PRESENTED BY: Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: May 17, 2012

SUBJECT: Establishment of the Confucius Institute as a Type B Centre

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of the Confucius Institute as a Type B Centre at the University of Saskatchewan, effective May 17, 2012.

PURPOSE:

The Confucius Institute will enable the University to provide opportunities for students to learn Chinese language and culture and will promote student study abroad exchanges with China.

CONTEXT AND BACKGROUND:

In August 2011, the University signed MOUs with the Confucius Institute Headquarters (HANBAN) and the Beijing Institute of Technology to establish a Confucius Institute at the University of Saskatchewan. The MOUs committed the University to providing matching start-up and ongoing funding for the Institute and to a prescribed governance structure.

A Board of Directors governs the Institute, comprised of equal representation from the University of Saskatchewan and the Beijing Institute of Technology, as the University’s partner institute. A co-Director and co-Deputy Director are assigned from each institute. An advisory committee comprised of representatives from the host institute provides advice and guidance to the Board of Directors. Matching funds establish the institute and provide ongoing operating funds, with the opportunity to request additional funds from the HANBAN (to be matched) each year for the life of the agreement.
CONSULTATION:

The Centres Subcommittee was apprised of the intent to apply for the establishment of a Confucius Institute at the University of Saskatchewan in December 2010, prior to the signing of the MOUs. At that point, it was not clear to the subcommittee whether or not the Institute should be considered under the centres policy. On November 8, 2011, the Centres Subcommittee considered the application to establish the Confucius Institute as a Type B centre to formally recognize the Institute under the University’s policy governing centres. The Planning and Priorities Committee subsequently considered the proposal at its meetings on January 19, 2012, and May 9, 2012.

The primary question before both committees was whether the Confucius Institute should be approved as a Type B centre as the authority of the Board of Directors was not in keeping with the governance structure associated with Type B centres, which report to a designated dean or vice-president.

At its meeting on May 9th, the Planning and Priorities Committee carried a motion to recommend that the Confucius Institute be established as a Type B Centre.

DISCUSSION:

The following considerations applied to the committees’ decisions in favour of establishing the Institute:

- All academic programs offered for credit associated with the Institute require University Council approval;
- Any courses offered by the Confucius Institute are non-credit offerings;
- Those instructors contributing teaching expertise to credit courses have the opportunity to be appointed as adjunct professors;
- The MOUs exist for a period of five years, and may be renewed or terminated with 90 days notice, assuring a time period to arrange for the dissolution of the Institute;
- With the consent of both parties, either agreement may be revised during the term of the agreement;
- The Board of Directors comprises equal representation from each partner institute;
- Annual reviews are the responsibility of the Board of Directors and the University’s co-Director will work with the Institutional Planning and Assessment Office to implement the assessment.

SUMMARY:

The Planning and Priorities Committee supports the establishment of the Confucius Institute as a Type B Centre at the University of Saskatchewan. In addition to the exposure to Chinese language and culture, the Institute offers many exciting opportunities to the University and the broader community for interdisciplinary studies in the fine and performing arts and in political and social studies. The Institute would enhance the University’s outreach and engagement efforts as it would facilitate working with Chinese
citizens in local communities and with elementary and secondary students in Saskatoon public schools.

The Centres Subcommittee and the Planning and Priorities Committee carefully considered the anomaly of the governance structure. The Committees’ collective view was that the factors outlined above provide sufficient assurance for the University to establish the Institute.

ATTACHMENTS:

1. Proposal to establish the Confucius Institute and supporting documents

The Centres Policy and Guidelines may be found at:
www.usask.ca/university_secretary/policies/research/8_23.php
Proposal to Establish a Centre

1. **Name of Centre:** Confucius Institute

2. **Type of Centre:** Type B

3. **Academic Plan**

   **Rationale:** “Confucius Institutes are non-profit education organizations which devote themselves to satisfying the demands of people from different countries and regions in the world who learn the Chinese language, to enhancing understanding of the Chinese language and culture, to strengthening educational and cultural exchange and cooperation between China and other countries, to deepening friendly relationships with other nations, to promoting the development of multiculturalism, and to constructing a harmonious world. Its headquarters is in Beijing and is under the Office of Chinese Language Council International.” (Hanban)

   There are at least 3 reasons why it is desirable to host a Confucius Institute at the UofS. The first reason speaks to our goal of Internationalizing the Learning Environment (p. 1, *Globalism and the UofS*). All Confucius Institutes create opportunities for our students to learn about a culture (well, actually many cultures given that China is far from a monocultural country, having 19 ethnic groups of more than 1,000,000 each and 18 having more than 100,000 members), and the history and (dominant) language of China. Given the increasing importance of China and the relative economic importance it has with respect to trade with Canada and especially Saskatchewan, attracting a Confucius Institute to our campus helps us to fulfill our responsibility to our students “to prepare them to function in a rapidly evolving global society, and to foster a climate of respect for other cultures and forms of knowledge” (p. 5, *Globalism and the UofS*). The survey results are disappointing but not surprising; it can be hoped that the presence of the Institute and an intensive advertising and promotion campaign can build the audience for the Institute.

   Secondly, a Confucius Institute can help to send welcoming signals to prospective Chinese students (who form the largest proportion of international students at the UofS), and to assist us to welcome those Chinese students who choose to study at the UofS. The Confucius Institute will take the lead in hosting Chinese cultural events on the UofS campus and in participating in local Chinese-community events attended and enjoyed by a goodly number of our students.

   Finally, a Confucius Institute at the UofS will enhance our local, national and international reputation. Kelly Kozak, International Recruitment Director for the Saskatoon Public School District, suggested there would be great interest and enthusiasm for the prospect of involvement of hundreds of public school students
who would visit the Confucius Institute and, like UofS students, learn about a foreign country and culture; for this reason, the Saskatoon Public School Board was invited, and accepted, to partner with the UofS on its application. Chinese cultural associations in Saskatoon have expressed their interest and enthusiasm for this project, want to be involved in helping the Institute in its formative stages, and look forward to working with it to create more Chinese cultural events. The UofS would join a network of some 300+ institutions in over 90 countries worldwide now hosting Confucius Institutes, including 12 universities in Canada (Waterloo, McMaster, Sherbrooke, Brock, BCIT, Windsor, Regina), and benefit from the promotional materials provided by the Hanban.

**Activities:** The Confucius Institute will be involved in:

- Offering non-credit courses in Chinese language and culture both on- and off-campus (the latter especially in classrooms of the Public School Board);
- Promoting study-abroad and exchange programs in China to UofS students;
- Promoting Visiting Scholar/Scientist appointments in China to UofS faculty;
- Assisting with China visa applications and China travel arrangements for UofS students and faculty;
- Arranging for Chinese cultural displays to be offered on the UofS campus, in the Saskatoon Public Schools and, more widely, in the Saskatoon and district regions;
- Assisting local Chinese-Canadian community associations’ celebrations of Chinese national holidays;
- Where qualified and upon the recommendation of a department Head or Dean, CI instructors may be appointed as Adjunct Professors in UofS academic units and offer courses for credit or serve on graduate student advisory committees;

**Involvement in UofS Academic Units:** The Divisions of Humanities/Fine Arts and Social Sciences in the College of Arts & Science have agreed to host the CI. The academic departments of Religion and Culture, History, and Sociology will be positively affected by the activities of this new Centre in that many of the activities of the Centre can augment the academic and non-academic programs/activities of these units. For example, the joint undergraduate and graduate programs our Sociology Department offers with Xi’an Jiaotong University will be enhanced by the provision of Chinese language and culture courses by the CI, such that more Canadian students may be attracted to the programs and they will be better prepared to participate in the in-China parts of these programs.

It is the intent of the existing MOU between the UofS and BIT to broaden the engagement of our two universities. The CI can serve to help engage more faculty from the UofS and BIT—in effect, to serve as a bridge between the two institutions.
Beyond the UofS, there are 12 CIs at other Canadian universities including one at the University of Regina. All CIs are part of an international network but it would seem most appropriate to take advantage of the other Canadian institutes by partnering to arrange that tours of artists and performers from China visit a number of CIs rather than just one, thereby lowering the costs to each Institute while increasing opportunities for CI participants.

**Relationship to Integrated Plans:** While the CI has not been specifically identified in any unit plan, it will help us to attain several of the worthy goals identified in *Globalism and the University of Saskatchewan* (2003), our Foundational Document for internationalization, in that it will:

- foster greater awareness of and participation in international activities
- promote the academic and social wellbeing of its international students
- enhance participation in international student mobility programs
- strengthen support systems for students and faculty engaged in international activities

**Scholarly Work:** While the CI is not designed to itself promote scholarly work, the Chinese instructors who will be supplied by BIT will be scholars who will be able to continue their own work and to collaborate with UofS faculty on joint research and scholarly projects.

4. **Proponents.**
   - Tom Wishart, Special Advisor on International Initiatives, OVPR
   - Li Zong, Department of Sociology
   - Harley Dickinson, Vice-Dean Social Sciences
   - David Parkinson, Vice-Dean Humanities and Fine Arts

**Consultation:**
In November of 2009, the Special Advisor on International Initiatives was invited to a meeting in Regina, hosted by the Ministry of Advanced Education, Employment and Labour. The meeting was arranged with Ms. Cilia Yaquang Li who was proposing an agreement between the Government of Saskatchewan and Hebei Province, China and one component of the agreement was to establish a Confucious Institute in Saskatchewan where the Hebei University of Economics and Business would be the Chinese partner institute. The Government of Saskatchewan was gauging the interest of educational institutions including the UofS, the UofR, and SIAST. The Government subsequently decided not to participate but the Special Advisor was directed by the Provost to convene a small group of potential proponents, participants, and supporters who could consider what would be useful at U of S and what different parts of the institution could contribute.

At a meeting on December 4, 2009 where representatives of the Language Centre, the Department of Religion and Culture, and the Learning Centre participated, the matter of a possible Confucius Institute at the UofS was
considered. There was a general discussion about a range of issues including the pros and cons of establishing a Confucious Institute on our campus (or whether the Public School Board or some other body should take this up). It was concluded that hosting a Confucious Institute would help to increase the participation of Canadian students in study abroad activities, could raise the profile of the UofS among local Chinese communities, our Chinese students, the Saskatchewan business community and the provincial government, and that further investigation was warranted.

The Special Advisor met with Ms. Kelly Kozak of the Public School Board to determine whether there might be interest in participating with the UofS in a joint venture to host a Confucius Institute. Ms. Kozak initially expressed her personal interest and indicated she would raise the matter with her employer. A follow-up conversation revealed that the Public School Board would welcome the presence of a Confucius Institute at the UofS and had agreed to partner with the UofS in an application for the Institute.

The Head of the Department of Religion and Culture suggested a meeting with Ms. Eleanor Shia who has taught Chinese language and culture as a sessional lecturer for the Department for some years. Ms. Shia indicated her personal support for the concept of a Confucius Centre and indicated that she would volunteer to help by serving on any oversight body having responsibility for the Institute. Ms. Shia suggested that a Confucius Centre could make valuable contributions to the city by concentrating on Chinese culture but that if it depended completely on tuition income for teaching Chinese language it would likely fail.

A meeting was then held with representatives of several Chinese community associations. The advice given at this meeting was similar to that provided by Ms. Shia. The Principal of the Saskatoon Chinese School described the operations of that school (operating on Saturdays, charging a modest tuition to students who were mostly the sons and daughters of people who had immigrated to Canada from China) and, expressed support for the Confucius Institute only if it did not compete with his school which it could do by offering language instruction to students in high school and university and to the general public.

The International Committee of Council held a discussion of the CI application at a meeting in the fall of 2010. General support was expressed for the application.

The College of Arts & Science was contacted to determine its interest in providing a ‘home’ for the institute. Vice-Deans Parkinson (Humanities and Social Sciences) and Dickinson (Social Sciences) both provided strong letters of support for the initiative to apply for a Confucius Institute and commitments to host it.

A meeting was held with the Centers Subcommittee to discuss the CI application.
and to determine whether it would need to have centre status.

Finally, the International Oversight Committee members have been kept apprised
of developments and continuously encouraged the UofS application.

5. Centre Management.

The management structure for the CI is determined by the agreement signed by the
UofS and the Hanban. The Constitution and Bylaws of Confucius Institutes
requires the creation of a Board of Directors consisting of members from both
sides, in this case the UofS and BIT. The composition of the Board of Directors
shall be:

5 members from BIT [Beijing Institute of Technology], among them:
The President or Chancellor of BIT
The Vice-President of BIT
The director of the international cooperation and exchange office
The Dean of the School of Humanities and Social Science
The Chinese director of the Confucius Institute (5 members from the UofS, among them:
The President or Chancellor of the UofS (Chair of the Board)
The Special Advisor on International Initiatives
The Dean of the College of Arts and Science
The Vice-Dean of the Division of Humanities and Fine Arts or the Vice-Dean of
the Division of Social Sciences
The Canadian director of Confucius Institute

The Board of Directors shall be responsible for assessing and approving the
Confucius Institute's development plans, annual plans, annual reports, project
implementation schemes, budget proposals, and final financial accounts. The
Board shall also be responsible for appointing and dismissing Directors and
Deputy Directors of the Confucius Institute.

A Director of the UofS Confucius Institute shall be appointed by the Board of
Directors. The UofS shall nominate the Director who will assume the
responsibility for the Institute's daily operation and administration.

The Director of the Confucius Institute will report to the Chair of the Board of
Directors. The Director will meet on a monthly basis with the Vice-Dean to
discuss plans and activities, and work with the Vice-Dean to prepare the
necessary budget and reporting documents for internal (UofS) and external
(Hanban) purposes.

A Confucius Institute Oversight Committee will provide advice and guidance to
the Manager concerning future plans and activities and expenditures of the
Institute. The Oversight Committee will meet at least once in the fall and winter terms of the academic year. Membership on the Committee will include:
- Vice-Dean, Division of Humanities and Fine Arts and Vice-Dean Social Sciences, one of whom shall serve as Chair
- 1 faculty member chosen from among the members of the International Activities Committee
- 1 representative from the Saskatoon Public School Division, identified by the Saskatoon Public School Board
- 1 undergraduate student chosen by the University of Saskatchewan Students’ Union (USSU)
- 1 graduate student chosen by the Graduate Students’ Association
- 3 representatives from Saskatoon’s Chinese community, identified by the Federation of Saskatoon Chinese Canadian Organizations (FSCCO), one of whom shall represent local Chinese-Canadian businesses.

Ex Officio Members: Manager, Confucius Institute
Special Advisor on International Initiatives

6. Resources and Budget

The Confucius Institute at the University of Saskatchewan will be established within the College of Arts and Science. Space for the CI will be provided by the College; our application indicates provision of a dedicated classroom to be used by the CI for instructional purposes with access to other classrooms in the event of demand exceeding the capacity of the dedicated room. Access to the Language Laboratory in Room 41 Arts is to be available for classroom instruction on a booking basis and for individual use at other times. Office space for the Director and for Instructors is also to be made available. The Hanban will provide 3000 books, films and instructional materials which must be stored in the CI, the library, or in the offices of the Director and Instructors.

The Hanban will provide 150,000 US$, to be matched by the UofS for start-up funding including any necessary building renovations to house the CI, equipment for the classroom and offices and costs of the opening ceremony.

Ongoing operating funds are available from the Hanban, matched by the UofS, based on a business plan which must be submitted to the Hanban annually. The application for the establishment of a CI at the Uofs contained a DRAFT 5-year budget copied provided immediately below.
<table>
<thead>
<tr>
<th>Cash requirements</th>
<th>HanBan</th>
<th>U of S - PCIP Request</th>
<th>U of S Funded</th>
<th>Other</th>
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<tr>
<td>Performances and Events</td>
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<td></td>
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<td></td>
<td>5,000</td>
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<td>Travel</td>
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<td>7,500</td>
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<td></td>
<td></td>
<td>15,000</td>
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<td>Admin Support Salary</td>
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<td></td>
<td></td>
<td></td>
<td>15,000</td>
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<tr>
<td>Canadian Co-Director Costs</td>
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<td></td>
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<td>Accommodation</td>
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<td>15,000</td>
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<td>Cash requirement sub-total</td>
<td>150,000</td>
<td>151,000</td>
<td>39,000</td>
<td>6</td>
<td>100,000</td>
<td>60,000</td>
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| In-Kind |        |                      |              |       |        |       |
| Classroom (Arts 203/206) and Office space | 7      |                      |              |       |        | 49,000|
| Library storage |        |                      |              |       |        | 4,000 |
| Use of Language Lab |        |                      |              |       |        | 4,000 |
| Use of Art Gallery |        |                      |              |       |        | 2,000 |
|                     | 150,000 | 151,000         | 39,000      | 6     | 100,000| 119,000|

1 - Start up funds provided by HanBan must be matched dollar for dollar. Up to $150,000 will be reimbursed from HanBan and up to $150,000 cash will be required internally. For HanBan portion either internal loan or permission to run a deficit will be required until reimbursement can be claimed.

1b - For on-going annual costs UofS must match HanBan funding one-to-one, but U of S contribution can be a mix of cash and in-kind. HanBan expects U of S to cover release time, administrative support and accommodations.

2 - Secured $25,000 from Capital Renewal fund and $14,000 from Multi-media fund.

3 - Includes funding for a secretary as well as some part-time assistance during events.

4 - Effective July 1, 2011 Appoint L. Zong as Canadian Co-Director.

5 - Accommodation Budget decreased from $35,000. Only relates to volunteers and number of volunteers has been reduced first years of program. Possibility that Saskatoon Education Board will supplement this contribution with cash or provide homestays.

6 - HanBan is providing support not identified in budget for travel, meals, salary and accommodations for teachers, for travel and meals for volunteers. If a cultural display is established at the U ofS, HanBan will provide equipment for the display. Also 3,000 books will be provided. Additional funds can be applied for special programs that are not currently included.

7 - This classroom will be available to be shared with non Confucius Institute courses. Percentage split not yet known. Given the shared split HanBan will not pay 100% of classroom furniture and equipment from their portion of budget. Some must be from UofS budget.

8 - International airfare for 4 Board members to attend meetings and conference in Beijing in Dec 2011.

Items to note: Total expected PCIP funding ~$150,000 start-up and up to $60,000 per year annually. Proponents requests carry-over of on-going funding (i.e. up to $300,000 over 5 years as opposed to up to $60,000 per year).

Currently agreement is for 5 years thus total funding request is ~$450,000, but if agreement is extended further $60,000 annually will need to be requested.
Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance.

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.

1. Centre Identification: Confucius Institute at the University of Saskatchewan
   Sponsoring Unit: University of Saskatchewan Vice-President Research

2. Network Requirements
   2.1 If you need new network connections or new wireless access, please list locations for these.

   Please see the attached Confucius Institute Layout with Network connections. Currently, the classroom - Arts 203 has a plate T4479 and Arts 205.1 has W2239, both with 1 live connection (2 wired). Five new network connections are needed - 2 in the reception area (205.3), 2 in the Instructors Office (205.2), and 1 added to plate T4479 in Arts 203.

   2.2 Please describe any special network requirements that the centre will have. These would include high bandwidth for high speed data transfers; low latency for video conferencing, media streaming, etc.; high reliability for remote database connections; or similar.

   The current plan introduces a SmartBoard for multimedia interactive teaching and data display (projector), however future plans include the introduction of video cameras for podcasting and network based video conferencing which would benefit from low latency high bandwidth network connections, however the current connections will support both of these improvements.

   2.3 Will centre employees be required to access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be acquired?

   No, the Confucius Institute is focused on Classroom Instruction of Chinese Culture so remote access won’t be a requirement.

   2.4 Will the centre have holdings that require networking beyond the current campus network? (E.g. new buildings)

   No.

   2.5 Are there any special telephone needs? (E.g. multiple line telephones.)

   A multi-line phone and the ability for the receptionist to transfer calls to the Director or Instructors office will be required.

3. Software Requirements
   Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

   While instructors and staff at the centre may incorporate specialised Chinese Language and Character software support for this software will need to be included with the software purchase or internally within the Confucius Institute as local support will be difficult to arrange for such unique software.

4. Data Requirements
   Will the centre being producing or analysing data that have special requirements, such as privacy or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the
mechanisms for data backups? What plans are required for data management?

All of the teaching & presentation materials, course layouts, outlines, assignments, and correspondence will be backed up internally to the Confucius Institute and student records will be entered, secured, and stored within the guidelines of the University of Saskatchewan Student Records Policies.

5. Service Requirements

What services are required by the centre? Examples include Staff/student training services; desktop support; web development and hosting; email beyond the campus exchange service; database design, development and management; high performance computing or storage services like WestGrid or Cloud resources?

Information Technology Services will be limited to desktop support. EMAP will support the SmartBoard and all the associated Teaching equipment in the Confucius Classroom, Arts 203 so other IT Support will be limited to desktop support in Arts 205.

6. Hardware Requirements

What specialised IT hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

Excluding the Confucius Classroom (which will be equipped and supported by eMAP) housing a 1) SmartBoard (interactive whiteboard combined with short throw data projector with speakers) our initial base multimedia teaching level, and the two additional levels planned for addition as funding allows – 2) Video Podcasting cameras for lecture recording and post processing/podcasting, and 3) full 5 station multipoint network based video conferencing, the Administrative (Arts 205) offices of the Confucius Institute will not require any specialised IT equipment.

7. Staff IT Support & Personnel

Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use ITS Desktop Support, and for which tasks?

No internal staffing will be required. The Centre will require normal office setup and desktop support for staff, which it can contract with ICT’s Desktop Support.

8. Impact on Institutional Systems

Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed program? An example of where this may occur is if the Centre has a partnership with an external organisation. Provide an estimate of the cost of systems modifications.

No.

9. Modifications

If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

Tom Wishart has arranged for Bryan Bilokrel to complete and submit the Physical Resources FMD Renovations form, and Ken Ladd the Library Centre Proposal Consultation forms.

10. Comments

Please list any other factors that may affect the Centre’s ICT requirements.

None known other than those indicated above.
Physical Resource Requirements for New Centre
(Space, Renovations and Equipment)

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the Division of Facilities Management. Contact the Manager, Space Administration (phone 4878) for assistance.

Name of centre: Confucius Institute

Sponsoring Dept./College: College of Arts and Science

1. SPACE/RENOVATIONS
   1.1 Does the centre require space resources in addition to the college/department’s present space allocation?  _ No (skip to question 1.3)  _ X_ Yes (describe below)

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Amount</th>
<th>Occupants</th>
<th>Area or capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>1</td>
<td>Director</td>
<td>12 s.m.</td>
</tr>
<tr>
<td>Shared Office</td>
<td>1</td>
<td>2 Instructors</td>
<td>16 s.m.</td>
</tr>
<tr>
<td>Reception/Office</td>
<td>1</td>
<td>Admin. Support</td>
<td>18.5 s.m.</td>
</tr>
<tr>
<td>Classroom</td>
<td>1</td>
<td>20 stations</td>
<td>48 s.m.</td>
</tr>
</tbody>
</table>

Total Net Area: 92.5 s.m.
Total Rentable Area: 98 s.m.

Some examples of types of space are: office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?
   _ No _ X_ Yes: Describe:

Space has been secured in the 2nd floor classroom wing from the College of Arts and Science

1.3 Does the new/revised program require renovations to the college/department’s current space?
   _ No (skip to section 2) _ X_ Yes (describe below)

Arts 205 and sub-rooms will be renovated to provide the necessary office space.
Arts 203 (classroom) will be renewed along with the with acquisition of new furnishings and Multimedia. Arts 203 will be available for the University to use when not required by the Confucius Institute.

General description of renovations

Room #(s) Present Use Proposed Use (incl. special installations, e.g. fume hoods)

1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?
   _ No _ X_ Yes: Please attach a copy of the form.

See attached drawing. Facilities Management has completed a preliminary design of the proposed changes to Arts 203 and 205.

1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?
   _ X_ No _ Yes: Provide timeframe and costs for each stage:
Demolition of the existing space will be initiated in early May/2012 with the space to be ready for September of 2012.

2. EQUIPMENT
2.1 Does the centre program require additional equipment or upgrades to current equipment?

No  X  Yes (describe below)

Equipment required (including special requirements*)

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Estimated required</th>
<th>Estimated unit cost</th>
<th>Total Cost</th>
</tr>
</thead>
</table>

Classroom Multimedia – Has been reviewed and approved by eMAP.
Computer Equipment – for director, instructors, administrative support

* Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. FUNDING
3.1 Are college/departmental funds available for the required new space, renovations, or equipment?

Initial costs:  No  X  Yes
Ongoing operating/maintenance costs:  No  X  Yes  Not required

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs:  No  X  Yes
Ongoing operating/maintenance costs:  No  X  Yes
If yes, provide details, including any special conditions: Not required

3.3 Will there be a request to the Budget Committee for capital funds to accommodate the program?

X  No  Yes

4. ADDITIONAL COMMENTS
If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

Arts 203 and Arts 205 have been identified as space that will accommodate the Confucius Institute.
Room layouts and design have been completed by Facilities Management. An estimate of $270,000 has been prepared for renovations, furnishings, and equipment. Capital funding will be provided by:

- Hanban  $ 95,000
- Capital Renewal Fund  $ 25,000
- Multimedia fund  $ 14,000
- PCIP/University  $136,000
Total  $270,000

Date:  MAY 2, 2012

Facilities Management  Institutional Planning and Assessment

Faculty member (for the sponsoring college/dept)
University Library Requirements for New Programs and Major Revisions, University of Saskatchewan

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate Liaison Librarian for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

   Full name of centre: Confucius Institute

   Sponsoring Partners: University of Saskatchewan and Beijing Institute of Technology

2. Library Resources

   2.1 Resources will be located mainly in the Murray Library, but may be found in other branch libraries on campus.

   2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

   There is no expectation of the University Library to support the Confucius Institute with acquisitions, although the University Library supports curricular offerings in Chinese culture and language. The Confucius Institute will supply a set of 3,000 books in Chinese and English languages including a core list and other titles that will be separately selected. The University Library will provide processing of the collection, circulation services, and a series note so that, although the collection will not occur physically in one location, it will be virtually co-located.

   2.3 Specify serial titles that are core to this program.

   Not applicable.

   2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

   Authorized users (faculty, staff and students of the University of Saskatchewan) will be able to access the library’s comprehensive collection of print resources on campus, including the Confucius Institute collection. These same persons will have access to the suite of electronic resources that support research, teaching and scholarship at the U of S.

   Walk-in users will have access to print and electronic collections while in the University Library with no borrowing privileges.
2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

The University Library will support the Confucius Institute with in-kind collection management.

2.6 What are the human resource requirements to support this program?
(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

The University Library will outsource cataloguing of the collection of the Confucius Institute to a trusted site to take advantage of the skills of Chinese language cataloguers. Selection of optional materials aside from the core collection will be handled by U of S liaison librarians in consultation with faculty from the Confucius Institute.

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

None

3.2 What new electronic resources/databases are required?

None

3.3 Are there new/additional library technology requirements necessary to support this program?

None, the University Library has the technology to support integration of the Confucius Institute’s collection into the branch library collections and provide local and remote access to materials.

3.4 Are there distance education service needs and costs?

None, the collection will not be loaned to off campus students or faculty, or to clients of other libraries.

3.5 Provide an estimated budget required for library resources to support this program annually.

The University Library will require the sum of $10,000 CA in order to catalogue and process 3,000 items in the collection of the Confucius Institute. According to Professor Li Zong of the Sociology Department, this sum is a line item in the budget of the Confucius Institute at the University of Saskatchewan.
University Library Requirements for New Programs and Major Revisions, University of Saskatchewan

4. **Statement of Assessment of Library requirements**
   (Indicate Library capacity to support new program)

   The University Library will receive the core collection of the Confucius Institute and select, with consultation, optional materials to complete the 3,000-item collection. The University Library will have the collection catalogued and processed with a series note in the online public access catalogue, and provide circulation services for authorized users.

Date: 1 May 2012

Liaison Librarian’s Signature: [Signature]

Library Dean’s Signature: [Signature] (Dean Vicki Williamson) May 21/2012

Faculty member (for the sponsoring college/dept): Dr. Li Zong, Department of Sociology

Form update (signatures and contacts) May 2012
MEMORANDUM

TO: Tom Wishart, Special Advisor on International Initiatives
FROM: Bob Tyler, Chair, Centres Subcommittee and Chair, Planning and Priorities Committee of Council
DATE: November 21, 2011
RE: Confucius Institute

I am writing on behalf of the members of the Centres Subcommittee to express our support for the establishment of the Confucius Institute as a Type B centre. I want to thank you and Dr. Li Zong for attending our meeting on November 8th to engage members in a discussion of the Institute. At the meeting, members heard that the Confucius Institute is intended to provide opportunities for students to learn Chinese language and culture and to promote faculty interaction and student study abroad exchanges with China. The Institute offers multiple opportunities for interdisciplinary studies within the fine and performing arts and the political and social sciences. The Institute also offers an opportunity to work with local communities and Chinese citizens living in Saskatoon and to partner with the Saskatoon public school division. The benefits to the University community and the community at large related to the establishment of a Confucius Institute, including interaction with the Confucius Institute founded at the University of Regina, are many and exciting to contemplate.

The role of the Centres Subcommittee is to facilitate the creation of new centres by reviewing the academic intent and financial integrity of a proposed centre and to make suggestions to clarify or strengthen the proposal, and it was from this perspective that feedback is provided. The following is a summary of the main points made at the meeting, including a number of specific suggestions related to refinement of the budget associated with the Institute.

The primary question considered by the Subcommittee was whether the Confucius Institute should be approved as a Type B centre under the University’s policy governing centres. The Centres Policy defines Type B centres as “those that involve activities beyond the scope of a single college and/or involve significant resources” and clearly, in this regard, the Confucius Institute falls within the definition of a Type B Centre. However, the governance structure and authority of the Board of Directors is counter to the advisory governance bodies associated with Type B centres, which report to a designated Dean or appropriate Vice-President.

Continued…/2
The governance arrangements for the Institute as required under the MOU signed with the Hanban, commit the University to a Director Responsibility System under the leadership of a Board of Directors, consisting of five members from the University and five members from the Beijing Institute of Technology. Both institutes appoint a Director and Deputy Director, with the responsibilities of the co-Directors and co-Deputy Directors outlined in the Agreement signed with the Beijing Institute of Technology. A Confucius Institute Advisory Committee, with representation from the University, Saskatoon Public School Division, the USSU and GSA, and members from Saskatoon’s Chinese community, will provide advice and guidance.

Members discussed the implications for the University of the governance arrangement, noting that all academic programs offered for credit associated with the Institute would require University Council approval, and therefore the University would continue to remain responsible for its academic offerings. Any courses offered directly by the Confucius Institute would be non-credit; however the highly-qualified Chinese instructors would contribute teaching expertise to credit courses, with the opportunity to be appointed as adjunct professors. The agreements signed with the Hanban and the Beijing Institute of Technology are for a period of five years, and may be renewed or terminated with 90 days notice prior to the end of the agreement, assuring a time period to arrange for the dissolution of the Institute. With the consent of both parties, either agreement may be revised during the term of the agreement. The structure of the Board of Directors, comprised of equal representation from both the Beijing Institute of Technology and the University of Saskatchewan, lends assurance to the principle of equal governance of the Confucius Institute. Annual reviews are the responsibility of the Board of Directors, and the Canadian Director of the Institute will work with the Institutional Planning and Assessment Office to implement the assessment.

Based on the discussion of the benefit of founding the Institute as a Type B centre and the various points outlined which mitigate any risk to the University, despite the anomaly of the governance structure, members agreed that that the proposal for the Confucius Institute be supported by the Subcommittee and submitted to the Planning and Priorities Committee for further consideration.

In relation to the budget associated with the Institute, the following specific suggestions are offered:

- That the Institute budget, which is presented as a mix of cash expenses and in-kind expenses, articulate the two types of expenditures separately, since incremental funding will be required for the cash expenses. For example, presently, it is not clear whether the Institute is requesting $127,620 in incremental funding for Year 1 or if these expenses are covered by a combination of in-kind contributions and College of Arts and Science resources.

- The total start-up costs of $300,000 appear to be incremental costs, with funding to cover these from the Hanban and the required matching funding from the University. The budget should clearly indicate that the funding committed does not include any in-kind expenses.

- That all incremental funding to be committed by University parties be clearly delineated.
Please let me know if you have any questions regarding any of the above comments. I look forward to the receipt of a revised proposal which addresses the budgetary concerns raised, along with a letter of support from PCIP to complete the documentation required to advance the Confucius Institute through the approval process. Discussion of the Institute is scheduled for the Planning and Priorities Committee meeting on January 11, 2012.

Sincerely,

Li Zong, Special Advisor to China
B. Fairbairn, Provost and Vice-President Academic and PCIP Chair
MEMO

TO: Dr. Bob Tyler, Chair, Planning and Priorities Committee, University Council
FROM: Provost’s Committee on Integrated Planning (PCIP)
CC: Dr. Karen Chad, Vice-President Research
     Dr. Tom Wishart, Special Advisor, International Initiatives
     Dr. David Parkinson, Vice-Dean, College of Arts and Science
SUBJECT: Confucius Institute
DATE: 24 April 2012

The Provost’s Committee on Integrated Planning (PCIP) met on April 18, 2012 to consider the request for the establishment of the Confucius Institute as a type B Centre at the University of Saskatchewan. After careful review of the proposal, PCIP noted that this Institute is strategically aligned with both the Innovation in Academic Programs and Services and the Culture and Community areas of focus in the Third Integrated Plan.

While PCIP agreed that the proposed institute is consistent with type B centre, we request that Planning and Priorities committee examine the governance structure carefully to ensure it is adheres to that of a type B centre.

PCIP was satisfied that the capital and operating resources required for the Institute will be in place. PCIP noted that the required renovations and upgrades to Arts 203 and Arts 205 will be of significant overall benefit to the University.

PCIP is appreciative of the comprehensive proposal documentation presented and extends its thanks to the proponents for their work throughout the concept development.

Sincerely,

Brett Fairbairn
Provost and Vice-President Academic
Appendix A: Letters of Support

1. President MacKinnon letter to Hanban
2. George Rathwell, Director of Education, Saskatoon Public Schools
3. Harley Dickinson, Vice-Dean, Social Sciences
4. David Parkinson, Vice-Dean, Humanities and Fine Arts
5. Chun Chen, President, Federation of Saskatoon Chinese Canadian Organizations
6. Nicholas Kokkastamapolous, Director, Hanlon Centre, ESB
Hanban/Confucius Institute Headquarters
129 Deshengmenwai Street, Xicheng District,
Beijing, China

Dear Members of the Hanban:

I hereby submit an application for a Confucius Institute to be housed at the University of Saskatchewan. The application is co-sponsored by the Beijing Institute of Technology which has been a formal partner with the University of Saskatchewan for a number of years. We now wish to move our partnership to a new level by working together to create a Confucius Institute that will serve the residents of Saskatchewan and, in the process, strengthen connections between our two institutions.

Of significant note is that a local partner, the Saskatoon Public School Division, is joining the University of Saskatchewan in this application. This will significantly increase the potential impact of the Confucius Institute by making available the programs and activities of the Institute to 20,000 elementary and high school students.

The purpose of establishing a Confucius Institute at the University of Saskatchewan is to create opportunities for the students, staff and faculty, as well as for other Saskatchewan residents, to learn Mandarin and some of the customs and cultures of China in order that we can better understand our Chinese academic and trading partners. We have much to offer each other, but only if we can understand and appreciate our similarities and differences. In that context, our Confucius Institute will work to promote exchanges of students and faculty between the University of Saskatchewan and the Beijing Institute of Technology, and between the University of Saskatchewan and our other Chinese university partners in order that our institutions become more interrelated and therefore stronger. A Confucius Institute located on the University of Saskatchewan campus will serve to help Canadians communicate better with their Chinese colleagues and friends, and will serve as a constant and highly visible reminder of the importance of our friendships and partnerships.

My colleagues and I at the University of Saskatchewan and at the Saskatoon Public School Division are joined by our partners at the Beijing Institute of Technology in asking for favorable consideration of this joint application.

Yours sincerely,

Peter MacKinnon
President and Vice-Chancellor
October 12, 2010

To Whom It May Concern,

Subject: The Establishment of a Confucius Institute in Saskatoon at the University of Saskatchewan Campus

On behalf of Saskatoon Public Schools and the Saskatoon Board of Education, this letter acts as a letter of support for the establishment of a Confucius Institute in Saskatoon housed at the University of Saskatchewan campus. The two organizations, the University of Saskatchewan and Saskatoon Public Schools, have acted as partners in many significant and successful educational programs in recent years. Partnerships such as the First Year University Transitions Program at Royal West Campus and Kamskénow, an initiative that places university students of the maths and sciences in our inner city schools have proven to be valuable to the learning of students of all ages.

The Confucius Institute certainly has the potential to become another such successful educational partnership. Saskatoon Public Schools has sought to develop schools as centres of excellence over the past decade. One such example of this effort is the development of Evan Hardy Collegiate’s International Exchange Program where students from many different nations attend school. Typically, many students of Asian descent attend this exchange program. This collegiate has also offered classes in Mandarin in the past two years as part of its international programming. The Confucius Institute would be of great potential educational benefit to such programming.

At a school system level, all Saskatoon Public Schools’ Collegiates offer a History 20 course which examines 20th and 21st century history and global events. The history of Asia and China has a prominent role in this particular course. Additionally, our school division has acted as the host for the Saskatoon Heritage Chinese School for many years. The majority of these language students attend Saskatoon Public Schools. Clearly, the establishment of a Confucius Centre on our university’s campus has the potential to supplement both of these strong educational courses and programs.

We are hopeful that the application for such a centre is successful as we believe that such a centre can only enrich our educational and cultural program offerings within our school division and our entire community.

Respectfully,

[Signature]

Mr. George Rathwell, Director of Education, Saskatoon Public Schools
January 17, 2011

Tom Wishart
Special Advisor on International initiatives
University of Saskatchewan

Dear Professor Wishart:

Thank you for the opportunity to write in support of the University of Saskatchewan’s application to establish a Confucius Institute on campus. This is an important and timely initiative for the University of Saskatchewan that I enthusiastically endorse. I have talked to Department Heads and faculty members within the Division of Social Sciences that have established on going collaborations with institutions and colleagues in China over a number of years, and whose research and teaching programs directly advance study of, and increasing knowledge about, China’s culture and society.

It is clear from these discussions, as well as a review of past and current engagement of Departments and Faculty members in the study of Chinese culture and society, that there is strong and broad-based support for this application and great enthusiasm at the prospect of a Confucius Institute being established within the College of Arts & Science with direct academic and administrative links with the Division of Social Sciences. A close working relationship between a Confucius Institute and the Division of Social Sciences would result in a number of mutually beneficial synergies that will help advance the objectives of increased knowledge about Chinese language, culture and society.

The three Departments with the most well established connections to China and the strongest commitment to formal collaborations and exchanges are Sociology, Economics and Geography & Planning. Within these three departments there are five faculty members of Chinese origin who have played important leadership roles in establishing the University of Saskatchewan’s connections with numerous institutions and faculty members throughout China.

Without question, Dr. Li Zong, Department of Sociology has been instrumental in providing leadership and support to colleagues in
establishing linkages and exchanges with partners in China. This is true not only within the Division of Social Sciences but also within the Division of Humanities & Fine Arts, especially the Departments of Religion & Culture and Music. Furthermore, Dr. Li Zong has provided leadership and support for establishing relationships with China outside the College of Arts & Science, including the Colleges of Agriculture & Bio-Resources, Education, and Engineering among others. Dr. Zong's involvement in, and support for, the establishment of a Confucius Institute at the University of Saskatchewan bodes well for its ultimate success.

The proposed Confucius Institute will receive various types of support from the College of Arts & Science, including suitable space, information and computer technology services and support, as well as support and assistance from the College’s communications, development and alumni relations experts.

The Division of Social Sciences in particular will provide opportunities for researchers connected to the proposed Confucius Institute to collaborate with University of Saskatchewan researchers affiliated with the Social Science Research Laboratory (SSRL) complex. Plans are being developed within the SSRL complex to establish new research partnerships with institutions and colleagues in China. Two faculty members from the Department of Sociology, Professors Li Zong and Peter Li recently were appointed Research Fellows in Residence at the Institute for Empirical Social Science Research, Xi’an Jiaotong University (XJTU). I have been discussed with Peter Li plans to establish comparative research programs using the research infrastructure of the Social Sciences Research Laboratories at the University of Saskatchewan and the facilities of the Institute for Empirical Social Science Research at Xi’an Jiaotong University. This will greatly enhance our capacity to understand the fast evolving nature of contemporary Chinese culture and society. To the best of my knowledge no other university in Canada has this same capacity to undertake joint empirical research of this sort using state of the art social sciences research infrastructure contained within the SSRL and the Institute for Empirical Social Research at XJTU.

In terms of student programming relevant to understanding Chinese culture and society, the Department of Sociology has two double degree programs with Xi’an Jiaotong University. One is a double degree masters program in Globalization & Development. This program, which is unique at the University of Saskatchewan, was established in academic year 2007-08 and has had three graduates to date. Also, in the Fall 2010 University of Saskatchewan approval was given to offer a joint B.A. in Global Citizenship between the Department of Sociology and Xi’an Jiaotong
University. The Chinese language training capacity associated with the Confucius Institute will be of great benefit to these programs and their students. Similarly, the Confucius Institute will benefit from the demand for Chinese language training from students in these innovative and exciting new joint programs.

The Department of Sociology also has developed and is offering two new graduate level courses related to its long-term plan to further develop expertise in studies of Chinese society and culture. These courses, *SOC 898 (Special Topic): Economic Reform and Social Change in China*, and *SOC 898 (Special Topic): Civil Society and Social Transformation in China* were both developed and are taught by Dr. Li Zong. Again, these courses will enhance understanding of, and knowledge about China's culture and society, and will benefit from, and contribute to the activities of the Confucius Institute.

Several faculty members are currently involved in collaborative research projects in and about China. For example, Les Samuelson and Carolyn Brooks, from the Department of Sociology, are collaborating with Dr. Wenxin Zhan, Faculty of Education, Shandong Normal University, Jinan, and graduate students from the U of S and Shandong Normal University on a research project being funded by the Social Sciences & Humanities Research Council of Canada. This project is entitled *Negotiating Resilience: Protective Processes of Children in Transition Across Cultures and Contexts*.

Xulin Guo, Department of Geography & Planning has a joint ISTPCanada & MOST Research Project with Dr. Shibo Fang, Center for Eco-Environmental Sciences and Agricultural Meteorology, Chinese Academy of Meteorological Sciences. The project is funded from 2010 to 2012.

Li Zong and Peter Li currently are working on a project entitled *Strengthening Long-Term Capacity for Research on Poverty Reduction and Policy Development in the Western Ethnic Minority Region in China*. The International Development Research Centre and the University of Saskatchewan are jointly funding this project that will form a basis for developing the comparative empirical research program into contemporary Chinese culture and society mentioned above.

Since 2007, three other joint projects involving researchers from the Division of Social Sciences and a number of Chinese universities have been funded the Ministry of Education in China. And going back to 1997-98, Drs. Peter Li and Li Zong completed a funded research project entitled *Overseas Chinese Business Investments in China: A Study of Cultural*
Factors and Economic Forces in Structuring Labour Relations in Industrial Enterprises.

From this brief account it is clear that the partnerships between the Division of Social Sciences and institutions and colleagues in China are of longstanding and based on mutuality and equality, with funding coming from both Canadian and Chinese sources. Similarly, the jointly offered double degree programs are based on the principle of equal partnerships.

This principle is also evident in the numerous international symposia that have alternated between being hosted by institutions in China and the Division of Social sciences at the University of Saskatchewan. A list of these collaborative international symposia is provided below:

- **International symposium on Researching the Processes of Resilience Among At Risk Youth and Families** arranged in conjunction with meetings of the Society for Research in Child Development, Montreal, Quebec, March-April, 2011 (faculty/graduate students from U of S and Shandong Normal University).
- **14th Biennial Conference of the Chinese Association for Canadian Studies, Beijing, October 2010** (three U of S faculty).
- **International symposium on Pathways to Resilience: The Social Ecology of Resilience, Halifax, June 2010** – session on youth and resilience in the lives of Chinese youth (one faculty member and one graduate student from each of U of S Sociology and Shandong Normal University).
- **International symposium on Protective Factors during a “Day in the Life” of resilient, relocated, adolescents in eight communities around the globe in conjunction with The Jean Piaget Society Annual Meeting, Park City, Utah, June 2009** (faculty/graduate students from U of S and Shandong Normal University).
- **Economic and Social Integration of Migrants and Immigrants: A Comparative Approach, University of Saskatchewan, August 2010** (funds from SSHRC, IDRC Canada, and U of S to support travel for seven scholars from China, as well as scholars from several Canadian universities; participation by nine U of S Sociology faculty and four U of S Sociology graduate students).
- **International Conference on Social Engineering and Social Policy, Xi’an, China, May 2007** (include four U of S Sociology faculty; working papers published in Chinese).
- **International Symposium on Social Engineering and Social Policy, Shanxi University of Finance and Economics, Taiyuan, China, May 2007** (four U of S Sociology faculty and two other U of S faculty).
• **International Workshop: Knowledge Transfer and Policy Development: Experiences from China and Canada,** University of Saskatchewan, August 2006 (Eight Chinese scholars from China and Sociology U of S; several Sociology graduate students).

• **International Symposium on Knowledge Transfer and Public Policy Research,** Northwest University, Xi’an, May 2006 (four U of S Sociology faculty).

• **Symposium on Sociology in China and Canada,** Xi’an Jiaotong University, October 2004 (five U of S Sociology faculty).

• **International Symposium on Knowledge Transfer and Social Policy: Role of Social Science Research in the Process of Government Decision-Making,** Nankai University, Tianjin and Xi’an Jiaotong University, Xi’an, China, November – December 2003 (five U of S Sociology faculty).

• **11th Biennial Conference and Symposium of the Chinese Association for Canadian Studies,** Chongqing, October 2004 (four U of S Sociology faculty made presentations).

Since 2003, the Division of Social Sciences has hosted at least twelve Visiting Scholars from a number of Chinese universities for periods ranging from one to twelve months. Included are four in the Department of Geography & Planning, one in the Department of Economics, and eleven in the Department of Sociology:

- Dr. Xuezong Jiang, 2009-2010, East China Normal University
- Dr. Shibo Fang, May 2006, Institute of Botany, The Chinese Academy of Sciences
- Dr. Huiping Xu, January to June 2005. Professor and Deputy Head, School of Ocean and Earth Science, Tongji University.
- Dr. Youfei Zheng, September 2003 to September 2004. Nanjing Institute of Meteorology, China
- Professor Yubao Wang (Xi’an Jiaotong University) visited the Department of Economics as a visiting scholar for one year (2009-2010).
- Dr. Ye Jihong, Department of Sociology, Suzhou University, October 2010 to March 2011.
- Professor Fangxiao Hu, Department of Social Security, Xi’an Jiaotong University, September 2009 to July 2010.
- Professor Jun Liu, Institute of World History, Chinese Academy for Social Sciences, October to November 2009.
- Dr. Fang Chen, School of Law, Shanghai Maritime University, April 2009 to March 2010.
- Professor Chunhong Dong, Department of Sociology, Xi’an Jiaotong University, 2006-07 [co-author with supervisor P.S. Li, 2007, “Earning of...”]

- Professor Dan Xu, School of Foreign Languages, Liaoning Normal University, 2006-07.
- Dr. Gao Xia, Foreign Languages Department, Chuxion Normal University, May-June, 2011 (pending funding application decision).

The Department of Sociology also has recommended five Professors from China to be awarded the status of Adjunct Professor. Of these, three have been awarded and two are pending as listed below.

- Professor Hongbo Wang, Dean, School of Humanities & Social Science, Xi’an Jiaotong University, 2009-11.
- Professor Yuansheng Jiao, School of Humanities & Social Science, Xi’an Jiaotong University, 2009-11.
- Professor Yanjie Bian, Dean, Xi’an Jiaotong University, 2010-13.
- Professor Tianhong Zhao, China University of Political Science & Law, 2011 (arrival pending visa authorization).
- Professor Bing Wang, School of Foreign Languages, Liaoning Normal University and President, Association for Canadian Studies in China (pending U of S approval, 2011-).

Five Professors from the Division of Social Sciences have been awarded Adjunct and Visiting Professorships at several Chinese universities:

<table>
<thead>
<tr>
<th>Peter Li, Sociology</th>
<th>Adjunct Professor, Ningxia University, 2010-15.</th>
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<tbody>
<tr>
<td></td>
<td>Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10.</td>
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<tr>
<td></td>
<td>Adjunct Professor, Xi’an Jiaotong University, 2005-11.</td>
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<tr>
<td></td>
<td>Adjunct Professor, Lanzhou University, 2006-11.</td>
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<td>Adjunct Professor, East China Normal University, Shanghai, 2003-08.</td>
</tr>
<tr>
<td>Harley Dickinson, Sociology</td>
<td>Adjunct Professor, Xi’an Jiaotong University, 2008-11.</td>
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<td>Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10.</td>
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<td>Adjunct Professor, Lanzhou University, 2006-11.</td>
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<tr>
<td>Terry Wotherspoon, Sociology</td>
<td>Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10.</td>
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<td>Adjunct Professor, Xi’an Jiaotong University, 2008-11.</td>
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<tr>
<td>Li Zong, Sociology</td>
<td>Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10.</td>
</tr>
<tr>
<td></td>
<td>Adjunct Professor, Xi’an Jiaotong University, 2005-11.</td>
</tr>
<tr>
<td></td>
<td>Adjunct Professor, Qingdao Binhai University,</td>
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</table>
The Division of Social Sciences, particularly the Department of Sociology, has been active as a partner in organizing a series of international symposia with partner institutions in China. These include the following:

- A four-person delegation from the Department of Sociology visited the School of Ethnology & Sociology, Northwest University for Nationalities, Lanzhou in December 2009 and gave presentations to graduate and undergraduate students and faculty members.
- A delegation from the Chinese government visited the U of S in May 2008 to participate in a Roundtable on Ethno-cultural Diversity & Governance. This Roundtable discussion involved three U of S Sociology faculty members.
- In November 2008 Peter Li and Li Zong were included as expert members of a delegation to Guangxi Province organized by the Canadian Federal government’s Policy Research Initiative related to a CIDA Project on The Cultural Preservation and Promotion in Minority Regions.
- In September 2007 Peter Li headed a delegation on behalf of the International Centre for Human Rights & Democratic Development to meet with professors and officials at the Central Party School of China to discuss issues of human rights.
- Five faculty members from the Department of Sociology participated in a workshop on social research and policy, School of Humanities & Social Sciences, Xi’an Jiaotong University, China, in November 2003.
- Three faculty members from the Sociology Department are currently members of the Association for Canadian Studies in China.

Not included in the above are numerous invited keynote addresses and presentations at conferences and symposia in China by various faculty members from a number of departments within the Division of Social Sciences. I have also not included the hundreds of students from China that have taken, and currently are enrolled in a variety of undergraduate and graduate programs in several Departments in the Division of Social Sciences.
It is clear that the Division of Social Sciences, particularly the Department of Sociology, has played a leading role at the University of Saskatchewan, and particularly within the College of Arts & Science in establishing a broad-base of equal partnerships with institutions and colleagues from China. Establishing a Confucius Institute within the College of Arts & Science provides an unprecedented opportunity to consolidate and extend these activities in ways that will facilitate realization of our common goals.

I look forward to working with you and others in making this a reality.

Sincerely,

Harley Dickinson
Vice-Dean Social Sciences
College of Arts & Science
26 October 2010

Tom Wishart
Special Advisor on International Initiatives
University of Saskatchewan

Dear Professor Wishart:

Thank you for inviting the Division of Humanities and Fine Arts to provide support for a Draft Application to house a Confucius Institute at the University of Saskatchewan. Having consulted with those departments in the Division that have demonstrated the most sustained and fundamental commitment to advancing study in and knowledge about China's language and culture, I have learned about the enthusiasm and support my colleagues share for your application. In particular, the heads of the Departments of History, Music, and Religion & Culture have written to signal their particular interest in the institution of a Confucius Institute here. Working together, the faculty and departments in the Division of Humanities and Fine Arts can provide a welcoming, stimulating home for a Confucius Institute. Thus located, the Confucius Institute would be ideally placed as a base for expanding and accelerating activities and studies in Chinese culture.

Situated in this Division, the Confucius Institute would be guaranteed an office in a prominent, accessible part of the University. The Institute would receive the support of the College’s offices of Information Technology Services and Communications, Development and Alumni Relations. It would be provided opportunities to co-operate with the Division’s Digital Research Centre and Interdisciplinary Centre for Culture and Creativity. As well, through its Department of Languages and Linguistics, the Division has strengths in computer-assisted language acquisition.

It might be helpful to indicate some of the possible points of connection between a Confucius Institute and the Humanities and Fine Arts. The Department of History has long-standing commitments to East Asian Studies; Professor emeritus Man Kan Leung has donated a massive collection of books and other documents on Chinese history to the University Library and is currently engaged in cataloguing his donation on site. Other faculty in History, Keith Carlson among them, have recently undertaken projects in oral history, working with local Chinese Canadians.

The Department of Religion and Culture is especially looking forward to working with the Confucius Institute, not least to develop its commitments and activities involving Chinese languages, religion, and culture; this Department maintains scholarly connections with the Universities of Xi’an Jiaotong, Nankai, and Tianjin. Recent and future Visiting Professors to the Department of Religion and Culture include the Professor and Head of the Department of Chinese Languages and Literature at Xi’an Jiaotong and Professor M. Yan, of Nankai University. Both of them are appointed adjunct professors of the College of Graduate Studies. This summer the Department of Religion and Culture sponsored and helped organize the Canadian National Conference on Chinese Language Education. Our colleague Eleanor
Shia, President of the Canadian Association of Chinese Schools and very strong link with the local Chinese community was the major force behind this venture.

Likewise, the Department of Music has developed vital links with universities in China, including the Beijing Institute of Technology. In the words of that Department's Head, Gerald Langner, 'The Greystone Singers have just toured China last May, performing joint concerts with our counterpart choral groups at Beijing Institute of Technology as well as Xi'an Jiaotong University. These two exchanges were wonderfully successful in building synergies and potential collaboration between our universities.'

In sum, the signs are strong for a strong, sustained welcome to a Confucius Institute in the Division of Humanities and Fine Arts at the University of Saskatchewan. I and my colleagues will work to support your application and look forward to its happy outcome.

With my best wishes and thanks,

[Signature]

David J. Parkinson
Vice-Dean
Humanities & Fine Arts
College of Arts and Science
January 15, 2011

Dr. Tom Wishart
Special Advisor on International Initiatives
University of Saskatchewan

Dear Dr. Wishart:

On behalf of the Federation of Saskatoon Chinese Canadian Organizations (FSCCO), I write this letter in support of the establishment of the Confucius Institute in Saskatchewan which is to be housed at the University of Saskatchewan campus.

The Federation of Saskatoon Chinese Canadian Organizations represents 12 organizations in the local Chinese community which currently consist of the Saskatoon Chinese Culture Centre, Saskatoon Chinese Culture Society, Chinese Dance School of Saskatchewan (Saskatoon Branch), Chinese Language School of Saskatoon, Chinese Choir of Saskatoon, Saskatoon Chinese Orchestra, Saskatoon Chinese Benevolent Association, Chinese Students and Scholars Association at University of Saskatchewan, Saskatoon Joy Club, Chinese Women's Association of Saskatoon, Heritage Wellness Society of Saskatoon, and Saskatoon Juniper Housing Corporation.

China has been one of the primary sources of immigrants to Canada and especially Saskatchewan. In the past ten years, the numbers of Chinese immigrants locating to this province have been increasing tremendously, and the Chinese community in Saskatchewan has now become a large community making many contributions both socially and economically.

One of the most important missions for the FSCCO is to promote cultural activities and events in an effort to retain Chinese heritage. These efforts include Chinese language training, Chinese dance, Chinese choir, as well as participation in Folkfest, and hosting of the annual Chinese New Year celebrations in Saskatoon. The establishment of the Confucius Institute at the University of Saskatchewan would not only aid this goal but also have a positive impact on the Chinese community and provide many opportunities and benefits to the province of Saskatchewan as a whole. The University of Saskatchewan is an ideal location for the creation of this proposed institute as it would enhance understanding of Chinese culture among many young minds and bring greater cross-cultural understanding of international, national, and global issues involving Canada and China. In addition, through the Confucius Classroom Program and their valuable resources, it will be possible to promote Chinese language education, provide training of local Chinese teachers, and both build and improve important cultural and business ties with China for the province. The Chinese community in Saskatoon is eager to become not only a supporter, but also a collaborator of the Confucius Institute. We look forward to sharing with you the mutual benefits that will result from the establishment of the Confucius Institute.

Yours sincerely,

Chun Chen
President, Federation of Saskatoon Chinese Canadian Organizations
Dr. Tom Wishart  
Special Advisor on International Initiatives  
University of Saskatchewan  
Arts 169.2 – Arts & Sciences Faculty Building  
Saskatoon, Saskatchewan  
S7N 5A7  

RE: Letter of Support for Confucius Institute  

Dear Dr. Wishart:  

I write this on behalf of the Hanlon Centre for International Business Studies / Edwards School of Business, to indicate my support in your efforts to submit an application that may see the University of Saskatchewan awarded an opportunity to host a Confucius Institute on campus.  

Saskatchewan is a major global player with China, with a history of business and trade spanning decades. In just the last ten years, our provincial exports to the Chinese now surpassed the investment/trade efforts of other Canadian provinces combined. We should learn more about our major trading partner. People do want to learn about China, and we as a community player must provide these resources. And having a Confucius Institute in this province would assist this objective. It would provide a rich cultural and exchange value to our community. Equally important sponsoring a Confucius Institute, besides the educational opportunities for our Saskatchewan citizens, would be a “show of faith” to our Chinese partners on how much we value their global relationship. It is a return on investment and a “thanks” to a country whose many students sought out our university for their education.  

Of course, once Confucius Institute is on campus, how to fit them (as an education partner) within the Hanlon Centre’s vision as international business education provider to the university – including our teaching of Chinese business culture and ethics courses – remains to be discussed. I do see, however, a great synergy and look forward to exploring the possibilities. This Centre offers you our resources to see this endeavour happen. Good luck!  

Most sincerely,  

Nicholas S. Kokkastamapoulos,  
Director, Hanlon Centre for International Business Studies  
Email: kokkastamapoulos@edwards.usask.ca  

CC: Gary Entwistle, Associate Dean of Faculty Affairs & Research – Edwards School of Business
Appendix B: Agreements

1. Agreement with Hanban
2. Agreement with Beijing Institute of Technology
AGREEMENT BETWEEN
CONFUCIUS INSTITUTE HEADQUARTERS OF CHINA
AND
UNIVERSITY OF SASKATCHEWAN, CANADA
ON THE ESTABLISHMENT OF
CONFUCIUS INSTITUTE AT UNIVERSITY OF SASKATCHEWAN

In order to strengthen educational cooperation between China and Canada, support and promote the development of Chinese language education, and increase mutual understanding among people in China and in Canada, according to the Constitution and By-laws of Confucius Institutes, the Confucius Institute Headquarters of China ("the Headquarters") and University of Saskatchewan, Canada, for the establishment of Confucius Institute at University of Saskatchewan (the Institute), hereby agree as follows:

Article 1 Purpose
The purpose of this agreement is to identify the rights and responsibilities of the Headquarters and University of Saskatchewan in the establishment and management of the Institute.

Article 2 Character
The Institute shall be a non-profit educational institution.
Article 3  Executive Institution

The Headquarters will authorize and appoint a Chinese partner institution to construct the Confucius Institute with the University of Saskatchewan as the Chinese executive institution. The two parties of cooperation will sign the supplementary agreement on detailed matters of the cooperation. The supplementary agreement should be audited by the Headquarters before signing.

The Institute must be launched within one year after this agreement signed.

Article 4  Scope of Activities

The Institute can serve the following activities according to the Constitution and By-laws, and local instance:
1. Teaching Chinese language and providing Chinese language teaching resources;
2. Training Chinese language instructors;
3. Holding the HSK examination (Chinese Proficiency Test) and tests for the Certification of the Chinese Language Teachers;
4. Providing information and consultative services concerning China’s education, culture, and so forth;
5. Conducting language and cultural exchange activities;
6. Other activities with authorization and by appointment of the Headquarters.

Article 5  Organization
1. The Institute at University of Saskatchewan shall adopt a Director Responsibility System under the leadership of the Board of Directors.

2. The Board of Directors is formed with members nominated from two parties, and its duties include: formulating and amending the Constitution of the Institute; formulating development plans for the Institute; decision-making on the significant issues including teaching, research and management; fund raising; appointing and dismissing the director of the Institute; examining and approving the budget proposal and final financial accounts of the Institute; reporting to the two parties on the management status and significant issues.

3. Two collaborating parties appoint one director respectively.

4. The institute must accept the assessment of the Headquarters on the teaching quality.

5. The Institute activities must be in accordance with the Constitution and By-laws, and also respect cultural custom, shall not contravene concerning the laws and regulations, both in Canada and China.

6. The Institute draws up annual budget proposals and final financial accounts independently. University of Saskatchewan will be in charge of its daily operation and management, it should finally assume the sole responsibility for its profits or losses by charging language course fees and other programs.

Article 6 Obligations

The obligations of the Headquarters:

1. To authorize the use of the title “Confucius Institute”, logos and institute emblems.

2. To provide teaching materials, course wares and other books according
to the necessary, to authorize the use of online courses. To provide 3,000 volumes of Chinese books, teaching materials, and audio-visual materials for the first time.

3. To provide $150,000 start-up fund, and provide a set amount of annual fund according to needs.

4. To send numbers of Chinese instructors based on the requirements of teaching, and pay for their air fares and salaries.

The obligations of University of Saskatchewan

1. To provide a fixed office place and appropriate sites for teaching and other activities of the Confucius Institute; equipped with office and teaching facilities, and with responsibility for the setting, management and maintenance.

2. To provide necessary administrative personnel (full time or part-time) and provide the related payment; to provide necessary working facilities and life conveniences for the Chinese instructors.

3. To assist the Chinese party on the visa application and residence procedures.

4. To open the special account for the Confucius Institute in the local Bank of China or other bank approved by the Headquarters.

5. To provide a set amount of annual fund, which should not be less than the amount provided by the Headquarters.

Article 7 Intellectual Property

The Headquarters exclusively owns the title of "The Confucius Institute", its related logo, and emblem as its exclusive intellectual property. University of Saskatchewan cannot continue applying or transfer the title,
logo, and emblem in any form, either directly or indirectly, after this agreement has been terminated.

The provider owns intellectual property of the certain program. The two parties can consult the owner of the co-operated programs. In the events of any dispute, the two parties should consult with each other friendly or submit to the jurisdictional organ according to the related laws and regulations.

Article 8 Revision

With the consent of both parties, this Agreement may be revised during its implementation and any revisions will be made in writing, both in English and Chinese, and will take effect as signed by authorized representatives of the parties.

Article 9 Term

The Agreement shall be in effect on the date when the two parties sign below. The Agreement shall have a period of 5-year validity. Either party, if it wishes to terminate the Agreement must notify the other in writing during the 90 days before the end of the Agreement, otherwise it will automatically be extended for another 5 years.

Article 10 Force Majeure

Parties hereto will be released from their obligations under this agreement in the event of a national emergency, war, prohibitive government regulation or any other cause beyond the control of the parties hereto that renders the performance of this agreement impossible. In the event of such circumstance, the party under the situation shall inform the other
party in writing that the program may be delayed or terminated, and duly take the effective measures to mitigate the loss of the other party.

Article 11 Termination
This Agreement shall be terminated in one of the following cases:
1. Either party intends to terminate this Agreement upon giving a written notice at least six months in advance of their intention to terminate.
2. The two parties have no aspiration of cooperation at the expiration of the term.
3. The Agreement cannot go through or cannot achieve the anticipated aim because of comedown of the condition.
4. If the act of one party of the Agreement severely harms the image and reputation of the Confucius Institute.
5. The Agreement cannot go through because of force majeure.

The termination of the Agreement cannot affect some other agreement, contract and program between the two parties.

Before the Agreement is terminated, University of Saskatchewan should make appropriate arrangements on the enrolled students and other works.

Article 12 Dispute Settlement
In the events of any dispute, the two parties should consult each other friendly or submit to the jurisdictional organ of which this Agreement falls within the competence.

Article 13 Agreement Language
This Agreement is written in Chinese and in English. Each party shall keep one copy in Chinese and one copy in English of the signed Agreement. The Agreement, in both languages, shall have the same effectiveness.

Article 14 Other Terms
The parties to this Agreement will treat this Agreement as confidential and will not, without prior written consent, publish, release or disclose or permit supplied to, obtained by, or which comes to the knowledge of each parties as a result of this agreement except insofar as such publication, release or disclosure is necessary to enable each party to fulfill their obligations under this Agreement.
Other matters not settled by this Agreement shall be solved through friendly, cooperative negotiations between the two parties.

Confucius Institute
Headquarters (HANBAN)
Chief Executive

University of Saskatchewan
President

XU Lin
Date: 2011.8.26

Peter MacKinnon
Date: 26 August 2011
Agreement
between Beijing Institute of Technology
and University of Saskatchewan
for Establishing the Confucius Institute

To fulfill the spirit in the “Agreement between the National Office for Teaching Chinese as a Foreign Language, P.R. China and Canada about Establishing the Confucius Institute”, Beijing Institute of Technology (Party A) and University of Saskatchewan (Party B) agree on the following articles on the basis of equal consultation and mutual benefits:

Article One: Principle:

Both parties shall implement the “Constitution and By-Laws” of the Headquarters of Confucius Institute, jointly establishing the Confucius Institute in cooperation by the principle of friendly cooperation and mutual benefits.

Article Two: Responsibilities of the Director and the Deputy Directors of the Confucius Institute.

Each of the parties elect five members of the party affairs committee, composing both committee members of the Confucius Institute Board. The CI implements the system of both directors with co-responsibility under the leadership of Board. The Board is in charge of formulating and amending the CI; formulating development plans for the Institute; decision-making on the significant issues including teaching, research and management; funding rising; examining and approving the budget proposal and final financial accounts of the Institute; reporting to the two parties on the management status and significant issues. The appointment and removal of each director is decided by its party management committee and HR department of the university. Two directors are jointly responsible for the development of annual plans, annual summary, financial approval, daily management and liaison; for planning and implementation of teaching and research, planning and hosting academic conferences. Two directors share co-responsibilities, with slight emphasis on the specific division of labor. Two deputy directors assist directors in daily affairs.
1. Responsibilities of the director (Canadian) of the Confucius Institute are as follows:

1) To be in charge of the administration and operation of Confucius Institute.
2) To be in charge of the publicity, marketing, enrollment and students management.
3) To coordinate the relationship between CI and UofS, administration, and departments, also the relationship with Canadian and local government, relevant management departments and social groups. To deal with the relevant affairs.
4) To be in charge of the procedures of residence permit and multiple-entry visa in local immigration station for Chinese teachers.
5) To be in charge of the transaction of medical certificate, library card and ID card for Chinese teachers.
6) To be in charge of the security of all the faculties, finance and equipments of Confucius Institute.
7) To be in charge of the daily life logistical matters for all the Chinese teachers.
8) To be in charge of plans for long-term development of CI and reporting the plans, implementation and annual financial situation on the Board Meeting.
9) To carry out other functions that are of benefit to the Institute.

2. Responsibilities of the Director (Chinese) of the Confucius Institute are as follows:

1) To be in charge of the teaching schedule and the annual teaching plan.
2) To be in charge of the curriculum design, textbooks selection, editing teaching materials, and textbooks purchasing.
3) To be in charge of the teaching arrangements, faculty selection, evaluation and trainings etc.
4) To coordinate the relationship between CI and BIT, Hanban, Chinese Consulate General Chinese agencies and Chinese social groups. and deal with the relevant affairs.
5) To contact and be in charge of the procedures of visiting China, invitation letters and visa affairs for teachers and students of UofS.
6) To be in charge of the application and implementation of cultural inspection project and academic research.
7) To be in charge of teaching research, discussion and evaluation of all teachers, and setting up teacher’s teaching files.
8) To be in charge of organization and discussion of the annual work plan and reporting to Hanban. To report the annual work on Board Meeting.
9) To carry out other functions that are of benefit to Chinese teaching, cultural activities and discipline development and public relationship.
3. Responsibility of the Deputy Director (Canadian) of the Confucius Institute are as follows:

1) Assist the Director (Canadian) in the administration and operation of the Institute.
2) Assist the Director (Canadian) in publicity and marketing of the Institute activities, especially media affairs and advertising communication.
3) Assist the Director (Canadian) to coordinate the relationship between CI and UofS, administration, and departments, also the relationship with Canadian and local government, relevant management departments and social groups. To deal with the relevant affairs.
4) Assist the Director (Canadian) to be in charge of the procedures of residence permit and multiple-entry visa in local immigration station for Chinese teachers.
5) Assist the Director (Canadian) to be in charge of the transaction of medical certificate, library card and ID card for Chinese teachers.
6) Assist the Director (Canadian) to be in charge of the security of all the faculties, finance and equipments of Confucius Institute.
7) Assist the Director (Canadian) to be in charge of the daily life logistical matters for all the Chinese teachers.
8) To carry out other functions that are of benefit to the Institute.

4. Responsibility of the Deputy Director (Chinese) of the Confucius Institute are as follows:

1) Assist the Director (Chinese) to be in charge of the teaching schedule and the annual teaching plan.
2) Assist the Director (Chinese) to be in charge of the curriculum design, textbooks selection, editing teaching materials, and textbooks purchasing.
3) Assist the Director (Chinese) to be in charge of the teaching arrangements, faculty selection, evaluation and trainings etc.
4) Assist the Director (Chinese) to coordinate the relationship between CI and BIT, Hanban, Chinese Consulate General Chinese agencies and Chinese social groups, and deal with the relevant affairs.
5) Assist the Director (Chinese) to contact and be in charge of the procedures of visiting China, invitation letters and visa affairs for teachers and students of UofS.
6) Assist the Director (Chinese) to be in charge of teaching research, discussion and evaluation of all teachers, and setting up teacher’s teaching files.
7) Assist the Director (Chinese) to be in charge of organization and discussion of the annual work plan and reporting to Hanban. To report the annual work on Board Meeting.
8) To carry out other functions that are of benefit to the Institute.
Article Three: Conditions Assurance

Party B shall provide the following:

1. Adequate classrooms, sufficient offices and reading rooms not less than 250 square meters to include self-contained teaching and security facilities: 2 fixed classrooms, 2-5 common classrooms, and separated office with furniture and necessary facilities for Chinese and Canadian directors, an office with perfect condition for every two teachers, and meeting room with conference table, chairs, sofa, computers with printers, photocopy machine, fax machine, air conditioners.
2. Accommodation for each Chinese teacher with one double-room apartment (more than 60m²), including separate toilet, kitchen, gas or electric oven, or sufficient kitchen equipment.
3. To have access to telephone, air conditioner, internet access in teacher’s office and habitation.
4. Local transportation for Chinese teachers as the need arises.
5. To provide same Medical Service with the local teacher’s and Life Accident Insurance for the Chinese teachers.

Party A shall provide the following:

1. Not less than two Chinese teachers, including one Director (Chinese) and one Deputy Director (Chinese) of the Confucius Institute.
2. Salaries of the teachers and their travel expenses.
3. To guarantee the Chinese teachers to be in position before the Confucius Institute opens.
4. Chinese teachers are responsible for curriculum design, putting advises on teaching mode and enrollment methods.
5. To apply necessary multimedia learning equipment through Confucius Institute Headquarters.
6. To apply not less than 3,000 textbooks and necessary reading materials through Confucius Institute Headquarters.
7. To organize and apply local teachers and students to visit and study in China.

The Confucius Institute shall provide the following:

1. The work time of the Chinese teachers is 12 classes per week (each class 50 minutes) as regulated, more than 12 classes in the Confucius Institute to teach, the teacher is given 10 dollar per class from the tuitions as subsidies.
2. 550 dollars for the Director as post subsidy and 300 dollars for the Deputy Director. All the output above be drawn from the tuitions.
3. The start-up funding for the Confucius Institute shall be 150,000 dollars through the consultation of the two parties, mainly for the expenditure including daily office supplies, communications, transport and necessary equipment.

4. The above budget shall be proposed by the Institute Council and to be approved by the National Office for Teaching Chinese as a Foreign Language.

5. To set up a separate account for the fund of office work, any payout has to be authorized by the Chinese and Canadian Director. Any payout more than 20,000 dollars must to be approved by the management committee.

Article Four: Priority for the Confucius Institute to carry out activities

In order to effectively commence the establishment of the Confucius Institute, the following activities shall be carried out with priority:

1. Carry out various Chinese language activities by means of internet and Multimedia, etc.
2. Apply to set up HSK examination sites in the Confucius Institute, to hold the first HSK examination next year.
3. Develop commercial Chinese language training and set pre-school courses for studying in China.
4. Set elective Chinese courses in University curriculum in next year and try to start new compulsory curriculum and Chinese Major and set courses with credits recognized by BIT in the Confucius Institute.

Article Five: Revising the Agreement

With the consent of both parties, the agreement may from time to time be revised through a process of negotiation and discussion in a spirit of cooperation and good will and any revisions will be made in writing, in both English and Chinese, and signed by authorized representatives of the parties.

Article Six: Period of Validity of the Agreement

The agreement shall take immediate effect on the condition that the authorized representatives of the parties have signed. The agreement shall have a period of validity of five years. If during the 90 days before the end of the agreement, neither party notifies the other in writing it wishes to terminate the agreement, the agreement will automatically be extended for another two years. A similar extension shall apply at each subsequent expiration of the agreement.
Article Seven: Other Conditions

The agreement is written in Chinese and English. Each party shall keep one copy in Chinese and one copy in English of the signed agreement. The agreement in both languages shall have the same effect.

On behalf of
Beijing Institute of Technology

President
Beijing Institute of Technology
Date August 26, 2011

On behalf of
University of Saskatchewan

President
University of Saskatchewan
Date 26 August 2011