

**Appendix B****College of Graduate Studies and Research****Report of the****Graduate Academic Affairs Committee****May 2012 – April 2013**

**Members:** Dr. Avi Akkerman, Dylan Beach (GSA Rep), Dr. Ravindra Chibbar, Dr. Kent Kowalski, Dr. Veronika Makarova, Dr. Paul Orłowski, Dr. Louise Racine (Chair), Dr. Chanchal Roy, Dr. Lisa Vargo

**CGSR Members:** Dr. Trever Crowe, Associate Dean CGSR, Lorrie Sorowski (recorder, May 2012-August 2012), Alex Beldan (recorder, September 2012- )

**Nature of Business Conducted by Graduate Academic Affairs Committee 2011-2012:**

- New Graduate Course Proposals
- Graduate Course Modifications
- Course Deletions
- Special Case Admissions
- Policy Changes with Respect to Admission to Graduate Programs
- Degree/Program Transfers
- Minor Program Revisions as part of a suite of New Graduate Courses/Modifications
- Alleged Academic Misconduct Hearings
- Student/Academic Unit Appeals
- Extension to Time in Program

Please note: Approvals in May-August 2011 after the 10-11 Report to Grad Faculty are marked with \*

**New Graduate Courses**

PSY 873.3 – Cognition and Neuroscience Research \*

ECUR 877.3 – Early Literacy Development \*

ECUR 875.3 – Canadian Children’s Literature: A Socio-Political Review \*

MBA 882.0 – Edwards MBA Internship Program Part 2

GSR 992.0 – Joint Student Research

GEOL 815.3 – Synchrotron Hard X-Ray Absorption Spectroscopy

ERES 820.3 – Action Research in the Classroom

ANSC 816.3 – Biotechnology and the Rumen Ecosystem

BIOL 862.5 – Reproductive Biology of Seed Plants  
 GSR 979.0 – Introductory Instructional Skills  
 LAW 858.3 – Advanced Studies in Health Law  
 LAW 865.3 – Advanced Seminar on Law, Development and the International System  
 LAW 895.3 – Individual Directed Research  
 VBMS 855.3 – Integrative Cardiovascular Physiology and Toxicology  
 LAW 806.3 – Advanced Studies in Law and Culture  
 PLSC 833.3 – Advanced Plant Ecology

### **Graduate Course Modifications**

SLC 803.3 – Research Approaches in Soil Element Biogeochemistry – Name Change \*  
 PUBH 846.3 – Analytic Methods in Epidemiological Research Level II – Name Change \*  
 PUBH 843.3 – Advanced Topics in Analytical Epidemiology Level II – Name Change \*  
 ENVS 821.3 – Sustainable Water Resources – Catalogue Description and Course Content Change  
 PUBH 806.3 – Public Health Pathobiology – Name Change  
 ENG 805.3 – Topics in Individual Authors – Exam Exemption  
 EADM 894.3 – Educational Lab – Exam Exemption  
 EADM 991.3 – Lab – Exam Exemption  
 GSR 989.0 – Philosophy and Practice of University Teaching – Name and Catalogue Description Change  
 ANTH 801.3 – Contemporary Anthropological Theory – Prerequisite Change  
 ANTH 802.3 – Community Based Research Ethnography and Engagement – Prerequisite Change  
 ANTH 804.3 – Medical Anthropology – Prerequisite Change  
 MPAC 807.3 – Auditing Fundamentals and Applications – Name and Catalogue Description Change  
 LAW 801.3 – Advanced Studies in Aboriginal Rights I – Name and Catalogue Description Change  
 LAW 802.3 – Advanced Studies in Aboriginal Rights II – Name and Catalogue Description Change  
 GSR 992.3 – Joint Student Research – Credit Unit Increase (from zero to three credits)  
 PUBH 992.3 – Project – Prerequisite Change  
 ANSC 990.0 – Seminar – Change in Grading Method  
 NURS 880.3 – Practicum I: Advanced Nursing Practice in Primary Health Care – Change Course Number (from NURS 877.6 to NURS 880.3), Credit Unit Decrease, Prerequisite Change, Catalogue Description Change  
 NURS 880.3 – Advanced Health Assessment – Change Course Number (from NURS 884.3 to NURS 870.6), Credit Unit Increase, Prerequisite Change, Catalogue Description Change  
 NURS 888.3 – Nursing Therapeutics and Practicum II: Advanced Management – Prerequisite and Catalogue Description Change

### **Course Deletions**

EADM 992.0 – Project  
 PHSI 836.3 – Excitable Cells  
 PHSI 838.3 – Career Development for Graduate Students  
 PHSI 847.3 – Respiratory Physiology  
 PHSI 850.3 – Integrative Neurosciences

### **Degree/Program Transfers and Special Case Admissions**

Change to approved Special Case program of Studies in M.A. in Linguistics

Admittance to Special Case Ph.D. in Educational Foundations

Admittance to Special Case M.A. in Applied Linguistics

Admittance to Special Case Ph.D. in Language and Linguistics (denied)

### **Policy Changes with Respect to Admission to Graduate Programs**

Postgraduate Degree Specialization Certificate in Corrections – Change to admission requirements

### **Hearings for Alleged Academic Misconduct**

The Committee formed three subcommittees to hear cases of alleged academic misconduct between May 2012 and April 2013

### **Student/Academic Unit Appeals**

Student, Request for Re-Read of Final Exam for PTH 839 \*

Student, Appealed the Requirement to Discontinue from M.P.T. (denied) \*

Student, Request Retroactive Withdrawal from PUBH 846 (denied) \*

Student, Request Retroactive Withdrawal from GEOG 823 (denied) \*

Student, Appealed the Requirement to Discontinue from M.P.H. (denied)

Student, Appealed the Requirement to Discontinue from M.N. (N.P. Option)

Student, Appealed the Requirement to Discontinue from M.Sc. (denied)

### **Extension to Time in Program**

Student, extension to Ph.D. in History

## College of Graduate Studies and Research

### Report of the

### Graduate Programs Committee

May 2012 – April 2013

**Members:** Laureen McIntyre (Chair), Dwight Makaroff, Donna Goodridge, Susan Whiting, Debbie Pushor, Tasha Epp, Jaafar S. Mohammadzadeh, David diZhang, Ron Cooley, Dylan Beach (GSA Rep)

**CGSR Members:** Trever Crowe, Lorrie Sorowski (recorder, May 2012-August 2012), Alex Beldan (recorder, September 2012- )

#### **Nature of Business Conducted by Graduate Programs Committee 2011-2012:**

- New Degree Level Programs
- Program Deletions
- New Field of Specialization
- Program Modification Proposals
- New Course Proposals
- Changes to Course Labels
- Changes to Existing Concentrations
- Change in the Requirements for Admission
- New CGSR Policy Proposals

#### **New Graduate Programs and Certificates**

Graduate Professional Skills Certificate Program

#### **New Field of Specialization**

Conducting/Music Education, Master of Music (Performance)

#### **Program Deletions**

Master of Continuing Education, Educational Foundations

#### **Program Modifications**

- Anthropology – Change of Required Courses for the M.A. in Anthropology from ANTH 840 to one of ANTH 804 or ANTH 806
- School of Environment and Sustainability
  - Change of Required Courses for the M.E.S. from ENV5 801, ENV5 802 and ENV5 803 (with 3 credit units of electives) to ENV5 801 or ENV5 802, and ENV5 803 (with 6 credit units of electives)

- Change of Restricted Electives for the M.S.E.M. from ENVS 821, GEOG 885, ENVS 831, GEOG 886, ENVE 810, AGEC ### - Non-market Valuation for Resources, ENVS ### - Biophysical Processes at the Earth's Surface, ENVS/PUBH ### - Toxicology, Health and Risk Assessment, ENVS/PUBH ### - Environmental Policy Making, AGEC ### - Aboriginal Peoples and the Environment, to ENVS 821, GEOG 885, ENVS 831, GEOG 886, ENVS 881, ENVS 822, ENVS 811
- Aboriginal Agriculture and Land Management
  - Change of Required Courses for the P.G.D. in Aboriginal Agriculture and Land Management to Restricted Electives, with students required to take 12 cu of undergrad courses and 18 cu of graduate courses
  - Added the following to list of Restricted Electives for the Post Graduate Diploma in Aboriginal Agriculture:
    - Undergraduate Courses**
    - BPBE 347 – Agribusiness Marketing Management
    - BPBE 343 – Grains and Livestock Management
    - BPBE 344 – Follow the Grain
    - NS 366 – Indigenous Peoples and Nation States
    - COMM 346 – Aboriginal Business in Canada
    - Graduate Courses**
    - ENVS 831 – Current Issues in Land Reclamation and Remediation
    - ENVS 821 – Sustainable Water Resources
    - GEOG 886 – Advanced Environmental Impact Assessment
    - NS 810 – Aboriginal Self-Determination Through Mitho-Pimachesowin
    - JSGS 863 – Aboriginal Peoples Public Policy
    - CHEP 898
- Political Studies
  - Change of Required Courses for the M.A. in Political Studies from POLS 816 to POLS 819
  - Change to the Restricted Electives for the M.A. in Political Studies from three or six credit units chosen from among the following and, if three credit units, three additional credit units of additional course work as approved by the Advisory Committee:
    - POLS 809
    - POLS 829
    - POLS 839
    - POLS 849
    - POLS 869

to six credit units as chosen with the approval of the Advisory Committee
- Toxicology – Change to Restricted Electives to P.G.D., M.Sc., Ph.D., and Transfer from Master's to Ph.D. in Toxicology, from VBMS 836, VBMS 837, ANSC 825, APMC 825, PHAR 854, PHAR 856, VBMS 833, VTPA 841, TOX 810, and TOX 860 to TOX 810, TOX 820, TOX 821, TOX 840, TOX 842, TOX 843, TOX 844, TOX 850, TOX 860, PHAR 848, PHAR 854, PHAR 856, VBMS 833, VBMS 840, BIOE 850, GEOL 851, ACB 821, ANSC 825, APMC 825, MCIM 820, VTPA 841, KIN 808, PLSC 813,

BIOL 880 and, upon approval of the advisory committee, students may satisfy restricted elective requirements by registering in one or more TOX, ENVS, PHAR, BIOL, GEOL or SENS 898/899

- School of Public Health
  - Change to minimum passing grade for M.P.H. students for core courses from 60% to 70% for accreditation purposes
  - Change to Required Courses for Ph.D. in Epidemiology, from CHEP 801, PUBH 842 and PUBH 843 to PUBH 846, PUBH 842, and PUBH 843
- Education Administration – Change of Required Courses for the M.Ed. – Education Administration specialization, course based, from requiring ERES 800.3 to requiring ERES 800.3, ERES 810.3, or ERES 820.3 as approved by the Department of Educational Administration
- Veterinary Pathology – Change to Required Courses for the M.Sc., the Ph.D. and Transfer from M.Sc. to Ph.D. regarding when a student is required to take VTPA 991
- Johnson-Shoyama School of Public Policy – Changes to Restricted Electives to the M.P.A., removing JSJS 804 and adding JSJS 807 and JSJS 831

#### **New Graduate Courses**

- Math and Statistics
  - New Graduate Courses**
  - MATH 838 – Methods of Applied Mathematics II
  - MATH 839 – Methods of Applied Mathematics I
  - STAT 812 – Computational Statistics

#### **Changes to Course Labels**

- Educational Foundations – ECNT and EIND Label Changes to EFDT

#### **Change in the Requirements for Admission**

- College of Nursing – Change in the Requirements for Admission to the M.N. (N.P. Option) and the P.G.N.P.C

#### **New CGSR Policy Proposals**

Proposal for Degree-Level Outcomes for Graduate Degrees in the College of Graduate Studies

## College of Graduate Studies and Research Awards Committee Report, 2012-2013

Lynn P. Weber  
May 1<sup>st</sup>, 2013

### 1. Membership

- Lynn Weber, Dept. of Veterinary Biomedical Sciences (Chair)
- Alexandre Koustov, Physics & Engineering Physics
- Lisa Kalynchuk, Dept. of Psychology
- Shaun Murphy, Dept. of Curriculum Studies
- Donna Rennie, College of Nursing
- Allison Muri, Dept. of English
- Anthony Kusalik, Dept. of Computer Science
- John McLeod, Graduate Student Representative
- Other ad hoc members as needed (see below)

### 2. Awards Staff

- Heather Lukey, Director of Graduate Awards and Scholarships
- Peggy Naughton, Awards Officer

### 3. Activities

#### 3.1 Introduction

The awards committee adjudicated a number of applications for scholarship and thesis award competitions, both internally and externally funded. The major competitions adjudicated by the committee were the Vanier scholarship, NSERC Postgraduate Scholarship, SSHRC Scholarships, CIHR scholarship, the NSERC Undergraduate summer research awards and the University Graduate Scholarship competitions. The Governor General's Gold Medal recipients and thesis awards have not been recommended at the time of writing this report.

The following is a summary of the committee's major activities through the 2012-2013 academic year.

#### 3.2 Vanier-graduate scholarships (Oct 24, 2012)

Full committee – L.Weber (Chair), L. Kalynchuk, A Koustov, S. Murphy, D. Rennie, A. Muri, A. Kusalik, B. Trost (Graduate student representative).

The number of Vanier scholarship applications reviewed at this university was 17. The University quota for forwarding nominations of these awards is allocated over a 3 year period, meaning that the number of candidates forwarded by the University in any given year varies up

to that total over the 3 year cycle. We were in the first year of a new 3-yr quota; CIHR had a quota of 8, NSERC a quota of 15 and SSHRC a quota of 8 candidates. The committee ranks candidates based on academics (33%) and research potential (33%), but with an additional category of leadership (33%) not found in most other scholarship competitions. Winners of this highly prestigious scholarship are the 'best of the best in all of Canada'. Therefore, in order to be nominated from this university for further consideration, the applicant and their application must be of the highest standards. Based on applications meeting sufficient quality to be competitive at the national level and numbers of applications, the CGSR awards committee nominated for further consideration by the national committee only 1 application in the CIHR pool, 2 applications in the NSERC pool and zero for the SSHRC pool. The applications from the SSHRC pool were particularly poor overall or incomplete. Therefore, quotas were not filled in all cases because insufficient applications of excellent calibre were obtained. The remaining quota will carry forward to the upcoming two years. Only 1 of these nominees, Jonathon Doering from Toxicology who was an applicant from the NSERC pool, was awarded a Vanier scholarship. This is the lowest number of Vanier awards ever for this university.

### **3.3 NSERC Post-graduate scholarships, PGS M and PGS D (Nov 14, 2012)**

Sub-committee – L.Weber (Chair), L. Kalynchuk, A Koustov, A. Kusalik, J. McLeod  
 This year, the University quota for this national competition was returned to previous levels to 48 applications. The total number of applications received was down again this year to 78 and these were evaluated using NSERC's evaluation criteria. A composite committee ranking was established and the top ranked 48 applications were forwarded to NSERC. Of these, 27 were awarded scholarships – 16 Master's (16 CGS-M) and 11 Doctoral (7 CGS-D, 4 PGS-D) which is similar to last year.

### **3.4 SSHRC Doctoral and SSHRC Master's Competitions (Nov 29, 2012 and Jan 21, 2013)**

Sub-committee – L.Weber (Chair), S. Murphy, D. Rennie, A. Muri  
 This subcommittee held two separate meetings to evaluate first the SSHRC Doctoral competition, then delayed meeting to adjudicate SSHRC Master's applications until the New Year in order to allow additional grades (fall semester) to be incorporated into applications. The delayed deadline and adjudication is new this year and was done in order to maximize the competitiveness of our SSHRC applicants. The University quota for the Master's competition was decreased to 19 candidates plus 5 alternates for a total of 24 candidates to be forwarded for the national competition. The committee received 30 SSHRC Master's applications to consider. At the time of this writing, SSHRC has not announced its final choices for this year's Master's competition. The University quota for the SSHRC doctoral competition this year has remained the same as last year at 14 candidates, to be chosen from among 25 applications received. Of those 14 candidates forwarded to the national level for consideration for SSHRC doctoral awards, 7 were awarded scholarships (3 CGS-D and 4 PGS-D).

### **3.5 CIHR Master's Competition (Jan 21, 2013)**

Sub-committee – L.Weber (Chair), L. Kalynchuk, D. Rennie, J. McLeod  
 A recommendation that came out of last year's CIHR Master's competition was to move the internal deadline for applications to the beginning of January (rather than late December) to



increase the time spent on applications, improve their quality as well as allow students to include an additional semester of grades (fall semester). Although the number of applications was still low, there did seem to be some improvement in quality so the January internal deadline will continue for next year. For this competition, the University quota remained at 5 candidates to be nominated for the national competition. In total, 7 applications were received. Five applications were forwarded to the national CIHR competition. At the time of writing this report, the Master's awards have not yet been announced by CIHR, but this is in keeping with the past where the announcement is usually made mid-summer.

### **3.6 NSERC Undergraduate Student Research Awards (USRA, Feb 11, 2013)**

Sub-committee – L.Weber (Chair), L. Kalynchuk, A Koustov, A. Kusalik, J. McLeod  
As a reminder, this competition is slightly different from the graduate NSERC and SSHRC competition in that these awards are given at the institutional level. The quota for USRA awards was back close to previous years at 63 this year. There were substantially fewer applications (down to 75 applications this year from 90 last year) that were submitted. These applications were ranked based on academic standing, research potential and the proposed project. After ranking the top 63 individuals to be offered this award, the committee also approved a reserve list of applicants in case these awards cannot be accepted.

### **3.7 University Graduate Scholarships (UGS), Non-devolved & Equity (March 15, 2013)**

Full committee – L.Weber (Chair), L. Kalynchuk, A Koustov, S. Murphy, D. Rennie, A. Muri, A. Kusalik, J. MacLeod

There were 25 applications received for the non-devolved scholarship competition. After ranking, the committee awarded 10 scholarships (4 Master's and 6 doctoral). Departmental rankings were considered along with academic standing and reference letters as part of the scoring. There were 11 applications for Equity scholarships were considered by the committee, of which 6 were awarded.

### **3.8 Dean's Scholarship (Monthly from Dec 2012-March 2013)**

Departmental rankings, publications/presentations as well as academic standing were taken into consideration when forming the composite rankings. It should be noted that the quality of the successful applicants to the Dean's scholarship was once again very high this year and is on average, higher than any of the tri-council scholarship competitions. For instance, the average academic standing for those offered Dean's scholarship stood again at 91% while the average number of publications/presentations was 6 this year. Students without publications had to have higher GPAs, while the occasional student with lower GPA (e.g. 87%) was awarded a Dean's scholarship, but only with >15 publications/presentations. This clearly illustrates the high calibre of student that is awarded these scholarships and should serve as a guide to departments for judging funding potential of future students.

In total, there were four rounds with 100+ candidates considered for these awards. In total, 1.5 million dollars was offered to incoming students, with \$500,000 reserved specifically for international students. As in the past, final award counts for the Dean's scholarship are not

finalized until all scholarships offered are officially taken up by students and all students have heard results from tri-council competitions where applicable.

#### **4 Conclusions**

The Awards Committee academic members are to be credited for their extensive time commitment to this process. Each hour of meeting time translates roughly into 10 hours or more of time spent prior to the meeting developing the rankings. This year the workload has increased substantially. For example, the numbers of thesis awards doubled with the addition of 5 Master's thesis awards along with 5 PhD thesis awards. I would like to thank the Graduate student representatives, particularly John McLeod, for their dedication and always finding time to complete this task.

The committee would also like to thank the CGSR awards support staff that take the large volume of information handed to them, compile it and disseminate it to the committee in a usable format. I would especially like to thank Heather Lukey, who has continued to meet the deadlines and serve the needs of both the students and awards committee members. This is despite continued personnel turnover in the awards office and increasing obligations in Ottawa as consultant for revamping of tri-council awards. Her knowledge of the awards programs and her organizational skills are essential to keeping this university competitive in these national awards competitions.

## **College of Graduate Studies and Research**

### **Report of the**

### **Equity and International Committee**

**May 2012 – April 2013**

**Members:** Susan Detmer (Chair), Masoud Ghezelbash, Ali Honaramooz, Laurel O'Connor, Elizabeth O'Meara(GSA Rep), Ibironke Odumosu-Ayanu, Liz Robertson, Derek Tannis ,Fangxiang Wu, Peiqiang Yu

**CGSR Members:** Trever Crowe, Alex Beldan (recorder)

#### **Business Conducted by Equity and International Committee 2012-2013:**

##### **1. Introduction**

The Equity and International Committee is a combination of two prior committees at the College of Graduate Studies and Research (CGSR): The Equity Committee and the International Committee. The Equity Committee originally was created to deal with staff equity issues and eventually to deal with scholarships related to equity. The International Committee looked at policy related to internationalization. These two committees were amalgamated into the Equity and International Committee by Graduate Council. The 2012-13 academic year has been the committee's first year of operation.

##### **2. Graduate Pathways Certificate**

The Graduate Pathway Certificate is designed to facilitate international students with a proficiency in English below what is necessary to be admitted to the University of Saskatchewan. Students would take successive courses in English and, as their English improves to U of S requirements through training, those students would be integrated into their graduate program. The Graduate Pathways Certificate would consist of a progression of courses, such that students could enter the certificate at different levels, as appropriate to their existing English language proficiency. The Equity and International Committee passed a motion November 20<sup>th</sup>, supporting the development of the Graduate Pathways Certificate as an alternative mechanism for students to enter graduate studies and achieve language proficiency.

##### **3. Orientation Information for New International Graduate Students**

Consistent with the committee's mandate to exchange information and ideas regarding the development of a diverse student body and to assist the respective administrative units in the provision of services to international, Aboriginal, and other graduate students from designated equity groups and in the development of cross-cultural understanding, the Equity and International Committee investigated the dissemination of orientation information to international students. International students face a number of challenges, having to negotiate administrative systems that may not be in their first language in a foreign country. While ISSAC provides services to international students

generally, the CGSR is uniquely situated to interact with and assist international graduate students. The CGSR is in a position to provide information to academic units who have new international students. In order to help provide orientation information to new international graduate students, the committee passed a motion to propose the creation of a welcome video that is easily integrated into department-level new graduate student welcome procedures that provides graduate students (and particularly new international graduate students) with useful, necessary information, and to hold a meeting in coordination with ISSAC with a number of current international graduate students for the purposes of getting feedback from those students about what could be improved in the CGSR and ISSAC's relationship with incoming international graduate students.

#### **4. Saskatchewan Residency Admission Requirement**

Concerned about both existing programs and the possibility of future programs at U of S that restrict admissions based on Saskatchewan residency for reasons not tied to funding or contractual obligations, the committee discussed possible other justifiable reasons for such restrictions, and what the CGSR policy should be towards programs that have or intend to have such restrictions. The committee agreed that such restrictions are discriminatory and unjustified, and inhibit the University from achieving research excellence by restricting admittance according to criteria that are unrelated to academic ability. The committee passed a motion to recommend to the Graduate Executive Committee that policy be crafted to prevent a Saskatchewan residency admission requirement, excepting those cases where funding or contractual obligations necessitate such residency admission requirements.

#### **5. International Aboriginal/ Indigenous Peoples Tuition**

Aboriginal Engagement: Relationships, Scholarship, Programs has been identified through the integrated planning process as a top priority for the next planning cycle at the U of S. To further this top priority, the committee considered a proposal to change the tuition rate for Native Americans from the United States, such that Native Americans who are citizens of the United States would pay the same rates as domestic aboriginal students. The committee approved of this proposal and passed a motion to this effect, in order to recommend this proposal to the Graduate Executive Committee.

#### **6. Dissolution of Equity and International Committee**

When established the intent was that, after the first year of the Equity and International Committee, the committee would evaluate the value of the committee based on what had been accomplished that year and make a decision as to whether to dissolve or maintain the committee. At the committee's final meeting for the year, it passed a motion recommending the dissolution of the committee with the recommendation that instead subcommittees be formed as required.

## **INTERDISCIPLINARY STUDIES PROGRAM**

### **ANNUAL ACTIVITIES REPORT**

**April 2013**

#### **1. THE INDIVIDUAL INTERDISCIPLINARY GRADUATE PROGRAM**

The College of Graduate Studies and Research offers the individual Interdisciplinary Graduate Program for M.A. M.Sc. and Ph.D. candidates whose research falls outside traditional academic boundaries. Interdisciplinary Studies is a problem-based approach where knowledge and methods from several disciplines are brought together either to solve a complex problem or address an object of study. The problem is defined externally to the disciplines involved; it is not a simple intellectual construct or abstraction. Such an approach is distinct from disciplinary research, in which problems are conceived within the knowledge and methods of the discipline. To be truly interdisciplinary, the research program must integrate at least two or more different disciplinary perspectives and methodologies that are usually considered distinct.

The Interdisciplinary Studies Committee administers the Individual Interdisciplinary Graduate Program and maintains a website ([http://www.usask.ca/cgsr/grad\\_programs/programs/INTERD.php](http://www.usask.ca/cgsr/grad_programs/programs/INTERD.php)) that contains details on the application, procedure, scholarships, and the Interdisciplinary seminars. This website continues to be updated to serve as the key source of information for both prospective and current students enrolled in the Interdisciplinary Studies program.

The Interdisciplinary Graduate Program interacts closely with graduate programs from other departments and colleges to ensure the necessary flexibility required for students to complete an interdisciplinary program yet enjoy affiliation with an established academic unit. Such relations have enhanced the stability of the Individual Interdisciplinary Graduate Program but in no way has impinged upon or competed with these traditional programs.

As knowledge in a wide range of disciplines has advanced, scholars at the University of Saskatchewan have become increasingly aware of the need to link disciplinary fields to more fully answer critical questions, or to facilitate application of knowledge in a specific area. For students, the advantage of the Interdisciplinary program is that it is “a design your own major.” An interdisciplinary major gives students the freedom to design an academic program that either serves their particular interests or allows them to prepare for a specific career requiring a broad range of knowledge. Candidates interested in the Individual Interdisciplinary Studies are responsible for developing the program proposal with assistance from the supervisor, which must be approved by the Interdisciplinary Studies Committee. To be considered “interdisciplinary,” the proposed program must integrate course work and research into a concise program that is not available within the traditional academic setting.

#### **2. INTERDISCIPLINARY GRADUATE COURSES**

INTD 898.3/899.6 -Special Topics. Topics are selected according to the student’s area of interest.

INTD 990-Seminar. Students are required to attend and to present one seminar in the course of study for Masters and two for Doctoral students.

INTD 994 Students writing a Master’s thesis must register in this course.

INTD 996 Students writing a Doctoral dissertation must register in this course.

All students also take interest area specific graduate courses.

Additionally, all students must take the required ethics GSR courses applicable to their program.

GSR 960.0 is a requirement for all students.

GSR 961.0 if research involves human subjects.

GSR 962.0 if research involves animal subjects.

### **3. THE INTERDISCIPLINARY STUDIES COMMITTEE MEMBERSHIP**

The elected membership to the Committee, their affiliation with departments and interdisciplinary area representatives.

The members for 2012-2013:

L. Wason-Ellam (Graduate Chair), Education: Curriculum Studies

J. Moffatt, Engineering, Graham Centre for the Study of Communication

K. Belcher, *Agriculture & Bioresources: Bioresources Policy*

Paul Hackett, Geography & Planning: Medical Geography

Fangxiang Wu, Biomedical Engineering, Mechanical Engineering

S. Kirychuk, Medicine: Canadian Centre for Health & Safety in Agriculture

Ehimai Ohiozebau, GSA Representative

T. Crowe, Associate Dean, CGSR

A. Baxter-Jones, Acting Dean, CGSR

### **4. STUDENTS AND GRADUATING CLASSES**

At present there are 31 students registered in Interdisciplinary Studies Programs of which there are students in the Masters of Arts program, the Masters of Science Program while many of the students are in PhD programs. Recently, the Interdisciplinary Studies Program has been active with the China Scholarship Council (CSC) with the admission of 2 students. The objective of the CSC is to provide financial assistance to Chinese citizens wishing to study abroad. Admissions for four PhD students have been approved and the students will start their programs in September of 2013.

The program has graduated 6 students in 2012-2013.

### **5. INTERDISCIPLINARY SEMINARS**

One of the areas of innovation has been the interdisciplinary 990 Seminar, held on a monthly basis. The seminars aim at building a community of interdisciplinary scholars and are sometimes followed by a social event. This year, there were four seminars and 7 presentations. Interdisciplinary student attendance and participation are required for a predetermined number of seminars over the course of the academic year and attendance is monitored. Students present their on-going work to their peers in addition to participating faculty members during their time in program with written detailed audience feedback.

A second component to the seminar requirement is regular attendance at one or more campus seminars in the area or areas of relevance for the students program or research.

The committee addressed the mixed interests of students from a vast range of topics and research methodologies by adopting participatory strategies that create a more coherent dialogical seminar that garners more interaction between students and faculty. One way to create a more dialogical group of scholars was to change the presentation format. Requiring the student's supervisor to lead with introductions to the area of research and a committee member to be the respondent to the presentation has led to a more dynamic participation that extended to the personal interactions and follow-up discussions.

The graduate student presentation changed in Fall 2013. The seminar entailed an elaboration on the process of research and less on the product. Students presented a brief overview of the research focus and question, the research methodology, and the interdisciplinary nature of their work followed by a discussion of how the interdisciplinary study integrates a range of perspectives, theories, and ensuing methodologies. This sharpened focus provided a more comprehensive understanding of the issues, complexities, and challenges pertinent to conducting interdisciplinary research and hopefully captured the interest of most students.

## **6. STUDENT ADVISORY COMMITTEES**

There are more than 45 faculty members involved with the supervision or co-supervision and many more involved in the Student Advisory Committees (SAC) of the interdisciplinary students. Between 2006 and 2013, there was a network of 198 faculty scholars in diverse disciplines serving on the Student Advisory Committees from 11 colleges which accommodate 59 academic departments, 3 schools and 2 research centres.

Implemented this year was an Annual Standard Student Progress Report that outlines the responsibilities of the student, supervisor, and Student Advisory Committee. It monitors annual SAC meetings, courses completed, timing of the comprehensive exams, years in program and deadlines for gathering of data, the writing of the thesis or dissertation, and defense date. Additionally, the report lists student activity such as the seminars attended, scholarships and sources of funding, presentations and conferences, publications and awards which are reported digitally.

The Interdisciplinary committee has circulated to students, supervisors, and committee members a document on comprehensive exams as there is a wide variety of procedures, wider when scholars from different disciplines serve on the student advisory committees. The document lists some alternative procedures and appears on the InterD website and has been adopted by other departments on campus as a model.

## **7. STUDENT SCHOLARSHIPS**

Sources of student scholarship remain a challenge for students in the InterD program. Some have access to a number of opportunities for internal and external funding. Some receive funding through their supervisor, grants, or teaching fellowships. Others have received the Interdisciplinary Scholarship and Graduate Teaching Fellowship provided through the funds provided to Interdisciplinary Studies from the College of Graduate Studies and Research.

Tri-Council funding is subject specific within a wide array of disciplines such as English, Sociology, Education or History. Therefore, Interdisciplinary students find it difficult to compete when their research program crosses a number of disciplines. To assist students with the funding competitions

the chair facilitating a funding seminar in early Fall 2012 with a representative from Research Services on how to apply for funding. One of the students attending that seminar, received a SSHRC Doctoral Scholarship for three years.

## **8. CONCENTRATION AREAS**

By nature, interdisciplinary studies are highly individualistic and the majority of students follow personal or individual programs of study. Some students enter the program with the specific aim of training in research focused around a general topic or concentration area or a group of faculty that interact quite closely. Presently, with the introduction of the schools in Public Policy, Environment & Sustainability and Public Health, there is only one concentration area as in the Centre for the Study of Cooperatives. The Interdisciplinary Committee is interested in the identification and pursuit of new concentration areas.

## **9. Graduate Program Review**

The Individual Interdisciplinary Studies Program participated in the Graduate Program Review, College of Graduate Studies and Research, April 2012. The strategic vision of the program was aligned with the broader integrated planning environment at the university.

Although the self-study requires a good deal of evaluation of “*what we do, how we are doing, and what might be possible?*” the Committee, found the task helpful in highlighting areas for program improvement. In particular, the Chair and the Committee are self-initiating an action plan addressing the areas of Student Funding, Student Environment, and Program Administration.

## **10. STUDENT ENVIRONMENT**

The most prevailing concern raised by students in the Individualized Interdisciplinary program is their feeling of isolation and lack of collegiality. Unlike departments, the students are scattered across campus as Interdisciplinary Studies does not have a “common space” on the university campus.

In an attempt to foster group identity and collegiality among the students, we have hosted a new Student Orientation, a Fall Social, and a Winter Gathering. Further, the Chair on behalf of the committee sends a letter of congratulations to a student who receives a scholarship, completes the comprehensive exams, or successfully defends a thesis or dissertation and a letter to the student and family on the occasion of convocation.

Periodic gatherings for students are planned for the academic year and a new website is in progress that will showcase students and their research.