Date: 10 February 2006

To: Members of the Faculty of Arts

From: Thomas Chase, Dean of Arts

Re: Agenda for Faculty Council meeting – Wednesday 15 February 2006

There will be a Faculty Council meeting on **Wednesday 15 February 2006 at 3:00 p.m.** in the **Fifth Floor Boardroom of the Administration-Humanities Building (AH 527)**.

**PLEASE NOTE TIME CHANGE**

**AGENDA**

1. Adoption of the Agenda

2. Approval of the Minutes of 18 January 2006 *(Appendix I, pp. 2-5)*

3. Business Arising from the Minutes

4. Reports of Representatives to Other Faculties

5. Reports of Representatives from Other Faculties

6. Report of the Dean *(Appendix II, pp. 6-7)*

7. Report of the Associate Dean (Undergraduate) *(Appendix III, pp. 8-9)*

8. Report of the Associate Dean (External Relations) *(Appendix IV, pp. 10-11)*

9. Report of the Associate Dean (Research & Graduate) *(Appendix V, p. 12)*

10. Committee Reports
    10.1 Academic Program & Development Committee *(Appendix VI, pp. 13-21)*

11. New Business

12. Other Business and Announcements

TC/dg
The Faculty Council of Arts, University of Regina, met at 2:30 p.m. on Wednesday 18 January 2006 in the Fifth Floor Boardroom of the Administration-Humanities Building (AH527).


SENATE MEMBERS: J. Jeske and R. Krismer

FROM OTHER FACULTIES: B. Campbell (Centre for Continuing Education) and D. Nicholson (Library)

STUDENT REPRESENTATIVES: M. Abrams

REGRETS: E. Aito, L. Jule, S. McCarthy, R. Rogers, and R. Swales

Official welcome was extended to Dr Lynn Wells as she takes up her position as Associate Dean (Research & Graduate), Faculty of Arts.

1. Adoption of the Agenda
   The agenda was adopted as circulated.

2. Approval of the Minutes of 16 November 2005
   SMYTHE/CECIL moved that the Minutes of the Meeting of 16 November 2005 be approved as circulated.
   CARRIED

3. Business Arising from the Minutes
   None

4. Reports of Representatives to Other Faculties
   None

5. Reports of Representatives from Other Faculties
   - D Nicholson (Library): negotiated access to SAGE full-text collection. This package provides access to more than 250 scholarly journals in many areas (e.g. Communication Studies, Criminology, Health Sciences, Political Science, Sociology, Urban Studies & Planning); access to the Globe and Mail archives (1844 to December 2001) has also been obtained; search for the new Librarian has begun.
   - B Campbell (Centre for Continuing Education): Unit Review of CCE under way.

The following items were discussed as per previously distributed report:

6.1 **Recruitment**

6.2 **Budget**

6.3 **Performance Review**

6.4 **New Associate Dean (Research and Graduate)**

In addition the following were discussed:

6.5 **“Celebration” Day proposal:** this event would be scheduled to take place the first Thursday of the Fall term, with classes cancelled for the day. The proposal has yet to be approved at Senate.

6.6 **CUPE 1975 negotiations** are taking place. The University has been working on a contingency plan should there be a strike. Faculty members are expected to teach classes and continue their research; students are expected to attend classes.

7. **Report of the Associate Dean (Undergraduate)**

7.1 **Coop Program Update** – 12 placements have been organized for the Winter semester. Placements are at Ernst & Young (Calgary), SaskPower, RCMP, University of Regina, Industry Canada (Ottawa), Student Connections, Sask. Learning, Farm Credit Canada, Assembly of Ontario Chiefs (Thunder Bay). Deadline for student applications for the Summer was 16 January.

7.2 **Majors, Winter 2006** – Majors in Arts were up slightly while credit hour registration was down to a degree that there is cause for concern.

7.3 **Student Privacy** – be careful sharing student information (e.g., telephone numbers) with other students.

8. **Report of the Associate Dean (External Relations)**

The following items were discussed as per previously distributed report:

8.1 **International:** International student recruitment goals and activities; promote Arts students’ international experience (both abroad and on campus); Arts international initiative “North American Studies in sustainable Community Issues”; Networking with other faculties and federated colleges.

8.2 **Community and Fundraising** – Planning is underway for an Alumni event on Thursday 30 March.

In addition the following were discussed:

8.3 **Statistics** were shared.

9. **Report of the Associate Dean (Research & Graduate)**

The following items were discussed as per previously distributed report:

9.1 **Upcoming Graduate Student Conferences:** “Interdisciplinary Positions” on March 18 and “Creativity Transfer into Community Wisdom: Putting Theory into Practice” – abstracts due February 10.

9.2 **Woodrow Lloyd Lecture** – Chancellor Thomas Molloy (U of S) on 26 January.

9.3 **Stapleford Lecture** – Dr Nettie Wiebe on 23 March.

9.4 **Community Research Unit**

9.5 **Indigenous Studies PhD Program**

9.6 **Graduate Program in English**
10. Committee Reports

10.1 Academic Program Development Committee
KING/KUIKMAN moved to revise the following courses: RLST 311; RLST 341; RLST 342; RLST 345.

CARRIED.

KING/COTE moved to revise the following courses: FR 115 and FR 113.

CARRIED.

KING/JONES moved to revise the following: ECON 100; and course sequencing regulation.

CARRIED.

KING/MACLENNAN moved to add the following courses to the list of approved electives in the BHJ: BUS 100; BUX 358; BUS 364; RLST 333.

CARRIED.

KING/LEESON moved to add the following courses to the Canadian Politics stream for Political Science majors: PSCI 345; PSCI 350; PSCI 360; PSCI 361.

CARRIED.

10.2 Research and Graduate Studies Committee
WELLS/GERMANI moved to approve a new course, HIST 834.

CARRIED.

WELLS/GERMANI moved to approve changes to the graduate program in History.

CARRIED.

WELLS/LOUIS moved to approve changes to the graduate program in English.

CARRIED.

WELLS/LOUIS moved to approve a new coursework-only MA in English.

CARRIED.

WELLS/LOUIS moved to approve new entrance requirements to the existing MA in English.

CARRIED.

For information only: Letter of Intent for a new MA in Creative Writing.

11. New Business

11.1 Teaching Evaluation
The Task Force on Teaching Evaluation and the Dean propose a 2-year pilot (January 2007-December 2008) department-centred teaching evaluation. Evaluations could employ the Optical Scanner or not – this would be the department’s choice. Evaluations would contain a small “core” of common questions plus a larger number of departmentally-determined questions. As always, the Collective Agreement Article 17.20 continues to apply – “An academic staff member who does not wish to use the form which is in current use may make a
written proposal to the Dean or equivalent suggesting an alternate method of student course/instructor evaluation.” Concerns raised: departmental autonomy; need a check system in place to protect against race/gender discrimination; ranking of faculty; confidentiality issues. Further discussion is needed.

12  New Business
None

12. Other Business and Announcements

There being no further business the meeting was adjourned.
6. Report of the Dean

6.1 Recruitment for 2006: Current recruitments in Arts are in most cases on schedule, with candidates’ campus visits completed or underway. Searches in Journalism (Department Head) and Religious Studies have not generated suitable candidates. These positions will be readvertised for 1 July 2007, and interim arrangements made.

6.2 Recruitment for 2007: Departments with planned or possible academic recruitments for a 1 July 2007 appointment date – at the moment, ANTH, ENGL, GEOG, JRN, PHIL, PSCI, RLST – are asked to begin drafting advertisements. We hope to have everything prepared by late spring, so that when budget authorization is received we can advertise without delay. Note that several of these recruitments depend on retirement laws remaining unchanged, and that, as always, authorization to recruit will depend on budget decisions made by the senior administration.

6.3 Elections for department headships: Ballots have been distributed in the elections of heads in the departments of French, Philosophy & Classics, Religious Studies, and Sociology & Social Studies. Results will be known in about a week.

6.4 Federated colleges: The University, Campion, and Luther continue to discuss a new arrangement for the allocation of credit hours from May 2006 forward.

6.5 Consultations on academic planning at the University: President Hawkins has asked Dr Stephen McClatchie, Associate Vice-President (Academic), to lead a campus-wide discussion on academic planning and programming. Simply put, we'd like to brainstorm about academic programs, both undergraduate and graduate, at the University of Regina. Does the University have an appropriate range and diversity of academic programs? What are we not currently doing that we should? Are there areas, programs, and degrees that we should be offering but aren't? What are we currently doing that perhaps we shouldn't? In order to consult as widely as possible, Dr McClatchie is visiting all Faculties. The size of the Faculty of Arts means that several consultations are needed. One was held on 2 February; the others are Friday 17 February 2006 from 3:00 - 5:00 p.m. in the External Relations Meeting Room, NR N210.7, and Monday 20 February 2006 from 10:30 - 12:00 p.m. in the Graduate Studies and Research Boardroom, NR N110.3. Stephen will begin each session with a brief introduction, but the bulk of the time will be devoted to hearing what colleagues have to say about academic programming at the University.

6.6 Personal leave: Academic staff are reminded of the provisions regarding personal leave for family illness or bereavement. Article 24.2 in the new Collective Agreement reads: “An academic staff member may be granted leave of absence with pay by the Dean or equivalent for up to five working days for personal circumstances such as birth or adoption in the family, grave illness or bereavement in the family, or to attend to urgent personal matters which cannot otherwise be accomplished. In an emergency, an application may be made by telephone (to be confirmed in writing) to the Dean or equivalent where the particular circumstances warrant. Leaves for longer periods, with or without pay, may be granted by the Dean or equivalent.”

Article 24.4 of the new Collective Agreement, “Compassionate Care Leave,” reads as follows: “Academic staff members may apply to the Dean or equivalent for compassionate care leave of up to six weeks without pay. The application shall be in writing and shall state why the member is requesting leave. If a family member faces a significant risk of death during the period for which leave is being requested, leave shall not be refused unreasonably. Leaves for longer periods may be granted by the Dean or equivalent. The member may be eligible for Employment Insurance/Compassionate Care Benefits from Human Resources and Skill Development Canada.”
6.7 Psychology clinical program: The CPA has reaffirmed the accreditation of the clinical program in the Department of Psychology. Congratulations to the program, the Department, and especially Dr Heather Hadjistavropoulos, Director of Clinical Training, for this continued national recognition.

6.8 SSHRC/CIHR grant facilitator: Recruitment is underway for a position to be based in ORS/Office of the Vice-President (Research and International). This person will support faculty applying for research monies from SSHRC and CIHR.

6.9 Performance review: The Faculty’s Performance Review Committee (Dr Ken Leyton-Brown, chair) has begun its work and will be very busy over coming weeks.

6.10 Dean of Social Work candidates: These are Dr David Schantz (University of Montana), Dr Henry D’Souza (University of Nebraska at Omaha), and Dr Monica Schatz (Colorado State University). Open meetings with the candidates are scheduled as follows: Dr Schantz: 14 February at 1:30, AH 527; Dr D’Souza: 15 February at 1:30, AH 527; Dr Schatz: 16 February at 1:30, AH 527.
Report to Faculty of Arts  
Associate Dean (Undergraduate)  
Feb. 15, 2006

1. 200610 Enrolments, Majors and Minors

The full “census” of majors and minors, and enrollments in classes within individual departments as of the end of the 4\textsuperscript{th} week of classes has been processed. Detailed data has been disseminated to the department heads. To summarize some of the data:

\textbf{Majors}

\begin{itemize}
\item Total UG U of R: Up 0.5\%
\item Arts, U of R: Up 6.0\%
\item Arts, Colleges: Up 2.1\%  
\end{itemize}

\begin{itemize}
\item Arts Total Majors: Up 4.2\%
\end{itemize}

Much of the increase in majors in U of R Arts (and First Nations University Arts) are due to the direct admission of mature students.

\textbf{Registrations (UG teaching credit hours)}

\begin{itemize}
\item Total UG U of R: Down 1.5\%
\item Arts, U of R: Down 6.9\%
\item Arts, Colleges: Down 0.9\%  
\end{itemize}

\begin{itemize}
\item Arts Total Registrations: Down 4.6\%
\end{itemize}

The strongest part of these decreases are at First Nations University, where Arts teaching credits are down 10.5\%.

2. Coop Program

With respect to the coop work terms for the Summer term, we have the following numbers of students hoping to go out:

- 23 students looking for their first term (3 English, 4 Economics, 1 Geography, 2 History, 1 Indigenous Studies, 2 Political Science, 7 Psychology, 1 Religious Studies, 2 Sociology (including 1 joint Sociology and Women’s Studies)).
- 3 students hoping to go out on their 2\textsuperscript{nd} term.
- 2 students hoping to go out on their 3\textsuperscript{rd} term.

First match day is Feb. 17\textsuperscript{th}.

3. Saskatchewan Council on Admissions and Transfers (SaskCAT)

As chair of SaskCAT, I hosted the official launch of the Online Transfer Credit Guide on Jan. 25\textsuperscript{th}, at the U of S. To quote the website:

“SaskCAT is a partnership of institutions and organizations from Saskatchewan's education system. It is committed to enhancing student mobility by maximizing the portability of
educational credits and facilitating access to post-secondary programs and institutions. SaskCAT operates as a committee of Campus Saskatchewan.”

The Transfer Credit Guide is a searchable online database that allows one to investigate the transferability of courses from one institute to another (based on historical data entered by the institutes). You can access the guide at www.saskcat.ca if you wish.

4. Recruiting

Various recent and future recruiting activities include:

- The purchase of Faculty of Arts pens.
- The rental of two billboards in town, to start in the near future.
- Signs on two buses.
- Free posters in various spots around town.
- Visits (in coordination with the colleges) to various high schools.
Faculty of Arts  
Faculty Council – Meeting of 15 February 2006  

Report of the Associate Dean (External Relations)

I. International:

1. Building the structure for internationalization in the Faculty of Arts
The International Committee met on Friday, Feb. 3 to work on the following:
   • Recommendations for a Faculty plan on internationalization
   • Discussion paper on curriculum review—undergraduate degree with international designation
   • Recommendation for Faculty career document
Suggestions and comments regarding any of the above three areas are most welcome.

2. Consultation with departments regarding international is still ongoing.
   • I would like to thank many of the colleagues from various departments for voicing their concerns and comments and for their support, involvement and constructive suggestions. Suggestions and comments regarding any of the above three areas are most welcome.

3. A number of international programs are ongoing and new initiatives are in the works:
   • Hands on China (Arts)/Paris and Berlin (History) /Globus (Justice Studies)
   • Arts and Admin joint course: International Business—China
   • North American Initiative—Canada, U.S, and Mexico
   • Student mobility: Finland/University of the Arctic (Economics)
   • Japanese summer program in a women’s university in Japan
   • French: various international exchanges at both graduate and undergraduate level.
   • Joint degree programs: Received a Hunan University delegation on Jan 19, 2006
   • Course based MA in English with Hunan University and possible 2+2 program in Economics with Shandong University. Both are at the initial stage and lots of details and negotiations are to be expected.
   • International Studies program has a very positive start

4. Services and support for international students and visiting scholars.
   • Working with ISSO to publicize exchange programs.
   • Helping international students with their English. I would like to thank English professors Dr. Andrew Stubbs who provided detailed information about the University’s “Writing Service” and the new online writing lab (OWL), and Dr. Kathleen Wall who is interested in exploring ways to help the international students with their needs and difficulties in English language.

5. We are in the process of building a website regarding international activities and opportunities. I would like to thank Dr. Harvey King’s office for the support of
website development. Please provide us with ideas of what you would like to be included in it.

II. Community Relations and Fundraising:

1. The Committee of Community Outreach is working in the following areas:
   - Continues to plan and publicize the Alumni Event which will be held on March 30, 2006, 7:00–9:00 p.m. in ED 193 and CKHS Atrium (138 seats).
   - Featuring the Faculty’s popular Coffee House Controversies with three speakers: Dr. Wendee Kubik (Women’s Studies), Dr. Don Sharpe (Psychology) and Dr. Shadia Drury (CRC in Political Science and Philosophy).
   - All your support and help are needed in setting up display tables in the Atrium to showcase Faculty and departments. Any suggestions, information, ideas and volunteer services for the event are most appreciated.
   - Initial planning for Arts Alumni survey.
   - Keeping track of and recognizing Arts Alumni achievements and activities. Thanks goes to Dr. Jeff Pfeifer for the information on Arts alumni and we welcome the help from other faculty members to keep us connected with our alumni.
   - Please keep us informed of our alumni, retired professors, scholarship donors, professors or spouse who passed away, possible supporters in the community, etc. We do care and want to maintain good relationship.
   - Setting goals and targets for community relations.

2. Visited Regina Early Learning Center on Jan. 31 in an effort to reach Regina’s Aboriginal community. 80% of the Center’s children came from Aboriginal families. I would like to thank Keith Fortowsky from Resource Planning for helping set up the initial contacts. We are looking into the possible project with School of Journalism and the possibility of bringing those parents to visit the university, especially Faculty of Arts.
Faculty Council—15 Feb. 2006
Report of the Associate Dean (Research and Graduate Studies)

1. **Stapleford Lecture**
   SPEAKER: Nette Wiebe
   TITLE: “Who’s Cooking the Food System? Globalization and Food Sovereignty”
   DATE: March 23, 2006 at 7:30 p.m. (**NOTE new date**)
   LOCATION: Campion Riffel Auditorium

2. **Canadian Police Research Centre**
   --meeting with representatives
   --research links?

3. **Provincial Laboratory**
   --meeting with representatives
   --research links?

4. **MA in Creative Writing**
   --formal proposal being developed

5. **CIHR Grant**
   --Angelina Baydala, Mary Hampton et al.
   --$69,530 for research on culturally appropriate end-of-life care for Aboriginal families

6. **Saskatchewan Healthcare Excellence Award (Innovation)**
   --Thomas Hadjistavropoulos recognized for his work on pain assessment and management among seniors

7. **SSHRC Strategic Research Clusters Project Renewed**
   --Principal investigator: Carole Levesque, UQAM
   --Co-investigators: Joyce Green, Daniel Salee (Concordia) and Danielle Syr (York)
   --Title: "Premiers nations et peuples Inuit du Canada: espaces politiques et dynamiques sociales"
   --Total for this year: $25,000

8. **Graduate Student Conferences**
   --interdisciplinary conference at Luther on March 18 (submission deadline passed)
   --GSA conference on April 7 and 8
   --submission deadline February 24
   --link on FGSR website
I: The Academic Program Development Committee offers the following for information:

A. Combined BEd/BA in English
At the meeting of Executive of Council, an amendment to the motion forwarded by the Faculty of Arts was made to the requirements of the BEd Secondary and the BA in English to include ENGL 213. The revised requirements are:

- **BEd Secondary/BA in English**
  The 13 Senior English courses must include:
  - ENGL 251 or 252
  - ENGL 301 or 302
  - One of ENGL 213, or ENGL 316 – 318
  - ENGL 399
  - One of ENGL 371-383
  - One of ENGL 312-315
  - ENGL 211 and 212
  - One of ENGL 221, 222, or 223
  - One other English methods course (ENGL 309, 349, 369, 388)
  - Three English courses chosen from: ENGL 200-, 300-, 400-level, LING 200, 210, 212, 213. At least one course must be at the 300- or 400-level.

II: The Academic Program Development Committee, jointly with the Budget Advisory Committee, has approved the following and offers for consideration:

A. Department of Philosophy and Classics
Rationale: See page 6 for the proposal for reduction of teaching load.

  **MOTION:** To reduce the teaching load of tenured and tenurable Philosophy faculty members to four courses per year.

III: The Academic Program Development Committee has approved the following and offers for consideration:

A. Department of French
Background and Rationale: to eliminate the fourth hour (lab) in FR 114, FR 115, FR 213 and FR 214 beginning in 2006-30.

- FR 114 and FR 115 are courses intended for weak (FR 114) and average (FR 115) students (based on their score on the French placement test) who have completed Français 20 or 30 in an Immersion program. These courses were created as part of the new program coming out of the French Department Unit Review. This is the second year they have been offered.
• FR 213 and FR 214 (formerly FR 202 and FR 203) are intermediate grammar courses and have a wide range of students, including strong Immersion graduates, students who have completed FR 115 or other introductory university French courses and Francophone students in need of grammar review.

• The 4th hour in FR 114 and 115 includes classes in the language laboratory and conversation classes.

• In the past, the 4th hour for FR 202 and 203 included both classes in the language laboratory and conversation classes, in a combination determined by the instructor. However, about five years ago the laboratory component was dropped and the 4th hour is now devoted exclusively to conversation classes.

• Student evaluations over the last twenty years show that the majority of students do not like the 4th hour. Most do not appear to feel that they have benefited from it. However, the position of the French Department has always been that even if the students do not like it, it is “good for them”. This argument was probably valid in the past when most of the students in the intermediate courses were Anglophones who had had limited exposure to oral French. However, this is not now the case in these courses for Immersion or Francophone students who have spoken throughout their school years, or other students who will have taken other university French courses before enrolling in the intermediate FR 213 or 214. In the past, the language lab was also the easiest and most effective way to provide students with additional drill type exercises. However, new technology has provided us with other resources that can be used for this purpose.

• The Department of French is seeking ways to increase its enrolments in intermediate and senior courses. The 4th hour creates a psychological barrier for some students and a timetabling problem for others because it uses an additional space in the timetable. Students with tight, fixed timetables, such as those in Business Administration or Education for example, find it hard to fit French into their timetable. Other students are trying to block their courses in the morning or on certain days for a number of reasons, including work schedules. The 4th hour makes it difficult for them to include French in such an arrangement.

• Neither of the above alone would be sufficient to justify the elimination of the 4th hours. However, it is felt that a mandatory 4th hour is no longer necessary in these courses for the following reasons:

1. Most students in these courses have completed Immersion programs, are Francophone, or have completed other university courses in which there is a significant oral component.

2. There are other ways of exposing students to oral French, including assignments which require them to listen to French television or radio, interview a Francophone on specific topic, etc. With the establishment of the Institut français there is also a growing variety of activities in French on campus. (Jeudis de l’Institut with films, board games, speakers, music, etc.)
3. New technology allows us to provide additional grammar and aural comprehension exercises in ways other than the traditional language lab. Most publishers now include CD-ROMs, videos, websites and various online materials with their textbooks. There are also a good number of other freely accessible websites with interactive, self-correcting exercises that students may use for extra work.

- At the same time it approved the above proposal, the Department also approved a corollary proposal: that the Department will make alternate activities available to those students who feel they would benefit from a 4th hour. This will be accomplished through:
  - optional, open labs programmed by the instructors of these courses;
  - the use of tutors;
  - the organization of “conversation tables” at various times, on a regular basis, to provide occasions for students to speak French at their level.

- Consideration was given to the elimination of labs in the beginner classes (FR 100 to FR 113), as well. However, it was felt that the circumstances were not the same for beginners and that the matter required further study. The question will be examined in the coming months and a recommendation made for September 2007.

- The availability of Francophone resources makes the situation of French quite different from that of international languages taught on campus. For this reason, the elimination of labs in these French classes should not be considered a precedent for other language classes.

**MOTION:** To REVISE the following courses:

- FR 114: Introduction to University French II
- FR 115: Introduction to University French III
- FR 213: Intermediate French I
- FR 214: Intermediate French II

**MOTION:** To REVISE the following courses:

**Note:** This is to be effective Fall 2006.

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**B. Department of Economics**

**Rationale to archive courses:** Neither ECON 250 or 255 have been offered since the implementation of a program and curriculum change in May of 2004. The Department does not currently have the resources to offer these courses at least once every two years.

**MOTION:** To ARCHIVE the following courses:

- ECON 250: The Canadian Economy Today
- ECON 255: Economics of the Welfare State
C. Department of Religious Studies

**Rationale to revise prerequisites:** to make these courses more accessible to students while maintaining curricular integrity

**MOTION:** To REVISE the following courses:
- RLST 315: Hellenistic Religions,
  Prerequisite: One of RLST 215, 219, 227, 228, 229, or 248
- RLST 348: The Synoptic Gospels
- RLST 349: The Gospel and Letters of John
- RLST 351: The Life and Letters of Paul
- RLST 352: The Birth of the Church
  Prerequisite: One of RLST 215, 219, 227, 228, 229, or RLST 248

D. Department of Sociology

**Rationale to change major requirements:** Although PSYC 305 is not cross-listed with SOST 201, as it is currently taught it has substantially the same content. The change should also accommodate students completing a double major in Psychology and Sociology.

**MOTION:** To revise the Major and Honours major in Sociology to include:
- Students who have credit for PSYC 305 may substitute this course for SOST 201.

**Note:** Relevant course descriptions are:

**SOST 201: Statistics for the Social Sciences**
- **3:3-1**
  - This course introduces students to the basic methods of statistics with applications to the social sciences.
  - Prerequisite: Any 100-level course in the social sciences.
  - Note: Students may not receive credit for both SOST 201 and STAT 151. SOST 201 is a prerequisite for some courses in other departments. Students doing double majors should be sure to take SOST 201 in sequence in order to receive credit for it.

**PSYC 305: Statistics in Psychology**
- **3:3-1**
  - An examination of statistical principles and their application to the solving of research problems in psychology. This course reviews descriptive statistics and emphasizes univariate inferential statistics of both the parametric and non-parametric type.
  - Prerequisite: PSYC 204 or SOST 201
  - Note: Students who have completed both STAT 151 and 152 may not take this course for credit. STAT 151 and 152 will fulfill the major requirement.
E. Women’s Studies Program

**Rationale to change major/minor requirements:** Housekeeping to recent curriculum changes. Given their interdisciplinary nature, all Women’s Studies courses, should fulfill either the List A or List B major/minor requirements. See page 106 of the *Undergraduate Calendar* for the listings.

**MOTION:** To revise both List A and List B in the Courses in Women’s Studies to include all WMST offerings.

Note: This change will add WMST 280AA-ZZ, 361, 372, 380AA-ZZ, 390AA-ZZ, 480AA-ZZ and 490AA-ZZ to List A and List B; WMST 201 to List A and WMST 367 to List B.

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F. Co-operative Education Program

**Rationale for change to admission requirements:** Given the disciplinary component of co-op has been eliminated, it is not necessary to ensure that Justice Studies majors have senior courses in their major before participating in coop. Like other majors, they still must complete two courses in their major, but introductory courses would considered. See page 72 of the *Undergraduate Calendar* for admission criteria.

**MOTION:** To revise the criteria for entrance into the Co-operative Education program in Arts as follows:

1. Completion of ENGL 100 and 110 and at least two courses in their major. Justice Studies majors must have completed two senior courses.
December 2005

In accordance with the recommendation of section B.1 of the Faculty of Arts Plan “We Who Serve”, the Department of Philosophy and Classics presents the following proposal for reducing the teaching load of its probationary and continuing Philosophy\textsuperscript{1} Faculty members to four courses per year.

The Philosophy Department has anticipated the sort of revisions that are recommended by Section B.1 and over the last 12 years or so we have engaged in a process of restructuring our course offerings. We have engaged in this process because of some unique pressures that we face. These pressures include: (a) we conduct two first-year programs—philosophy and logic; (b) in addition to our minor, major, and honors programs, we have a very heavy service component to our course offerings; (c) we have a Special Case MA program, and the new MA in Social and Political Thought; and (d) we regularly have very few, if any, graduate TAs.\textsuperscript{2}

These unique pressures forced us to reconsider how we were delivering our courses. Our experimental revisions were established in two distinct phases. Beginning with the Fall term of 1996, we reduced the number of LGC 100 (Introduction to Practical Logic) sections to one per term, but increased the enrollment limits, first from 75 to 100, and then, in the Fall term of 2001, the limits were increased further to 150. We regard this experiment as successful, and intend to maintain these enrollment levels for Logic 100 into the future.

The second phase of this streamlining process began in the Fall of 2000. Prior to this term, we regularly offered 3 sections of PHIL 100 (Introduction to Philosophy) per term with enrollment limits of 50 per section.\textsuperscript{3} After

\textsuperscript{1}The Department has consulted with Professor A. Robinson, our only Faculty member teaching Classics, and it has been decided that Classics does not intend to apply under B1 at the present time. Furthermore, since Classics and Philosophy are distinct disciplines, conduct separate departmental reviews, and maintain different programs, it also seems best and most practical that any applications for teaching reduction under B.1 should be done separately.

\textsuperscript{2}This may change with the introduction of the SOPT MA as a regular graduate program. However, at the moment, these graduate students are fully funded by scholarships from the SOPT program. Furthermore, since the SOPT program is supported by two Departments—Philosophy and Political Science—students may apply for and receive TAs from Political Science, and not apply for TAs from Philosophy. So, even though some change can be expected on this point, it is not anticipated that the change will significantly alter our situation.

\textsuperscript{3}This limit had been established in 1995. Prior to 1995, the limit for the same number
considerable consultation and discussion, we decided to offer only one large section of PHIL 100 per term with an enrollment limit of 150. It was at this time, for a period of about 2 years, we reduced our teaching load from 10 courses over 2 years, to 8. In the Fall of 2002, we returned again to the present Faculty teaching load of 9 courses over 2 years. During this period, it became quite clear to us, that we could deliver the same quality of instruction with enlarged sections of PHIL 100 and LGC 100, and do this successfully with a teaching load of 8 courses over 2 years. Again, we regard this as a successful experiment in streamlining our course offerings, and intend to maintain these enrollment levels for PHIL 100 into the future.

It is important to notice that in spite of reducing our overall course load from 10 courses to 8, we were able to increase the number of different 200-level (or above) courses from 15 to 16—obviously, an increase of one section per year. This was a result of the fact that under a load of 10 courses over 2 years, 10 courses were PHIL and LGC 100 (4 Logic (at 75) and 6 PHIL 100 (at 50) per academic year) leaving 15 upper-level courses. (Until just recently, there were 5 Philosophy Faculty members. And each member was expected to teach 5 courses each year (so 5 members x 5 courses = 25 courses per year). Under the 8 courses over 2 years scheme, each Faculty member is expected to teach 4 courses during the academic year, thus totaling 20 courses per year. Four courses out of the 20 are the multi-section courses of PHIL 100 and LGC 100. This leaves us with 16 upper-level courses to teach, which is an increase of one upper-level course compared to the old scheme. Therefore, since the PHIL 100 and LGC 100 offering under the new scheme is unchanged from the old scheme, we will have increased our offerings by one upper-level course. Instead of 15 upper-level courses we have been teaching 16 since the Fall of 2000.

It is also important to note that prior to the Fall of 2000, we spent 2/5ths of our teaching resources at the first year; 4/5ths of our teaching resources at the first and second year, leaving 1/10th of those resources for each of the third and fourth year. We realized that we could not teach robust programs, meet our service course commitments and teach graduate courses under this regime. Our solution was to rationalize our first-year courses—we would teach larger but fewer sections, maintaining our enrollments; increase our
enrollment-limits in many/most second-year courses, and teach more upper-
level courses, and more service courses.

A reduction in the number of undergraduate courses—*but not in the number
of students taught*—allowed us to address each of the concerns and pressures
noted above. It also enabled us to respond to the changing demands of
our students by mounting a really impressive array of new courses. We
believe that one of our strengths is our ability to mount courses valuable
to students across the university. Reduced undergraduate course load (but,
again, without any significant reduction in student enrollments) allows us
to innovate and act on that strength.

For the last two years or so, we discontinued teaching 8 courses over 2 years
and returned to the Faculty standard of 9 over 2 years. We did not do
this because of any known inadequacy or weakness in our management of
course offerings under the 8 over 2 scheme. Rather we made this decision
largely in response to the unfair and unwarranted perception among some
of our Faculty colleagues that we had irresponsibly cut ourselves an unfair
reduction in our workload. The false perception of us a renegade Department
was very difficult to correct. When it appeared that, in spite of our efforts
to maintain—indeed *increase* our workload, we might even face punishment
for our efforts, we decided it simply was not rational to continue with our
new scheme. We then reverted to the Faculty standard of 9 over 2. We
are very pleased to note, however, that section B.1 of the Faculty Plan has
given recognition to, and has encouraged, the very sort of changes that we
have been working on for some time. We trust that information provided
by this letter, and the new environment brought in by B.1 will not result in
the same misunderstandings and false perceptions.

The proximate impact of the proposed course reduction (i.e., to revert back
to 8 courses over 2 years) is as follows: First, the number of our teaching
Faculty members has increased by one. This fact alone should considerably
ease any concerns which might remain over our ability to meet our course
demands under an 8 over 2 scheme—despite the fact that we have clearly
demonstrated that were able to meet these demands adequately with 5 mem-
bers. This increase has occurred only this present University year (2005-
2006), when Dr Philip Hansen has now begun teaching all of his courses for
the Philosophy Department. Thus the present number of Faculty members
under the existing standard of 9 courses over 2 years is 6.\textsuperscript{4} Compliance with

\textsuperscript{4}These members are Dr Campbell, Dr Elliott, Dr Hansen, Dr Korté, Dr Soifer, and Dr
the teaching load set out in B.1 will therefore result presently in an overall reduction of only 3 upper-level courses every year. If we take note of the fact that our streamlining efforts have resulted in at least a net increase of 1 course per year in the number of upper-level courses, the number of courses to be reduced becomes only 2 upper-level courses per academic year.

Given that we have delivered our program and our Faculty services successfully under the terms of B.1, we know by our own experience that compliance with B.1 will not significantly impact negatively on our program—in spite of the reduction of 2 upper-level courses per academic year. No changes in curriculum will be necessary, nor will any enlargement of course sections. We have already accomplished these changes. And we have also maintained and expanded the volume, breadth and integrity of our program. In this regard, it is instructive to note that the Report of the Unit Review Team writes in July 2001 (a year or so into our efforts to maintain our workload under an 8 course over 2 year scheme) the Philosophy Department:

...is a well-qualified academic unit, whose contributions to teaching and research are of a standard that one would wish to see attained by a small department with a large subject and the duty to engage in scholarly work and to publish on a regular basis.

We must finally stress that this proposal does not rely on any expectations of our colleagues in the Federated Colleges to increase their course enrollments, nor to teach more courses.

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Szabados. Dr Drury is not presently under this standard because her teaching load is set, not by the general Faculty standard, by the standard set out for CRC professorships.