



Faculty Council

Meeting of Wednesday 16 September 2009 at 2:30 p.m.
Administration Humanities Boardroom, AH 527

AGENDA

1. Adoption of the agenda **2:30**
2. Approval of the minutes of 26 May 2009 (*Appendix I, pp. 2-5*)
3. Business Arising
4. Report of the Acting Dean (*Appendix II, pp. 6-11*) **3:15**
5. Report of the Acting Associate Dean (Undergraduate)
6. Report of the Associate Dean (Research & Graduate)
7. Committee Reports: **3:45**
 - 7.1 Academic Program Development Committee (*handout at the door*)
 - 7.2 Research & Graduate Studies Committee (*Appendix III, pp. 12-26*)
 - 7.3 Undergraduate Student Appeals (*Appendix IV, pp. 27-28*)
 - 7.4 Community Outreach Committee (*Appendix V, p. 29*)
 - 7.5 Community Research Unit (*for your information*) (*Appendix VI, p. 30*)
 - 7.6 Undergraduate statistics (*handout at the door*)
8. Reports from representatives to other Faculties
9. Reports from representatives from other Faculties
10. Other business and announcements
11. Adjournment **by 4:30**

RK/dg

The next meeting of this Council is scheduled for 18 November 2009 in AH 527



Faculty Council Minutes

Meeting of 26 May 2009 at 1:30 p.m.
CK 187 (Centre for Kinesiology & Health Studies)

The University of Regina Faculty Council of Arts met at 1:30 p.m. on Tuesday 26 May 2009 in CK 187.

PRESENT: R. Kleer (Chair), S. Alfaro, K. Arbuthnott, R. Blake, M. Calkowski, P. Campbell, G. Chernov, N. Chevalier, J. Childs, M. DeCoste, D. Elliott, B. Fiore, V. Galushko, T. Grande, H. Greenberg, U. Hardenbicker, A. Hayford, K. Hodder, S. Johnston, S. Kuehling, D. Lane, G. Lankauskas, C. Louis, L. Loutzenhiser, D. Miller, P. Miller-Schroeder, K. O'Brien, C. Oriet, K. Probert, D. Sharpe, E. Soifer, M. Trussler, M. Vetter.

FROM OTHER FACULTIES: G. Ashoughian (Library), T. Dahms (Science), B. Liski (Acting Registrar), X.D. Yang (Science)

REGRETS: D. Brown, W. Kubik, B. Plouffe, W. Smythe, L. Sykes Tottenham, B. Thraves

VISITORS: President Timmons

1. Adoption of the Agenda

The Agenda was adopted as circulated.

2. Approval of the Minutes of 18 March 2009

CALKOWSKI/CHEVALIER moved that the Minutes of the Meeting of 18 March 2009 be approved as circulated.

CARRIED

3. Business Arising

None

4. President Timmons

Gave a brief review of the past year and discussed moving forward. Topics included: arrival and the learning curve; orientation to the layout of the campus and the community; history lesson; Strategic Plan; Faculty negotiations. Next year: implement strategic plan. A brief question and answer session took place.

5. Report of the Acting Dean

The following items were discussed as per previously distributed report:

- 4.1 Budget: letter was received today
- 4.2 Position of Acting Dean

In addition the following points were discussed:

4.3 Gordon Church (Emeritus from Economics) – passed away this month

4.4 THANKS to outgoing Department Heads for a job well done!

6. Report of the Associate Dean (Undergraduate)

The following items were discussed as per previously distributed report:

5.1 Average grades

7. Report of the Acting Associate Dean (Research & Graduate)

The following items were discussed as per previously distributed report:

6.1 Dean's Research Awards

6.2 SSHRC Conversation

6.3 Research Success

8. Committee Reports

8.1 Academic Program Development Committee

KLEER/HODDER moved to revise the title of GEOG 100.

CARRIED

KLEER/SOIFER moved to create PHIL 280, 312, 329, 336, 337, 379, 412, 429, 436, 437.

CARRIED

KLEER/SOIFER moved to delete PHIL 290AC.

CARRIED

KLEER/MILLER-SCHROEDER moved to revise the prerequisite for WGST 490AA-ZZ.

CARRIED

KLEER/MILLER moved to revise the Certificate in Intercultural Leadership.

CARRIED

Opposed: 2

Abstained: 2

KLEER/MILLER moved to create a minor in Intercultural Leadership.

CARRIED

KLEER/MILLER moved to revise the course description of ILP 100, 300 and 400.

CARRIED

KLEER/MILLER moved to create ILP 390 and 391.

CARRIED

KLEER/ORIET moved to create PSYC 373.

CARRIED

KLEER/MILLER moved to revise the BA Majors in Cree/Saulteaux Language Oracy and Literacy.

CARRIED

KLEER/MILLER moved to revise the BA Honours Major in Cree/Saulteaux Language Studies.

CARRIED

KLEER/CALKOWSKI moved to revise the major and honours major in Anthropology.

CARRIED

KLEER/CALKOWSKI moved to create ANTH 406. (Correction: should be ANTH 406: European Cultures After Socialism)

CARRIED

KLEER/GREENBERG moved to approve an articulation agreement between the SIAST Aboriginal Police Preparation program and the Faculty of Arts.

CARRIED

Abstained: 1

- 8.2 Research and Graduate Studies Committee
BLAKE/ORIET moved to delete the Public Policy stream of the MA in Political Science.

CARRIED

- 8.3 CRU
Information circulated with package

9. New Business

- 9.1 SRNet – information circulated with package

- 9.2 ENGL 100 Initiatives update

S. Johnston discussed briefly the Supplemental Instruction Program – Fall 2009. Draft - KEY FEATURES: Elective Supplemental program; material presented visually; classroom reinforcement; addressing contemporary learning culture; special access to teaching assistants, research model to evaluate results. To include: Session 1 – Classroom Culture; Session II – From Exploration to Answer – Essays; Session III – Writing in the Disciplines – Sounding like a Scholar; Session IV – Citation Plus! An English 100 Instructor Orientation will take place in August.

10. Reports from Representatives to Other Faculties

T. Grande (Representative to the Faculty of Education): ORS talk; discussion took place on respectful workplace; enrolments are stable; work with CIDA/PA/Suntep.

11. Reports from Representatives from Other Faculties

None

12. Other Business and Announcements

12.1 Core Curriculum

PROBERT/GREENBERG moved that the mail ballots previously submitted on the new core curriculum, and as yet unopened, be destroyed and a new set of mail ballots be issued after a full discussion at a special Fall meeting of Faculty Council of the revised draft of the core curriculum approved by APDC.

CARRIED
Approved: 15
Opposed: 4
Abstained: 7

12.2 Meeting schedule 2009-2010: correction needed – should read 20 January 2010.

13. Adjournment

There being no further business the meeting adjourned.



Report of the Acting Dean

to the meeting of Faculty Council
on Wednesday 16 September 2009

5.1 Changes to Dean's Executive Committee (DEC) for 2009-10

I am pleased to welcome the following new or reappointed members to DEC:

Dr Leona Anderson	Professor and Head of Religious Studies	<i>to 30 June 2012</i>
Mr Mitch Diamantopoulos	Assistant Professor and Head of Journalism	<i>to 30 June 2012</i>
Dr Ian Germani	Associate Professor and Head of History	<i>to 30 June 2012</i>
Dr Phillip Hansen	Professor and Head of Philosophy & Classics	<i>to 30 June 2012</i>
Dr Kyle Hodder	Assistant Professor of Geography, and Co-ordinator of the Environmental Studies Program	<i>to 30 June 2010</i>
Dr Carlos Londoño Sulkin	Associate Professor of Anthropology	<i>acting to Dec. 2009</i>
Dr Richard MacLennan	Professor and Head of Psychology	<i>to 30 June 2014</i>
Dr Allan Patenaude	Associate Professor and Head of Justice Studies	<i>to 30 June 2014</i>
Dr Jeremy Rayner	Professor and Head of Political Science	<i>to 30 June 2014</i>
Dr Garry Sherbert	Associate Professor of English, and Co-ordinator of the Arts & Culture Program	<i>to 30 June 2010</i>

The following members of Dean's Executive completed their administrative terms. I thank them for their service to their Departments and to the Faculty as a whole:

Dr Thomas Bredohl	Associate Professor and Head of History
Dr James Mulvale	Associate Professor and Head of Justice Studies
Dr William Smythe	Professor and Head of Psychology
Dr Eldon Soifer	Professor and Head of Philosophy

I wish also to thank Dr Jason Childs and Dr Ken Rasmussen for serving as Acting Heads of the Departments of Economics and Political Science respectively while Dr Wilson and Dr Rayner were on leave.

The membership of DEC for the 2009-10 academic year is as follows:

Acting Dean Rick Kleer, PhD (Toronto)

Associate Deans

Research and Graduate Undergraduate (Acting) Thomas Bredohl, PhD (Toronto)
Donald Sharpe, PhD (Manitoba)

Department Heads and Program Co-ordinators

Anthropology	Carlos Londoño Sulkin, PhD (St Andrew's)	<i>Acting Head to December</i>
Anthropology	Marcia Calkowski, PhD (UBC)	<i>Head, Jan. to Jun. 2010</i>
Arts & Culture	Garry Sherbert, PhD (Alberta)	<i>Co-ordinator</i>
Economics	Stuart Wilson, PhD (Queen's)	<i>Head</i>
English	Dorothy Lane, PhD (Queen's)	<i>Head</i>

Environmental Studies	Kyle Hodder, PhD (Queen's)	Co-ordinator
French	Emmanuel Aito, PhD (Dalhousie)	Head
Geography	Bernard Thraves, PhD (Manitoba)	Head
Health Studies	Donald Sharpe, PhD (Manitoba)	Co-ordinator
History	Ian Germani, PhD (Queen's)	Head
Indian Literatures, Languages, & Linguistics	Arok Wolvengrey, MA (Manitoba)	Head to Dec. 2009
Indigenous Studies	William Asikinack, MEd (Regina)	Head
International Languages	Bruce Plouffe, PhD (McGill)	Head
Political Science	Nilgun Onder, PhD (York)	Co-ordinator
Journalism	Mitch Diamantopoulos, MA (Regina)	Head
Justice Studies	Allan Patenaude, PhD (Simon Fraser)	Head
Philosophy & Classics	Phillip Hansen, PhD (Toronto)	Head
Police Studies	Nicholas Jones, PhD (Calgary)	Co-ordinator
Political Science	Jeremy Rayner, PhD (UBC)	Head
Prairie Studies	Bernard Thraves, PhD (Manitoba)	Co-ordinator
Psychology	Richard MacLennan, PhD (Western)	Head
Religious Studies	Leona Anderson, PhD (McMaster)	Head
Sociology & Social Studies	John Conway, PhD (Simon Fraser)	Head
Women's & Gender St.	Wendee Kubik, PhD (Regina)	Co-ordinator to December

5.2 Staffing changes (including federated colleges) for the 2009-10 academic year

Tenure-track appointments

Dr Jes Battis	Assistant Professor of English	effective 1 July 2009
Ms Emily Eaton	Lecturer of Geography	effective 1 July 2009
Dr Woong Lee	Assistant Professor of Economics	effective 1 July 2009
Mr Andre Magnan	Lecturer of Sociology	effective 1 July 2009
Dr Heather Price	Assistant Professor Psychology	effective 1 July 2009
Mr Mark Suggitt	Lab Instructor II of Journalism	effective 1 July 2009
Dr Jeffery Webber	Assistant Professor of Political Science	effective 1 July 2009
Dr David Webster	Assistant Professor of International Studies	effective 1 July 2009
Dr Kristi Wright	Assistant Professor of Psychology	effective 1 July 2009

Term appointments and secondments

Mr Salvador Alfaro	Assistant Professor of Sociology	term to 30 June 2011
Mr Leonzo Barreno	Global Network Chair of Journalism	term 1 Jan to 30 April 2010
Dr Susan Bauman	Assistant Professor of English (Campion)	term to 30 June 2010
Ms Patricia Bell	Visiting Professor of Journalism	term 1 Jan to 30 April 2010
Dr George Buri	Assistant Professor of History	term 1 Aug 2009 to 31 July 2010
Ms Sheila Kennedy	Assistant Professor of Cree Lang. Stud. (FNUC)	term to 30 June 2010
Dr Dwayne Raymond	Assistant Professor of Philosophy (Campion)	term to 30 June 2010
Mr Jeff Sanderson	Lecturer of Cree Lang. Stud. (FNUC)	term to 30 June 2010
Ms Lynne Stewart	Instructor III in French	term to 30 June 2010
Dr Lynn Wells	Associate Vice-President (Academic)	secondment to 30 June 2014
Mr John Wright	Lecturer of Economics	term to 30 June 2010

Promotions and grants of tenure

Dr Kevin Bond	Assistant Professor of Religious Studies
Dr Viktoriya Galushko	Assistant Professor of Economics
Ms Margot Hurlbert	tenure in Justice Studies and Sociology
Dr Cristina Ionescu	tenure in Philosophy (Campion)
Dr Joann Jaffe	Professor of Sociology
Dr Lynn Loutzenhiser	Associate Professor of Psychology and tenure
Prof Frank Obrigewitsch	Dean of Campion College
Dr Nilgun Onder	tenure in International Studies

Dr Michael Trussler	Professor of English
Dr Ann Ward	Associate Professor of Philosophy and Political Studies (Campion)
Dr Lee Ward	Associate Professor of Political Studies (Campion)

Sabbaticals

Dr Angelina Baydala	Associate Professor of Psychology	1 July - 30 June 2010
Dr Marcia Calkowski	Associate Professor of Anthropology	1 July - 31 December 2009
Dr Annette Desmarais	Associate Professor of Justice Studies	1 January - 31 December 2010
Dr Allison Fizzard	Associate Professor of History (Campion)	1 January 2009 - 30 June 2010
Dr Volker Greifenhagen	Associate Professor (Luther)	1 July - 31 December 2009
Dr Ulrike Hardenbicker	Associate Professor of Geography	1 July 2009 - 30 June 2010
Mr Gerry Hill	Instructor (Luther)	1 July 2009 - 30 June 2010
Dr Stephen Kenny	Professor of History (Campion)	1 January 2009 - 30 June 2010
Dr Wendee Kubik	Associate Professor of WMGS	1 January - 30 June 2010
Dr Cameron Louis	Professor of English	1 July 2009 - 30 June 2010
Ms Celine Magnon	Instructor III of French	1 January - 30 June 2010
Dr David Meban	Assistant Professor of Classics (Campion)	1 January - 30 June 2010
Dr Yvonne Petry	Associate Professor (Luther)	1 July - 31 December 2009
Dr Robert Piercey	Associate Professor of Philosophy (Campion)	1 July - 31 Dec. 2009
Dr James Pitsula	Professor of History	1 July 2009 - 30 June 2010
Dr Nicholas Ruddick	Professor of English	1 July 2009 - 30 June 2010
Dr Bela Szabados	Professor of Philosophy	1 July - 31 December 2009
Dr Gary Tompkins	Associate Professor of Economics	1 July 2009 - 30 June 2010
Dr Randy Widdis	Professor of Geography	1 January - 30 June 2010
Dr Yuchao Zhu	Associate Professor of Political Science	1 July - 31 December 2009

Leaves

Dr Hafiz Akhand	Associate Professor of Economics	1 September 2009 - 30 June 2011
Dr Raymond Blake	Professor of History	1 September 2009 - 31 July 2010
Dr Cristina Ionescu	Assistant Professor of Philosophy (Campion)	1 July 2009 - 30 June 2010
Dr David Meban	Assistant Professor of Classics (Campion)	1 July - 31 December 2009
Dr Heather Meek	Assistant Professor of English	4 May 2009 - 2 May 2010
Dr Cynthia Nazarian	Assistant Professor of English	1 September 2009 - 31 August 2010
Ms Doreen Oakes	Lecturer of Cree Lang. Stud. (FNUC)	1 July 2009 - 30 June 2010
Dr Jocelyne Praud	Associate Professor of Political Science	1 July - 31 December 2009
Dr Lee Ward	Associate Professor of Political Studies (Campion)	1 Jan - 30 Jun 2010
Dr Arok Wolvengrey	Associate Professor of Indian Literatures... (FNUC)	Jan. to Jun. 2010

Retirements and departures

Dr Thomas Chase	Dean of Arts
Ms Marilyn Friesen	Instructor III of English
Mr Kevin Fu	Technician, Language Resource Centre
Dr Richard Martin	Assistant Professor of Economics
Prof Samira McCarthy	Dean of Campion
Dr James Mulvale	Associate Professor and Head of Justice Studies
Ms Ara Steininger	Student Advisor, Student Services
Ms Diane Vandenberge	Support Staff, Geography/Women's and Gender Studies
Ms Kara Vincent	Communications Officer, Dean's Office

Appointments as professors emeriti

Ms Sandra Bingaman	Professor Emerita of English
Dr Murray Knuttila	Professor Emeritus of Sociology
Ms Marilyn Lewry	Professor Emerita of Geography
Dr Margaret (Peggy) Wigmore	Professor Emerita of English

APT and CUPE appointments

Dean's Office	Ms Julia Hartman	Support Staff
English	Ms Amanda Noubarian	Support Staff
Geography	Ms Gina Holm	Support Staff
Geography/Arts	Mr Robert Knox	Technician
Language Resource Centre	Mr Xuguang Chen	Technician
Student Services	Mr Jason Bird	Student Advisor
	Ms Jane Rose	Student Advisor

Academic recruitments under way 2009-10

Department of Justice Studies	Law Foundation of Saskatchewan Chair in Police Studies Assistant Professor or Lecturer (social justice) (term)
Department of Psychology	Assistant Professor (clinical psychology) (term)

5.3 Budget

Arts took the largest cut of any of the Faculties in the 2009-10 Budget. We will not be recruiting at all this year (other than for one tenure-track position that is externally funded and two term appointments for which funding was made available by a research grant and a faculty-member transfer). By our best estimate the cuts were also going to leave us with a sizable deficit on the year. To get us to a zero-deficit position we arranged to farm ten Fall courses out to CCE (my sincere thanks to the departments that cooperated in this exercise) and are counting on having to do the same in the Winter semester.

The province has indicated it is anticipating a lean budget in the coming year, which means further cuts may be necessary at the University. While Arts credit hours have at least held more or less steady between 200830 and 200930, credit hours in almost every other Faculty increased by healthy amounts. If the budget decision-making process continues to focus on student enrolments relative to teaching resources, the Faculty may not fare well.

I have been making the case with some senior administrators that in a world of falling student enrolments, with students who want to see an immediate connection between their university training post-university employment opportunities and long-term contractual commitments to our members, smaller class sizes in Arts are inevitable. Cancelling small classes in such an environment can't help the budget much and may in fact make things worse. Nevertheless, anything we as a Faculty can do to demonstrate that we are trying to use our existing teaching resources as efficiently as possible will strengthen our hand.

I am encouraged to note that senior administrators are aware an enrolment-led budgeting process has some definite weaknesses and are giving thought to how to address them. One theme that keeps coming up in this connection is the importance of student engagement. I am told that the University will be participating this year in the National Survey of Student Engagement (NSSE or "nessie"). I learned a little about the survey earlier this year and will welcome it here. Its very questions will stimulate reflection about good teaching practices. And the survey results will help us figure out how to make our classes more appealing and engaging for students.

5.4 Performance Review

The Vice-President (Academic) has indicated that starting in October the Vice-President's Advisory Committee (VPAC) will begin working on a proposal for a new performance-review framework. At the moment the review process is largely a negative experience for many members (we are held up against an ideal and tend to focus only on the disparities between our actual and that ideal performance). And there is a constant tension between the need to publish and our desire to do well by our students in the classroom -- a tension aggravated by an implicit understanding that in the end it's really only the peer-reviewed research outcomes that count for tenure and promotion. This approach, to my mind, makes it hard for members to use their particular academic talents to best effect. The goal of the new framework will be to

establish a formative review process (working from members' existing strengths to set out attainable outcomes valued by them and the administration alike) and make room, alongside those whose first love is research, for members who want to put more time and energy into their teaching, administrative or public service.

These issues will also be discussed at the Dean's Executive Committee retreat in early October.

5.5 Student Evaluations via Class Climate

I'd like to see interested departments using Class Climate to carry out their semester-end student evaluations online rather than in the usual paper format. Dean's Executive felt that there should be a discussion of this at Faculty Council before departments went ahead with it. I will preface the discussion by saying that this has nothing to do with whether departments will administer student evaluations in their classes or whether evaluations will be standardized across members or departments. The software would be used on an opt-in basis only and has the capability to include whatever questions departments or individual members wish to ask. The aim rather is to make it easier for survey results to be tabulated and for student comments to be conveyed to faculty members, and for fewer trees to be killed in the process. I will also point out that the Faculty of Arts will cover any associated software licensing costs.

5.6 Fall Convocation

The 2009 Fall Convocation ceremony will take place on **Saturday 17 October**. I strongly encourage you to attend. In my experience graduating students are delighted to see their professors on hand and take real pleasure in introducing them to family members. And it's just plain fun to witness the pride that parents display in their sons and daughters.

5.7 Important dates

SEPTEMBER 2009			
Thursday 17	7:30	Chapters Southland Mall	Coffee House Controversies – Jason Childs (ECON) on the madness of modern money
Wednesday 16	12:30	LI 129	Danielle Schaub (University of Haifa) on Michel Deville's La Lectrice
Wednesday 23	7:30	Connaught Library 3435 13 th Avenue	Philosophy Café series - Shadia Drury (PHIL/PSCI) on Darwinian psychology
Friday 25	3:30	RIC 119	Ira Chernus (U of Colorado), on apocalyptic discourse in the White House
OCTOBER 2009			
Thursday 1		Office of Research Services	SSHRC Standard Research Grant applications due
Thursday 1	7:30	Chapters Southland Mall	Coffee House Controversies – Tom McIntosh (SPHERU) on the recession and health care reform
Friday 9	3:30	CL 431	Larry Arnhart (Northern Illinois U), 'Does Darwin Subvert or Support Morality?'
Thursday 15	7:30	Chapters Southland Mall	Coffee House Controversies – Mary Hampton (SPHERU) on culture and the end of life
Saturday 17		RIC 119	Calvin Normore (UCLA, and McGill University) on 'Fundamental Things'
Wednesday 21	7:30	Connaught Library 3435 13 th Avenue	Philosophy Café series - Dwayne Raymond on gods to God to Euclid
Friday 23	7:30	RIC 119	Law Foundation Chair in Police Studies Annual Lecture – Constance Backhouse on racism, sexism and the Canadian legal system
Thursday 29	07:30	Chapters Southland Mall	Coffee House Controversies – JoAnn Jaffe (SOC) on food knowledge and meaning
Friday 30	3:30	TBA	Anna Yeatman (U of Western Sydney) on 'Politics and Personal Responsibility: Reflections on Jean Amery and Hannah Arendt'

prepared 14 September 2009



Research and Graduate Studies Committee

Report to Faculty Council
16 September 2009

At the RAGS meeting of 2 September 2009, it was decided that since the Research, Creative Activity, and Scholarship report is available online, there will be no hard copies sent out. The report will be updated annually, and can be found at <http://www.arts.uregina.ca/faculty-staff/research-creative-activity-and-scholarship>.

The Weekly Bulletin will be published online on a biweekly basis. A set of criteria have been determined, and requests for information will still be sent out. The Bulletin is available at <http://dspace.cc.uregina.ca/dspace/handle/10294/335>.

The Community Research Unit has begun the process of becoming a Type II research centre. For this reason, policies have been prepared for the creation of Type II centres within the Faculty of Arts.

The Dean's Research Award Committee has met and considered the applications. There was a large number this year, which far exceeded the funds available, so 4A money was used to fund as many projects as possible.

The Committee decided to increase the amount awarded, but this was not monetarily possible.

It was decided that the Adjudication Committee membership should rotate, with no one sitting on the Committee for more than three years.

ITEMS FOR APPROVAL

1. Motion to approve the MA in Journalism Letter of Intent

Rationale:

The School of Journalism proposes the creation of a one-year intensive, 30-credit hour Master of Journalism (MJ) professional degree. This move is a much-needed response to recent trends in journalism education. The LOI was approved by RAGS 7 January 2009 and forwarded on to the Budget Advisory Committee, which recommended the inclusion of further information on courses under development, faculty workload, and potential resource synergies with Media Production and Studies. The letter of intent was revised in light of these recommendations and approved at the Research and Graduate Studies Committee meeting of 2 September 2009. The Research and Graduate Studies Committee recommends that the motion to approve the letter of intent for the MA in Journalism be approved by Faculty Council and forwarded on to PPC.

The Letter of Intent for the MA in Journalism is attached (Appendix A).

2. Motion to approve the Faculty of Arts Policy on Type II Centres/Institutes

Rationale:

The Faculty of Arts proposes to introduce a Faculty policy on the creation of Type II Centre/Institutions. At present, University policy leaves this up to individual Faculties, so there is a need to establish a Faculty of Arts policy for conferring an administrative status upon a centre/institute. The immediate impetus for the drafting of this policy was the Community Research Unit's desire to formalize as a centre.

The Faculty of Arts Policy on Type II Centres/Institutions was approved by the Research and Graduate Studies Committee at the meeting of 2 September 2009. The Research and Graduate Studies Committee recommends that the motion to approve the Policy on Type II Centres/Institutes be approved by Faculty Council.

The Policy on Type II Centres/Institutes is attached (Appendix B).

APPENDIX A

August 21, 2009

**Letter of Intent
Master of Journalism
School of Journalism, Faculty of Arts
University of Regina**

Rationale

The School of Journalism proposes the creation of a one-year intensive, 30-credit hour Master of Journalism (MJ) professional degree. We hold this as a realistic, achievable objective for improvement that reflects the growth potential of our School, our profession and our university.

In 1980, the University of Regina initiated the first degree-granting journalism school in Western Canada. Since that time, the School's undergraduate program has enjoyed a very strong national and international reputation for excellence in journalism education, recording a high student retention rate and robust demand for our graduates. We believe our School's strong reputation directly derives from our unique framework as a professional school firmly rooted in the liberal arts, and from our solid commitment to the Faculty of Arts' vision of serving communities and promoting social change through critical public journalism that challenges, rather than merely reflects, industry norms. This vision is supported by the World Journalism Education Congress of 2007, which declared: "Above all, to be a responsible journalist must involve an informed ethical commitment to the public."

Regarding our program structure, we currently offer two Bachelor's degrees: a four-year Bachelor of Arts in Journalism and a two-year Bachelor of Journalism for students who already hold an undergraduate degree in another discipline. The intention of the School's founders was to eventually upgrade the post-graduate Bachelor of Journalism program into a fully-fledged Master's program, a task we are now initiating with this Letter of Intent.

This move is a much-needed response to recent trends in journalism education. While our undergraduate programs have enjoyed national recognition over the years, other institutions have moved ahead to establish Master's programs, creating increased competition for students who already hold undergraduate degrees.

In August 2008 we met with the Dean of Graduate Studies and Research, and representatives of the Faculty of Arts. Following the guidance offered in this session, we propose a program that will be open to two types of applicants:

- Students with neither an undergraduate degree in journalism nor professional experience – but who hold an undergraduate degree in another discipline – will be accepted as qualifying students who are expected to successfully complete a select list of core undergraduate journalism courses, with a minimum 70 per cent average, before moving into graduate courses.
- Students with an undergraduate degree in journalism and mid-career journalists with substantial professional experience and an undergraduate degree in an area other than journalism may be accepted immediately into the one-year intensive graduate program, upon assessment of their prior academic and professional experience.

We plan to develop a program that is consistent with professional degrees at the University of Regina, in particular the Faculty of Business Administration's MBA, which provides qualifying courses and a mid-career option (see attached). The program will also be consistent with Faculty of Arts credit-hour requirements, Graduate Studies GPA requirements and other academic standards.

The program will include a core 800-level Journalism research and theory class, senior integrated journalism specialization classes, 800-level directed studies courses, a major project and interdisciplinary learning opportunities outside the School.

1. Program Fit

At a May 2008 retreat, the School of Journalism considered University and Faculty planning priorities, as expressed in the Faculty of Arts Planning Committee's document *We Who Serve* and the University's *Reaching Our Potential* and *Building on Progress* plans. Our unit's task was to develop a complementary list of achievable priorities over the next five year to reflect these wider institutional goals. Central to this discussion was the establishment of a Master's program, which we see as a key component in achieving the strategic goals set out by the aforementioned documents. We believe the MJ will provide positive measurable results in all 13 of the opportunities for progress laid out in the performance measurement framework provided in *Building on Progress* (Appendix B) and will address many of the Faculty's goals, particularly in relation to interdisciplinarity, student diversity, faculty retention, resource building, external partnerships and enhanced teaching and research.

Interdisciplinary maximization

Journalism is interdisciplinary by nature, as reflected in our current course offerings and electives. An MJ will formalize this interdisciplinary approach by requiring 800-level courses both within and outside the school. Broadly speaking, our intention is to provide a complement of course options from other departments. This will provide what we consider basic building blocks of broadly-informed journalism, with an emphasis on philosophy; history; public administration; and economic, social, cultural and political thought. Potential

offerings will be explored with various departments of the Faculty of Arts, as well as the Johnson-Shoyama School, Fine Arts and Indigenous Studies.

Enhanced internationalism and diversity

The addition of a graduate program will provide a much-needed injection of internationalization and diversity to the School of Journalism by providing increased opportunities for mature students, international students, Aboriginal (First Nations and Métis) students and specialized students to join our school. Advanced courses in women's studies, international studies, Indigenous studies, sociology, etc. can reinforce the inflection of our program as distinctively democratic, developmental, critical and advanced in its approach. This will likely draw a more serious cross-section of students, including more demographically diverse, international and mature segments. At the same time, an MJ program will allow us to participate in important graduate student and academic exchanges and programs such the Canada-Chile Academic Partnership Agreement, and to explore international school-to-school twinning and joint degree granting opportunities. Finally, the MJ will become a focus of a number of planned international initiatives, such as a UNESCO chair, a PEN chair, STEP and CIDA-funded work/study abroad opportunities and continued pursuit of North American student mobility exchanges.

Enhanced Resources, Research Capacity and Faculty Retention

An MJ is key to our ability to attract external funds that are tied to research and are not generally available to undergraduate programs. By tying program funds into graduate-level research and projects, an MJ would diversify our revenue base away from dependence on the media industry and U of R enrolments. An MJ will also help the School make a convincing case internally for expanding our faculty and resources to meet student demand.

With an MJ we will be better prepared to fit into university-wide research initiatives and joint projects. Graduate status will build our ability to attract research-focused faculty, will create room for current faculty to focus on research and will increase our ability to attract SSHRC funding in particular. We will also be better able to stream student participation into Community-University Research, with potential students contributing not only as community-based media research facilitators, but also as interpreters and communicators of research results to the broader public.

Enhanced Learning Experience for Students

One of the main goals of an MJ will be to enhance the learning opportunities available to our students. Students currently enrolled in our Bachelor of Journalism program may feel under-challenged by the undergraduate electives available to them and the lack of advanced directed reading courses. Acceptance into an MJ program will provide them the opportunity to engage in more rigorous studies.

Beyond our School, the introduction of graduate courses will open up more undergraduate desks for the creation of a minor in journalism studies, creating enhanced learning opportunities for all Faculty of Arts undergraduate students.

Further, the MJ will represent a significant learning enhancement for students across Western Canada. Currently the only MJ program in Western Canada at the University of British Columbia. A University of Regina MJ will provide Western Canadian students – as well as students nationally – with a solid program that already has an established undergraduate reputation and is on par with, and in many cases stronger than, journalism programs in other regions.

2. Student Demand and Anticipated Growth

In the past five years, our School has accepted between six and eleven students annually who already hold an undergraduate degree. These students will provide an immediate base for the MJ. Thus, we anticipate the demand from non-journalism degree holders to average approximately eight to nine students per year.

As previously stated, students holding a bachelor's degree in journalism and mid-career journalists with substantive professional experience and an undergraduate degree will be eligible to enrol in 800-level classes immediately. We hope to accept one mid-career journalist in the second year of the program, and to gradually build by one or two students in subsequent years as resources allow. Given the strong national reputation of the 'feeder' undergraduate program, we expect demand to increase apace as the program grows.

3. Resources required

It is our understanding that we must work within our current faculty lines. Nonetheless, our program contains strengths we feel will allow us to move forward. Our proposal builds on these core strengths and current enrolment in the initial years, with an eye toward expanding enrolment and course offerings as the program grows and attracts more resources.

For example, in the initial years of the program, we will be able to move our usual complement of undergraduate degree-holders forward into the MJ program without expanding our overall enrolment of 52 students. This places us in the fortunate position

of being able to realistically introduce an MJ with minimal additional resources beyond course releases for program development. With the filling of a vacant broadcast professor faculty line, and as resources become available as a result of program growth, we will in future have the opportunity to backfill the vacated undergraduate seats.

In addition to the introduction of a core 800-level advanced theory and research course, directed studies and a major project, our proposal will create integrated courses with separate syllabi and additional assignments focused on critical reflection. This 'building on' approach will allow us to provide a solid, proven program for MJ students, without negatively impacting our current BAJ program.

Two of our faculty members expect to complete their Ph.D. studies within the next three years, which will further enhance our delivery capacity. Finally, the interdisciplinary nature of our proposal will also help alleviate pressure for faculty resources, especially as new interdisciplinary courses become available to the School, such as the proposed ARTS 800 cultural studies course.

4. Other resources required

We have one furnished office space within the School that has been dedicated to sessionals. As sessionals are backfilled with permanent faculty and demand for this space decreases, this office can be converted into a shared graduate students' office at no additional cost. We would like to provide Master's students with priority access to high definition equipment. This would involve purchasing two high definition cameras and designating two existing editing suites for use by graduate students, at an anticipated cost of \$38,000. We expect to have these expenses provided through regular budget lines over the next three years, in line with the University's strategic goal to replace outdated equipment. We will also explore with the University of Regina options for developing revenue-sharing agreement to support a capital fund.

Because of the strong requirement for the use of original documents in journalism, typically the greatest need for library resources arises from background research for student journalism projects – this includes not only the Main Library's collection, but also the Saskatchewan Archives, the Prairie History Reading Room, the Legislative Library and other collections around the city. We anticipate this demand to expand, with additional reading requirements in all courses. However, these resources are already addressed in other budgets, including the Main Library's acquisition budget for journalism materials.

5. Courses under development

In anticipation of the Program Proposal phase of our application, faculty have begun developing proposed graduate courses. This includes three 800-level core courses, JRN 800 (Research Methods) and JRN 801 (Journalism Project), JRN 802 (Theoretical Perspectives) and two electives currently offered at the undergraduate level, to be

redeveloped and redeployed as hybrid courses with enhanced graduate-level syllabi and requirements: JRN 308/808 (Contemporary Issues) and JRN 310/810 (History).

JRN 800 – Research methods in journalism and communication (Open)

Course Description: This course introduces students to a mix of qualitative and quantitative methods for both the study and practice of journalism. Quantitative methods include basic content analysis, survey methodology and data analysis. Qualitative methods include techniques of participant observation, working with focus groups, textual and document analysis. Applied methods for studying audiences and journalistic genres will be taught as a final phase of the class.

JRN 801 – Journalism Project (Closed; multi-semester)

Course Description: During the course of their studies, students will be required to complete a project that is a major work of journalism. Students will develop project proposals for approval by the supervisor during the first semester. Acceptable projects may include a documentary film or radio piece of a minimum broadcast half-hour; a non-fiction magazine piece of no less than 5,000 words; a substantive and original web-based multi-media project; an indepth newspaper series of five related feature-length articles totalling no less than 7,500 words; or other proposals deemed worthy by the supervisor.

JRN 802 – Theoretical Perspectives in Journalism (Open)

Critical approaches to media and journalism studies. This course surveys a range of theoretical approaches to the fields of mass communications, popular culture and journalism. Students should achieve a greater understanding of key concepts, theoretical approaches and debates in the field. Strengthened theoretical foundations should inform a richer, more critical and more reflexive journalistic practice, and provide a stronger ethical and intellectual foundation for the exercise of newsroom and professional leadership.

JRN 308/808 – Critical perspectives on contemporary issues in journalism (Open)

Course Description: In this course we will explore and discuss select topics, with a focus on contemporary threats to journalistic freedom and excellence such as: media concentration; commercialization; systemic bias; war, media-violence and crime reportage; panic campaigns; job-insecurity and self-censorship, and; the vast apparatus of manipulation and disinformation. Each of these problems involves threats to fairness, accuracy, and professional credibility in reporting. As a result, they also pose a clear and present danger to independent thought and action, the bedrock of a democratic society.

(Predecessor: Journalism 308 - Contemporary issues in journalism)

JRN 310/810 – A critical history of the media, journalism and social regulation (Open)

Course Description: This course provides a critical introduction to the history of mass media and journalism. Students will examine some major milestones, and issues, in the construction and regulation of media cultures, and in the struggle for a democratic public sphere.

(Predecessor: Journalism 310 - A critical history of the media, journalism and social regulation)

6. Faculty workload

While we expect the introduction of a graduate program to be a challenge, we are confident this is a challenge we can meet. The introduction of three additional courses and committee work falls within the workload expectations of one full time faculty member. The School currently has one full time unfilled faculty line; we believe our proposal provides a compelling argument to fill this faculty line, allowing us to move forward with a graduate program. Regarding the proposed hybrid classes, because hybrid courses are counted as one class, and these classes are already part of our faculty work load, there will be no related increase in the number of courses taught. While there will be heightened expectations in terms of assignments and readings, we do not feel the resulting workload will be unmanageable, particularly as graduate students are expected to be working at a higher, more independent and mature level.

The greatest workload challenge will be related to project supervision. Our intention is to create an internal graduate studies committee to plan and share the workload related to project supervision, according to our areas of academic and technical expertise. Additionally, we plan to invite colleagues outside the School to take part in the supervision of graduate students whose project topic areas match our colleagues' academic specialities (For example, a student working on a documentary film related to urban development could potentially include a professor of geography or sociology as an advisor.) We note that the majority of our faculty are already sitting on advisory committees outside the School; the work itself will not be new, the major change being that we would now include our own students within our supervisory duties. We are aware of the importance of continuing to be available to other departments as committee members, and look forward to being able to return the invitation. Faculty resource sharing across departments will help us balance our supervisory workloads, while allowing our students to fully benefit from the proposed program's interdisciplinary approach.

7. Resource synergies with Media Production and Studies

At the request of the Budget Advisory Committee, we have held two initial meetings with Media Production and Studies faculty to explore potential resource sharing. The first meeting focussed on technical resources, while the second meeting focussed on human resources. Regarding technical resources, we agreed to explore the joint ordering of equipment and software as a possible cost-savings initiative, and to consider joint

proposals to funders. Regarding human resources, we have exchanged information about course offerings and agreed to continue cross-listing complimentary courses. We will continue to meet as our respective graduate program proposals develop, with an eye to sharing faculty resources where feasible, and to exploring potential joint actions and partnerships such as community-based activities and partnered research initiatives.

8. Confirmed and anticipated external financial support

We initiated negotiations additional support for the School from CanWest Global. The proposal integrates several elements, including expanding our Global Chair into an academic year, instead of single semester, appointment. We have also recently secured additional scholarships for First Nations students and support for our magazine program through Transcontinental Inc. If response to this Letter of Intent is favourable, we will additionally move to seek external funding for a UNESCO research chair, which has a greater likelihood of being supported in the context of a graduate program. We regard this as a strong possibility because our teaching emphasis on internationalism, Indigenization and alternative media studies fits with UNESCO's goals regarding media democratization. An MJ transition will also help us make the case internally for prioritizing a Canada Research Chair as a research catalyst for journalism. Demonstrated institutional commitment in the form of a CRC would lend additional leverage to our case for UNESCO chair funding.

9. Possible and confirmed partnerships with other units and institutions

As stated, we will be approaching a number of departments within the Faculty of Arts to discuss interdisciplinary partnerships in course offerings, and course development. This may include working within the Faculty of Arts on the development of an Arts methodology course, exploring partnerships with the MA in Creative Writing, as well as joining in discussions around the proposed MA in Text and Culture.

Outside the Faculty of Arts, we will continue to explore the course listings of other Faculties for potential interdisciplinary program fits. In addition, we will approach the FNUniv regarding its seminar course in Indigenous Studies. We will work with FNUniv to ensure the ladder between the Indian Communication Arts (INCA) certificate program and the School remains strong.

External partnership opportunities may include:

- SSHRC
- Canada Research Chair (pending internal support)
- UNESCO – Research chair (exploration phase)
- PEN – Research chair (exploration phase)
- CIDA – Journalism and development specialization (exploration phase)
- CanWest Global – Expanded Global Chair (proposal under consideration)
- Student and faculty exchanges (exploration phase)
- Transcontinental – creative nonfiction support (underway, discussion of multi-year support in process)

- Fellowship awards, endowed professorships and outreach and equipment fund options.

APPENDIX B

Type II Centres/Institutes in the Faculty of Arts

A) Creation of a Type II Centre/Institute in the Faculty of Arts

- i) A proposal to create a Type II research centre/institute will be submitted to the Dean of Arts. The proposal must include a draft constitution that addresses the following points:
 - o Name and purpose of centre/institute.
 - o Rationale for centre/institute.
 - o Short-term and long-term goals.
 - o Administrative structure – Type II centres/institutes may have a Director and/or an Executive Board.
 - o Funding – This shall include a detailed budget proposal for the first three to five years that includes the anticipated support from the Faculty of Arts.
 - o Physical resources – Required research facilities (e.g. space, equipment, library holdings, laboratories etc.) must be identified.
 - o Staff requirements must be identified with an indication of how they will be met.

In addition, letters of support and commitment should be provided that are signed by the appropriate University officer(s). Any commitments or agreements to provide space, teaching release time or other resources (e.g. clerical support), including the recovery of indirect costs from contract research, should be documented and signed by those authorized to make such commitments.

- ii) The Research and Graduate Studies Committee (RAGS) and the Budget Advisory Committee (BAC) will receive and review all proposals for the establishment of Type II research centres/institutes.
- iii) Based on the above review, RAGS may recommend to the Dean that the centre/institute be created, normally for a period of five years. The authority to establish and abrogate Type II centres/institutes in the Faculty of Arts resides with the Dean of Arts.

B) Directors/Executive Boards

Each research centre/institute will have a Director or a Chair of the Executive Board who has administrative responsibility for the centre/institute, including its overall management, budget, and reporting requirement.

Directors or Executive Boards will exercise general supervision over the operation of the centre/institute.

The Director will normally be an in-scope faculty member at the University of Regina.

Typically, the Director is appointed for a three- or five-year term that is consistent with the tenure of the centre/institute. A Director who is a faculty member of the University will receive all benefits and privileges accordingly.

With the approval of the relevant Dean, the teaching responsibilities of the Director may be reduced in recognition of the responsibilities of the role in the centre/institute. When the position of Director is funded through external sources, the role may comprise 100 per cent of the incumbent's responsibilities. Work as Director of a research centre or institute should be recognized through the faculty performance review process.

Members of an Executive Board including the Chair normally shall not receive reduced teaching responsibilities.

C) Funding

Type II centres/institutes are normally expected to develop financial self-sufficiency through external cost recovery during the first five years of operation. Exceptions to that normal expectation require the approval of the Dean. Funding for Type II centres/institutes is under the direct authority of the Dean. Budgets for the Type II centres/institutes require the Dean's approval.

D) Reporting

Type II research centres/institutes will report annually to the Dean of Arts. The Dean of Arts will meet with the Director/Chair of the Executive Board on an annual basis to review activities during the year and establish goals for the coming year. As part of this review, the Director's/Chair's accomplishments in this role will be assessed, and such assessment will be made available to the Department constituting the academic home of the Director/Chair as part of the Faculty performance review process. The Dean of Arts will also provide the Director/Chair with a copy of the assessment.

As part of the annual review, the Director/Chair of the Executive Board shall provide a report to the Dean of Arts detailing the activities of the centre/institute and its personnel, including scholarly and research accomplishments, graduate training and other research-related activities (e.g. conferences, workshops, seminars, etc.) and financial status of the centre/institute.

E) Review of Centres/Institutes

To ensure that all research carried out by Type II centres/institutes is consistent with the goals of the Faculty of Arts, the Dean of Arts shall review such centres/institutes on a periodic basis, but not less often than every five years. Normally, the review process will take the following form but is subject to revision upon the approval of the Dean of Arts:

- i) Notice of review will be communicated to the Director/Chair of the Executive Board of the centre/institute by the Dean of Arts at least nine (9) months prior to the end of the current term of the centre/institute. In response, the Director/Chair of the Executive Board shall within one (1) month submit a report to the Dean of Arts which contains the following:
 - a) a description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its accomplishments; a current membership list; and a detailed financial statement that identifies all past and projected sources of revenue and annual operating costs;
 - b) the requested period of extension, and a plan which identifies future directions and development strategies for the proposed term;
 - c) letters or references indicating support for the requested extension.
- ii) On the basis of the above report, the Dean of Arts, in consultation with RAGS, may recommend:
 - a) the centre/institute continue for a specified period of time;
 - b) the centre/institute be terminated, with any legal agreements that affect the status of the centre/institute taken into consideration in the recommendation.
 - c) a full review of the centre/institute be conducted.
- iii) If a full review is required, the Dean of Arts will at least six (6) months before the end of the term of the centre/institute, appoint a formal independent Review Committee that shall normally include:
 - a) a senior researcher with administrative experience and no direct involvement with the centre/institute who will act as the Chair;
 - b) the Director/Chair of Executive Board of another Type II centre/institute;
 - c) a researcher who is not affiliated with the centre/institute but who is knowledgeable in the field of activity;
 - d) the chair of RAGS or his/her delegate; and
 - e) other members as deemed appropriate.

- iv) The Review Committee shall develop its own process for conducting the review, but the primary focus of the review shall be to assess the extent to which the centre/institute has fulfilled its objectives; the appropriateness of its future goals; and its financial viability. The review should include meetings with the Director/Chair of the Executive Board and members; discussions with non-members from related departments and fields; and assessments from external reviewers.
- v) Within three (3) months of being established, the Review Committee must provide a written report to the Dean of Arts, with a copy to the Director/Chair of the Executive Board of the centre/institute under review. The Director/Chair may submit a written response to the report to the Dean of Arts.
- vi) The Dean of Arts, in consultation with RAGS, shall consider the report before making a recommendation on the future of the centre/institute. The Dean of Arts may recommend:
 - a) the centre/institute continue with review in one (1), three (3) or five (5) years; or
 - b) termination, with any legal agreements that affect the status of the centre/institute taken into consideration in the recommendation.



Undergraduate Student Appeals Committee

Report to Arts Faculty Council
16 September 2009

The Undergraduate Student Appeals Committee recommends approval of the following motion.

MOTION to revise the terms of reference of the Undergraduate Student Appeals Committee, as follows:

1.10.3 The Undergraduate Student Appeals Committee

There are ~~eighteen~~ fourteen members:

Ex Officio The Dean, the Associate Dean (Undergraduate), the Academic Deans of the federated colleges or their delegates, and the Academic Program Co-ordinator of the Faculty of Arts. *Ex officio* members act only as resource people, and do not have right to vote.

Elected ~~Six~~ Five faculty members are elected by the Faculty to serve three-year terms, staggered such that two are replaced each year, plus three ~~two~~ alternates, ~~and~~ two student representatives and one alternate student representative. These are the voting members of the Committee. The chair of the committee is elected from among the ~~six~~ five elected faculty members. The chair of the committee may dismiss those elected members who attend the committee's meetings irregularly or not at all.

Terms of Reference

The committee shall be responsible for the following matters pertaining to undergraduate students registered in Faculty of Arts programs:

~~1. Approval of student appeals relating to departures from the Faculty of Arts requirements in the programs of individual students.~~

~~13.~~ Appeals of a requirement to discontinue (RTD).

~~24.~~ Appeals to be admitted or readmitted or to transfer to the Faculty of Arts.

~~32.~~ Approval of exemptions from specific Faculty of Arts degree requirements.

~~47.~~ Appeals of decisions of the Associate Dean of Arts (Undergraduate) or Academic Deans of the federated colleges (for students in Arts programs).

~~5. Appeals relating to program anomalies and exemptions.~~

~~6. Appeals to graduate with Honours after failing more than 9 hours after the first 30 hours attempted.~~

Rationale

The proposed changes to the elected membership ensure a broad range of perspectives is included and provide a more balanced workload among the elected members. The proposed revisions to the terms of reference eliminate repetition present previously.

MOTION to add the following regulation concerning the “Timely Grading of Student Work” to section 5.7.1 of the Faculty of Arts Handbook.
--

Faculty members/instructors shall structure their grading scheme so that, before the deadline for withdrawing from the class with a grade of W, students will (or at least have the option to) receive back graded assignments worth no less than a third of their overall mark. This principle may be waived only in cases where its implementation would clearly be impractical, as for instance in honours-essay courses.

COMMUNITY OUTREACH COMMITTEE

MOTION: to approve the new terms of reference for the Community Outreach Committee, which have been changed to include the coordinator of the Community Research Unit as an ex officio member.

1.10.12 The Community Outreach Committee

There are ten members:

Ex officio The Dean and the Associate Deans, and the coordinator of the Community Research Unit.

Elected Five faculty members to be elected by the faculty, plus one student representative. The chair is elected from among the elected faculty members.

Terms of Reference

1. To review and advise the Dean on directions, objectives, and strategies for community relations development in the Faculty.
2. To advise the Dean in the areas of identifying and cultivating fundraising sources, and support the efforts of University and faculty fundraisers.
3. To develop, organize, and assist with events related to promoting, strengthening, and improving community relations.

Rationale: The Community Outreach Committee (COC) and the Community Research Unit (CRU) are two Faculty of Arts groups that deal with community relations. The COC seeks to promote, strengthen, and improve community relations, whereas the CRU facilitates community based research, amongst other things. Already the COC has worked collaboratively with the CRU on a number of projects, and will continue to do so in the future. In light of this collaborative relationship, communication and relations between these groups will be greatly improved by having the coordinator of the CRU as an ex officio member of the COC.

Report of the
Community Research Unit's Coordinator
To the meeting of Faculty Council
Wednesday, 16 September 2009

Making the Links

The Community Research Unit is pleased to present the upcoming symposium **Making the Links: Community Engaged Research in Regina** on October 20, 2009. This interdisciplinary symposium is an opportunity for faculty members, graduate and honours students, researchers and community organizations to learn more about community-based research and the CRU, network with like-minded people and explore community research needs and ideas. This event is free of charge and is open to anyone with an interest in community research.

To register or for more details go to www.arts.uregina.ca/cru. Registration deadline is October 5, 2009. We encourage you and your students to consider joining us!

Annual Report

The CRU has released its first annual report, available at www.arts.uregina.ca/cru or by emailing Yolanda Hansen. This report showcases the work that the CRU has done during the 2008-2009 year and shares the contributions of our board members, faculty advisors, student researchers and community partners.



Academic Program Development Committee
 Report to Arts Faculty Council
 16 September 2009

The Academic Program Development Committee recommends approval of the following motions.

A. Department of Philosophy and Classics

MOTION to create a minor in Philosophy of Science.

Credit hours	Philosophy of Science minor, required courses	Student's record of courses completed
3.0	Any six of: MATH 108, PHIL 150, 235, 241, 273, 275, 276, 277, 291AA, 342AB, 352, 435AH.	
3.0		
3.0		
3.0		
3.0		
3.0		
18.0	PHIL Minor – 65% GPA required	

MOTION to create a minor in Philosophical Anthropology.

Credit hours	Philosophical Anthropology minor, required courses	Student's record of courses completed
3.0	Any six of: PHIL 100, 150, 213, 214, 216, 231, 235, 242, 243, 245, 270, 271, 272, 276, 278, 331, 334, 341	
3.0		
3.0		
3.0		
3.0		
3.0		
18.0	PHIL Minor – 65% GPA required	

MOTION to create a minor in Critical Thinking and Professional Ethics.

Credit hours	Critical Thinking and Professional Ethics minor, required courses	Student's record of courses completed
3.0	PHIL 150	
3.0	Any five of: PHIL 245, 270, 272, 273, 275, 276, 277, 290AI, 310AK, 352	
3.0		
3.0		
3.0		
18.0	PHIL Minor – 65% GPA required	

Rationale

Existing courses have been packaged in ways thought to appeal to students with particular sets of interests, and with an eye to enhancing their appreciation of what

philosophy has to offer and to give them a concentration that may serve them well in their career(s).

B. Department of Indian Languages, Literatures and Linguistics

FIRST NATIONS
UNIVERSITY
OF CANADA



***Department of Indian Languages,
Literatures, and Linguistics***
FIRST NATIONS UNIVERSITY OF CANADA

1 First Nations Way
Regina, Saskatchewan
S4S 7K2

Phone: (306) 790-5950 ext. 3150 Fax: (306) 790-5995
www.firstnationsuniversity.ca

Date: June 2, 2009

To: Members of the Academic Program Development Committee, University of Regina

From: Arok Wolvengrey, Head, Department of Indian Languages, Literatures, and Linguistics, First Nations University of Canada

Re: Revisions to the course offerings and programs in General Linguistics

At recent meetings of the Curriculum Review Committee (early May, 2009) and the Academic Council (May 20, 2009) of the First Nations University of Canada, the following proposed revisions to the Linguistics Programs (Minor, Major and Honours) at First Nations University were passed. We now wish to submit these proposed revisions through the appropriate committees at the University of Regina in the hope that these changes can be passed for implementation by Fall, 2010. Thank you for your consideration of this important matter.

Rationale For the Proposed Changes:

The continued review of all of our DILLL programs has revealed some additional changes required to the Linguistics programs at First Nations University and the University of Regina. The changes proposed here will allow our Linguistics degree programs to grow and better emphasize the First Nations Language component, as well as incorporate an additional direction into the field of health studies via Speech Pathology (for which we already supply a number of schools with highly qualified graduates). This will be important both for its overall contribution to the importance of First Nations health research at FNUniv, as well as positioning our Linguistics program as **the** center of undergraduate Linguistics in Saskatchewan, allowing us to supply the proposed U of S graduate school in Speech Pathology with students. In turn, the growth in the Linguistics

programs brings in additional funds which allow for growth in our First Nations language programs. Each change listed below will be accompanied by a specific explanation of the rationale for its proposal.

These changes are as follows:

1. **CHANGE LING 175 to LING 230.** This will involve deleting the **LING 175** course and recreating it at **LING 230** as follows:

LING 230 Survey of American Indian Languages credit hours: 3:3-0

Introduction to basic concepts of linguistics (speech sounds, word structure, sentence patterns, meaning patterns), with examples from Indian languages in their social and cultural context. Comparative linguistics and Indian language families of Canada and beyond.

Prerequisite: completion of 30 credit hours.

Rationale: this change will move the Survey of Amerindian Languages course to a more suitable level (one that it did in fact have prior to 1990 as LING 201) and better allow for its inclusion in the major program as a required course without unduly overloading our students with 100-level courses.

2. **ADD** the new **LING 230** as a required course in the **B.A. Major in Linguistics**

This addition to the degree requirements will be offset by a decrease in the requirement of “Five additional LING courses” to “Four additional LING courses” (see Appendix I)

3. **ADD** the new **LING 230** as a required course in the **B.A. Honours in Linguistics**

This addition to the degree requirements will be offset by a decrease in the requirement of “Five additional LING courses” to “Four additional LING courses” (see Appendix II)

Rationale: the changes under 2 and 3 confirm the commitment of the Linguistics programs at First Nations University and the University of Regina to education and research centering around First Nations languages.

4. **REVISE** the “Notes” following the Minor in Linguistics as follows:

Linguistics majors are **advised encouraged** to take ~~LING-175 and at least one computer science course~~ **courses in multimedia studies (e.g. Indian Communications Arts).**

5. **CREATE LING 325** as follows:

LING 325 First Language Acquisition credit hours: 3:3-0

The course will provide information about how children acquire language from their initial, prenatal speech perception abilities until they can comprehend and

produce complex sentences. The core areas of phonological, lexical, morphological and syntactic acquisition will be surveyed.

Prerequisite: LING 220 or permission of the Department Head.

Note: It is recommended that students take LING 210 in preparation for this course.

Rationale: this course will better prepare our students who are interested in pursuing speech pathology as a career path. Though the core of this course will be taught with relevant English data, it is hoped that its place in the First Nations University Linguistics program will stimulate much needed research into the acquisition of First Nations languages.

6. CREATE LING 480 as follows:

LING 480 Linguistic Fieldwork credit hours: 3:3-0

Practical application of field methods and interview techniques to the study of First Nations and other indigenous languages. Formulation of alternative hypotheses pertaining to data gathered in interviews. Hypothesis testing and use of argumentation in hypothesis assessment. Data analysis and presentation.

Prerequisite: LING 380 and permission of the Department Head.

Rationale: the addition of this course effectively splits the current LING 380 into two sections, required by the overload of information and practicum currently required in the existing course. The new 480 will provide for a more detailed practical application of the theory taught at the 380 level.

7. ADD the new **LING 480** as a requirement to the Honours program.

Rationale: this will increase the requirements for the Honours program from 51 to 54 credit hours and add a greater First Nations language component to this program.

Note: Please also see Appendices III and IV for appropriate New Course and Course Delete forms respectively.

Thank you for your consideration of and comments on the current changes to the linguistics programs. I would be happy to meet with the committee to discuss any and all of the proposed changes.

Sincerely,

Arok Wolvengrey, Department Head
Indian Languages, Literatures, and Linguistics

Revised BA Major in Linguistics

Credit hours	Linguistics major required courses	Student's record of courses completed
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3.0	One of LING 100, LING 200, ENGL 260, or FR 226	
3.0	LING 210	
3.0	LING 211	
3.0	LING 212	
3.0	LING 213	
3.0	LING 220	
3.0	LING 230	
3.0	LING 380	
3.0	Two of LING 410-413	
3.0		
3.0	One of CLAS 110, ENGL 300, ENGL 360-362, or LING 320	
3.0	Four additional LING courses (Which may include those listed as “Other Courses in Linguistics”)	
3.0		
3.0		
3.0		
45.0	Subtotal	

Revised BA Honours Major in Linguistics

Credit hours	Linguistics major required courses	Student's record of courses completed
3.0	One of LING 100, LING 200, ENGL 260, or FR 226	
3.0	LING 210	
3.0	LING 211	
3.0	LING 212	
3.0	LING 213	
3.0	LING 220	
3.0	LING 230	
3.0	LING 380	
3.0	LING 480	
3.0	Four additional LING courses at the 400-level; at least two of which must be chosen from LING 410-413	
3.0		
3.0		
3.0		
3.0	One of CLAS 110, ENGL 300, ENGL 360-362, or LING 320	
3.0	Four additional LING courses (Which may include those listed as “Other Courses in Linguistics”)	
3.0		
3.0		
3.0		
0.0	Honours Paper	
54.0	Subtotal	

C. Admission Requirements

MOTION to add Foundations of Mathematics 30, Pre-Calculus 20 and Pre-Calculus 30 as acceptable mathematics courses for admission to the Faculty of Arts, effective Fall 2013.

MOTION to recommend that students applying to the Economics major complete Pre-Calculus 20 or 30 or Foundations of Mathematics 30, effective Fall 2013.

Admission Requirements for the Faculty of Arts

English Language Arts A30 and B30

One math or science course chosen from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, **Foundations of Mathematics 30**, Geology 30, Math A30, Math B30, Math C30, **Pre-calculus 20**, **Pre-calculus 30**, Physics 30

One language, social science, or fine arts course chosen from Arts Education 30, Christian Ethics 30, Cree 30, Drama 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 lists above.

Rationale

The western provincial and territorial governments have developed and will be implementing a common curriculum framework for high school mathematics. The framework is a substantial change and is based on streams or pathways (Apprentice and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus) starting in Grade 10. Additional information about the common framework initiative can be found at <http://www.wncp.ca/>

Implementation is scheduled as follows:

Fall 2010: Implementation of new grade 10 courses; Fall 2011: Implementation of new grade 11 courses; Fall 2012: Implementation of new grade 12 courses

Although, the University of Regina would see applicants with the new math curriculum applying for the Fall 2013 semester it is important that the University of Regina establish admission criteria involving these courses well in advance such that we can communicate these changes to students as they begin to choose their mathematics stream(s) to fit with their career and educational goals.

A working group with representative from various faculties and units on campus, including the Department of Mathematics and Statistics, examined the curriculum with the intent to provide guidance to faculties and the Admissions Office in developing admission and related policies. The group quickly recognized that the University of Regina should be as flexible as possible, within the academic context of our programs, in

relation to which mathematics stream could be used for admission as not to unfairly disadvantage students who did not have access to certain streams and/or made an inaccurate choice in grade 10 and/or 11.

In light of the diverse backgrounds and interests of students working on programs offered through the Faculty of Arts and in recognition that the completion of a university-level math course is not a requirement for graduation it makes sense for the Faculty's admission requirements to be flexible and advantage as many students as possible.

D. Department of English

MOTION to recreate ENGL 499, effective Winter 2010.

ENGL 499

3:3-0

Bibliography & Methods of Research

The goal of this course is to teach techniques of literary research, the process of textual transmission, the editing process, and the physical composition of books. Students have the opportunity to research manuscript documents and variants.

Rationale

As we discussed, the department wishes to reinstate ENGL499 as it appeared in the University catalog; it was cross-listed with ENGL830 (Advanced Bibliography and Research Methods) and the specifications would remain as per the 2006 description. The 400-level course was deleted on the principle that a stand-alone graduate course would serve students more effectively; however, we now believe that our senior-level undergraduate students should not be excluded from such a class. We also are committed to offering 499/830 on a regular basis, and have faculty resources within the department to do so. Dr. Jeanne Shami will be teaching ENGL830 in winter 2010.

E. Terms of Reference

MOTION to revise APDC's Terms of Reference as follows.

1.10.2 The Academic Program Development Committee

There are ~~fifteen~~ fourteen members:

Ex Officio The Dean, the Associate Dean (Undergraduate) (chair), the University Secretary, the Registrar, the Academic Deans of Campion and Luther, the Registrar of First Nations University of Canada, and the chair of the Budget Advisory Committee. Ex officio members have the same right to vote as elected members.

Elected Four faculty members elected by the Faculty; ~~one faculty member from either the Department of Indigenous Studies or the Department of Indian Languages, Literatures, and Linguistics;~~ and two student representatives.

Terms of Reference

1. To make recommendations to the Faculty of Arts concerning:
 - (a) requirements for admission to the Faculty of Arts.
 - (b) general regulations and criteria for student academic performance.
2. To approve new undergraduate programs, course proposals, and curriculum changes in Departments and the Faculty of Arts as a whole, as well as to examine new proposals involving the restructuring of curricula by Faculties outside the Faculty of Arts that would affect Faculty of Arts courses or programs.
3. To review undergraduate programs and their requirements periodically to ensure that they meet the needs of students and the Faculty.
4. To ensure co-operation in timetabling between Faculty of Arts Departments, the federated colleges, and other Faculties.
5. To refer to the Budget Advisory Committee all matters approved by this Committee that have resource implications for the Faculty before presenting them to the Faculty of Arts. Disagreements between the Academic Program Development Committee and the Budget Advisory Committee should be referred to the Faculty for consideration.
6. To approve individual majors, minors, and honours programs.

Rationale

No other department in the Faculty of Arts is entitled to elect a faculty member to APDC. Similarly, no other federated college is entitled to have two representatives on APDC. The above revision is in line with the composition of other committees in the Faculty of Arts and treats all departments and colleges equitably.