



## Faculty Council

Meeting of Wednesday 17 March 2010  
Administration Humanities Boardroom (AH 527) at 2:30 p.m.

### AGENDA

1. Adoption of the agenda **2:30**
2. Approval of the minutes of 20 January 2010 (*Appendix I, pp. 2-4*)
3. Business Arising
  - 3.1 Academic Program Development Committee – Item B – Arts & Culture Program  
- clarification of approved list of electives
4. Report of the Acting Dean (*Appendix II, pp. 5-6*) **3:15**
5. Report of the Acting Associate Dean (Undergraduate)
6. Report of the Associate Dean (Research & Graduate) (*Appendix III, p.7*)
7. New Business:  
Students with Disabilities (T. Phillips)
8. Committee Reports: **3:45**  
Academic Program Development Committee (*Appendix IV, pp. 8-18*)
9. Reports from representatives to other Faculties
10. Reports from representatives from other Faculties
11. Other business and announcements
12. Adjournment **by 4:30**

RK/dg

*The next meeting of this Council is scheduled for 19 May 2010*



## Faculty Council Minutes

Meeting of 20 January 2010

Administration Humanities Boardroom at 2:30 p.m.

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The University of Regina Faculty Council of Arts met at 2:30 p.m. on Wednesday 20 January 2010 in the Administration Humanities Boardroom (AH 527).

**PRESENT:** R. Kleer (Chair), E. Aito, L. Anderson, K. Arbuthnott, T. Bredohl, M. Calkowski, J. Conway, M. Coté, M. DeCoste, P. Elliott, V. Galushko, I. Germani, H. Hadjistavropoulos, P. Hansen, B. Hillis, S. Johnston, N. Jones, D. Juschka, D. Lane, C. Londoño Sulkin, O. Lovick, R. MacLennan, D. Miller, K. O'Brien, F. Obrigewitsch, N. Önder, A. Patenaude, R. Yuan, J. Shami, D. Sharpe, J. Siemer, E. Soifer, L. Sykes Tottenham, B. Thraves, M. Trussler, M. Vetter, S. Wilson

**SENATE MEMBERS:** S. Susut

**FROM OTHER FACULTIES:** B. Schumacher (Bus. Administration)

**STUDENT REPRESENTATIVE:** N. Blachford, A. Lucyk

**REGRETS:** N. Cote, T. Dahms, T. Grande, M. Jones, G. Lankauskas, S. Rheault

**1. Adoption of the Agenda**

The Agenda was adopted as circulated.

**INTRODUCTIONS OF NEW STAFF**

- Dr Rebecca Schiff – Assistant Professor (term), Department of Justice Studies
- Natalie Tomczak – Communication Officer

**2. Approval of the Minutes of 18 November 2010**

WALL/N. JONES moved that the Minutes of the Meeting of 18 November 2010 be approved as circulated.

**CARRIED**

**3. Business Arising**

None

**CARRIED**

**4. Report of the Acting Dean**

The following items were discussed as per previously distributed report:

- 4.1 Recruitments
- 4.2 Budget process
- 4.3 Strategic planning

- 4.4 University websites
- 4.5 Staffing changes in the Dean's Office

**5. Report of the Acting Associate Dean (Undergraduate)**

The following items were discussed as per previously distributed report:

- 5.1 Core curriculum – submit courses to include in core curriculum. Feedback is needed on the courses already included. APDC will meet to discuss this list in February.

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

The following items were discussed as per previously distributed report:

- 6.1 Community Research Unit
- 6.2 Research Grants
- 6.3 Events

**7. Committee Reports**

- 7.1 Academic Program Development Committee:

**A. Department of Sociology and Social Studies**

SHARPE/CONWAY moved to create SOC 322, 328, 333, 355.

**CARRIED**

SHARPE/CONWAY moved to revise the prerequisites for all 200-level SOC courses **from** “Completion of 12 credit hours or permission of the department head” **to** “Completion of 12 credit hours, SOC 100, or permission of the department head”.

**CARRIED**

SHARPE/CONWAY moved to revise the prerequisite for SOST 306.

**CARRIED**

SHARPE/CONWAY moved to revise the description of SOST 201 and 203.

**CARRIED**

Opposed: 1

**B. Arts & Culture Program**

SHARPE/AITO moved to revise the Arts & Culture program's admission process.

LONDONO SULKIN/BREDOHL moved to have this item TABLED and referred back to the Academic Program Development Committee for further discussion.

**CARRIED**

**C. Department of Religious Studies**

SHARPE/MACLENNAN moved to revise the title and description of RLST 332 and 245.

**CARRIED**

Opposed: 1

Abstained: 4

SHARPE/JUSCHKA moved to create RLST 388AA-ZZ and RLST 488AA-ZZ

**CARRIED**

**D. Department of Anthropology**

SHARPE/MACLENNAN moved to revise the descriptions of ANTH 202, 237, 240, 307, 309.

**CARRIED**

SHARPE/MACLENNAN moved to refer ANTH 406 back to Department for revisions to course description.

**CARRIED**

7.2 Research and Graduate Studies Committee:

BREDOHL/ANDERSON moved to create RLST 843, 845, 847.

**CARRIED**

7.3 Undergraduate Student Appeals Committee:

SHARPE/WILSON moved to add the following regulation concerning the “Timely Grading of Student Work” to section 5.7.1 of the Faculty of Arts Handbook:

Faculty teaching undergraduate courses will return graded assignments and/or exams worth at least 20% of the overall mark before the deadline for students to withdraw from a class with a grade of W. This principle will be waived only when implementation clearly would be impractical, such as for an honours thesis course.

Effective – Fall 2010

**CARRIED**

Abstained: 2

**8. Reports from Representatives to Other Faculties**

None.

**9. Reports from Representatives from Other Faculties**

Dr B. Schumacher (Business Administration): a team of Business students attending a competition in Edmonton and took home 2<sup>nd</sup> place.

**10. Other Business and Announcements**

10.1 Anthropology – information only

- Philosophy Café – Dr Bela Szabados “Philosophy at the Music Hall”, 20 January 2010 @ 7:30 p.m., Connaught Library.

**11. Adjournment**

There being no further business the meeting adjourned.



## **Report of the Acting Dean to the meeting of Faculty Council on Wednesday, 17 March 2010**

### **1. Faculty Member Recruitments**

The only recruitment still outstanding for the coming academic year is the Police Studies Chair in the Department of Justice Studies. The application deadline for this competition has now passed. Six applications were received, with some very promising candidates among them. The hiring committee had been formed and will begin meeting this month.

### **2. Performance Review**

During the current round of performance reviews it became clear to me that it is possible for tenure-track colleagues to have five successive years of completely-favourable evaluations from their heads and yet, at the end of that time, find themselves in a position where the Vice-President Academic is inclined to deny tenure. Heads are perhaps tempted not to say the things that should have been said because they fear that colleagues will react adversely to criticism or advice and start a running battle. But the absence of such comments on an annual information form isn't going to save someone who simply isn't meeting the University's expectations.

It seems to me that if we're to avoid this problem in future, we need to do a couple of things differently. The first is to learn to accept criticism or advice about our own performance. We do ourselves no favours if we grow angry with the person who has pointed out a potential problem and put all our energy into trying to get the comment retracted. We would be better off instead to accept comments of this type as a genuine indication of a problem, one that it is in our own best interest to begin to address. The other is that we must become a lot more pro-active with our junior colleagues, giving them regularly and very early on a blend of criticism and advice, delivered with respect and a genuine intention to help. Done well, this would make it unnecessary for critical comments to be recorded on an annual information form – the problem would have been identified and addressed well before that point.

### **3. Strategic Plan**

A special meeting of the Faculty was held on 2 March to discuss a draft of the Faculty's strategic plan. Members of the Operational Plan Committee were present to hear the feedback being offered. The committee met on 9 March to decide how best to address the feedback in a new draft of the plan. This revised draft will be circulated to the Faculty as soon as it is ready, probably before Faculty Council meets. The new draft will be discussed and voted upon at a second special meeting of the Faculty, scheduled for 1 April (no irony there I'm sure).

### **4. Budget**

In early February I presented the Faculty's budget proposals to a meeting of deans and directors chaired by the Vice-President Academic and attended also by the Vice-President Research (the two VPs intend to make a joint submission to the University's budget committee). I requested three replacement tenure-track positions, in the departments of Anthropology, Economics and Justice Studies respectively. I also indicated that if the Faculty were required to cut its budget by 5%, most of this would have to come from our travel budget (which would be reduced by about 3/4s to \$30,000) and from sessional spending (which would have to be cut back from our spending 2009-10 spending level of \$950,000 to about \$350,000). The Vice-President Academic

reported that he thought it not unlikely the University as a whole would have to reduce its spending by about 3% relative to 2010-11 budgeted amounts and indicated that on the academic side of the house all Faculties would be required to cut their budgets in the same proportion.

In anticipation of a cut that seems very likely and in consultation with Dean's Executive and the Budget Advisory Committee, I decided that we would immediately reduce the Faculty's sessional spending to \$700,000 for the coming year. I awarded departments and programs a base number of sessional positions depending on sessional hiring and the number of non-CCE credit hours taught last year. Out of a small pool of sessional positions set aside in advance, I then distributed additional positions based on special requests from unit heads. I want to thank all of the heads for cooperating in this process and in particular the Department of English for agreeing to accommodate a significant reduction in the number of its sessional positions by raising class enrolment limits in its introductory classes. The cuts were made in time to adjust our scheduled offerings before students were able to begin registering for the fall semester – which should keep students' difficulties to a minimum in the event that a cut is actually imposed from the centre. The Vice-President Academic was very grateful for the voluntary cut and has promised to try his best to shield the Faculty from any further impact in the event that a university-wide cut does become necessary.

*prepared 10 March 2010*



**Report of the Associate Dean (Research and Graduate)  
to the meeting of Faculty Council  
17 March 2010  
Thomas Bredohl**

## **Database on Research Activity & Scholarship**

We are in the process of creating a database of research activity and scholarship within the Faculty of Arts. The database is based on information departments provided for last year's report on *Research, Creative Activity, and Scholarship*. We are planning to update the database annually.

## **Community Research Unit**

### **CRU Director**

The Community Research Unit is pleased to announce that Patricia Elliott, School of Journalism, has been appointed Director of the CRU. She will be joining us for a three-year term, effective March 1, 2010. Patricia brings with her a wealth of knowledge and experience working on collaborative community-based research and community issues.

### **Arts CARES 2010**

The Arts CARES 2010 program (February 16-19) was a success. Organizers worked with 5 instructors to incorporate community service during this week into course curriculum. Over the course of 4 days, 50 students volunteered 15 hours of service in 19 partnering community-based organization placements in Regina. Students also attended reflective workshops designed to deepen their understanding of community issues and reflect upon their experiences. Partners and participants indicated a strong interest in future CSL opportunities.

### **Collaborative food security research project**

The CRU is currently working with the Regina Food Bank, REACH (a local food security organization), and the Faculties of Arts and Social Work on a collaborative food security research project. This project is investigating the gap between the cost of healthy food and the range of incomes available to food bank clients. It is expected to be completed by May 2010, with the possibility of further research.



**Academic Program Development Committee**  
Report to Arts Faculty Council  
17 March 2010

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

**A. Department of Anthropology**

MOTION to revise the BA major and Honours major in Anthropology, as follows

**9.12.1 BA MAJOR IN ANTHROPOLOGY**

Credit hours	BA Anthropology major, required courses	Student's record of courses completed
<b>Major Requirements</b>		
3.0	ANTH 100	
3.0	ANTH 202	
3.0	ANTH 203	
3.0	ANTH 401	
3.0	ANTH 402	
3.0	One of ANTH 230-239, 241, 246-249, 260-269	
3.0	One of ANTH 230-239, 241, 246-249, 260-269	
3.0	One of ANTH 230-239, 241, 246-249, 260-269	
3.0	Four 300- or 400-level ANTH courses	
3.0		
3.0		
3.0		
3.0	ANTH course	
3.0	ANTH course	
<b>42.0</b>	<b>Subtotal: 65% major GPA required</b>	
<b>Arts Core Requirements</b>		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Any two language courses in the same language other than English	
3.0		
3.0	One course in logic or math	
3.0	One course from List A*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding JS or JRN*	
3.0	One course in a new subject in arts, fine arts, or science, excluding JS or JRN*	
The courses marked * must all be in different subjects. Remaining core requirements (List B) are fulfilled by major courses. Refer to §9.9.1.1 for detailed information on the Arts Core Requirements.		
<b>30.0</b>	<b>Subtotal</b>	
<b>Open Electives</b>		
<b>48.0</b>	16 elective courses	

A maximum of 14 introductory-level courses is permitted in the BA, refer to §9.7.4. Electives may be used to complete optional minor(s).	
<b>120.0</b>	<b>Total: 60% PGPA required</b>

### 9.12.2 HONOURS MAJOR IN ANTHROPOLOGY

Students must fulfill all of the Faculty of Arts requirements for admission to an Honours program. To be considered for the Honours program in anthropology, students must have completed at least two 300-level courses in anthropology, and must attach a one-page thesis topic statement and a writing sample to the "Application to Honours" form. The decision to accept a student into the Honours program is made by a departmental committee. The student's thesis paper is expected to be 10,000-15,000 words.

Credit hours	BA Anthropology Honours major, required courses	Student's record of courses completed
<b>Honours Major Requirements</b>		
3.0	ANTH 100	
3.0	ANTH 202	
3.0	ANTH 203	
3.0	ANTH 401	
3.0	ANTH 402	
3.0	ANTH 498	
3.0	ANTH 499	
3.0	One of ANTH 230-239, 241, 246-249, 260-269	
3.0	One of ANTH 230-239, 241, 246-249, 260-269	
3.0	One of ANTH 230-239, 241, 246-249, 260-269	
3.0	Six 300- or 400-level ANTH courses	
3.0		
3.0		
3.0		
3.0		
3.0	One of ANTH 410-497	
3.0	ANTH course	
3.0	ANTH course	
<b>57.0</b>	<b>Subtotal: 75% major GPA required</b>	
<b>Arts Core Requirements</b>		
<b>30.0</b>	<b>Same as stated above for the BA in Anthropology</b>	
<b>Open Electives</b>		
<b>33.0</b>	11 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §9.7.4. Electives may be used to complete optional minor(s).		
<b>120.0</b>	<b>Total: 70% PGPA required</b>	

#### *Rationale*

The intention has always been to require that Anthropology majors take 3 regional ethnographic area courses. Some non-ethnographic area courses have been inadvertently added to the eligible options. This corrects that.

MOTION to revise the description of ANTH 406.

#### **ANTH 406**

**3:3-0**

#### **European Cultures After Socialism**

This course explores ongoing economic and sociocultural ~~and economic~~ transformations in Eastern Europe after the demise of ~~Ceomunist Party~~ Communist Party rule. ~~Using Utilizing~~ recent ethnographic accounts and documentary films, this course discusses postsocialist markets, consumption, gender, politics, popular culture, as well as changes in social identity and morality. ~~will~~

~~examine such topics as postsocialist markets, consumption, political practices, popular culture, and changes in identity.~~

\*\*\* Prerequisite: Any two 200-level courses from ANTH, HIST, PHIL, SOC, PSCI or WGST, at least one of which is to be selected from ANTH 203 or ANTH 230- 239, or permission of the department head. \*\*\*

*Rationale*

These changes bring the course descriptions up-to-date and better align with how they're delivered.

**B. Arts and Culture Program**

MOTION to delete HUM 206 and to create ARC 200.

~~HUM206~~ **ARC 200** **3:3-0**

**Introduction to Cultural Studies**

An introduction to cultural studies, focusing on the Canadian context within such areas as the historic development of the concept of culture; problems of cross-cultural analysis; the relationship between high and low culture in art; the relationship between a culture and its subcultures; the relationship between culture and technologies.

\*\*\* Prerequisite: ENGL 100, ENGL 110 and the completion of at least 30 credit hours \*\*\*

*Rationale*

This course is required of students completing either of the Arts & Culture major or minor. This course is being renamed to enhance its profile and connection to the program.

**C. Department of Economics**

MOTION to revise the title of ECON 302.

**ECON 302** **3:3-0**

**Intermediate Macroeconomics I – Economic Fluctuations**

[short title: Economic Fluctuations]

Advanced economic concepts are used to explain how economies work at a national or regional level, with a focus on booms, recessions, government spending, taxation, and monetary policy.

\*\*\* Prerequisite: ECON 202 \*\*\*

*Rationale*

The department has introduced a second intermediate macroeconomics course that will focus on economic growth. This course has traditionally focused on economic fluctuations. The title will now reflect this.

MOTION to revise the title and prerequisites of ECON 308.

**ECON 308**

**3:3-3**

**Intermediate Macroeconomics II - Economic Growth**

[short title: Economic Growth]

This course surveys theories and models of economic growth, along with growth and development experiences of various countries.

\*\*\* Prerequisite: ECON 202 or ECON 211 and MATH 103 or 105 or 110 or permission of Department Head. \*\*\*

*Rationale*

This course will use calculus in introducing key growth models and growth exercises. Students will be required to have completed an introductory calculus course. The new course title will indicate to other universities that this is an intermediate course in macro theory.

MOTION to revise the prerequisite for ECON 402.
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**ECON 402**

**3:3-0**

**Advanced Macroeconomic Theory**

Selected advanced topics in macroeconomic theory. Topics may include growth theory and policy, business cycle theory, stabilization policy, consumption and investment behaviour, monetary policy, and fiscal sustainability.

\*\*\* Prerequisite: ECON 302, 308 and, ~~ECON 322~~ or permission of Department Head. ~~equivalent~~ \*\*\*

*Rationale*

It is noted that students may take Econ 308 without having completed Econ 302. Students will be required to have completed both Econ 302 and 308 before taking Econ 402 since Econ 402 expands on both Econ 302 and 308.

**D. Department of Geography**

**Letter of Intent: Phase One** – Bachelor of Geographic Information Science

*Bachelor of Geographic Information Science (B.GISc)*

Offered through the Department of Geography, Faculty of Arts and the Saskatchewan Institute of Applied Science and Technology (SIASST), Woodland Campus

**Proposal**

This proposal is for the development of an articulation agreement with SIASST and the creation of a new University of Regina degree program, the Bachelor of Geographic Information Science (B.GISc), with an academic home in the Department of Geography.

**Background**

**Geographic Information Systems (GIS)** are computer systems that are widely used to help solve mapping problems. For example, GIS are used: by resource exploration companies to locate areas of new reserves; by power utilities to plan new power line

routes; by municipalities to manage their infrastructure; by school boards to optimize school bus routing; by health districts to examine the spread of infectious diseases; by police departments to identify crime hot spots; and by businesses to document the geographic distribution and demographics of their customers. GIS are very useful *tools*.

**Geographic Information Science (GIScience)** is the intellectual understanding behind the development and application of GIS. It is the bringing together of traditional geographic thought with GIS technology. For example, some questions asked in GIScience are: What are the implications of using latitude and longitude, a postal code, or a street address to locate a crime scene? How do you encode the flight pattern of a butterfly in a computer? Is there a spatial correlation between diabetes and socio-economic status? GIScience is an emerging *academic discipline*.

### **GIScience at the University of Regina**

The Department of Geography is the home of GIScience education at the University of Regina. Geography offers undergraduate and/or graduate courses across the discipline: in environmental issues, resource management, meteorology, geomorphology, urban geography, biogeography, population geography, political geography, the geography of recreation and tourism, the geography of gender (and others). Geography also delivers a diversity of region-specific courses: the Geography of Saskatchewan, Canada, the United States, Europe, and the Caribbean. Geography's offerings in geographic information technologies include courses in map and airphoto interpretation, cartography, remote sensing, spatial statistics, and GIS. Our students are encouraged to integrate these technologies into a broader geographic context.

### **The Problem**

There are two interrelated issues that are limiting the potential of our GIScience program and the opportunities of our graduates. First, although the Department of Geography does offer a GIScience education, we are limited by the amount of in-depth GIS training we can provide. GIS are complex programs that include hundreds of "tools" to manipulate spatial data in particular ways. In a GIS application, groups of selected tools are assembled in a defined sequence to derive a particular information product. Learning how to use a GIS involves not only knowing what the individual tools are and how they operate on data, but also developing a skill for linking the right tools together in an appropriate sequence to achieve a meaningful result. Developing a true aptitude for using GIS by our students is beyond the capabilities of our existing programs in Geography at the University of Regina. We are limited by a lack of human and infrastructure resources.

Second, while our graduates are in high demand for their GIS knowledge, our program is not unique among other institutions; it does not stand out. When a prospective employer is reviewing applications for a position requiring GIS skills, the University of Regina graduate does not attract immediate and preferential attention.<sup>1</sup>

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<sup>1</sup> Information obtained through informal interviews with industry leaders, students, and SIAST.

Succinctly, the problem is: How can we deliver an integrated program of GIS technical training coupled with a well-rounded program of geographic thought and package it in an innovative way?

## **Solutions**

### **1. How other institutions deal with this problem**

The University of Regina is not unique in experiencing this problem and there are currently a variety of approaches that other institutions use to address it.

Most community colleges of applied science and technology have implemented in-depth GIS training into their programs. Notable Canadian examples are: The Nova Scotia College of Geographic Sciences, Sir Sandford Fleming College, SAIT Polytechnic, The BC Institute of Technology, and SIAST. The graduates from these programs enjoy very high, discipline-specific employment rates. These GIS technicians know *how* to use GIS, but lack a formal education to be able to think about their application in a broader geographic context: *Why* are they using GIS? Is there a better way to address the issues underlying the mapped data?

All Canadian university geography departments offer courses in GIS as part of their curricula. Faced with resource limitations within their own universities and recognizing the opportunities afforded by the community colleges, many of these departments have established articulation agreements where their graduates can enroll in a specialized post-degree GIS certificate course at a local college. This is, by far, the most common arrangement.

A select few Canadian universities have devoted significant resources to their GIScience programs. For example, the University of Waterloo has eight faculty that specialize in GIS and its related technologies and offers specialist diplomas and certificates as part of its Bachelor of Environmental Studies degree. While the University of Calgary does not offer any specific GIS certification at the undergraduate level, it has developed a Masters of GIS program to provide their undergraduates with additional training without having them leave for a community college.

The remainder of the Canadian universities cope as best they can with limited resources, with no formal links to community colleges, and without any formal degree designations for their GIScience graduates. The University of Regina fits into this category. We have two GIS faculty and modest teaching resources. Our graduates leave us with a B.A. or a B.Sc. in Geography. While these degrees carry notable significance, they do not highlight any specialized education our students receive in GIScience nor do they offer our graduates the potential to receive preferred status in a competitive job market.

### **2. A unique University of Regina solution**

We are proposing an exciting solution to this problem that we anticipate will capture the attention of employers, the approval of the Saskatchewan Ministry of Advanced Education, Employment, and Labour, and one that will be emulated by other universities. Our proposal has two parts: (i) integrate the SIAST certificate program in Geographic Information Science for Resource Management into the established Geography

curriculum at the University of Regina; and (ii) establish a new degree – the Bachelor of Geographic Information Science (B.GISc) – to recognize graduates of this program. Both components of this program are critical to its success.

The SIAST Certificate in Geographic Information Science for Resource Management is a one-year post-high school program offered at SIAST's Woodland Campus in Prince Albert. In this program, students gain in-depth, hands-on training in how to use GIS and its related technologies. This training is more technical than the material covered in our courses in GIS, but since many of the same learning objectives are achieved, we propose that some of these courses would be eligible for transfer credit.<sup>2</sup> Specifically, we propose that graduates of the SIAST program<sup>3</sup> could be assigned transfer credits for GEOG 207, 303, 309, and 21 credit-hours of elective credits. This amounts to 30 credit-hours (i.e., one year) of introductory university study assigned to the SIAST graduates. They would then be able to enrol directly into the second year of our Geography program. The B.GISc students would then follow a curriculum very similar to the existing B.Sc. in Geography.

This proposal has received support from the Department of Geography and from Dr. Hamilton Greenwood, the SIAST Natural Resource Management Program Head.

The designation of the new degree – the Bachelor of Geographic Information Science – is integral to recognizing the specialization of this program. This designation is unique in North America. Other degree-granting institutions that have GIS concentrations may offer GIS specialist certificates along with standard degrees (e.g., U. Waterloo), or other types of degrees (e.g., Bachelor of Science - Geographic Information Science – Curtin University; or Bachelor of Technology in GIS – BCIT). The simple and unique designation proposed here – the Bachelor of Geographic Information Science - will put the University of Regina at the forefront of GIScience education. The degree will be instantly recognized by industry and government employers and will give our graduates a distinct advantage in the job market. We anticipate that our program will also attract the attention of prospective students both nationally and internationally. Simply put, University of Regina/SIAST graduates with a B.GISc will stand above the crowd.

### **Program Fit with Faculty and University Planning Priorities**

The University of Regina's new Strategic Plan (2009-2014) calls for our institution to be engaged, sustainable, and open to change. This proposal fits very well with this vision. Specifically, the Plan calls for the University to:

- Align our array of program offerings to respond to the needs and interests of current and prospective students by using resources effectively through cross-disciplinarity, and through careful program and credit articulation with other educational institutions. (Goal A3)

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<sup>2</sup> This is based on a review of the detailed course syllabi from the SIAST program. Transfer credits would only be applicable for the B.GISc program.

<sup>3</sup> Only students from the SIAST certificate program in Geographic Information Science for Resource Management would be eligible for admission to the B.GISc program.

- Enhance the University's distinctive programming and research profile by continuing to support innovative professional and applied programs, and productive collaborations with other institutions. (Goal A4)
- Raise the profile and increase the presence of the University regionally, nationally, and internationally. The new Bachelor of Geographic Information Science degree will put the University of Regina at the forefront of GIScience education. (Goal C1)
- Foster educational, research, and human resource development partnerships with other educational entities. (Goal C3).

Priority A of the Faculty of Arts Five-Year Plan (released in 2003) was to increase student enrollment by 4% per year. Although this hasn't happened, maintaining enrolment levels remains a high priority for both Arts and the University. While it is expected that intake for the B.GISc program will be modest at first (5 to 10 students), we anticipate these numbers to double or triple within five years after the first graduating class, once the program becomes more well-known.

This proposal also addresses other recommendations of the Faculty of Arts Plan, namely:

- To work more closely with the province's regional colleges and particularly to integrate more programs with them. (Recommendation A.6)
- To develop innovative undergraduate programs; to explore new degree programs in partnership with other faculties or institutions. (Recommendation B.3)

### **Resources Required**

The University of Regina has a well-established Geography program. SIAST has a reputable GIS program. The attractiveness of this proposal is that it draws upon the existing strengths of both programs to build an even stronger whole. No additional courses would be required at either institution. The only negative (positive?) impact anticipated in the short term is the higher enrollment in our courses which may require additional sections and/or TA support. I do not anticipate the need for additional administrative support.

In infrastructure upgrade to the current teaching facilities for GIS in the Faculty of Arts is required. Our GIS courses currently use CL 109, but these computers are constantly virus-filled and frequently inoperative. The computing needs for the B.GISc program could be met by the creation of a new, shared Arts computer teaching lab that is dedicated (restricted to) Arts students.

Financial support is required to fund the ArcGIS software license. ArcGIS is the accepted standard software for GIS analysis, worldwide. Virtually all employers locally and nationally are looking for students with ArcGIS knowledge and skills. The annual renewal of this license is approximately \$20,000 and it is currently paid mostly out of research funds from the Faculty of Arts, the Faculty of Science, the Prairie Adaptation Research Collaborative (PARC), the Canadian Plains Research Center (CPRC), and the Canada Research Chair in Geomatics and Sustainability. It is unacceptable to the research fund granting agencies to have their funds used for instructional purposes.

Therefore, the B.GISc program would require centralized funding of approximately \$10,000 per year to support the instructional use of the ArcGIS license.

### **Conclusion**

Industry Canada lists geomatics (GIS and its related technologies) as one of the three most important emerging and evolving career areas today. This is especially true in Saskatchewan's resource sector where GIS specialists are in high demand. The GIScience program proposed here integrates training in geographic thought from the University of Regina with GIS technology education from SIAST under the umbrella of the exciting new designation, the Bachelor of Geographic Information Science. The B.GISc program is an innovative and unique solution for providing quality GIScience education at the University of Regina.

### **Implementation Notes**

- Completion of the SIAST Certificate in Geographic Information Science for Resource Management ([http://www.siastr.sk.ca/programs\\_courses\\_descriptions/GISCERT.shtml](http://www.siastr.sk.ca/programs_courses_descriptions/GISCERT.shtml)) is required for admission into this program. Successful applicants would have to meet the regular UofR Geography program entrance requirements.
- Students with the SIAST Certificate will be granted a total of 30 credit hours of transfer credit, including Geog 207, 303, and 309.
- UofR students with Geog 207, 303 and 309 credits are eligible for transfer credits by SIAST for their courses: Maps 101, GIS 101, GIS 401, Syst 401.
- B.GISc students would follow the same program requirements for the existing B.Sc. in Geography, with the following additions:
  - Geog 307 and Geog 409 are required courses; and
  - B.GISc students must complete a minimum of 3 courses in Human Geography from the following list: Geog 320, Geog 322, Geog 324, Geog 326, Geog 328, Geog 330, Geog 332, Geog 334, Geog 336, Geog 338.
- Upon successful completion of all course requirements, students would elect to graduate with a B.GISc or B.Sc., but are not eligible for both degrees.
- In order to not disadvantage existing UofR students who may be interested in this program, I propose that we extend the eligibility for obtaining a B.GISc to all existing UofR students that are declared Geography B.Sc. majors at the time the B.GISc program is established. If these students successfully complete their B.Sc. degree requirements at the UofR and follow this up with the 1-year SIAST Natural Resource Management Certificate Program, the UofR would award them the B.GISc degree.

## **E. Department of Indigenous Studies**

MOTION to create INDG 285AA-ZZ.

### **INDG 285AA-ZZ**

**3:3-0**

#### **Institute in Indigenous Studies**

This course is an intensive study about specific topics to be designed with each offering and made available to interested groups or individuals.

\*\*\* Prerequisite: INDG 100 or permission of the Department Head. \*\*\*

#### *Rationale*

The department is convinced of the need for delivery of topically informed institutes for various targeted groups of professionals, as well as interested individuals. One example of this would be a topical institute titled “Cultural and Historical Contexts for Teaching Treaties.”

## **F. Department of Psychology**

MOTION to create PSYC 203.

### **PSYC 203**

**3:3-0**

#### **Research Methods for Behavioural and Health Sciences**

Quantitative and qualitative research methods for behavioural and health sciences, which may include: research ethics, basic statistics, clinical trials, surveys, case studies, interviews, focus groups, program evaluation, and community-based approaches.

\*Note: Reserved for nursing students only. Others require permission of Department Head. \*

#### *ACADEMIC LIMIT*

350 at two sites (lecture in Regina & televised in Saskatoon)

#### *REASON FOR PROPOSED COURSE*

Service course provided for new Nursing Program.

#### *PROGRAM IMPLICATIONS*

No implications for psychology program. This course is supported by Faculty of Nursing for their students.

#### *PROPOSED COURSE CONTENT*

Provides the student with an understanding of the research process and its application to nursing practice. Various types of research and qualitative and quantitative research methods will be discussed. Students will develop basic skills in conducting clinical and community-based research and program evaluation as well evaluating research studies and utilizing research findings to improve health and behavioural science practice.

*PROPOSED TEXTS AND REFERENCES*

Geri LoBiondo-Wood & Judith Haber (2009). *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice (7<sup>th</sup> Ed.)*. Elsevier - Health Sciences Division. ISBN: 0323057438

Polit, Denise F, Beck & Cheryl Tatano (2006). *Essentials of Nursing Research: Methods, Appraisal, and Utilization (6<sup>th</sup> Ed.)*. Lippincott Williams & Wilkins. ISBN: 0781749727

Denise F. Polit & Cheryl Tatano Beck (2005). *Study Guide to Accompany Essentials of Nursing Research: Methods, Appraisal, and Utilization (6<sup>th</sup> Ed.)*. Lippincott Williams & Wilkins. ISBN: 0781776791

*DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA*

Adequate resources available.

*INSTRUCTORS ABLE TO TEACH COURSE*

L. Sykes-Tottenham, C. Oriet, T. Phenix, K. Arbuthnott, N. Carleton.