comments about the required readings to the course instructor. These questions/emails will then be addressed during class.

Course Requirements:

30%   Ongoing submissions of questions/comments regarding required readings

30%   Current Event Analysis (July 16)

40%:   Academic Poster (July 23)

Thursday, July 2
Introductory Course

No readings

Presentation by Gillian Nowlan, University of Regina Library, *Graduate student research*

Monday, July 6
Language Teacher Education for Social Justice

Guest Lecture

Dr. Brian Morgan, Glendon College, York University, *Language teacher education for social justice*

Required reading

Hawkins, M., & Norton, B. (2009). Critical language teacher education. *Cambridge guide to second language teacher education*, 30-39.

Morgan, B., & Vandrick, S. (2009). Imagining a Peace Curriculum: What   Second-Language Education Brings to the Table. *Peace & Change*, *34*(4), 510-   532.

Further reading

Clarke, M., & Morgan, B. (2011). Education and social justice in neoliberal times: Historical and pedagogical perspectives from two postcolonial contexts. *Social justice language teacher education*, 63-85.

Pennycook, A. (2004). Critical moments in a TESOL praxicum. *Critical pedagogies and language learning*, 327-345.

Tuesday, July 7
Identity & Language Learning

Required reading

Darvin, R., & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, *35*, 36-56.

Giroir, S. (2014). Narratives of participation, identity, and positionality: Two cases of Saudi learners of English in the United States. *TESOL Quarterly*, *48*(1), 34-56.

Further reading

Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, *44*(04), 412-446.

Lin, S. (2015). Circulating discourses of minority education: The linguistic construction of modernity in globalizing Taiwan. *Anthropology & Education Quarterly*, *46*(1),   71-87.

Wednesday, July 8
Heteronormativity & the Language Classroom

Required reading

Dumas, J. (2008). The ESL classroom and the queerly shifting sands of learner identity. *TESL Canada Journal*, *26*(1), 1-10.

Liddicoat, A. J. (2009). Sexual identity as linguistic failure: Trajectories of interaction in the heteronormative language classroom. *Journal of Language, Identity, and Education*, *8*(2-3), 191-202.

Further reading

Gray, J. (2013). *Critical perspectives on language teaching materials.* Palgrave Macmillan.

Lubold, S. (2013). Owning inclusive sexuality in the English language classroom. *Journal and Proceedings of the Gender Awareness in Language Education*, 44,   18-22.

Moore, A. R. (2014). Inclusion and Exclusion: A case study of an English class for LGBT Learners. *TESOL Quarterly*.

Thursday, July 9
Gender & TESOL

Required reading

Appleby, R. (2013). Desire in translation: White masculinity and TESOL. *TESOL Quarterly*, *47*(1), 122-147.

Norton, B., & Pavlenko, A. (2004). Addressing gender in the ESL/EFL classroom. *TESOL Quarterly*, *38*(3), 504-514.

Further reading

Appleby, R. (2014). White Western male teachers constructing academic identities in Japanese higher education. *Gender and Education*, *26*(7), 776-793.

Barton, A., & Sakwa, L. N. (2012). The representation of gender in English textbooks in Uganda. *Pedagogy, Culture & Society*, *20*(2), 173-190.

Davis, K. A., & Skilton-Sylvester, E. (2004) Looking back, taking stock, moving forward: Investigating gender in TESOL.*TESOL Quarterly*, 38 (3), 381-404.

Takahashi, K. (2012). *Language learning, gender and desire: Japanese women on the move* (Vol. 16). Multilingual Matters.

Monday, July 13
Race & Language Learning in Multicultural Canada

Required reading

Kubota, R. (2015). Race and language learning in multicultural Canada: towards critical antiracism. *Journal of Multilingual and Multicultural Development*, *36*(1), 3-12.

Sterzuk, A. (2015). 'The standard remains the same': language standardisation, race and othering in higher education. *Journal of Multilingual and Multicultural Development*, *36*(1), 53-66.

Further reading

Fleming, D. (2015). Citizenship and race in second-language education. *Journal of Multilingual and Multicultural Development*, *36*(1), 42-52.

Lee, E. (2015). Doing culture, doing race: everyday discourses of 'culture'and 'cultural difference'in the English as a second language classroom. *Journal of Multilingual and Multicultural Development*, *36*(1), 80-93.

Shin, H. (2015). Everyday racism in Canadian schools: ideologies of language and culture among Korean transnational students in Toronto. *Journal of Multilingual and Multicultural Development*, *36*(1), 67-79.

Tuesday, July 14
Language Policy in Settler & Postcolonial Contexts

Guest Presentations

Rubina Khanam, PhD student, *Language-in-education policy in Bangladesh*

Raymond Karikari Owusu, MEd student, *Language-in-education policy in Ghana*

Required Reading

Haque, E., & Patrick, D. (2015). Indigenous languages and the racial hierarchisation of language policy in Canada. *Journal of Multilingual and Multicultural Development*, *36*(1), 27-41.

Pavlenko, A. (2008). Multilingualism in post-Soviet countries: Language revival,   language removal, and sociolinguistic theory. *International journal of bilingual education and bilingualism*, *11*(3-4), 275-314.

Further Reading

Canagarajah, A. S. (Ed.). (2015). *Reclaiming the local in language policy and practice*. Routledge.

Hamid, M. O., Jahan, I., & Islam, M. M. (2013). Medium of instruction policies and language practices, ideologies and institutional divides: voices of teachers and students in a private university in Bangladesh. *Current Issues in Language Planning*, *14*(1), 144-163.

Heugh, K. (2013). Multilingual education policy in South Africa constrained by theoretical and historical disconnections. *Annual Review of Applied Linguistics*, *33*, 215-237.

Kamwangamalu, N. M. (2013), Effects of policy on English-medium instruction in Africa. *World Englishes*, *32*: 325–337. doi: 10.1111/weng.12034

Pavlenko, A. (2013). Multilingualism in Post-Soviet Successor States. *Language and Linguistics Compass*, *7*(4), 262-271.

Ramanathan, V. (2014). Overcoming Colonial Policies of Divide and Rule Postcolonialism's Harnessing of the Vernaculars. *Review of Research in Education*, *38*(1), 290-311.

Wednesday, July 15
Indigenous Language Revitalization

Required reading

Ball, J. & McIvor, O**.** (2013). Canada's big chill: Indigenous languages in education. In C. Benson, K. Kosonen (eds.), *Language issues in Comparative Education: Inclusive teaching and learning in non-dominant languages and cultures*, pp. 19-38. Sense Publishers: Rotterdam, The Netherlands.

McIvor, O., Napoleon, A., & Dickie, K. (2009). Language and culture as protective factors for at-risk communities. *Journal of Aboriginal health,5*(1), 6-25.

Website: http://www.giftoflanguageandculture.ca/history.html

Website:http://www.cclcca.ca/CCL/Reports/StateofAboriginalLearning/SALCaseStudiesStory2.html

Newspaper article: http://globalnews.ca/news/833596/saskatoon-bilingual-cree-program-welcomes-many-new-faces/

Further reading

Kirkness, V. (1998). The critical state of Aboriginal languages in Canada. *Canadian Journal of Native Education, 22(1),* 93-107.

Aylward, M. L. (2010). The role of Inuit languages in Nunavut schooling: Nunavut teachers talk about bilingual education. *Canadian Journal of Education*, *33*(2),   295-328.

Thursday, July 16
Native-speakerism

Guest Presentation

Ricardo Arisnabaretta Montejo, former MEd student, *Native-speakerism in higher education*

Required reading

Kumaravadivelu, B. (2014). The Decolonial Option in English Teaching: Can the Subaltern Act?. *TESOL Quarterly*. doi: 10.1002/tesq.202

Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language   teachers: History and research. *Language Teaching, 41*(3), 315-348. doi: 10.1017/S0261444808005028

Further reading

Pavlenko, A. (2003): "I Never Knew I Was a Bilingual": Reimagining Teacher   Identities in TESOL, *Journal of Language, Identity & Education*, 2:4, 251-268

Rivers, D. J., & Ross, A. S. (2013). Idealized English teachers: The implicit influence of race in Japan. *Journal of Language, Identity & Education*, *12*(5), 321-339.

Monday, July 20
Minority Languages & Language loss

Guest Presentation:

Anna von Staden, former MEd student, *Fransaskois women & language loss*

Required reading

McCarty, T. L., Romero, M. E., & Zepeda, O. (2006). Reclaiming the gift: Indigenous youth counter-narratives on Native language loss and revitalization. *The American Indian Quarterly*, *30*(1), 28-48.

Guardado, M. (2006). Engaging language and cultural spaces: Latin American parents' reflections on language loss and maintenance in Vancouver. *Canadian Journal of   Applied Linguistics/Revue canadienne de linguistique appliquée*, 9(1), 51-72.

Further reading

Fillmore, L. W. (1991). When learning a second language means losing the first. *Early childhood research quarterly*, *6*(3), 323-346.

Gkaintartzi, A., & Tsokalidou, R. (2011). "She is a very good child but she doesn't speak": The invisibility of children's bilingualism and teacher ideology. *Journal   of Pragmatics*, 43(2), 588-601

Tuesday, July 21
Christianity & English Language Teaching

Required reading

Pennycook, A., & Makoni, S.. (2005). The modern mission: The language effects of Christianity. *Journal of Language, Identity and Education, 4(2),* 137-155.

Baurain, B. (2007). Christian witness and respect for persons. *Journal of Language, Identity, and Education*, *6*(3), 201-219.

Further reading

Varghese, M. M. &, Johnston, B. (2007), Evangelical Christians and English language teaching. TESOL Quarterly, 41: 5–31. doi: 10.1002/j.1545-7249.2007.tb00038.x

Sartor, V. (2015). God and apple pie: American missionaries teaching English in Siberia. *МИР НАУКИ, КУЛЬТУРЫ, ОБРАЗОВАНИЯ*, (1 (50)).

Wednesday, July 22
Forensic linguistics & asylum seekers

Required reading

Eades, D. (2009). Testing the claims of asylum seekers: The role of language analysis. *Language Assessment Quarterly*, *6*(1), 30-40.

Campbell, J. (2013). Language analysis in the United Kingdom's refugee status determination system: seeing through policy claims about 'expert knowledge'. *Ethnic and Racial Studies*, *36*(4), 670-690.

Further reading

McNamara, T., Van Den Hazelkamp, C., & Verrips, M. (2014). LADO as a Language Test: Issues of Validity. *Applied Linguistics*, 1-23.

Thursday, July 23
Posters

Posters 8:30 - 11:20
No afternoon class

E V A L U A T I O N

Assignment 1
Reading Response Submissions
Due: Before 9:00 a.m. on six different classes of your choice
Value: 30% of final grade

Objective: The student-generated comments and questions will be incorporated into the instructor's lecture and class discussion and thus serve to ensure completion of required readings and student participation in the seminar format.

Procedure and guidelines:
- Throughout the course, **on six days of your choice**, you will make a minimum of six submissions. Each submission comprises two questions or comments about the required readings.
- Each question or comment must pertain to a different reading.
- The questions/comments **must be sent in one word-processed attachment**, via email to andrea.sterzuk@uregina.ca no later than 9:00 am on the day class is given.
- Please format your attachments as Times New Roman, font size 12, and single-spaced.
- Questions or comments should not be about peripheral details but should instead focus on the substance of the reading. Although questions and comments will be evaluated in terms of their relevance to the topic of that day's class, they can certainly express doubts or concerns about the reading with a view to seeking clarification of important material.
- When specific statements made by the author(s) are referred to, the exact reference should be included using page numbers.
- At least one of the questions/comments will be selected to appear on the handout for that particular class, and students will be asked to present (not just read) their question or comment with some elaboration.
- When you have completed all six of your reading responses, please provide me with a compiled hard copy of all your responses.
- These submissions will count for 30% of the final grade and their quality will be assessed in terms of the extent to which they reflect a thoughtful and thorough reading of the required material, and the extent to which they follow the preceding guidelines.

Assignment 2
Current Event Analysis
Due Date: July 16, 2015
Value: 30% of final grade
Objective: The purpose of this assignment is for students to begin reflect upon hidden power dynamics present in current events pertaining to language, identity and power. Learning to analyze day-to-day events in this way will help you to transfer this critical thinking to your own teaching contexts.

Procedures and guidelines:
- Choose an article from a credible news source anywhere in the world to discuss a current event pertaining to language, identity, and power. The article does not need to be written in English.
- Critique this article by writing an essay (3-4 pages) discussing the article's content; identifying biases in the author's understanding of language and identity formation;

and analyzing hidden power dynamics. You can also provide an alternative explanation of the event.
- Use course readings (and perhaps other related readings that you find on your own) to inform your analysis. When you use these readings, you must cite and reference according to APA guidelines.
- This assignment will count for 30% of the final grade and its quality will be assessed in terms of the extent to which it reflects a thoughtful and thorough analysis of the event and the extent to which the essay follows the preceding guidelines.

Assignment 3
Academic poster session
Due Date: July 23, 2015
Value: 40% of the final grade

Prepare a poster that lays out a plan of critical activism as informed by this course (and your morning course). Complete a plan for a project that, if completed, would promote a particular aspect of anti-oppressive action and/or learning. **The project should clearly emphasize some aspect of language education.**

Plan a project that you find compelling or that has particular salience to you. It should be a project that you hope to pursue or are already pursuing in your graduate studies or in your work as an education professional.

The assignment should include
- context of your plan
- a purpose statement
- significance or contributions of the project (to the author and to the wider society/school)
- theoretical support and references
- description of activities or method
- desired outcomes
- implications for the changing role of the education professional
- justification that this project is critical activism
- overall presentation (oral and visual)

In keeping with the practice of poster sessions at academic conferences, all posters will be on display for all classmates and invited guests to read and examine. Being present to showcase your poster is a requirement of the course.

The poster session will be held on July 23, 2015 from 8:30 to 11:20am. Students should be available during the session to talk about their posters and to elaborate on their plans. The session will be open to Faculty of Education professors, instructors and guests.

This project will fulfill the major requirement in both the morning course (EC&I 822 *Anti-Oppressive Education and Teacher Activism: How Far Will You Go?)* and EC&I 871AE

Critical Issues in Second Language Education. You should submit a single poster that will be marked twice, in accordance with the emphasis of each course.

R E Q U I R E M E N T S F O R W R I T T E N A S S I G N M E N T S

• Written assignments must be:
  ➢ word-processed
  ➢ double spaced (except for the reading responses)
  ➢ paginated
  ➢ titled with appropriate creativity (i.e., not Assignment 1, Assignment 2)
  ➢ structured clearly **with sub-sections appropriately labeled**

• Follow, with consistency, the style guidelines outlined in the *Publication Manual of the American Psychological Association* (APA)

• Style (e.g., bibliographic references) and formal accuracy (e.g., spelling, and punctuation, including use of commas, ampersands, quotation marks, etc.) will be taken into account.

• Leave an extra space between sections **but not between each paragraph.** Instead, indent five-seven spaces to identify paragraphs.

• Only hard copies will be accepted; do not email your assignments (except for the reading responses)

• In the case of late assignments, 2 percentage points per day will be deducted. Exceptions will be made for medical reasons supported by appropriate documentation. Be sure to make backups of your work; printer and other computer-related problems cannot defer the lateness penalty.

• The instructor is unable to read preliminary drafts of papers, but will gladly meet with students who would like to receive preliminary feedback as they talk the instructor through their paper.

Graduate Programs in the Faculty of Education: Rubric for 800 and 900 Level Classes

Rationale: The purpose of this document is to provide graduate students and instructors with a rubric device that will assist them in understanding Faculty of Education expectations for student submissions. At the graduate level it should not be assumed that simply submitting all assignments at an average level would lead to be high mark. This rubric describes the quality of the submission for each mark range.

Regulations regarding Student Grades:

1. Students at the masters or doctoral level must have marks greater the 70% to pass a course. A graduate student may fail (achieve a grade of less than 70%) one course and continue in his/her program. Should a student fail a second graduate class in his/her program then he/she will be required to discontinue from that program.
2. Masters student have no grade point average (GPA) requirement to continue in their program or to convocate. A student must complete all requirements of the program with a passing grade; however, no minimum GPA is required to complete a masters program.
3. Doctoral students are expected maintain a minimum GPA of 80% or higher in the course work of their programs. This guideline is within the Faculty of Education, not the Faculty of Graduate Studies and Research.

Rubric

The grade descriptions are in 5-mark intervals. These descriptions are intended as guidelines for evaluation purposes.

70 – 75%

- Work in this range is to be considered as meriting a passing mark but does not show new interpretations of material.
- Assignments are complete but little new analysis is provided in the work
- Grammatical structure frequently contains fundamental errors. The wording may make understanding the written arguments difficult or impossible.
- Arguments are not supported with references. Citations are missing or infrequently used. Unsubstantiated "truth" claims are made in the paper. Literature cited may be limited and/or not appropriate; for example, articles cited may not be peer reviewed or not from scholarly sources.
- Arguments are not consistent or logically made.

76 – 80%

- The work done in this mark range will be a little below the average level expected at the graduate level.
- Assignments include some new analysis but do not consistently show strength. If work submitted has frequent grammatical errors then the grade should reflect this lack. When writing of a paper is not at the expected level, then the mark awarded on the assignment should be less than 80%. Students at the graduate level are expected to be able to write at a scholarly level. Arguments are supported by citing appropriate literature; however, weaknesses in the arguments are obvious.

81 – 85%

- Work in this range is what might be considered the norm for graduate students. Assignments that are well done should be graded in this range. In classes where the assignments are not primarily papers written from the literature, this mark range would be the expected for well done assignments.
- Work will be consistently free of grammatical and spelling errors and written at a scholarly level that is expected of graduate students.
- Citations are made when they are required. The references should be appropriate when used. Students should demonstrate that they know the difference between peer-reviewed sources and others that are used in scholarly writing.
- Analyses should be made in clear logical arguments and appropriately supported. In this mark range analysis should begin to show deeper understanding of the material and an ability to apply the material in new ways.

86 – 90%

- To be awarded marks in this range, assignments should be written in strong academic style. They should be free of grammatical and spelling errors.
- Arguments should be clearly written and strongly made. Analyses should show some aspect of new thinking and should make points that are not simply summaries of the reviewed material. Critical comparisons of literature should be made.
- Connections should be made between the reviewed material and other materials in the field. These connections should be newly made by the student and not repeating those that are made by authors in the reviewed material.
- Work receiving grades in this range should be at the level that the instructor would not hesitate to recommend the student for scholarship or a doctoral program.

91 – 95%

- Work in this range should be exemplary; that is, it should be <u>clearly superior</u> to all but the best graduate student work. Marks in this range should be reserved for submissions that are superior to those of most (90%) graduate students.
- Arguments must be clearly formulated and supported extensively by references from the literature.
- Analyses of material should go beyond the simple, and normally would be expected to present a new interpretation of the material.
- Work awarded marks in this range should be essentially publishable in journals with only minimal changes.
- When assignments are graded at this level they should be superior to others submitted in the class. It is very unlikely that more than 1 or 2 students in a class of 16 would meet these requirements. It is more likely that no work submitted in the class would achieve this grade.
- Masters students who achieve this kind of grade should be accepted to a doctoral program.

96 – 100%

- For work to receive marks in this range it should be on its way to being published.
- Work would have to show new and unique interpretations, arguments and conclusions. It would not be expected that a grade at this level would be assigned more than once in several classes

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Department of Indigenous Education
First Nations University of Canada
1 First Nations Way, Regina, Saskatchewan
Canada S4S 7K2
Telephone: 306-790-5950, ext. 3256 (office); 306-536-8249 (cell).
E-mail: koreilly@firstnationsuniversity.ca   and/or

█████████████████████

 Summary of Experience and Skills

- Over 20 years of teaching at post-secondary institutions;
- Successful teaching and counseling experience at elementary, secondary and post-secondary institutions in Saskatchewan, Alberta, Ontario and Quebec;
- Familiarity with Saskatchewan (and other jurisdictions' approaches to) Integrated-School-Linked Services and Community Schools Programming and Implementation;
- Teaching experience in Northern Saskatchewan;
- Proven collaborative, interpersonal, administrative conceptual, analytical, problem-solving, program management and organizational skills;
- Cross-cultural teaching experience with First Nation and Métis peoples;
- Cree language learner;
- Over five years of Resource Room and Special Education teaching (inclusive practice, IEP, program design and assessment experience);
- Solid knowledge and experience with government processes and structures, public policy development and strategic planning;
- Extensive teacher education background with an emphasis on Indigenous Studies, Literacy, Educational Foundation, Elementary and Secondary English (writing, reading, children's literature), Inclusive Education, Social Justice, English as a second-language.
- Strong written, analytical, conceptual and spoken communication skills (My book, *Tales Out of School,* 1992 was a Canadian best-seller);
- Excellent understanding of Indigenous, qualitative and quantitative research methods;
- Recipient of a $10,000 Max Bell Native & Northern Research Fellowship; and
- Nominated for an Alberta Bright Children (ABC) Teacher Award.

Academic Degrees

PhD	2001. Curriculum and Instruction
	Department of Educational Studies
	McGill University, Montreal, Quebec.
	Dissertation Title: *She's Still on My Mind: Teachers' Memories, Memory-Work and Self-Study*
	(Qualitative Study)
M.Ed.	1986. Curriculum and Instruction (English, Language Arts and Educational Psychology)
	University of Regina, Regina, Saskatchewan.
	Thesis Title: *A Study of the Effect of Reading Level, Reports and Guides on Students' retention of Specific Information in Strong-Campbell Interest Inventory Reports* (Quantitative Study)
B.E.A.D.	1979. Majors in elementary and secondary English and Language Arts and Educational Psychology, University of Regina, Regina, Saskatchewan (*4-month internship at Archbishop M.C. O'Neill High School, Regina, Saskatchewan).
BA	1975. Majors in English, Drama, Psychology and Anthropology, University of Regina, Regina, Saskatchewan.

Additional Qualifications and Certificates

Faculty of Graduate Studies and Research Accreditation: Category D

Theatre of the Oppressed Certification (2010)

Grief Counseling Certification (2009)

Ontario Ministry Additional Qualifications: Guidance and Counseling Certification (1990)

Ontario Ministry Additional Qualifications: Special Education Certification (1992)

Summer Institute for Educational Administrators, Banff, Alberta (1989)

Suicide Prevention Training program, Calgary, Alberta (1989)

Saskatchewan Teacher's Professional A Certificate (1978)

Certificat de Langue Française (1972). Cours de Civilisation

Française à la Sorbonne, Université de Paris, Paris, France.

Employment

2009-present	Associate Professor, Indigenous Education, First Nations University of Canada, Regina, Saskatchewan
2009-2008	Drama Teacher & School Counsellor, La Loche Community School, Northern Lights School Division, #113
2003-2005	Associate Professor, Faculty of Education, University of Regina, Regina, Saskatchewan

2000-2003	Assistant Professor, Faculty of Education, University of Regina, Regina, Saskatchewan
2000-1999	Senior Policy Advisor, Office of Disability Issues, Government of Saskatchewan, Regina, Saskatchewan
1999-1996	Manager, Integrated School-Linked Services, Saskatchewan Education, Government of Saskatchewan, Regina, Saskatchewan
1996-1994	Educational Psychology and Special Education Instructor Faculty of Education, University of Ottawa, Ottawa, ON
1995-1994	Language Arts and Reading Instructor, Waskaganish Quebec (Northern Cree Community near James Bay), McGill Native and Northern Teacher Education Program, McGill University, Montreal, PQ
1993-1992	Upgrading/ Business English & Administration Communications Instructor, Algonquin College, Ottawa ON
1990-1985	Resource Teacher Consultant and Coordinator of Student Services (Administration), F. E. Osborne Junior-High School, Calgary Board of Education, Calgary, AB

University Undergraduate Courses Taught:

Justice Studies, Anti-racist Education, Language Arts (foundations and methods), Language and Literacy, Educational Foundations, Reading, Literature, Writing, Curriculum, Culture and Language, Working with Students with Exceptionalities, Inclusive Education, Health, Social Studies Methods, Educational Psychology and Assessment.

University Graduate Courses Taught:

Research with Indigenous Peoples, Indigenous Research Methodologies, Qualitative Research, Narrative Inquiry, Autobiography, Self-Study and Memory-Work, Curriculum Development(s).

Academic Awards/Nominations/Special Honours

2007	Professor Emerita, University of Regina
2003	Tenure granted from the University of Regina
2001	My book, *Tales Out of School*, a national bestseller, was one of a select number of books chosen by reviewers as an "invaluable resource in the classroom" and one that "they refer to time and time again."
1995	Max Bell Native and Northern Fellowship ($10,000)
1988	Nominated for an ABC Teaching Award, Calgary, Alberta
1978	Saskatchewan Teachers' Federation Scholarship

International Work

2003	The University of Regina, University of Lethbridge and Simon Fraser University were involved in an international academic mobility project with partner universities from England, Spain and Germany. I was one of the representatives from the University of Regina. The project received funding ($200,000) from Human Resources Development Canada (HRDC) and is titled, *Internationalization, Cultural Difference and Migration: Developing a Curriculum for Teacher Education.*
2003	Transatlantic Education and Training Conference, Lisbon, Portugal, December 6-9.
2003	Received formal invitation from Chinese educators in Yongjii City, Jilin Province, China to engage in a joint self-reflective research methodology project with Chinese teachers, May 2004.
2003	Received formal invitation to participate in a summer cultural camp program in Zhuji, China.
2002	Hosted education delegates from Jilin Province, China.
2002	Member of the writing group that revised and developed the new constitution for the University of Regina, Faculty of Education, Centre for International Education and Training (CIET).
2002	On behalf of the University of Regina's international Office, I met with representatives from Universidad Simon Bolivar, Mexico, to share information about the Faculty of Education.

Books

Mitchell, C.; Weber, S. & O'Reilly-Scanlon, K. (2005). *Just who do we think we are? Self-study methodologies in teacher education*, London: RoutledgeFalmer.

O'Reilly-Scanlon, K. (1992). *Tales out of school*. Carp, ON: Creative Bound.

Refereed Publications

Pete, S., Schneider, B. & O'Reilly, K. "Indigenzing Our Teaching- Decolonizing Our Practice." (2013). *First Nations Perspectives, The Journal of the Manitoba First Nations Resource Centre Inc.* Vol. 5, 2013.

Bayley, J. Ellis, Ellis, A. & O'Reilly, E. K. (2012)   "Rocky Road or Smooth Sailing? Recent Graduates' Recollections and Reflections of the Doctoral Journey." *Brock Journal: A Journal of Educational Research and Practice,* Vol. 21, No. 2, 2012, pp. 88-102

Segal, E. K. (2011)   Indigenizing my Teaching in a Colonized World. *International Conference on Indigenous Education, Health and Culture* Conference Procedings, Tzu Chi University, Hualien, Taiwan.

O'Reilly-Scanlon, K. & Corbin-Dwyer, S. (2005) *The beauty, the splendor, the wonder of my hair: girlhood experiences of hairstyles*. In J. Reid-Walsh & C. Mitchell (Eds.) Seven *going on seventeen: 'Tween culture in girlhood studies*. New York, NY: Peter Lang.

O'Reilly-Scanlon, K. (2005) Communion dress violations. In S. Weber & C. Mitchell (Eds.) *Not just any dress: Explorations of dress, identity and the body*. New York, NY: Peter Lang.

O'Reilly-Scanlon, K., Watson, C. & Weenie, A. (2004) Pathways to understanding: "Wâhkôhtowin as a research methodology. *McGill Journal of Education.*

O'Reilly-Scanlon, K. (2002). Muted echoes and lavender shadows: Memory work and self-study. *Making a difference in Teacher Education Through Self-Study, Volume 2*. ISBN 1-55339-025-3, 74-78.

O'Reilly-Scanlon, K. (2001). *Two researchers in an artist's studio. Journal of Professional Studies*, 9(1), 67-70.

Martin, C. L., & O'Reilly-Scanlon, K. (1991). Junior-high students conducting research. *Agate, Journal of the Gifted and Talented*, 5(2), 24-26.

Ryan, H., O'Reilly-Scanlon, K., Hemingway, P., & Dooud P. Through the eyes of today's teachers; What Canadian teachers said about their job satisfaction, motivation and health in the 2001-2002 school year. *Canadian Journal of Education*.

Government Publications and Reports

Saskatchewan Advisory Committee on Disability Issues. (2001). *Saskatchewan Disability ActionPplan*. Regina, SK.: Government of Saskatchewan.

Papers-International Conferences

O'Reilly, E.K. &
Swan, I. (2017)   *Indigenizing our Teaching,* World Indigenous Conference, Toronto.

O'Reilly, E.K.
& Weenie, A. (2017)   *Pawatamowin: Dream a Little Dream,* Canadian Society for the Study of Education (CSSE), Congress.

O'Reilly, E.K. (2017)   Provoking Curriculum Conference, McGill University. *Memories Revisited: What did I learn about First Nations People in school?*

O'Reilly, E. K. (2014)   World Indigenous People's Conference on Education (WIPC:E)

Waikiki, Hawaii. Two papers presented.

Segal, E. K. (2011, August)   *Indigenizing my Teaching in a Colonized World. Paper presented at the International Conference on Indigenous Education, Health and Culture,* Tzu Chi University, Hualien, Taiwan.

O'Reilly-Scanlon, K. (2002, July). *Time and again: Cross-cultural memories of learning to read and write*. Paper presented at the International Reading Association World Congress, Edinburgh, Scotland.

O'Reilly-Scanlon, K. (2002, July). *Lavender shadows*. Paper presented at the Teacher Education and Self-Study Castle Conference, Sussex, England.

O'Reilly-Scanlon, K. (2001, July). Still *on our mind: Memory-Work and self-Study*. Paper presented at the English International Literacy and Education Research Network, Spetses, Greece.

O'Reilly-Scanlon, K. (2001, July). *From the margins to the mainstream: Meeting the language and literacy needs of students with risk factors*. Paper presented at the International Reading Association, European Conference on Reading, Dublin, Ireland.

Ryan, H. Hemingway., P., Bayley, J., O'Reilly-Scanlon, K., (2001, Dec.). *Another look at teachers' lives: (Re)shaping the research process*. Paper presented at the Australian Educational Research Association Conference, Freemantle.

Papers-National Conferences

O'Reilly, K. George, G., Thomas, M. Swan, S. *Kikiskisin Ci: How School Has (Re)Shaped Us.* International Conference on Indigenous Health and Education, Temuco, Chile. December 2012.

Segal, E. K.   *Indigenizing my teaching in a colonized world.* International Conference on Indigenous Education, Health and Culture Conference Procedings, Tzu Chi University, Hualien, Taiwan.

Segal, E.K., *Indigenizing my teaching*. AWASIS Conference, Saskatoon, SK. March 2010.

O'Reilly-Scanlon, K., Weenie, A., & Watson, C. *Medicine wheel teachings for transformative memory-work and writing*. Leaders and Healers Focus 2004 Conference, Victoria, BC.

O'Reilly-Scanlon, K., & Bayley, J., (2003, May). *Rocky road or clear sailing: Recent graduates' recollections and reflections of the doctoral journey*. Paper presented at the 31st. Annual Conference of the Canadian Society for the Study of Education (CSSE), Halifax, NS.

O'Reilly-Scanlon, K., & Weenie, A. (2003, May) *Pathways to understanding: "Wâkôhtowin" as researching methodology*. Paper presented at the 31st. Annual Conference of the Canadian Society for the Study of Education (CSSE), Halifax, NS

O'Reilly-Scanlon, K., & Weenie, A. (2003, March) Writing as reflective practice. Paper presented at the AWASIS Conference, Saskatoon, SK.

O'Reilly-Scanlon, K., & Weenie, A., Waston, C., (2002, Apr.) School memories of reading, writing and race. Paper presented at the Treaty 4-Education Conference 2002. "Building a Future Together-the path to Success." Regina, SK.

O'Reilly-Scanlon, K., (1994, Oct.) Crossing unyielding borders: Immigrant children's school memories. Paper presented at the Unsettling America Conference, Patterson, NJ. USA

O'Reilly-Scanlon, K. (1994, Oct.) Outside the margins: What do marginalized special education kids remember about their teachers? Paper presented at the Unsettling American Conference, Patterson, NJ. USA.

O'Reilly-Scanlon, K. (1994,June) *What do we remember about our teachers?* Paper presented at the 22nd Annual Conference of the Canadian Society for the Study of Education (CSSE), Calgary, AB.

Papers-Provincial and Regional Conferences

O'Reilly, E. K. (Jan. 29, 2019). *The Influence of Educators*. Good Spirit School Division. Yorkton. Keynote address.

O'Reilly, E.K. (Oct. 2018). *How School Memories Live On.* Saskatchewan Educational Assistants. Regina. Keynote address.

O'Reilly-Scanlon, K., & Weenie, A., Waston, C., (2003, May.) *Cross-cultural study of memories*. Paper presented at the Mamwenig: Provincial Aboriginal Literacy Gathering. Fort San, SK.

O'Reilly-Scanlon, K., (2000, Feb.) *Practical ways for teachers to help children with special needs beat the odds*. Paper presented at the Pre-School (PIRS) Conference, Saskatoon, SK.

O'Reilly-Scanlon, K., (1999, Oct.) Beating the odds: Building resiliency in students with risk factors. Paper presented at the Council for Early Childhood Conference, Regina, SK

O'Reilly-Scanlon, K., (1996, May) *Building partnerships with parents of special needs students*. Paper presented at the University of Ottawa, Teachers and special education Conference, Ottawa, ON.

O'Reilly-Scanlon, K., (1995, June) The influence of teachers on students: How have our student days informed our current lives and practice as women and teachers

Professional Activities, Invited Speaker

2018 to present	URFA Representative for First Nations University of Canada
2018 to present	Curriculum Review Committee (FN University of Canada)
2018	In September I was part of a planning committee for a Graduate Studies Indigenous Research Day which was attended by government officials, university faculty and students.
2017-present	I am part of a SSHRC Insight Development Grant with Drs. Andrew Miller and Angelina Weenie. As part of the grant, we will be working with students to develop lesson plans based on Elders' stories of cultural landscapes that meet provincial curriculum guidelines. These may include written or visual stories that deliver historical, cultural, social studies or environmental science related lessons provided by Elders. The SSHRC grant contains funding sufficient to allow students to attend conferences in Canada and Australia to discuss their learning about Indigenous education, community partnerships specific to this project.
2018	Organized and delivered with Dr. A. Weenie, a two-day seminar in Labrador for teachers.
2017	Reviewed book proposal for Fernwood Press.
2010-present	Reviewer for *In Education* (Journal)
2003-present	I regularly (2-3 times a semester) am invited to speak to graduate classes/seminars about my research and research philosophies.
2003-present	I have taken part in student selection and interview processes for admittance to the Faculty of Education, as well as led student internship seminars.
2003	Reviewed a book for the *McGill Journal of Education*
2003	Served as an external reviewer for School of Education Program Certification, Canadian University of College, Lacombe, AB.
2003	Served as external reviewer for a RoutledgeFalmer book proposal, titled: Secondary Education: The Keys Concepts (by Jerry Wellington).
2003	*Reviewer for Canadian Journal of Environment.*
2003	Oct. 17-18. Partners in education. Keynote address at the 9th Annual Paraprofessional Conference, Paraprofessional Education Network (PEN), Regina, SK.

2003	*June. Indigenous peoples' project:* What have we learned? Plenary panel participant, Okiskinwahamâkêwak kâ-mâmawikâpawicik: Gather Here to Learn. Joint Saskatchewan Indian Federated College and University of Regina, Symposium on Aboriginal Scholarship, Regina, SK.
2003	*Feb.* Employing reflective practices to improve our teaching workshop. Saskatchewan Institute of Applied Science and Technology (SIAST), Regina, SK.
2002	*Jan.* Reviewer for *Journal of Professional Studies*.
2000	Apr.-June. Chair, Saskatchewan Disability Action Plan Provincial Consultation Process
1999	July. *Meeting the needs of students holistically.* Saskatchewan Teachers' Federation workshops, Regina and Saskatoon, SK.
1999	Apr. *Integrated case management: Implications for human service providers across government and community*. Key note address, Radius Conference, Saskatoon, SK.
1998	Jul. *Integrated school-linked services*. Saskatchewan Teachers' Federation workshops Regina and Saskatoon, SK.
1993	June. Teachers do make a difference! Closing address, Eastern Region College Teacher Development Program, Queen's University, Kingston, ON.
1993	Mar. *What do you remember about your teachers? What will your students remember about you?* Keynote address, Prescott-Russell Teachers' Conference, Ottawa, ON.
1994	Dec. *High expectations: What students think about women school administrators and other tales out of school*. Paper presented to the Ottawa Historical Society, Ottawa, ON.
1994	Jun. *Still on our minds: Teachers and the popular culture*. Paper presented at the Learneds Conference, Calagary, AB.
1994	May. *I'll never forget Miss what's your name!* paper presented at the Cultures, Genders and Classes Conference, McGill University, Montreal, PQ.
1994	Oct. *The school marm: Women teachers in the one-room schoolhouse*. Paper presented for Women's History Month, Smith Falls, ON.

PROFESSIONAL MEMBERSHIPS

- Canadian Association of Curriculum Studies (CACS)
- Canadian Association of Studies in Education (CSSE)
- Canadian Association of Teacher Education (CATE)

- Canadian Educational Researchers' Association (CERA)
- Canadian Learning Disabilities Association
- Image & Identity Research Collective (http://www.iirc.mcgill.ca/index.html)
- International Literacy and Education Research Network
- International Reading Associations (provincials, nationals, and international)
- International Society of Teachers of English (NCTE)
- Saskatchewan Reading Council (South Saskatchewan Reading Council)
- Saskatchewan Writers' Guild
- Society for Teaching and Learning in Higher Education (STLHE)
- Teacher Education Self-Study Collective.

COMMITTEES/ADMINISTRATION

2010-present   Canadian Federation for the Humanities and Social Sciences Representative, First Nations University of Canada

2011-present   Graduate Studies First Nations University of Canada representative (alternating with Dr. Weenie)

2010-2011   First Nations University of Canada, University of Regina, Campion College and Luther College *Forward Together Lecture* Committee

2010-2011   Research Officer, First Nations University of Canada

2009-2010   Student Appeals Committee, First Nations University of Canada

2009-2010   Status of Women Committee

2004-2003   Chair, Dean's Advisory Committee on Performance Review and Sabbaticals, Faculty of Education, University of Regina

2004-2003   Chair, Language Arts Subject Area, Faculty of Education, University of Regina

2004-2003   Saskatchewan Learning Reference Committee on the Role of the Paraprofessional, Faculty of Education representative

2004-2003   Organizing Committee for the 2004, Women in Leadership and Learning: *Draw the Circle Wide Conference.*

2004-2003   Educational Professional Studies (EPS) Re-visioning/re-structuring Committee

2004-2001   Faculty of Education representative to Executive of Council, University of Regina

2003   Off-Campus Recreational Experience (OCRE), Session Leader, (Nature hike/site study) and Workshop Facilitator, Echo Valley Conference Centre, Fort San, SK

2003   Faculty of Education Fall Internship Seminar, Leader, University of Regina

2003-2002   Faculty Unit Review Steering Committee, appointed by the Dean, Faculty of Education

2003-2002   Dean's Advisory Committee on Performance Review and Sabbaticals, Faculty of Education, University of Regina

2003-2002   Special Education Certificate Working Committee

2003-2002	Chair, Canadian International Education and Training (CIET)
2003-2002	Canada Research Chair (Tier 2) Search Committee
2003-2002	Search Committee Early Childhood (tenure-track) Position, Faculty of Education
2003-2002	University of Regina representative to Saskatchewan Indian Federated College Search Committee (three tenure track positions)
2003-2001	Graduate Studies Representative to the President's Advisory Committee on Space Allocation, University of Regina
2003-2001	Faculty of Education, Research Ethics Committee (Unity Level)
2003-2001	Search Committee Educational Foundations (tenure-track) Position, Faculty of Education
2003-2000	Member, Graduate Studies, Faculty of Education
2003-2000	Elementary Program Group, Faculty of Education, University of Regina
2003-2000	Language Arts Subject Area, Member
2002-2001	Canadian International Education and Training (CIET) Board Member
2002-2001	Faculty of Education representative on the Saskatchewan Learning (formerly Saskatchewan Education) Language Arts Curriculum Committee
2001	Faculty of Education Fall Internship Seminar, Leader, University of Regina
2000-1999	Saskatchewan Advisory Board on Disability Issues
2000-1999	Chair, Saskatchewan Disability Action Plan Consultation Committee
1999-1996	Associate Deputy Ministers' (ADM's Forum)
1999-1996	Minister's Advisory Committee on Integrated School Linked Services and Community Schools

COMMUNITY SERVICE

2014-Present	Regina Humane Society Board Member
2012-2016	Regina Public Schools Trustee
2010-2016	Consultant (Pro Bono) for Teaching English as an Additional Language School (Mexico and B.C.)
2012-2014	Board Member North Central Family Centre (Aboriginal)
2011-2013	Regina Public Interest Research Group (RPIRG), Advisory Committee
2010-2012	Board Member, Planned Parenthood. Regina, Sk.
2005-2000	Office of Disability Issues, Government of Saskatchewan; Engaged in a variety of (volunteer) activities (e.g., policy development and analyses); served as a member of the writing group for the Saskatchewan Disability Action Plan.
2003	Board Members, Autism Resource Centre (ARC)
2003	Member of Policy and Strategic Planning, and Professional Development ARC sub-committees.
2001-2002	Advisory Board Member, Seniors' Second Chance for Literacy

CURRICULUM VITAE

Name: Dr. Angelina Weenie, PhD.

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Education

2010   **Doctor of Philosophy in Education**

University of Regina, Regina, Saskatchewan

Faculty of Education

Thesis title: Self-Study: The Inbetween Space of an Aboriginal Academic

2002   **Master of Education**

University of Saskatchewan, Saskatoon, SK.

College of Education

Thesis title: A Study of Resilience In First Nations Post-Secondary Education

Students

1996   **Postgraduate Diploma**

University of Saskatchewan, Saskatoon, SK.

College of Education

Indian and Northern Education Program

1989   **Bachelor of Arts**, **1989**

University of Saskatchewan, Saskatoon, SK

College of Arts

Major in English

1979   **Bachelor of Education**

University of Saskatchewan, Saskatoon, SK

College of Education

Academic Appointments

Lecturer, Saskatchewan Indian Federated College, August 1997

Assistant Professor, Saskatchewan Indian Federated College, September 2002

Associate Professor, First Nations University of Canada, April 1, 2006

Administrative Appointments

Indigenous Education Coordinator – July 31, 2016 to January 31, 2018; February 1, 2018 to December 31, 2018; January 1-June 2019.

Department Head of Professional Programs - *July 2011 to August 2012*
First Nations University Of Canada, Regina Campus
Administration of Indigenous Education, the School of Indian Social Work, the School of Business and Administration, and Nursing Education Program. The duties included but were not limited to the following: liaison with the community; coordinating the hiring process within these departments; advising new staff members in their career development; supervising academic staff; doing the annual performance reviews for faculty; developing departmental policies as necessary; preparing and monitoring departmental budgets and academic plans; creating and time-tabling classes; approving grade rosters and grade change forms.

Acting Department Head, Professional Programs – *August 16- December 31, 2010*
First Nations University of Canada, Regina Campus
Responsible for Indigenous Education, School of Business and Administration, Indian Social Work, and Health Sciences programming

Department Head, Indigenous Education - *July 2002 to August 2010*
First Nations University Of Canada, Regina Campus
Administration of elementary and secondary program for on-campus and off-campus programs

Employment History

Indigenous Education, First Nations University of Canada, 1997- present

University of Regina. Sessional Instructor for Nunavut Teacher Education Program and for Master of Adult Education program.

Classroom Teacher, Grade 5 and Readiness - *September 1981- June 1997*
Prince Albert Indian Student Education Centre
PO Box 1988, Prince Albert, SK

Teaching Record

ELNG 205	Language and Literacy Development
ELNG 325	The Teaching of Writing
ERDG 215	The Teaching of Reading
CREE 100	Introduction to Cree
EPS 215	Educational Professional Studies I
EPS 225	Educational Professional Studies II
EIND 305	Adaptation to Curriculum and Instruction
EIOE 215	First Nations Outdoor Education I
EIOE 225	First Nations Outdoor Education II
EPS 100	Introduction to Education: Its Principles and Practices
EINL 450	Indian Language Immersion
EINL 335	Community Based First Nations Language Curriculum Development
EINL 200	Culture And The Acquisition of Language and Literacy
ED 821/ED 822	Integration of Indigenous Perspectives in Curriculum
ED 870AE	Trends and Issues in Aboriginal Adult Education
ESST 215	Social Studies for Elementary School Teachers
EC&I 823	Culturally Relevant Pedagogy
EIST 300	Introduction to Indigenous Studies Education
ECCU 400	Teaching Treaties In The Classroom
INDG 104	Introduction to Higher Learning
EIEA 355	Educational Administration: Indigenous Education Structure and Process
EC&I 821	The Impact of Culture on Aboriginal Education Programs

Awards

Recipient of the Aboriginal Graduate Student Award, March 2006.
Nominated for the Governor Generals Academic Gold Award for doctoral
dissertation

Publications

Weenie, A. (in press). *Askiy Kiskinwahamākēwina*: Reclaiming Land-based Pedagogies In
The Academy. In S. Cote-Meek, & T. Moeke-Pickering (Eds.). *Indigenizing the
Canadian Academy. Critical Reflections.* Canadian Scholars Press.

Weenie, A. (in press). *Awāsisīwiwin:* Early Childhood Education and Indigenous Ways
of knowing. In S. Jagger (Ed.) *Foundations of Early Childhood Education: A
Canadian* Perspective. Canadian Scholars Press.

Weenie, Angelina. (in press). "*Iskwewiwin*: An Autoethnographic Study on
Motherhood, Sex, and Sexuality." Demeter Press. 2015.

Weenie, A. (2014). Reflections On Being A Change Agent and Transformer in
Indigenous Education. In L. Thomas (Ed.), *Becoming Teacher: Sites for
development of Canadian Teacher Education.* (pp. 503-522). E-book published by
the Canadian Association for Teacher Education at
https://sites.google.com/site/cssecate/fall-working-conference.

Weenie, A. (2010). *The Inbetween Space of An Aboriginal Academic.* Unpublished
dissertation.

Weenie, A. (2009). *Resilience And First Nations Students.* Kohn, Germany: LAP
LAMBERT Academic Publishing

Weenie, A. (2009). Toward An Understanding Of The Ecology of Indigenous
Education.
In *First Nations Perspectives. The Journal of Manitoba First Nations Education
Resource Centre.* Vol. 2 57-70.

Weenie, A. (2008) Curricular Theorizing From The Periphery. In *Curriculum
Inquiry.*Vol. 38. No. 5. December 2008. 545-558

O'Reilly-Scanlon, K. Crowe, C, Weenie A. (2004), Pathways To Understanding:
Wahkohtowin. As A Research Methodology, in *McGill Journal Of Education. Vol.
39. No. 1. Winter 2004.*

Weenie, A. (2000), Post-colonial Recovering and Healing. In *Learn in Beauty*: *Indigenous Education For a New Century*, Northern Arizona University

Weenie, A. (1998). Aboriginal Pedagogy: The Sacred Circle Concept. In L. Stiffarm. (Ed) *As We See…Aboriginal Pedagogy*, University Extension Press

Professional Activities

2017 CSSE. *Pawatamowin*. Creating Space for Indigenous Thought in Writing. Toronto, Ontario.

2016 MAMMAWIZING Conference at Laurentian University, Sudbury, Ontario, November 18, 2016. "*Askiy Kiskinohmanowina*: Land Based Pedagogies."
2016 AWASIS Education Conference, Saskatoon, SK. April 28, 2016. "Classroom Activities to Support First Nations Language Teaching."

2016 4th Annual Canadian Symposium on Indigenous Teacher Education. University of New Brunswick, Fredericton, NB. April 7, 2016. "Land Based Education and Indigenous Ways of Knowing."

2015 SICC First Nations Language Keepers Conference. Saskatoon, SK. November 25,

2015.Workshop on First Nations University of Canada First Nations Language Programs.

2015 14th Indigenous Women's Symposium. Trent University, Peterborough, ONT. March 22, 2015. "Use of Creative and Artistic Expressions To Explore Indigenous Healthy Sexual Relationship."

2014 WIPCE (World Indigenous People's Conference on Education. Hawaii. Two presentations

2013 CSSE (Canadian Society for the Study of Education. University of Victoria. June 1-3, 2013. Presenter, discussant, panel presentation.

Graduate Student Language and Literacy Conference, University of Victoria. May 8, 9, 2010.

2010 CSSE Canadian Society for the Study of Education, May 30, 2010. Concordia University, Montreal, Quebec. Discussant for graduate student papers.

International Conference On Learning. July 2009. The Culture Camp Approach In Aboriginal Education. University of Barcelona, Spain.

FNME Symposium, Saskatoon, SK. April 1, 2009.

Aboriginal Learning Knowledge Centre 2nd Annual National Conference: Seeing Ourselves In The Mirror. Vancouver, British Columbia. February 28, 2008. "Learning From Place: Elder Pedagogy"

CASTS Conference (Canadian Aboriginal Science and Technology). Calgary, Alta. Oct. 4, 2007. "Aboriginal Science and Traditional Foods: Learning From The Sacred"

Days of Canadian Culture. Katowice, Poland. May 2007. Circle Teachings For Life and Learning

Windigo Education Authority Conference, Thunderbay Ontario. February 2007. Workshop presentation on Resilience.

Conference on Imagination and Education, 2006, Vancouver, B.C., Paper presentation, "Curricular Theorizing From The Periphery."

Lecture Series: Nourishing Thoughts, February 16, 2006. "Resilience."

AERA Conference, 2005, Montreal Quebec, "Backwards Into The Future: Comparing Indigenous And Non-Indigenous Students' Early Literacy Experiences."

AWASIS Conference, 2005, Saskatoon, SK. Workshop on "Effective Practice For Teaching Writing."

Leaders and Healers II Conference, April 25-27, 2004. Workshop co-presented with Dr. Christine Crowe and Dr. Kathleen O'Reilly-Scanlon, on "Medicine Wheel Teachings: Transformative Memory Work And Writing."

Awasis Conference 2004. Workshop co-presented with Dr. Kathleen O'Reilly-Scanlon, on "Kakipeyisikiskinawmakowiyak (How We Were Taught): Cross-Cultural Memories Of Learning To Read And Write."

TEP Forum, University of Regina, Faculty of Education, May 7, 2004. Participant in Roundtable Discussions.

Draw The Circle Wide: Leading From Where We Are Conference, May 17, 2004. Workshop co-presented with Dr. Christine Crowe and Dr. Kathleen O'Reilly-Scanlon on "Memories Of Leadership."

CES (Canadian Evaluation Society) paper presentation, May 17, 2004. "Working With Indigenous Communities: A Culturally Relevant Evaluation Process."
Canadian Society For The Study Of Education Conference, Halifax, May, 2003. Paper presented on Indigenous Research Methodologies

ECEC/CYAC Conference, Exploring The Expressions Of Childhood, May, 2003, workshop presented on "The Use of the Medicine Wheel for the Teaching of Writing."

Awasis Conference, April 2003. Workshop presented on "Memories of Learning to Read and Write."

Saskatchewan Provincial Literacy Gathering, May 2002. Workshop presented on "Memories of Learning to Read and Write."

Treaty 4 Education Conference, Regina, Saskatchewan, April 2002. Workshop presentation on "Memories of Learning to Read and Write."

WESTCAST, Vancouver BC, February 2002. Paper presentation on "Resilience Processes of First Nations Post-Secondary Students."

Eighth International Literacy and Education Research Network Conference on Learning, Spetses, Greece, July 2001. Paper presentation on "Study of Resiliency in First Nations" Postsecondary Education Students."

Regina Catholic School Board conference, February 2000. Workshop on "Cross-cultural Teaching."

Learn in Beauty conference, Northern Arizona University, June 2000. Paper presentation on "Postcolonial Recovering and Healing."

Sharing our Research and Practice Conference, Winnipeg, MB, October 2000. Paper presentation

Professional Reports

2015   Master of Indigenous Education Program Proposal

2010   Program Evaluation Report on the Certificate in Teaching Ininimowin, University
         College of the North, Le Pas, Manitoba
2008   Aboriginal Knowledge Exchange Self-Study Report

2004   Come and Learn Aboriginal Head Start Evaluation Report

2003   CAPC Final Report and Data Collection Form

2003   Aboriginal Early Childhood Development Strategy: An Environmental Scan

Examining Interdepartmental Cooperation, Coordination, and Integration.

1999 Come and Learn Aboriginal Head Start Evaluation

Community Service

Faculty Representative To The First Nations University of Canada, Board of Governors, May – November 2009; April 2015—June 30, 2016.

Board member of Regina Aboriginal Family Services renamed to Eagle Heart Centre 2004- 2008, 2012 to present

Board member of SCEP (Socialization Communication Education Program) 2005-2006

AEPAC (Aboriginal Education Provincial Advisory Committee) 2004-2005

TECC (Teacher Certification and Classification Committee) 2002-2015

SPTRB (Saskatchewan Professional Teachers Regulatory Board) 2015-present

Gift of Language and Culture Executive Committee member

Networks for Change and Well-Being. Girl-Led 'From the Ground Up' Policy Making to Address Sexual Violence in Canada and South Africa. Two Million SSHRC grant. Advisory Committee member. McGill University

Research Projects

2017 $18,000 grant from the National Center for Collaboration in Indigenous Education.

2015 $3,000 grant from First Nations University of Canada. *Pawatamowin*: Creating Space for Indigenous Thought in Writing.

2012 $70,000 grant from the SaskSmart Innovations Fund. Ministry of Education, to develop the Cote Community Literacy Plan

2012 $10,000 Sask.Smart Innovation Fund. Ministry of Education, to develop a needs assessment on literacy at Cote First Nation

2009 $3000 grant from the SSHRC Aid to Small Universities Fund. 2009. Title of research project: Phase II of The Culture Camp Approach in Aboriginal Education

2008 $2000 grant from the SSHRC Aid to Small Universities. 2008. Title of research project: The Culture Camp Approach in Aboriginal Education

2003 $20,000 grant from Health Canada to complete the Community Action Program for Children Evaluation Project

2003 $20,000 grant from Health Canada to complete the Aboriginal Early Childhood Development Environmental Scan

Curriculum Vitae
Fall 2018
Anna-Leah King

Contact Information Dr. Anna-Leah King

First Nation Wikwemikong Unceded Reserve, Manitoulin Island, Ontario

Education

2016	PhD, Educational Policy Studies – Indigenous Peoples Education
	University of Alberta, Edmonton, Alberta, Canada
	Title: Beyond Drum and Song: A Storied Approach
2002-2004	M.Ed., Curriculum Studies
	University of Saskatchewan, Saskatoon, Canada
	Thesis Title: *Singing Ourselves In*
2004-2007	Certificate in Cree Oral Language
	University of Saskatchewan, Saskatoon, Canada
1985-1989	B.Ed
	University of Saskatchewan, Saskatoon, Canada
1987-1988	Bilingual Certification
	L'Université de Québec à Chicoutimi

Awards

2014 to 2015	NEAHR Student Scholarship (Value $14,000)
2014	Indspire Award (Value $3,200)
2013	University of Alberta Human Rights Education Recognition Award with inaugural EDU211 mandatory Aboriginal Education course
2013 to 2014	NEAHR Student Scholarship (Value $18,000)
2013	Indspire Award (Value $6,500)
2012 to 2013	NEAHR Student Scholarship (Value $18,000)
2012	Indspire Award (Value $2,400)
2011 to 2012	NEAHR Student Scholarship (Value $20,000)

2011	National Aboriginal Achievement Foundation Student Scholarship (Value $1,300)
2010	Wikwemikong Board of Education Student Award (Value $1,000)
2010	National Aboriginal Achievement Foundation Student Scholarship (Value $1,100)
2009	Queen Elizabeth II Scholarship Award (Value $20,000) University of Alberta
2003	Chris Award for Excellence in Print Medium USA, Curriculum Project - Dancing Circles: Strong Hoop, Strong Spirit
2001	Leadership Saskatoon Scholarship Award, Chamber of Commerce Saskatoon (Value $2,000)
2000 to 2001	Saskatchewan Reading Award for Research in Reading University of Saskatchewan, Curriculum Studies

Professional Certifications

1989 to current	Saskatchewan Education Teacher's Certificate

Work Experience

2016	Assistant Professor, Education Core Studies, Faculty of Education, University of Regina
2015	Teaching Assistant, EDU 100/300 Contests of Education, University of Alberta
2013/14/15	Teaching Assistant, EDU 211 Aboriginal Education and the Contexts for Professional Engagement, University of Alberta
2014	CILLDI Graduate Research Assistant, transcribing, School Literacy Research project on Gender Bias, Dr. Heather Blair
2013 to current	Teaching Assistant, Faculty of Education, University of Alberta EDU 211, University of Alberta, Aboriginal Education & the Context for Professional Engagement
2012	Graduate Research Assistant, Indigenous Education Council (IEC), University of Alberta
2012 to 2013	Graduate Research Assistant, Indigenous Knowledge & Wisdom Centre Strategic Business Plan, Blue Quill's College, St. Paul
2012 to 2013	Researcher, Community Aboriginal Adult Literacy programming, Yellowhead Tribal Council
2010/11	Graduate Research Assistant – SSHRC Aboriginal Literacy Project, Dr. Lynne Wiltse, Elementary Education
2010/11	Graduate Research Assistant – CURA Healing Through Language and Culture-Dr. Cora Weber-Pillwax, Policy Studies, University of Alberta

2010/11	Graduate SSHRC Research Assistant & Granduate Teaching Assistant/transcription, World Music Research Project, Dr. Kathy Robinson, Indigenous Music Inclusion, University of Alberta
2013-14	Graduate Teaching Assistant, Policy Studies, EDU 211, University of Alberta, University of Alberta, Aboriginal Education & the Context for Professional Engagement, Fall terms
2012	Instructor, Canadian Indigenous Languages and Literacy Development Institute (CILLDI), University of Alberta, Teaching Language through Cultural Arts, course developer and instructor
2012	Researcher – Indigenous Knowledge and Wisdom Centre Strategic Business Plan, Blue Quill's College, St. Paul, Alberta, Dr. Diana Steinhauer
2012	Graduate Teaching Assistant, ATEP, University of Alberta, On-line Introduction to Education
2011/12	Graduate Teaching Assistant, ATEP, University of Alberta, On-line Policy Course EDPS 432 Education of Native Peoples in Canada (Lec 200 Wi12)
2011	Curriculum Development-Blue Quill's College, St. Paul, Cree Immersion Curriculum Project, Dr. Diana Steinhauer
2010/11	Graduate Research Assistant-CURA Project, Dr. Cora Weber-Pillwax, Policy Studies, Healing through Language
2010/11	Research Assistant, Elementary Education Aboriginal Literacy Project, Dr. Lynne Wiltse SSHRC
2008/09	Graduate Teaching Assistant, EDMUS 325 Aboriginal Inclusion for Dr. Kathy Robinson, Faculty of Education, University of Alberta
2008/09	Researcher Canadian Council on Learning (CCL) Research on Indigenous Knowledge and Language, CILLDI for Dr. H. Blair, University of Alberta in Partnership with Dr. Diana Steinhauer, Blue Quill's College, Saddlelake, Alberta
2008/09/10	Co-Director Aboriginal Teacher Education Program (ATEP), University of Alberta
2007/08	Coordinator of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI), University of Alberta
2006/07	Curriculum Development, Saskatchewan Teacher's Federation – indigenizing Science 10- curriculum
2007	Youth Worker, Yarrow Youth Home, art and cultural teacher
2007	Family Literacy Course, Foodbank Learning Centre, Aboriginal Literacy implementation with Elder/Storyteller Joe Naytowhow
2006	Consultant in Aboriginal Education, Curriculum & Research, Presentations
2006	Teaching E.S.L. and Monitoring work experience for International Students for Global Partners International

2002-2006	Curriculum/Research/Program Leader in Aboriginal Education with the Greater Saskatoon Catholic School Board
2000 – 2002	Graduate Research Assistant, University of Saskatchewan Curriculum Research in literacy learning for Dr. Wason-Ellam & Dr. Angela Ward
1989 – 2003	Teacher St. Paul's R.C. School Division, Saskatoon, SK

Research Projects

2007/08 Indigenous Knowledge and Language Learning: Funded by the Canadian Council on Learning (CCL) with Blue Quill's First Nations College, Saddlelake, Alberta in partnership with CILLDI, University of Alberta www.ccl-cca.ca/ , Principal Investigators: Diana Steinhauer and James Lamouche, Anna-Leah King (CILLDI Research) and Heather Blair (Approx. $20,000)

2006   Grandmother Model Research Project: a qualitative research study of a Cree speaking Grandmother in a community school's pre-kindergarten classroom to observe the effect on student learning. Funded by Saskatchewan Learning, Regina, Saskatchewan and The Greater Saskatoon Roman Catholic School Board, Author Anna-Leah King, (Approx. $10,000)

2006   Indigenous Knowledge and Decolonizing the Classroom at Joe Duquette High School: A qualitative research study focusing on IK contributions from Cree teachers and Elders to gain insight to pedagogical practice stemming from Cree epistemology. The Greater Saskatoon Catholic Schools and Saskatchewan Learning, Author Anna-Leah King, (Approx. $10,000)

2006   Indigenous Knowledge: Joe Duquette High School DVD production in partnership with Doug Cuthand's Blue Hill's Productions and The Greater Saskatoon Roman Catholic School Board, Film Director Doug Cuthand, Facilitator Anna-Leah King (Approx. $5,000)

2005   Dancing Circles: Strong Hoops, Strong Spirit. Hoop dance and powwow dances curriculum with DVD technology , U of S.

2004   Naspici Miyomahcihowin: Continuous Good Health Aboriginal Women's Community Based Health Research Project Advisory Committee and Co-editor. (Prairie Women's Health website and hardcopy) Collective Writing (Approx. $25,000)

2004   Community Literacy: Commodifying Children's Spaces Article - Language and Literacy: A Canadian Education E Journal. Authors: Dr. Linda Wason-Ellam, Angela Ward, Brenda Gilchrest, Cynthia Faye, Anna-Leah King

2006   Pimatisiwin: Powwow Dance: a Celebration of Life Cree/English children's book with Cree narrative CD, Saskatchewan Learning Curriculum alignment, teacher resources, and teaching ideas. Author Anna-Leah King and Artist Illustrator Jerry Whitehead (Approx. $40,000)

2005   Reading beyond School Literacy's in a Neighborhood Library, Article – ethnographic study in family and community literacy practices. Authors: Dr. Angela Ward, Dr. Linda Wason-Ellam. Researchers: Anna-Leah King, Cynthia Faye

Publications

King, A.L. & Phipps, H. (2018) (Accepted). L'emerveillement dans la literature jeunesse autotone. In Brogden, L.,   Sterzak, A., & Daschuk, J. (Eds.) L'emsignment des Traites a l'ere de la Reconciliation. Quebec: Presses de l'Universite Laval. [*I co-wrote the paper and contributed the theoretical analysis*].

King, A.L., Lewis, P. & Brass, D. (2018) (Accepted). Indigenizing the Academy: Listen to the Stories. In Wilson, S., Dupre, L., & Breen, A. (Eds) Journal. Toronto: Canadian Scholars Press. [*Writing shared equally*]

King, A.L., Clarke, P., & Findlay, N. (2018) (submitted). Freedom of Religion, spirituality, public schools, and Indigenization of curriculum: What's next? [*Writing shared equally*]

Articles (peer reviewed)

King, Anna-Leah. (2017) Song and Drum in Schools: A Response to Questions on Culturally Responsive Practice. In F. Pirbhai-Illich, S. Pete & F. Martin (Eds.), 2017. Culturally Responsive Pedagogy: working towards decolonization, indigeneity, and interculturalism. (pp.140). Cham, Switzerland: Springer International Publishing Ltd.

Presentations (peer reviewed)

King, A.L. (May, 2018). *How do we transmit story outside the book?* Indigenous Literary Studies Association 4th Annual Gathering: Sovereign Histories, Gathering Bones, Embodying Land. University of Regina, Regina, Saskatchewan.

King, A.L. (May, 2018). *University of Regina Indigenous Advisory Circle's Strategic Plan.* Teaching and Learning Today Conference. University of Saskatchewan, Saskatoon, Saskatchewan.

King, A.L. Quewezance, C., & Sterzuk, A. (November, 2018). *A study of a land-based and ceremonial mentor-apprentice approach to Saulteaux language revitalization.* First Nations Language Keepers Conference, Saskatoon, Saskatchewan.

   2017   Song Intro & Witness to student presentations. DFMM 400 French Class, Bac Programme, La Rotonde. April,12th.

   2017   Invited Guest for Salon des Auters, Bac Programme, DFMM 400 French Class (Heather Phipps), March, 8th.

   2017   Keynote: Empowering Learning: Teaching the Anishnaabe Way. Wikwemikong Unceded Reserve, Ontario. October 5th.

   2017   King, Anna-Leah and Heather Phipps. Foraging for the Future. Gathering Momentum Youth Camp. Regina Public Interest Group. August 30th, 2017

2013	"Water is Medicine", Indigenous Women's Symposium: Celebrating Our Relationship with Water, March 20-23, 2014, Trent University, Ontario
2012	"Story, Song and Dance – Hoop it Up", Annual Indigenous Educator's Conference, Kitaskinaw Education Enoch Cree Nation, Alberta
2012	"The Complex Layers of Traditional Song as a Teaching Modality", First Nation's Language Keepers Conference, Saskatoon and Cree Language Learning Principles and Cultural Arts for Language Learning with Delvin Kennedy, Saskatoon, Saskatchewan
2012	"The Power of Sound Vibration" Paper Presentation, NEAHR Conference, Mc Gill University, Montreal
2008	15th Annual Stabilizing Indigenous Languages Symposium: Language is Life Strategies for Language Revitalization (SILS), Flagstaff, AZ, (May 1Presentation: "The Role and Importance of Indigenous Languages Community Linguists" by Anna-Leah King and Jordan Lachler.
2007	Canadian Congress, University of Saskatchewan, "How does one Acquire Indigenous Certification?" CILLDI presentation, Anna-Leah King, Dr. Heather Blair and Dr. Priscilla Settee
2007	Aboriginal Knowledge Learning Centre (ABLKC) 2nd Annual National Pre-Conference, *Seeing ourselves in the Mirror: Giving Life to Learning*, Vancouver, (February 28-March 1). "Anishnabekwe Drum" presentation of drum and song for Indigenous Knowledge Pre-conference
2007	Aboriginal Knowledge Learning Centre (ABLKC) 2nd Annual National Conference, *Seeing ourselves in the Mirror: Giving Life to Learning*, Vancouver, (February 28-March 1). "How Elders Inform Indigenous Language Learning Research" presentation by Anna-Leah King
2007	First Nations Language Keepers Conference Nov. 28th – 30th, 2007 hosted by the Saskatchewan Indian Cultural Centre (SICC), Presentation on CILLDI, Anna-Leah King & Heather Blair
2007	Wikwemikong Annual Board of Education Conference, Curriculum presentation on Tipi Skylight and Hoop Dance resources titled: "How will we Teach Our Children?"

2006   Awasis Conference, Special subject council of Saskatchewan Teachers Federation, Saskatoon. "Dancing Circles Teacher resource and Hoop Dance demo" provincial teachers and administrators, April 12th, Anna-Leah King

2005   Saskatchewan Reading Conference thesis presentation "Singing Ourselves In" March 29th, Saskatoon, Anna-Leah King

2005   Indigenous Health Research Conference, University of Saskatchewan, Saskatoon, Oct. 20th. "Community Based Research on Aboriginal Women's Health Needs."
Research Team: Lisa McCullum, Anna-Leah King, Lillian Dyck, Shelley Thomas, Val Arneault, Louise McKinney

2004   National Aboriginal Health Conference, Winnipeg, Feb. 19th, "Naspaci Miyomahcihowin (Continuous Good Health)" a community research project on Aboriginal women's health needs. Research Team: Lisa McCullum, Anna-Leah King, Lillian Dyck, Shelley Thomas, Val Arneault, Louise McKinney

2002   University of Pennsylvania's 23rd Annual Ethnography in Education Research Forum: Dialogue across Time, Space Perspective. Mar, 1, 2 3rd. Blurring the Boundaries: Community Literacy in a City Neighborhood. "Aboriginal Families: Walking in Two Worlds.**"** By Anna-Leah King

Presentations (non-peer reviewed)

2012   United Nations Declaration on Indigenous Rights**,** Global Citizenship Campus-Wide Course, University of Alberta

2012   Shawn Wilson's *Research is Ceremony*, Centre for Global Citizenship and Research (CGCR), University of Alberta

2011   University of Alberta Aboriginal Nursing National Conference (ANAC), Cultural Safety Practices in Nursing Curriculum, Winnipeg, MB

2009   University of Alberta Health Research Symposium, Aboriginal Perspectives of Health & Healing

2008   Gabriel Dumont Institute's National Michif Language Conference 2008 (Saskatoon, March 14-15) Presentation "Gain More Expertise in Michif Language Revitalization," (CILLDI) Anna-Leah King.

2008/09   ATEP Program presentations

2008	Métis Conference Edmonton, ATEP Program

2007   Oral presentation of "Indigenous Knowledge Research Paper", May 8th, teachers and Elders, Joe Duquette High School

2007   Canadian Heritage Aboriginal Languages Symposium, Quebec, sponsored by the Aboriginal Languages Initiative to gather information from all language programs across Canada (Québec City, February 12-14) CILLDI presentation by Anna-Leah King.

2007   Anskohk Aboriginal Literacy Festival, Oct.16 – 20th, Saskatoon, presentation of Pimatsiwin, Aboriginal Children's Literature book

2007   SPDU – STC – Saskatchewan Professional Development Unit, Saskatchewan Teacher Federation: **"Moshum and Kokum: Aboriginal Curriculum Perspective. In-service for teachers and administrators on First Nations, Métis and Inuit Education

2007   League of Education Administrators Society (LEADS), presentation on Aboriginal Curriculum**, Waskesu, SK, July 12th, 13th

2006   Office of the Treaty Commissioner – "Teaching Treaty in the Classroom" Teacher In-service Cumberland House, Saskatchewan

2006   Saskatoon Catholic School Trustees presentation of "Dancing Circles: Strong Hoop, Strong Spirit" curricular resource**, Nov. 16th

2006   Indian and Métis Advisory Council to the Minister, Saskatchewan Learning, Aboriginal Curriculum Presentation, Sept. 25th

2005   University of Regina, Nov. 18th, presentation to undergrad education class on "Aboriginal Curriculum Perspective"

2005   Indian and Métis Advisory Committee to the Minister, presentation of Hoop Dance Curriculum and Aboriginal curriculum development perspective, Oct. 15th, Wanuskewin

2005   Greater Saskatoon Catholic Schools "First Nations Spirituality as an enhancement to Catholicism" teachers, First Nations and Catholic community representatives Oct. 28th

2004   Course: Language and Literacy Cross-Cultural Perspectives, University of Saskatchewan, presentation for Dr. Angela Ward on "Aboriginal Education", Oct. 12th

2003/04/05   Greater Saskatoon Catholic Schools, "Belonging" teacher in-service on Aboriginal Education, Nov. 21

2003/04/05   Greater Saskatoon Catholic Schools, "Mastery" teacher in-service on Aboriginal Education, May 5th

2003   University of Saskatchewan, Nov. 5th, Literacy Learning course for Dr. Linda Wason-Ellem "Introducing Aboriginal children's literature".

2003   CASTS Canadian Aboriginal Science & Technology Conference: Sept. 18th/03 "Eagle Creek Plant Science Web Project" by Anna-Leah King and Gary Vrinten

Articles (non-peer reviewed)

2004   Sharing Our Journey (2004)
              Saskatoon Catholic Schools, Aboriginal Education Journal

2004/05   Aboriginal Education Annual Report 2004/2005
              Saskatoon Catholic Schools, Co-author

2003/04   Action Plan Cultural Diversity and Race Relations Committee
              Advisory Committee for the Cultural Diversity and Race Relations
              Committee Action Plan

Curriculum Development

2007   Integration of First Nations and Métis Ways of Knowing into Science 10
              Saskatchewan Teachers Federation, Government of Saskatchewan, SPDU
              Professional Growth, Authors, STF Team and Anna-Leah King
              Partnerships.http://www.stf.sk.ca/services/stewart_resources_centre/on-
              line_catalogue_unit_plans/index.html.

2005   First Nations Spirituality Website
              http://www.scs.sk.ca/cyber/firstnations/index.htm
              Student's instructional resource learning website exploring different aspects of
              First Nations culture and spirituality aligned with Saskatchewan Learning. Writer
              Anna-Leah King

2004   Tipi Skylight Teacher Resource
              Teacher resource, Instructional CD and Cree/Eng Language Posters aligned with
              Saskatchewan Learning. Writer Anna-Leah King

2003   Dancing Circles: Strong Hoop, Strong Spirit
              Cree/English Instructional Resource on Hoop Dancing and Teacher Resource
              aligned with Saskatchewan Learning. Writer Anna-Leah King and Division Tech
              Media, University of Saskatchewan

2002   Eagle Creek Science and Land based Website Development Project
              The intent of this website project is to explore the place of stone tipi rings as a
              teaching learning facility in First Nations culture and science from a First Nations
              perspective aligned with Saskatchewan Learning, co-developer/writer Anna-Leah
              King

2002   The Art Show: Study Guide
              Curricular Resource produced by Native Earth Theater, Toronto for "The Art
              Show" theatre production. Writer Anna-Leah King

Service

Provoking Curriculum Conference 2018 – planning committee and Chair for Indigenous panel presentations
CAREC – planning committee for congress and presenter of Indigenous children's literature with Heather Phipps
Colloque sur les perpsectives autotonization chez les francophones – planning committee and advisor towards SSHRC application
Committee for Saskatchewan Teachers Federation Funding-Education Library Collection – ordering materials to add Metis/First Nations/French Education resources to our Teaching Preparation Centre.

Cercle Francais: Circle of French speaking woman who gather for the opportunity to practice speaking.
Indigenous Book Club: faculty book club to study Indigenous literature that cover certain issues and pedagogy
Member of Working Group for the Ministry of Education for the renewal of Inspiring Success: First Nations and Metis Prek-12 Education Policy Framework.
Elder's Protocol; review and update of the Elder protocol document with Indigenous Lead Office
Update and editing of IAC's strategic plan to present to IAC

Volunteer Work

2010 to 2013	Song Presentations, University of Alberta, Policy Studies Welcome, Centre Global Citizenship and Education Research (CGCER) Conference, Peace Institute-University of Alberta, National Aboriginal Nursing Symposium-Edmonton, NEAHR, Conference – McGill University, CGCER International Conference Opening 2013
2005/6	Host for International Students, student billeting
2011	Anishnaabe History and Culture – Harry Ainley High School Edmonton
2011	Global Youth Rep Fundraiser - Amiskwaciy Academy art auction and vocal artist
2010	Cultural Teacher – Aboriginal Perspectives Curriculum Course, U of A
2009/10	Diversity Institute Aboriginal Perspectives, University of Alberta
2008	Homeless Initiative: services for the homeless, Shaw Conference centre, Edmonton – greeter and registration
2008	Aboriginal Women's Wellness Workshop – drum and song, cultural teachings, Sandy Lake, AB
2006	St. Mary's Community Fair, artist workshops
2006	Inner City Choir – co-teacher, drum song and SNTC performance 2006
2005/06	Drum and Song Workshops for women Saskatoon

Workshop Presentations

2009	Drum and Song Teacher Women's Cultural and Healing Project, Sandy Lake, Alberta
2007	Drum & song, art and traditional teaching Red Willow Treatment Centre, Saskatoon
2006	Drum and song workshops Saskatchewan Native Theatre Company Community Choir, Saskatoon
2006	Drum & song, storytelling and art workshops- Sherbrooke Community Care home, Saskatoon with Saskatchewan Writer in Residence Joe Naytowhow
2006	Aboriginal Women's Drum and Singing Group - Saskatoon
2001	Rattle Making workshop – women's group, Wikwemikong Unceded Reserve
1999	Tipi Painting Workshop for the junior school, Wikwemikong Unceded Reserve
1998	Tipi Painting Project with Aboriginal students, Blackstrap Outdoor Education Facility, Saskatchewan

1990 – 2007   Aboriginal Art Youth Workshop, Public and Separate School Systems, Saskatoon

Committees

2008 to 2013	Provost's Aboriginal Initiatives Council, University of Alberta
2007 to 2012	Indigenous Education Council, University of Alberta Education
2012	Program of Studies Working Group, Indigenous Education Council Rep
2012	Creative Age Symposium Artist/Singer, Alberta Community Centre
2009/10	Creative Age Symposium planning committee
2008 to 2011	Wacihtowin Education Action Circle, City of Edmonton
2007/08	CURA Board, CILLDI representative 2007, ATEP representative 2008, Dr. Cora Weber-Pillwax
2008 to 2011	CURA Working Group for the Aboriginal Women's Provincial Healing Network, Dr. Cora Weber-Pillwax
2007 to 2010	Diversity Institute Planning Committee and Instructor, University of Alberta
2008/09	Provincial Indigenous Languages Conference Committee
2007 to 2009	Indigenous Language Instructors Certificate (ILIC) Provincial Working Group
2007/08	The Canadian Indigenous Languages and Literacy Institute (CILLDI) Committee, U of A cross disciplines and external education
2007	Juno Committees: Educational Initiatives & Aboriginal Initiatives
2007	Broadway Centennial Committee - Free Film Series for schools
2007	Missing Aboriginal Women's Coalition – member at large
2006/07	Partnership – Saskatoon Tribal Council & Greater Saskatoon Catholic Schools
2005 to 2007	Office of the Treaty Commissioner, Teacher Leader in Treaty Education
2006	Anne Frank Steering, Education, Fundraising, Music, and Artist Retreat Committees
2007	Aboriginal Women's Health Research Committee, Prairie Women's Health Organization
2005 to 2007	Cultural Diversity and Race Relations Advisory – City of Saskatoon
2006/07	Board Member of PLEA (Public Legal Education Association)

Graduate Course Work

EDPS 501	The Structure and Meaning of Cree I
EDSE 501	Aboriginal Curriculum Perspectives
EDPS 539	Revitalizing Indigenous Language
EDPS 681	Frameworks for Research in Educational Policy Studies
THES 903	Thesis Research
EDPS 501	The Structure and Meaning of Cree Language II
EDPS 538	From Oral Language to Written
EDPS 680	Policy Research and Education
EDPS 537	Issues in Indigenous Education
EDPS 535	Indigenous Research Methodology
THES 906	Thesis Research
EDSE 620	Advanced Research Methods
THES 906	Thesis Research
THES 919	Thesis Research – continuous (2011-2015)

Additional Course Work

2018   History and Worldview Course, Extension Division, University of Alberta
Elder: Jimmy O'Chiese and Dr. Diana Stienhauer, Pryamid Lake, Alberta
(October 14th – 17th).

2018   Nanatowihowin Askiw Masikiya – Healing Earth Medicine hosted by Beaver
Lake Health Service, Beaver Lake, Alberta (June 21 – 24)

2010   Dr. Gabor Mate, Biopsycho-social Approach to Addictions Certificate, Psych-
Health Centre, Edmonton

2013   Dr. Bruce Perry – Children of Trauma, Edmonton

2001/02   Leadership Saskatoon & the Chamber of Commerce Course on Leadership

Melanie (MacLean) Brice

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Education

2016   **PhD,** Elementary Education**,**
University of Alberta, Edmonton, AB
Dissertation: *"Don't Step on Each Other's Words": Aboriginal Children in Legitimate Peripheral Participation With Multiliteracies*
Supervisors: Dr. Heather Blair and Dr. Lynne Wiltse
Field of specialization: Language and literacy education

2005   **Masters in Education,** Curriculum Studies**,**
University of Saskatchewan, Saskatoon, SK
Thesis: *Métis Teachers: Identity, culture and the classroom*
Advisor: Dr. Linda Wason-Ellam

1999   **Bachelor of Arts** (Three-year), Linguistics,
University of Saskatchewan, Saskatoon, SK

1998   **Bachelor of Education** (*with Distinction),*
Saskatchewan Urban Native Teacher Education Program
University of Saskatchewan, Saskatoon, SK

Honours, Awards and Research Grants

- Dr. Marie Meyer Memorial Research Grant (2016-2017), University of Alberta, $2,800
- ATLAS.ti IIQM PhD level Dissertation Award top ten commendation (2016), University of Alberta
- Dr. Stirling McDowell Foundation for Research into Teaching Grant (2011) $2,500 (awarded), Saskatchewan Teachers Federation
- University of Alberta, Queen Elizabeth II Graduate Scholarship (2009) $20, 000
- Gabriel Dumont Centre, Graduate Student Award Bursary (2008, 2009) $17,500
- Government of Canada Endowment Fund, National Aboriginal Achievement Foundation, Graduate Award Bursary (2008) $5, 100

- Aboriginal Education Research Network Research Award "Use of storytelling as a teaching Methodology", Aboriginal Education Research Network, Saskatchewan Learning, 2006 ($20,000)
- College of Graduate Studies Travel Award, University of Saskatchewan (2003) $500
- Napolean LaFontaine Graduate Scholarship, Gabriel Dumont Institute, University of Saskatchewan (2002) $500
- Gordon McCormick Memorial Graduate Scholarship, College of Education, University of Saskatchewan (2002) $500
- Dean's Honour List, College of Education, University of Saskatchewan (1997)

Teaching and Research Interests

- Literacy learning and teaching
- Language learning and development
- Multiliteracies
- Indigenous literacies
- Indigenous languages education
- Indigenous Education
- Use of story and storytelling
- Teacher Practice and teaching methodologies

Teaching Experience

July 2016 – June 2017	Assistant Professor, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, SK, Term appointment, undergraduate teaching:

ECUR 309   Introduction to Elementary English language arts (4 sections)
ECUR 310   Literacy Across the Elementary Curriculum: Assessment and Planning in a Relational Context (2 sections)

August 2010 – May 2014	Faculty, Saskatchewan Urban Native Teacher Education Program (SUNTEP), Gabriel Dumont Institute, Saskatoon, SK Undergraduate teaching and supervision:

ECUR 200   Curriculum and Instruction (4 sections)
HLTH 100   Health Concepts for Elementary and Middle Years (2 sections)
ECUR 370   Introduction to Elementary Literacy Education (3 sections)

	ECUR 273	Oracy and Literature in the Elementary School (2 sections)
	EDST 213	Student Teaching Elementary Program (3 sections)

July 2012   Lecturer/co-instructor, Canadian Indigenous Language and Literacy Institute (CILLDI), University of Alberta, Edmonton, AB
Course re-development and undergraduate and graduate teaching:
EDEL 496/595   Literacy and Drama in Aboriginal Language Education

January 2009 – May 2010   Sessional Lecturer, Elementary Education, University of Alberta, Edmonton, AB
Undergraduate teaching:
EDEL 305   Introduction to Language Arts (3 sections)

September 2008 –
December 2008   Graduate Teaching Assistantship with Dr. Carol Leroy, Elementary Education, University of Alberta, Edmonton, AB

August 1998 – June 2008   Teacher Librarian and Classroom Teacher, Greater Saskatoon School Division, Saskatoon, SK
Kindergarten to Grade 8 teacher

Research Experience

Doctoral Research, Language and Literacy Program, Elementary Education, University of Alberta, Edmonton, AB, May 2013 – September 2016

Co- Researcher in "Aboriginal and Métis Teachers use storytelling as an Instructive Practice" with Dr. Linda Wason-Ellam, Curriculum Studies, University of Saskatchewan, Saskatoon, SK, funded by Aboriginal Education Research Network, Saskatchewan Learning, October 2006

Thesis Research, Curriculum Studies, University of Saskatchewan, Saskatoon, SK, January 2002 – April 2004

Graduate Research, Curriculum Studies, University of Saskatchewan, Saskatoon, SK, January 2001 – August 2001

Professional Experience

January 2015 – April 2016   Director, Curriculum Branch,
                              First Nations, Métis and Inuit Education,
                              Alberta Education, Edmonton, AB

July 2014 - April 2016   Team Leader, Language Development, FNMI,
                              Alberta Education, Edmonton, AB

October 2008 –
September 2009   Coordinator, Canadian Indigenous Language and Literacy
                              Institute (CILLDI), University of Alberta, Edmonton, AB

Publications

Reports

MacLean, M. and Wason-Ellam, L. (2006). When Aboriginal and Metis Teachers use Storytelling as an Instructional Practice. Report to the Aboriginal Education Research Network. Regina, SK: Saskatchewan Learning. http://www.education.gov.sk.ca/Storytelling

Conference Proceedings

MacLean, M. (2003). Metis Literacy. *Proceedings of the First Annual Hawaii's International Conference on Education*, Hawaii, USA. http://www.hiceducation.org/edu_proceedings/Melanie%20MacLean.pdf

Presentations

Brice, M. (May 2017) "Métis and First Nations children using multiliteracies to support reading" presented at the Canadian Society for the Study of Education (CSSE), May 28th, 2017, Toronto, ON

Brice, M. (2017, March) "Multiliteracies in Indigenous contexts" presented at Think Indigenous Education Conference, Saskatoon, SK

Brice, M. (2016, March) "Integrating First Nations, Métis and Inuit Perspectives through Children's Literature" guest lecturer at EDEL 406, Faculty of Education course at the University of Alberta, Edmonton, AB

Brice, M., & Randolph-Beaver, T. (2014, October –2015, March), "Empowering the Spirit: Supporting Literacy Learning for First Nations, Métis and Inuit Students" presented in collaboration with Alberta Regional Professional Development Consortia in Calgary, Edmonton, Grande Prairie, Red Deer and St. Paul.

Brice, M. (2014, January) "Storytelling as an instructional method" guest lecturer at ECUR 378.3 (02) Creative Activities in the Language Arts, College of Education course at the University of Saskatchewan, Saskatoon, SK

MacLean, M. (2013, June) "Storytelling as a Decolonizing Pedagogy" presented at Native American Indigenous Studies Association (NAISA) Conference, Saskatoon, SK

MacLean, M., Blair, H. & Sun, M. (2009, March) "Building Capacity for Language Revitalization Work in Your Community" presented at Taking Action for Indigenous Languages Conference, Lethbridge, AB

MacLean, M. (2007, May) "Aboriginal and Métis Teachers use Storytelling as an Instructional Practice" co-authored with Dr. Wason-Ellam presented at Aboriginal Education Research Forum, Winnipeg, MB

MacLean, M. (2006, October) "Bringing Aboriginal Perspective into your Units" presented at the Early Childhood Education Council Conference, Saskatoon, SK

MacLean, M. (2003, January) "Métis Literacy," presented a paper on how the use of language in the daily life experiences of Métis people is embedded with their culture, family and community life at Hawaii's International Conference on Education, , Honolulu, HI

Professional Services

- Consultant Services, Writing workshops, Saskatchewan Aboriginal Writer's Circle Inc., February 2018
- Reviewer, Language and literacy text, Nelson Education, May 2017
- Reviewer, Math little books focusing on First Nations, Métis and Inuit perspectives, Pearson Education, September and July 2017, and June 2016
- Consultant Services, Aboriginal Education professional development, Pearson Education, April – May 2016
- Reviewer, High school literacy anthology on residential schools, McGraw Hill Education Publishing, December 2015 – March 2016
- Doctoral Student Representative, Education Faculty Council, Department of Elementary Education, University of Alberta, September 2010 – May 2011
- Panel Member, Grade Four Reading Provincial Assessment Review, April 2011
- Reviewer, Grade Five Science, Pearson Education Canada, October 2010
- Committee Member, Stirling McDowell Project Review Committee, Saskatchewan Teachers Federation 2004 to 2008

- Chair, Elementary Travel and Conference Committee, Greater Saskatoon Catholic School Board, September 2003 to December 2006
- Team Member, Curriculum Actualization Team, Father Robinson School, Greater Saskatoon Catholic School Board, August 2003 to June 2008
- Committee Member, "Changing the Climate" Graduate Students Conference, University of Saskatchewan, October 2002 – May 2003
- Planning Committee Member, "Métis Showcase" Saskatoon Catholic School Board, November 15th, 2002
- Committee Member, Métis Catholic History Project, Saskatoon Catholic School Board, April 2002 – November 2002

Professional Learning

March 2016	Making the Most of Performance Conversations
February 2016	Crucial Conversations Training
September 2015	Talent Acquisition Training for Hiring Managers
March 2015	IAP2 Training: Emotion and Outrage
January 2015	Expenditure Officer Training
December 2014	IAP2 Training: Foundations in Public Participation; Planning and Techniques
July 2014	7 Habits of Highly Effective People

Professional Affiliations

International Literacy Association National
Council of Teachers of English
Language and Literacy Researchers of Canada – special interest group of
Canadian Association for Curriculum Studies
Canadian Association for Studies in Indigenous Education

2317 Arlington Avenue
Saskatoon SK S7J 2H8
T: 306-373-1660 1-800-667-7762
F: 306-374-1122
stf@stf.sk.ca

February 14, 2019

JEROME CRANSTON
DEAN, FACULTY OF ED, U OF R
3737 WASCANA PKY
REGINA SK S4S 0A2

Email: jerome.cranston@uregina.ca

Dear Dr. Cranston:

This letter is in response to your email of February 10, 2019 in which you describe a graduate program leading to a Masters of Indigenous Language degree proposed by the Faculty of Education at the University of Regina and First Nations University.

At the 2015 Annual Meeting of Council, the teachers of Saskatchewan asserted their beliefs regarding the value of Indigenous education by approving STF Policy 1.12 (Indigenous Education). The policy articulates a number of principles, which align with the purposes of the proposed Masters of Indigenous Education degree program:

- Indigenous histories, teachings and stories must be included in curricula at all levels to ensure all students develop understandings of complex indigenous cultures, customs, language and knowledge.
- Education can be a form of reconciliation through a focus on restorative justice, healing and other holistic healing initiatives.
- Therefore, teachers individually and collectively embrace holistic educational practices as foundational to ongoing curriculum development and promote the teaching and learning of Indigenous languages, history, heritage, perspectives and ways of knowing to all students as a means to preserve the continuity and growth of Indigenous cultures and communities.

The Federation believes that the objectives of the program are congruent with the values and beliefs of the teaching profession of Saskatchewan; therefore, would like to state our support for the Master of Indigenous Language program proposed by the Faculty of Education at the University of Regina and First Nations University.

More recently, the Federation has publicly stated our support for more people and resources to address Indigenous language instruction in schools.

FEBRUARY 14, 2019
JEROME CRANSTON
DEAN, FACULTY OF ED, U OF R
PAGE 2

The teachers of Saskatchewan acknowledge the important work you are doing in preparing students as leaders in Indigenous Language and wish you at the best in this endeavour.

Sincerely,

Randy Schmaltz
Executive Director

RS/lph

cc.   Patrick Maze, President, Saskatchewan Teachers' Federation

Government
—— of ——
Saskatchewan

February 28, 2019

Dr. Jerome Cranston, Dean
Faculty of Education
University of Regina
ED 309, 3737 Wascana Parkway
REGINA SK S4S 0A2

Dear Dr. Cranston:

The Ministry of Education received an email sent on February 11, 2019, by
Dr. Andrea Sterzuk requesting support for the proposed Master of Indigenous Language
Education. Dr. Sterzuk requested that the response be addressed to you. The Ministry of
Education extends its support for the creation of the newly proposed Master of
Indigenous Language Education program offered by the Faculty of Education of the
University of Regina and the First Nations University of Canada.

The Ministry of Education is committed to the success of all students. The ministry
recognizes that it is important to prepare teachers in improving the outcomes and
graduation rates of First Nations, Métis and Inuit (FNMI) students.

As you may already know, provincial Indigenous language curricula exists in
Saskatchewan for the Kindergarten to Grade 12 education sector, including: *Aboriginal
Languages K-12* and *nēhiyawēwin 10/20/30* (Cree language). Moreover, locally developed
courses are developed by school divisions to meet local needs that are not met by
provincially developed curricula and are approved by the ministry. Locally developed
Indigenous language courses that are available to provincial and First Nations schools
upon request include:
- *Cree Cultural Programs 10L/20L/30L* (contains multiple components including
  language)
- *Dene 10L/20L/30L*
- *Michif 10L/20L/30L*
- *Nakawe 10L/20L/30L*
- *Saulteaux 10L/20L/30L*

. . . 2

Dr. Jerome Cranston
February 28, 2019
Page 2

A strong Indigenous language education program would allow teachers to refine their pedagogical approaches for language learning and help them to develop tools and strategies to promote Indigenous language education. Such a program would also help to develop leaders in the area of Indigenous language education.

The Ministry of Education supports your efforts to develop a Master of Indigenous Language Education program. I extend my best wishes to you and your colleagues for success in this endeavour.

Sincerely,

Susan Nedelcov-Anderson
Assistant Deputy Minister

cc: Pat Bugler, First Nation and Métis Advisor, Deputy Minister's Office, Ministry of
      Education
      Edith Nagy, Executive Director, Strategic Policy and Planning, Ministry of
      Education
      Flo Woods, Executive Director, Student Achievement and Supports, Ministry of
      Education
      Dr. Andrea Sterzuk, Associate Professor, Faculty of Education, University of Regina
      Dr. Angelina Weenie, Associate Professor, Department of Indigenous Education,
      Health and Social Work, First Nations University of Canada

**FACULTY OF
GRADUATE STUDIES
& RESEARCH**

6 Appendices

6.1 Check List for New Graduate Programs

Name of Program   Master of Indigenous Language Education

Line Faculty   Faculty of Education

Department Approval *Bettina Schneider*	Date: February 22, 2019
Line-Faculty Council *[signature]*	Date: *April 22, 2019*

Approval at CCFGSR
  Recommended by CCB
  Recommended by CCAM
	Date:
	Date:
	Date:

Approval at Executive of Council	Date:
Approval at Senate	Date:

ENGLISH LANGUAGE REQUIREMENTS FOR UNDERGRADUATE ADMISSIONS ACROSS ALL COMPREHENSIVE UNIVERSITIES IN CANADA

Test			U of R	SFU	U of V	U of M	U of G	Carleton	Wilfrid Lau	Concordia	U of W	Brock	Windsor	Ryerson	NB	U of Y	UQAM
International English Language Testing System (IELTS - Academic)	Max	9	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	
	Min*	0	5.5	6	6	6	6	6	6	6		6					
TOEFL iBT (Test of English as a Foreign Language internet)	Max	120															
	Min	0	80	88	90	79	89	86	83	89	90	88	83	92	85	83	
Reading			19	20	20	20	21	20	20								
Listening			19	20	20	17	21	20	20								
Speaking			18	20	20	17	21	22	20	17	25	21					
Writing			18	20	20	20	21	22	20	17	25	21	20				
Canadian Academic English Language (CAEL)	Max	90		70	70		70	70	70	70	50	70	60	70	60		
	Min*	10	60	60	60	50				60	50	60					
Comprehensive English Language Test (CELT)	Max	90															
	Min	10	60														
Michigan English Language Assessment Battery (MELAB)*	Max	99	85		90	85	85	85	85	74	85	85	85	85			
	Min	0					83	80									
Canadian Test of English for Scholars and Trainees (CanTEST)	Max	5															
	Min	1	4.5			4.5											
Reading			4.5			4.5											
Listening			4.5			4.5											
Writing			4			4											

*Michigan Language Assessment will discontinue accepting score report requests and results verification in July 2020.

*with no band less than

UNIVERSITY OF REGINA
Senate

Item for Information 9.2

Subject: Annual Enrolment Report 2018-2019

Background and Description:

The following report is presented for information. The 2018-2019 academic year encompasses the spring/summer term of 2018, the fall term of 2018, and the winter term of 2019.

This report sets out the enrolment and registration numbers of the University of Regina for the 2018-2019 academic year in comparison to the previous 4 years. Registration rises as we approach the first few days of lectures and falls soon thereafter. For the sake of consistency during each of the five years in the tables that follow, the numbers provided are taken on or about the fifth day of classes in each term represented. While the count of enrolment on this date does make the numbers volatile, it provides a general framework of enrolment trends at the University. Final counts are published on the University of Regina website by the Office of Resource Planning at www.uregina.ca/orp/statistics/index.html.

Enrolment Highlights Year over Year Comparison (Graphs 1 to 5)

- There was an increase in total headcounts through the University system year over year.
  - The spring/summer headcount was 7,808, which increased by 3.5% (266 students).
  - The fall headcount was 15,600, which increased by 1.8% (273 students).
  - The winter headcount was 14,966, which increased by 4.1% (590 students).
- The headcount increases for graduate students were 0.3% (6 students) for spring/summer, flat for the fall (no increase or decrease), and 0.7% (13 students) for the winter.
- Full load equivalents (FLE) are determined by taking the total number of registered credit hours and dividing it by 15, which is considered to be the 100% course load of a full time student. The Full Load Equivalents generated by undergraduate students in the University of Regina system have seen an overall increase of:
  - 3.9% (1,397 credit hours or 93 FLE) for the spring/summer term.
  - 2.2% (3,183 credit hours or 212 FLE) for the fall term.
  - 4.4% (6,003 credit hours or 400 FLE) for the winter term.
- The total registered credit hour increases/decreases for graduate students were 69 credit hours for spring/summer, -123 credits hours for fall, and 341 credit hours for winter.

N.B.: Preliminary headcounts for the 2019 spring/summer term show a year over year increase in headcount of about 6% (475 students) and a 9% increase in the total registered credit hours (3,984 credit hours).
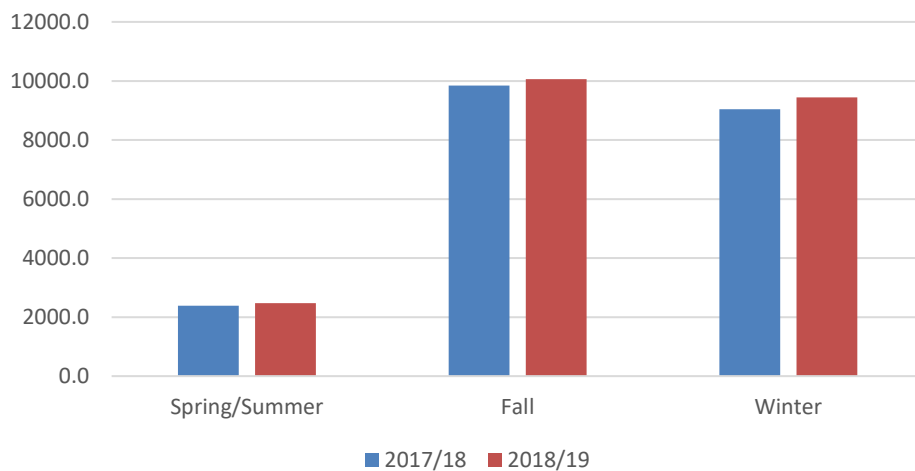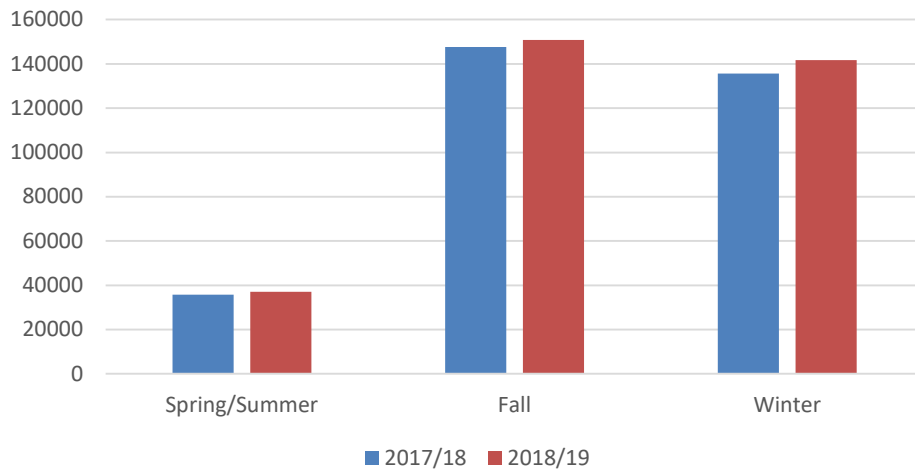
Graph 1 - University System Headcount Summary
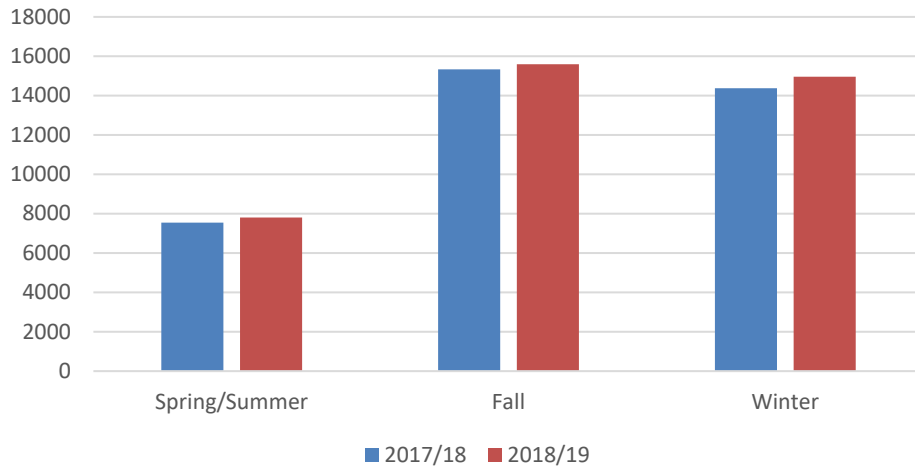
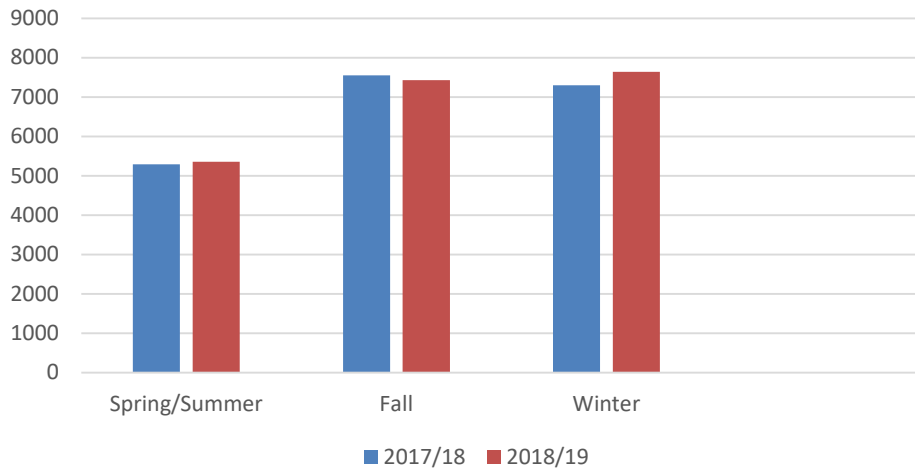## Graph 2 - Graduate Student Headcount Summary
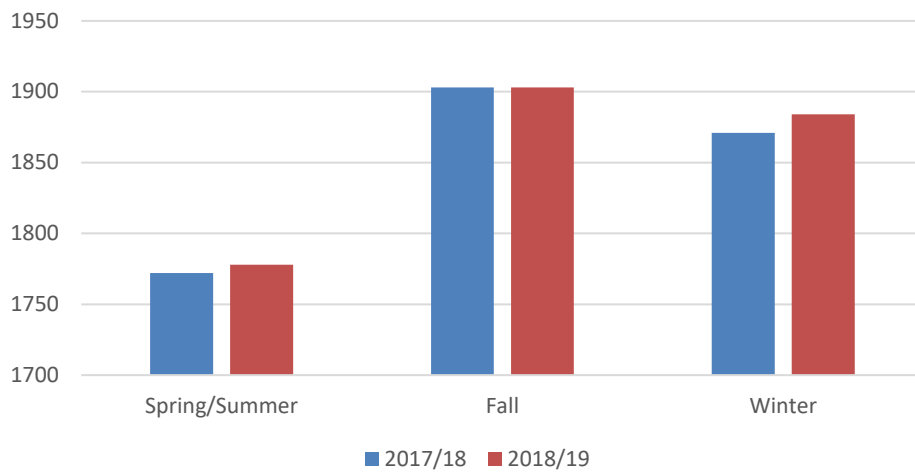
Graph 3 - FLE Summary (Undergraduate Only)

## Graph 4 - Credit Hour Summary (Undergraduate)

Graph 5 - Credit Hour Summary (Graduate)

5 Year Enrolment Highlights (Graph 6)

- Over the past five years the University has seen substantial overall growth in all terms as follows:
  - 19% (1,236 students) for the spring/summer term.
  - 11.7% (1,628 students) for the fall term.
  - 15.1% (1,966 students) for the winter term.

Graph 6 - Headcount - 5 year comparison
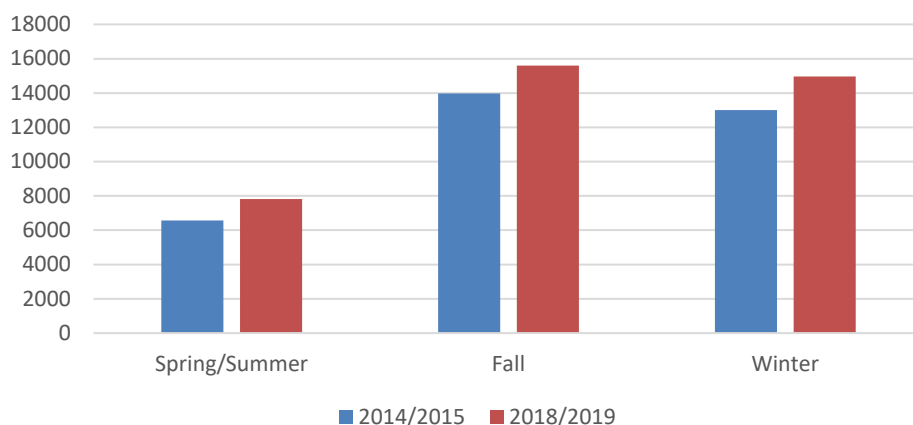
Population Segments

The following counts include only students taking courses for credit, and represent numbers at the end of the 4th week of lectures. They do not include students taking non-credit courses such as those in the ESL program. The numbers of Indigenous students reflect only those who self-declare their ancestry. This systematically under-represents the actual number of Indigenous students. Information on the top 10 home nations of international students has also been included.

N.B. The information provided has been adapted from the Office of Resource Planning – Registration Statistics & Supplemental Reports and includes information only on the Fall and Winter terms. This is available online at www.uregina.ca/orp/statistics/registration/index.html.

**Population Segment Highlights (Graphs 7 to 14)**

- The number of self-declared Indigenous students within the University system increased by 7% in the fall term and 8% in the winter term.
- The five year increase in self-declared Indigenous students was 32% in the fall term and 34% in the winter term.
- International visa students increased by 14% in the fall term and 24% in the winter term.
- The five year increase for international students was 36% in the fall term and 49% in the winter term.
- International graduate students increased by 9% in the fall term and 7% in the winter term.

- The five year increase is graduate students has been 25% in the fall term and 23% in the winter term.
- The top 3 nations for international students (using both the fall and winter headcount data) are India, China and Nigeria.
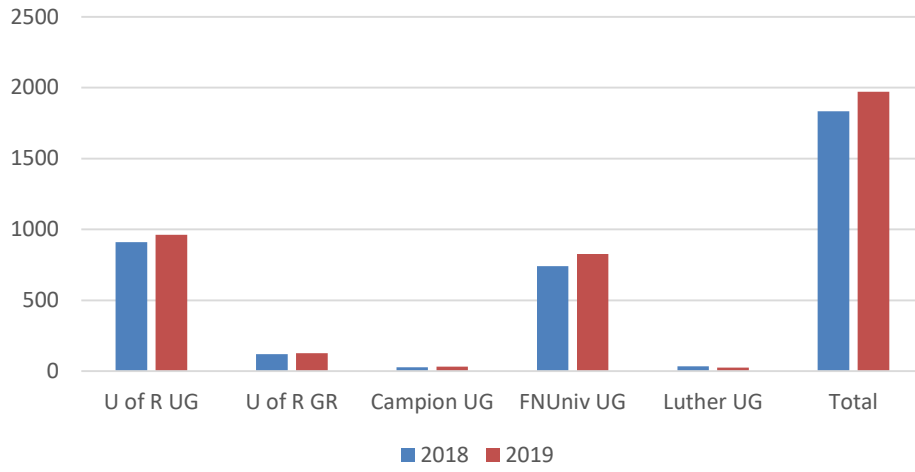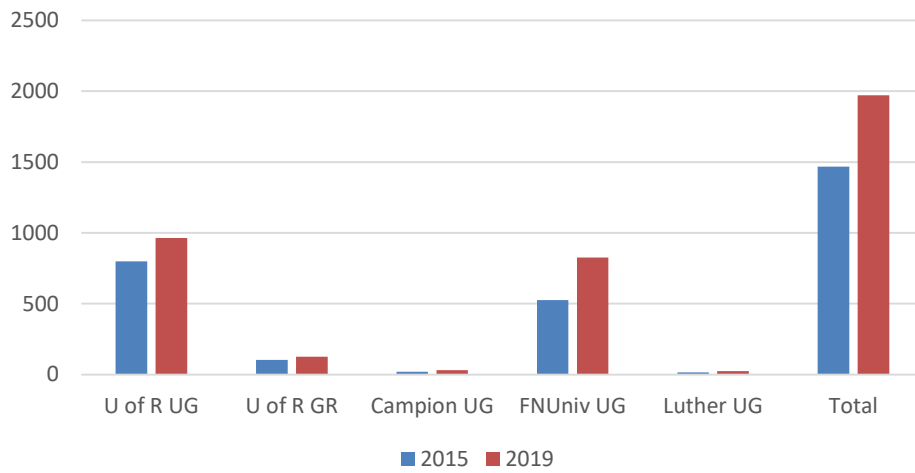
Graph 7 - Indigenous Year over Year - Fall
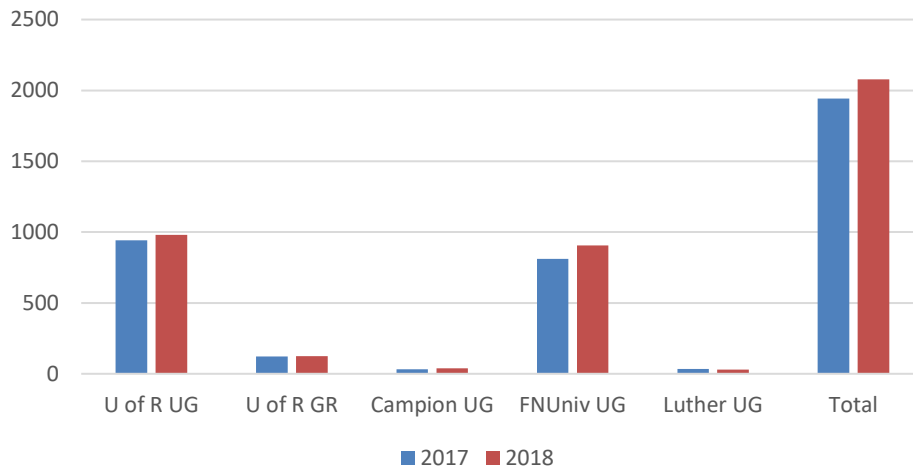
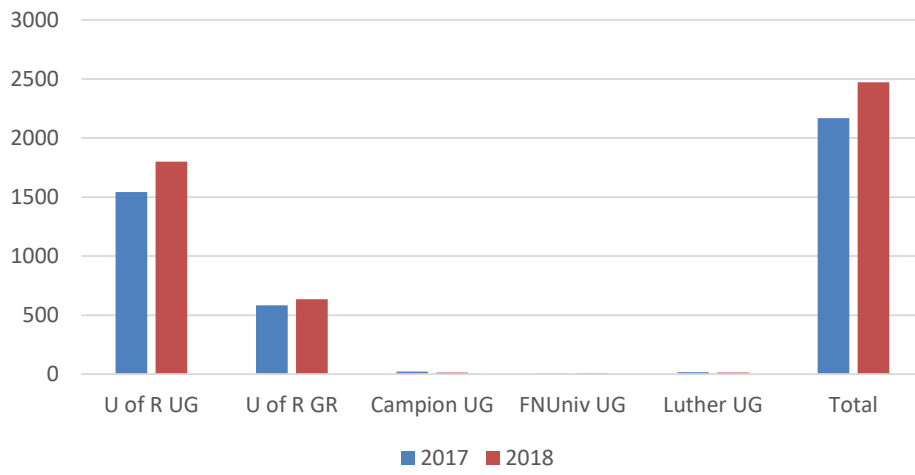## Graph 8 - Indigenous 5 Year - Fall
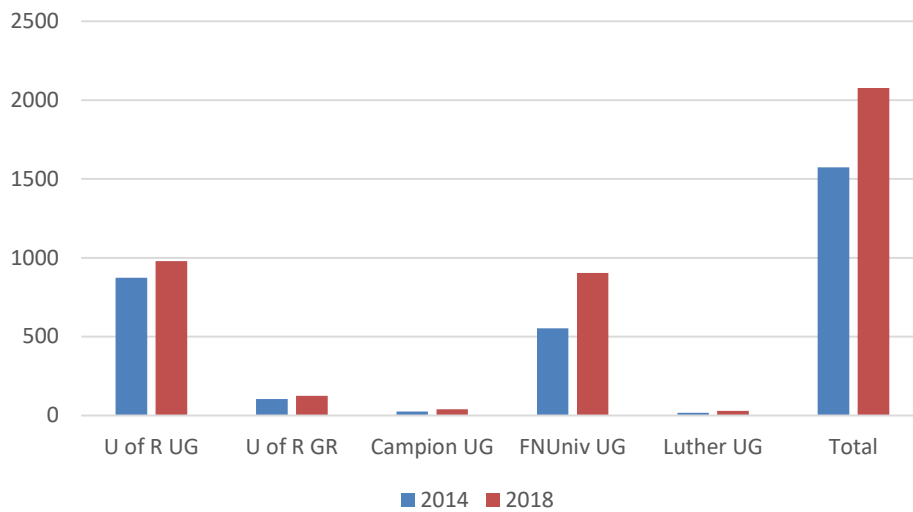
Graph 9 - Indigenous - Year over Year - Winter

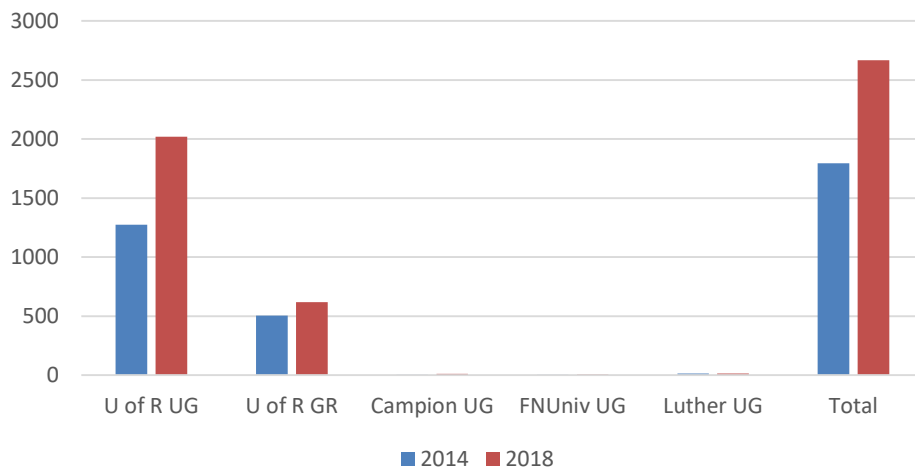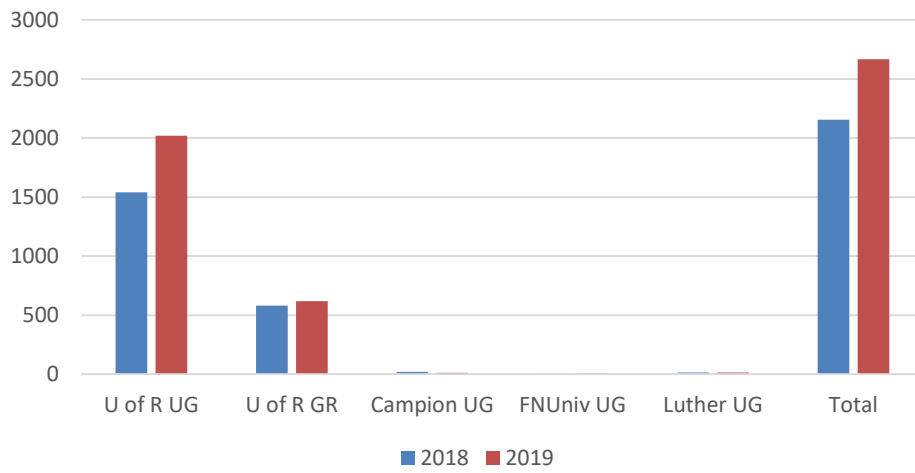## Graph 10 - Indigenous 5 Year - Winter
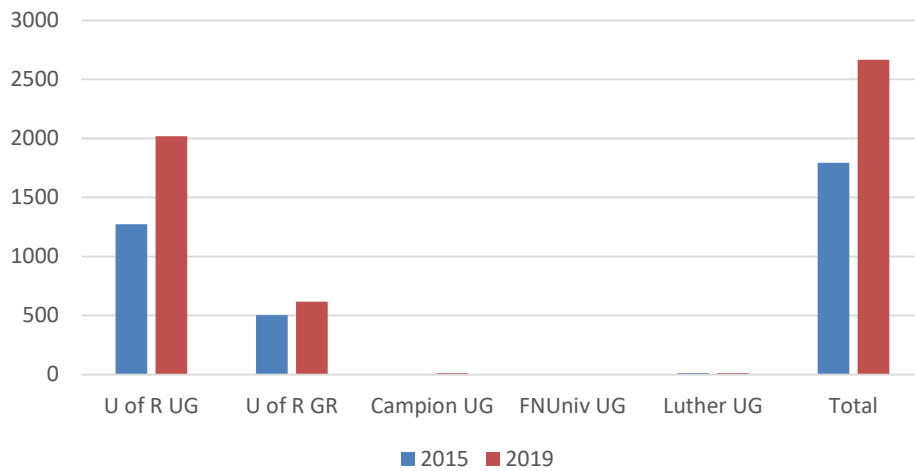
Graph 11 - International Year over Year - Fall

Legend: ■ 2017 ■ 2018
Categories: U of R UG, U of R GR, Campion UG, FNUniv UG, Luther UG, Total

Graph 12 - International 5 Year - Fall

Legend: ■ 2014 ■ 2018
Categories: U of R UG, U of R GR, Campion UG, FNUniv UG, Luther UG, Total

Graph 13 - International Year over Year - Winter

Legend: ■ 2018 ■ 2019

Graph 14 - International 5 Year - Winter

Legend: ■ 2015 ■ 2019

Graph 15 - International Top 10 Nations
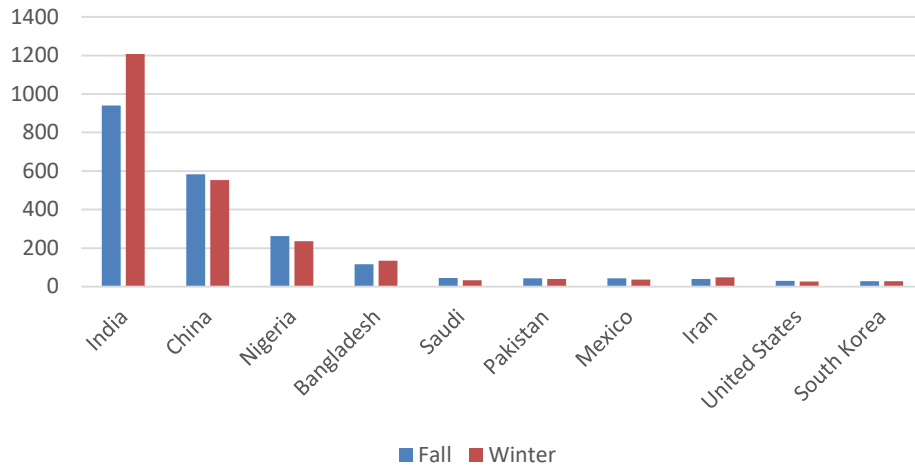
Submitted on May 13, 2019 by the Registrar's Office and Student Affairs

REPORT TO SENATE
5 JUNE 2019
FROM THE APRIL 30, 2019 MEETING OF THE
JOINT COMMITTEE OF SENATE AND COUNCIL ON CEREMONIES

1.   **Items for Approval**

        1.1   **Honorary Degree Candidates for Addition to the Approved Roster**

                 CONFIDENTIAL – *to be distributed at the meeting*

        > **MOTION 1:** That the list of honorary degree candidates for addition to the Approved Roster, *appended to the University's official file*, be approved.

        Due to the confidential nature of this information, the candidates' names and biographies are detailed in the report distributed at the start of the meeting.

Categories of Nominations

The Ceremonies Committee took the following considerations into account when selecting candidates for nomination to Executive of Council and Senate:

1.   A Saskatchewan or prairie figure, well known and respected regionally for distinguished work which has earned him or her a reputation in public service
2.   A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence
3.   A scientist, humanitarian, public servant or public figure who is recognized nationally or internationally for distinguished work and reputation
4.   On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field of endeavor

Exclusion List:

The following persons are not eligible for consideration for an honorary degree:

-       Current members of the Board of Governors or Senate (excluding Chancellors Emeriti)
-       Current or recent members of the faculty or staff of the University
-       Current students
-       Holders of elected office at any level (such as municipal, provincial, or federal)

2.   Item(s) for Information

2.1   Master's of Indigenous Education Hood

At the 30 April 2019 meeting of the Joint Committee of Council and Senate on Ceremonies, the Committee approved the following motion for the Master's of Indigenous Education hood:

The convocation hood colour for the Master's of Indigenous Education to be a sky blue hood with violet outside trim, violet inside trim and lining, with yellow, green, red, and white ribbons hanging on each side of the hood.

May 10, 2019

Prepared by:
Sarah Stewart

On Behalf of:
Dr Vianne Timmons, Chair of the Joint Committee of Senate and Council on Ceremonies