AGENDA
2:30 p.m. Thursday, November 19, 2015
Neatby-Timlen Theatre – Arts 241

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*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2015/16 academic year marks the 21st year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

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1.   Adoption of the agenda

2.   Opening remarks

3.   Minutes of the meeting of October 22, 2015   pp. 1 - 8

4.   Business from the minutes

5.   Report of the President   pp. 9 - 12

6.   Report of the Provost   pp. 13 - 20

7.   Report of the Vice-president Research – Verbal Report

8.   <u>Student societies</u>

    8.1   Report from the USSU – Verbal Report

    8.2   Report from the GSA   pp. 21 - 22

9.   <u>Nominations committee</u>

    9.1   Request for decision – Nominations to the Search Committee, Dean, College of Graduate Studies and Research.   pp. 23 - 26

    It is recommended that Council approve the appointment of Fred Remillard, associate dean, research and graduate affairs, College of Pharmacy and Nutrition as the senior administrator selected by Council to serve on the search committee for the dean, College of Graduate Studies and Research.

9.2   Request for decision – Nominations to the Policy Oversight Committee   pp. 27 - 30

It is recommended that Council approve the appointments of Roy Dobson, College of Pharmacy and Nutrition and Allison Muri, Department of English as the Council members on the policy oversight committee for terms effective immediately and ending June 30, 2018

10.   Governance committee

   10.1   Notice of Motion – Student Member Terms on Council and Council Committees.
   pp. 31 - 36

   It is recommended that Council approve that the term of student members elected to Council and appointed to Council committees be from May 1 to April 30 and that the Council Bylaws be amended as shown in the attachments.

11.   Academic Programs Committee

   11.1   Request for Decision – Cross-departmental Ph. D in the College of Education
   pp. 37 - 108

   It is recommended that Council approve the Cross-departmental Ph. D. in the College of Education, effective May, 2016

   11.2   Report for Information – 1) Changes to the D.V.M Program 2) Deletion of Project Option for the Master of Public Administration program 3) Deletion of the Veterinary Microbiology Field of Study in the Master of Veterinary Science program   pp. 109 - 122

   11.3   Report for Information – Thesis Option for the Master of Public Health Program
   pp. 123 - 156

12.   Policy Oversight Committee

   12.1   Item for Information: Policy Oversight Committee Report 2013-2014 and 2014-2015
   pp. 157 - 165

13.   Other business

14.   Question period

15.   Adjournment

Next meeting December 17, 2015 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: November 27, 2015

Attendance: J. Kalra (Chair). See Appendix A for listing of members in attendance.

The chair called the meeting to order at 2:35 p.m., observing that quorum had been attained and acknowledging that the meeting was occurring on Treaty Six Territory and the Homeland of the Métis.

1.   Adoption of the agenda

WASAN/SARJEANT-JENKINS*: To adopt the agenda as circulated.*

CARRIED

2.   Opening remarks

Jay Kalra, chair of Council provided opening remarks. In addition to sharing the usual procedures for debate and discussion, he indicated it was his pleasure to welcome all in attendance and recognized the presence of Ms. Naomi Barnhart. He commented on the 20th Anniversary Council gala celebration, which was well attended, and expressed his appreciation for the support and contributions from colleges, administrative units and students and acknowledged the efforts of the organizing committee and subcommittees in making the evening a success.

3.   Minutes of the meeting of September 17, 2015

AITKEN/WOTHERSPOON*: That the Council minutes of September 17, 2015 be approved as circulated.*

CARRIED

4.   Business from the minutes

Dr. Kalra noted two items under business from the minutes, indicating the first arises from item 4 and comprises a request for a response from Dr. Chad, vice-president research to the question of whether the university has looked at any of the anti-plagiarism software that other U15 universities use to detect plagiarism. Dr. Jim Basinger, associate vice-president research, replied on behalf of Dr. Chad.

Dr. Basinger indicated anti-plagiarism software has been under consideration for some time and the question has prompted deeper probing of the issues it presents. In addition to concerns about checking student assignments and course work for plagiarism, the use of anti-plagiarism software raises concerns about intellectual property and where information is stored. The question posed by the Council member takes on a new tangent: checking one's own work to ensure that work done with students does not contain plagiarized material so that researchers can minimize risk when engaged in collaborative publication and authorship.

Dr. Basinger reported that there is no consistent approach among the U15 group. Some member universities have engaged external providers. Other universities allow individual units to access

services as they wish. The university has a component of Blackboard[1] called Safe Assignment that can be used to check for plagiarism, but it is awkward as it requires special permission for the faculty member to set up a mock course in the system. The university is continuing to work on the issue to provide some resolution and will soon provide an indication of what direction will be pursued.

The Council member who posed the question indicated his concern stems from the procedures used to look at faculty misconduct and the fact that the university has procedures to investigate academic misconduct but does not have a procedure that is fair to faculty to allow them to check if co-authors have plagiarized. Additional concerns relate to the storage of data in the USA by the system suggested and the *USA Patriot Act*. Dr. Kalra asked Dr. Chad to consider the concerns raised.

Dr. Kalra reported the second item was from item 9 of the minutes and relates to incidental changes to the Council Bylaws and the level of approval required. Ms. Beth Williamson, university secretary clarified the process, reading the motion Council approved in 2011 permitting changes to the Council Bylaws to be submitted for approval without a 30-day notice of motion if the changes were necessitated by or consequential to Council decisions, or amendments of a housekeeping nature. She thanked the Council member for his comment as it provided the opportunity to clarify how these changes are dealt with. In this instance, the comment was correct in that notice to Council was not required for the changes to the titles of administrative officers submitted, but as the items submitted also included other more substantive changes, notice of motion was required.

5.   Report of the President

President Barnhart provided a brief oral update to his written report indicating that during his most recent trip to Hong Kong, Jilin, and Beijing he had 21 meetings in 12 days focused on relationship building and various alumni events. He encouraged Council to continue to sustain the university's international relationships and conveyed the importance of recognizing cultural differences and meeting donors in person. Dr. Barnhart indicated that $11.1 million in potential donations was discussed with donors during this most recent trip and one donation is for the placement of a statue on campus honoring recently deceased professor emeritus David Kaplan.

Dr. Barnhart also reported on the recent events involving the provincial government, including a meeting with the Treasury Board and a meeting on campus of the provincial cabinet. An invitation to the leaders of official opposition to meet on campus has been extended. Closing his remarks he acknowledged the success of the recent Council gala and the importance of Council, thanking members for their support during his presidency.

The chair invited questions of the president. There were no questions, however several Council members expressed their appreciation of Dr. Barnhart's contributions to the public interest in the university, thanking him for his optimism and positive spirit, for making success possible for his successor, and for bringing in a great deal of positive support for the campus. The chair asked Council members to join him once again in thanking Dr. Barnhart. Several presentations followed. The first of these was to thank and honour Dr. Barnhart. A cheque in the amount of $10,000 to the University of Saskatchewan was presented to President Barnhart to be used as scholarship support

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[1] Blackboard refers to the Blackboard Learning Content Management System used to manage course material.

for students. A second cheque in the amount of $2,000 to the Child Hunger and Education Program (CHEP) Good Food Inc. was presented to Dr. Susan Whiting, on behalf of CHEP. Thanks were received from Dr. Barnhart and Dr. Whiting.

Dr. Kalra indicated that the proceeds donated in both instances were from the donations received from sponsors for the Council Gala. In considering how best to use the surplus funds, the coordinating committee thought it fitting that these funds be used to serve students and student success and to assist those in need.

6. Report of the Provost

Ernie Barber, provost and vice-president academic, referred to his written report and invited questions. A member asked about the PCIP allocation of funding toward supporting institutional research priorities, including Tri-agency compliance, and asked what the real cost to the university was to ensure compliance. Dr. Barber requested that he and Dr. Chad report back at the next Council meeting and provide some figures in support of their answer. Dr. Kalra noted this would be an item under business arising at the next meeting.

7. Student societies

7.1 Report from the USSU

Jack Saddleback, president of the University of Saskatchewan Students' Union, presented a verbal report to Council. Mr. Saddleback echoed the comments about interim president Gordon Barnhart and thanked him on behalf of undergraduate students for his hard work and service to the university.

Mr. Saddleback reported the first draft of the university sexual assault policy has been well received by undergraduate students. A positive response was also received to the USASK Votes campaign and the candidate debates held on September 30. Mr. Saddleback reported on a number of other events: the Ernest Manning Innovation Awards ceremony; the Missing and Murdered Indigenous Women's Awareness Week held November 16 – 20; and Mental Health Awareness Week November 2- 6.

7.2 Report from the GSA

Rajat Chakravarty, president of the Graduate Students' Association provided the report to Council. Mr. Chakravarty reported on the increase in voting by graduate students as students become better educated on the electoral process; the GSA Newsletters issued in September and October; the increased participation of GSA councilors at GSA Council meetings; and the resolution of the GSA's legal bills.

8. Nominations Committee

Ed Krol, chair of the nominations committee presented the reports to Council. For each report, the Council chair called three times for nominations from the floor. There were no nominations received in response to any of the reports presented.

8.1 Request for Decision – Nomination to the Search Committee, Dean, University Library

KROL/WOTHERSPOON: *That Council approve the appointment of Jack Gray, vice-dean, research, scholarly and artistic work, College of Arts and Science as the senior administrator selected by Council to serve on the search committee for the Dean, University Library.*

CARRIED

8.2 Request for Decision – Nomination to the Search Committee, Dean, Arts and Science

KROL/WOTHERSPOON: *That Council approve the appointment of Hope Bilinski, associate dean, Central Saskatchewan Campus and Health Sciences, College of Nursing as the senior administrator selected by Council to serve on the search committee for the Dean, Arts and Science.*

CARRIED

8.3 Request for Decision – Nominations to the Search Committee for Provost and Vice-President Academic

Dr. Krol reported the nominations committee is required to nominate four members of the GAA and a member of the GAA who is a senior administrator to the search committee for the provost and vice-president academic. He thanked all individuals who put their names forward or who were nominated. The nominations committee selects a slate of nominees to present to Council based on considerations of balance with respect to gender, experience, and discipline. Dr. Krol noted it is difficult to represent all disciplines when choosing four individuals.

(1) KROL/WOTHERSPOON: *That Council approve the appointment of the following GAA members to the search committee for the Provost and Vice-President Academic:*

Helen Nichol, Department of Anatomy and Cell Biology
Kathleen James-Cavan, Department of English
Michael Bradley, Department of Physics and Engineering Physics
Gary Entwistle, Department of Accounting

CARRIED

(2) *That Council approve the appointment of Carol Rodgers, Dean, College of Kinesiology as the senior administrator selected by Council to serve on the search committee for the Provost and Vice-President Academic.*

CARRIED

8.4 Request for Decision – Nomination to the Research, Scholarly and Artistic Work Committee

KROL/WOTHERSPOON: *That Council approve the appointment of Lorraine Holtslander, College of Nursing to the research, scholarly and artistic work committee effective immediately for a two-year term until June 30, 2017.*

CARRIED

9. Planning and Priorities Committee

Lisa Kalynchuk, committee chair, presented the reports.

9.1 <u>Request for Decision – Name change of the Department of Civil and Geological Engineering</u>

The new name of the Department of Civil, Geological, and Environmental Engineering is requested to create greater awareness of the department as the administrative home of the college's interdisciplinary B.E. [Bachelor of Science] in Environmental Engineering. The name change also meets the recommendation of the Canadian Engineering Accreditation Board to the college to provide greater recognition of this program.

> KALYNCHUK/de BOER: *That Council approve that the Department of Civil and Geological Engineering be renamed the Department of Civil, Geological and Environmental Engineering, effective September 1, 2016[2], and that Council's Bylaws be amended to reflect the new name of the department.*

<div align="right">CARRIED</div>

9.2 <u>Report for Information – 2016-2017 Operations Forecast and Economic Impact Analysis</u>

Dr. Kalynchuk indicated the Operations Forecast document is an annual submission from the university to the province detailing the university's budgetary request for the coming year. An economic impact analysis was included this year to support the operations forecast request and other university strategic planning. This year the committee was engaged earlier than usual with the forecast, which gave the committee the opportunity to comment on the proposed themes and general arguments and targeted areas. The committee was unable to review the final document due to the deadline and the timing of committee meetings.

The chair indicated she attended a meeting in September where discussion between government officials and university officials took place. The exchange of information was positive and there was appreciation on the part of government officials for what the university is trying to accomplish. The meeting did not include any discussion of the timing of the provincial budget prior to the provincial election in the spring, and the provost spoke of the challenge to the university in preparing a budget without knowledge of the provincial grant.

9.3 <u>Report for Information – Reorganization of Centrally Organized Teaching and Learning Activities</u>

Dr. Kalynchuk reported that the initiative to reorganize centrally organized teaching and learning activities was directed by Patti McDougall, vice-provost teaching and learning. The initiative was also one of the eight institutional priorities identified the previous year. A member noted that the reorganization of the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) provided the centre with a new mandate to provide opportunities for professional development and Indigenous awareness. She indicated that faculty development in other areas of teaching and learning appeared to be missing. Dr. McDougall clarified the intent was to advertise the GMCTE workshops in the areas of professional development and Indigenous awareness as areas of special focus, and that Council would see efforts designed to help faculty as these continue to be part of the GMCTE mandate*.*

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[2] The minutes correct the date in the motion, which read September 1, 2015, in the report presented to Council on October 22, 2015.

9.4 <u>Report for Information – Report on the College of Graduate Studies and Research and the Administration of Graduate Programs</u>

Dr. Kalynchuk extended regrets from Dr. Adam Baxter-Jones, interim dean of the College of Graduate Studies and Research. The committee met with Dr. Baxter-Jones on at least three occasions prior to being presented with the final report. The report contains a number of recommendations, most significantly that the college remain an academic unit due to the lack of support for the college becoming an administrative unit. Two changes which will come about in response to the report are a name change for the college and a change to the title of the dean of the college. Dr. Barber acknowledged the work of Dr. Baxter-Jones in creating the report and the extensive review conducted by the college of how other peer institutions manage graduate studies. It was noted that with this tabling of the report with Council, the search for the dean of the college will commence.

9.5 <u>Report for Information – Update on the Third Integrated Plan (IP3)</u>

The report from the Institutional Planning and Assessment (IPA) office reports on the university progress against the goals articulated in IP3. Dr. Kalynchuk reported that good progress has been made in a number of areas, including mentorship of new faculty and diversity targets, among others. She advised that the committee noted challenges remain to the university in meeting its knowledge creation and translation goals.

10. <u>Academic Programs Committee</u>

Kevin Flynn, chair of the academic programs committee presented the reports to Council.

10.1 <u>Request for Decision – English Proficiency Policy</u>

Dr. Flynn reported that the policy had been submitted to Council as a request for input the month prior and confirmed by Senate the previous Saturday contingent upon Council approving the policy. The policy does not change the standards for admission but rather captures current policy. What appears to be a change in the required Test of English as a Foreign Language (TOEFL) score to move the TOEFL score from 80 to 86 for undergraduate students is a comparative adjustment to bring the score in line with the International English Language Testing System (IELTS) score already employed by the university.

The president of the GSA commented that students have not been presented with any evidence of higher academic achievement based on a higher English language entrance score. Dr. McDougall indicated she was unable to comment on the correlation but that the change in the TOEFL score for undergraduate students is to match the band on the IELTS, with a score of 6 indicating a competent user and a score of 7 indicating a good user of English language. The intent is to ensure students have a good opportunity to succeed in programs offered in English.

Dr. Flynn noted the policy outlines the minimum requirements and the appendices outline the standards. Under the policy colleges can contemplate specific standards for their college. There is no proposed change to the minimum test standards of proof of English proficiency for graduate students as set out in appendix C of the policy, although the College of Graduate Studies and Research is currently reviewing the English admission standards for

international students. If the standards for English proficiency for international graduate students are changed, these will be presented to Council.

The USSU president requested greater communication of the policy and information on the language services available to students. There was note of a number of programs offered in conjunction with the Language Centre to allow students to take language and academic courses at the same time. There are also programs to facilitate students' entry to the university that begin at a level lower than the university standard for admission. Dr. McDougall thanked both student body presidents for their comments and noted she had identified the need to do a better job of communicating to students the supports available for English language training.

> FLYNN/DOBSON: *That Council approve the English Proficiency Policy effective for the September 2016 intake of students.*
>
> <div align="right">CARRIED</div>

10.2 Report for Information – Items for Information

- Revision of Bachelor of Music (B. Mus) in Music Education Programs in the College of Arts and Science

The elimination of EMUS 490 from the overall program requirements for the Bachelor of Music in Music Education reduces the program from 126 credit units to 123 credit units. The EMUS 490 course is designed to be taken after completion of the four-month internship of students registered in the Bachelor of Education (B.Ed.) Sequential Music Program and is better placed within this program.

- Deletion of the Physical Education Studies Field of Study in the College of Kinesiology

The program was introduced in 1997 for students wanting to teach in elementary and middle school years who were not able to enter the College of Education through the combined Bachelor of Science in Kinesiology and B.Ed. program. Since that time, program demand has declined and there currently are no students registered in the stream. The courses comprising the stream will continue to be taught in the combined program and effective May 2016, the field of study will be eliminated.

11. Joint committee on Chairs and Professorships

Jim Germida, committee chair presented the committee's annual report.

11.1 Report for Information – Annual Report

Dr. Germida referred to the written report, which reports on the committee's activities over the 2014-15 year and invited questions. There were none.

12. Other business

A Council member asked about the $20M one-time reduction in the base provincial operating grant to be reinstated at a future time. Dr. Barber responded, providing greater detail on the province's action and the university's response. In his response he referred to the university's reserve policy

and the different expectations and operational strategies of the province and the university. The expectation of the government is that funds will be spent for the purpose for which they have been given in the year they are given, whereas the university uses the strategy of having internally restricted reserve funds that are held for specific purposes in future years. In this respect, the university's reserve policy and fund balances are consistent with other U15 universities.

The Council member also spoke of the IP3 progress report and her disappointment that the university has not significantly increased its numbers of publications over the term of the plan. Dr. Kalynchuk responded, agreeing that although there have been advancements, particularly in some colleges that have received very large grants, achieving Tri-agency success across the university continues to be challenging. The planning and priorities committee noted the report has a three-year time period as its basis, which is relatively brief, and therefore the progress made is not indicative of the university's long-term projection in this area. Further discussion is required on how the university will achieve the research funding goals it has set. Other comments related to the purpose of the report, which is intended to track very specific objectives identified in the plan and provide some of the leading indicators of progress, and that as the university reduces some of the administrative burdens on researchers, an expected benefit is an increase in research outputs in the form of publications and knowledge translation.

A Council member referred to the *Macleans* magazine survey to be published in the first part of November and referred to the committee constituted under the direction of Troy Harkot, director, institutional effectiveness to look at institutional rankings. The member requested that the committee's outcome report be submitted to Council and Senate. Dr. Rigby committed to submitting the recommendations of the committee to Council for information in the coming months.

13. <u>Question period</u>

There were no questions.

14. <u>Adjournment</u>

The meeting adjourned by motion *(*KALYNCHUK/WASAN*)* at 4:20 pm.

COUNCIL ATTENDANCE 2015-16

Non-voting participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Binnie, Sarah	P	P								
Chad, Karen	A	A								
Chapola, Jebunnessa	A	A								
Downey, Terrence	R	R								
Fowler, Greg	P	P								
Isinger, Russell	P	P								
Saddleback, Jack	P	P								
Pulfer, Jim	P	P								
Senecal, Gabe	P	P								
Williamson, Elizabeth	P	P								

Voting Participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Aitken, Alec	P	P								
Allen, Andy	P	P								
Andreas, Taylor	A	A								
Arcand, Jaylynn	A	R								
Barber, Ernie	R	P								
Barnhart, Gordon	P	P	NA	NA	NA	NA	NA	NA	NA	NA
Bartley, William	A	A								
Baxter-Jones, Adam	P	R								
Bilson, Beth	P	P								
Bindle, David	A	A								
Bonham-Smith, Peta	P	P								
Bowen, Angela	P	R								
Bradley, Michael	P	R								
Brenna, Bev	P	P								
Brenna, Dwayne	P	P								
Brown, William	P	P								
Buhr, Mary	P	R								
Butler, Lorna	R	A								
Calvert, Lorne	A	A								
Carboni, Matteo	P	A								
Card, Claire	A	P								
Chakravarty, Rajat	P	P								
Cheng, Hongming	P	A								
Chernoff, Egan	P	R								
Chibbar, Ravindra	P	R								
Crowe, Trever	P	P								
Day, Moira	A	A								
De Boer, Dirk	P	P								
D'Eon, Marcel	P	R								
Deters, Ralph	P	P								
DeWalt, Jordyn	A	A								
Dick, Rainer	P	P								
Dobson, Roy	P	P								
Eberhart, Christian	A	A								
Ervin, Alexander	P	A								
Eskiw, Christopher	P	P								
Findlay, Len	P	P								
Flynn, Kevin	P	P								
Freeman, Douglas	R	R								
Gabriel, Andrew	R	R								
Ghezelbash, Masoud	A	P								
Gill, Mankomal	R	A								
Gobbett, Brian	A	A								
Gordon, John	P	R								
Gray, Richard	P	A								
Greer, Jim	P	A								
Gyuresik, Nancy	P	R								
Hamilton, Murray	P	P								
Havele, Calliopi	A	A								
Hayes, Alyssa	P	P								
Honaramooz, Ali	A	A								
Huckabay, Alana	A	R								
Iron, Monica	R	A								
Jamali, Nadeem	R	R								
Johnstone, Jill	R	P								
Julien, Richard	A	A								

COUNCIL ATTENDANCE 2015-16

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Kalagnanam, Suresh	P	P								
Kalra, Jay	P	P								
Kalynchuk, Lisa	P	P								
Khandelwal, Ramji	P	P								
Kipouros, Georges	R	R								
Klaassen, Frank	P	P								
Koob, Tenielle	A	A								
Krol, Ed	P	P								
Langhorst, Barbara	R	R								
Larre, Tamara	P	R								
Lindemann, Rob	A	P								
Low, Nicholas	P	P								
MacKay, Gail	P	P								
Marche, Tammy	P	P								
Martz, Lawrence	A	P								
McCann, Connor	A	A								
McWilliams, Kathryn	P	R								
Muri, Allison	P	P								
Nickerson, Michael	P	A								
Nicol, Jennifer	R	R								
Noble, Bram	P	R								
Ogilvie, Kevin	A	A								
Osgood, Nathaniel	P	R								
Paige, Matthew	A	P								
Pelly, Dallas	P	A								
Prytula, Michelle	A	P								
Racine, Louise	P	R								
Rangacharyulu, Chary	A	A								
Rezansoff, Evan	A	A								
Rodgers, Carol	P	A								
Roesler, Bill	P	A								
Roy, Wendy	P	P								
Sarjeant-Jenkins, Rachel	P	A								
Sautner, Alyssa	A	A								
Schwab, Benjamin	P	P								
Singh, Jaswant	R	R								
Smith, Preston	P	P								
Soltan, Jafar	P	P								
Still, Carl	P	R								
Peter Stiocheff	NA	NA								
Tait, Caroline	P	A								
Taras, Daphne	P	R								
Tyler, Robert	R	P								
Uswak, Gerry	P	R								
Waldram, James	P	P								
Wasan, Kishor	R	P								
Watson, Erin	R	P								
Williamson, Vicki	R	R								
Willness, Chelsea	P	P								
Wilson, Jay	P	R								
Wilson, Ken	P	P								
Wotherspoon, Terry	P	P								
Yates, Thomas	R	P								
Zello, Gordon	P	P								

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL November 2015

Presidential installation

I would like to express my gratitude to those who attended my installation and to those who sent me words of encouragement, both before and after the ceremony. I deeply appreciate the support shown as I take on the role of president, have a renewed understanding of the significant role the university plays, and aware that everyone's aspirations and expectations for it are high.

One element of the ceremony that had significant meaning to me was the musical performance, Meuwechetuwin. Performed by the U of S Wind Orchestra and Aboriginal drummers, singers and fiddlers, this piece was written by the late composer David Kaplan, who led the music department for many years. Alongside the performance, a video was played with a backdrop of images from the Courtney Milne Collection and other university archival images.

Various elements from the installation ceremony, including a video and written version of my installation address and the video played with Meuwechetuwin, are posted online at usask.ca/leadershipteam.

National Travel

On October 27-28 I attended a meeting of Universities Canada (UC), a group that represents 97 universities in the country. Our membership contributes to federal advocacy efforts and provides us with access to data specially targeted for post-secondary education

There were many highlights of the conference: a special focus on Truth and Reconciliation issues with speaker Ovide Mercredi; a meeting with CBC's "At Issues" panel (Bruce Anderson, Chantel Heber, and Andrew Coyne), and a brief meeting with, now, Prime Minister Justin Trudeau.

New chair Elizabeth Cannon outlined five commitments for UC during her term of office (http://www.univcan.ca/media-room/media-releases/the-road-ahead/):

- *To equip all students with the skills and the knowledge they need to flourish in work and life, empowering them to contribute to Canada's economic, social and intellectual success;*
- *To pursue excellence in all aspects of learning, discovery and community engagement;*
- *To deliver a broad range of enriched learning experiences;*
- *To put Canada's best minds to the most pressing problems – whether global, national, regional or local;*

- *To help build a stronger Canada. We will accomplish this through collaboration and partnerships with the private sector, communities, government and other educational institutions in Canada and around the world.*

Bruce Anderson spoke on the results of a survey he did for UC on public perceptions of Canadian universities. Among his findings were that our universities produce excellent research, are of practical use for students and for society, and have a strong future. The results also showed that people believe a university should prepare students for how to adapt over a lifetime (not just for current careers), and for how to become good contributors to society. Universities were seen to deserve strong funding by governments, and to be "making a large contribution when it comes to helping solve big challenges, shaping leaders, and developing thinking and communications skills" The full report can be seen at: http://abacusdata.ca/canadian-universities-public-reputation-expectations/

I look forward to more interactions with this important organization.

I attended meetings of the U15 in Ottawa on November 5-6. The agenda was devoted primarily to understanding how universities might work most advantageously with the new federal government. The U15 wants to develop a strong and supportive relationship with the government and has the expertise to help with important agenda items related to health, the environment and Aboriginal peoples. We heard that the government anticipates seeking advice on many matters from faculty and thought leaders across Canada, and that basic research and discovery are viewed positively. (Of note were that the former ministry of "Industry Canada" has changed to become "Innovation, Science and Economic Development," that there is a ministerial portfolio of "Science" as well, that former "Indian and Northern Affairs" has become "Indigenous and Northern Affairs" and that former "Environment" has become "Environment and Climate Change".)

Provost and Vice-President Academic Search

I am pleased to tell you that the search for our next provost and vice-president academic is underway. Including myself as chair, the committee members are as follows:

- Blaine Favel
- Carol Rodgers
- Dana Carriere
- Gabe Senecal
- Gary Entwistle
- Grant Isaac
- Greg Fowler
- Helen Nichol

- Kathleen James-Cavan
- Michael Bradley
- Toddi Steelman

Perrett-Laver has been engaged as the search consultant firm.

Presidential Transition

I have greatly appreciated the support provided by the presidential transition advisory committee over the last several months. The committee includes representation by many sectors; I am particularly grateful to Council faculty members and to student leaders for their contributions. The committee is described at: www.usask.ca/presidentialtransition/transition-committee.php

Since July I have also visited several facilities on and off campus including the CLS, the cyclotron, VIDO-InterVac, and agriculture and veterinary medicine facilities. I have also had the opportunity to be introduced to many key stakeholders, primarily external to the university. These visits have included government officials, donors, members of the Aboriginal community and other post-secondary leaders. Lastly, the transition committee has been a valuable group from whom to seek advice, primarily with regard to a mission, vision and values process.

In terms of upcoming transition activities, I am looking forward to a series of meetings with students, faculty and staff in all colleges and graduate schools starting in early 2016. More information regarding these meetings will be shared in the near future.

Vision/Mission/Values

The university still lacks a formal expression of its current character and future aspirations. Recent attempts to create one sparked much constructive debate but failed to culminate in a new document. I continue to believe that a vision, mission and values document, collegially articulated and approved, will strengthen the university's activities going forward.

My hope is that new mission, vision and values language can be devised that builds on the conversation, dialogue and documents that have shaped the institution's aspirations over the past twenty years. Initial discussions I've had with the Council Committee Chairs, the transition committee, Deans' Council and many others have helped me begin to plan a successful and efficient process for achieving this. I look forward to engaging Council in this work and I expect to share more very shortly.

Truth and Reconciliation Forum

The Truth and Reconciliation Commission of Canada released its calls to action earlier this year, and on November 18 and 19, Chancellor Blaine Favel and I will co-host a national forum -- *"Building Reconciliation: Universities Answering the TRC's Calls to Action"* -- for Canadian university presidents and their leadership teams, First Nations and Métis leaders, student leaders, government leaders, Aboriginal scholars, and scholars dedicated to research that is meaningful to Aboriginal peoples.

It is crucial now for universities across the country to examine how they engage more effectively with indigenous communities, and become leaders and partners in building reconciliation. The Forum is expecting over 120 participants from across the country in a respectful dialogue about the practice of reconciliation in areas such as teaching and learning, research, student experience, and university governance and structures. For more information about the Forum, and for an eventual recording of the plenary session that will include opening remarks by National AFN Chief Perry Bellegarde and Justice Murray Sinclair, and welcomes from Metis Nation of Saskatchewan President Robert Doucette, NWT Deputy Premier Jackson Lafferty, and USSU President Jack Saddleback, please visit: http://www.usask.ca/trc2015/

PROVOST'S REPORT TO COUNCIL

November 2015

MESSAGE FROM THE VICE-PROVOST, TEACHING AND LEARNING

The wîcêhtowin Leadership Award will provide one award of $1,000 to a student who demonstrates achievement in leadership, participation and growth. One award will be made at the end of each of the first and second years of the program.

The wîcêhtowin BFA Entrance Award will provide two awards of $1,000 each to students completing the program who move on to a Bachelor of Fine Arts program.

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)
PCIP met once in October. On October 19, PCIP discussed the communications plan for the 2016-17 Operations Forecast and Economic Impact Study, as well as began conversations for the 2017-18 Operations Forecast, due April 30, 2016.

PCIP also discussed resource allocations for colleges and units for 2016-17 and received an update on ongoing discussions with the Government of Saskatchewan regarding post-secondary education sector performance indicators.

2016-17 Tuition Consultation with colleges and schools
Annually, tuition rates are set for the following academic year. This process is informed by individual consultations with colleges and schools, supported by the office of Institutional Planning and Assessment (IPA). IPA has begun consultation meetings with deans and senior financial officers to discuss tuition rate adjustments based on analysis of comparative information and assessment against the University of Saskatchewan's tuition principles of comparability, affordability and accessibility, and quality. These meetings provide further opportunity to discuss operating budget expectations for the 2016-17 year, gain insight and commentary on the draft tuition policy document, and provide a high level update on the RCM project. IPA has had conversations with seven colleges and schools as of October 28.

Planning for 2016-17: Resource Allocation
- PCIP intends to manage the uncertainty surrounding the 2016-17 grant centrally.
- PCIP is proposing a consistent 1% increase to operating budget envelopes in 2016-17
- This strategy will allow the university to refocus time during 2015-16 and 2016-17 toward finalizing the TABBS model and to prepare a full implementation plan addressing the implications/issues.
- The IPA will be facilitating conversations with deans and units about the challenges of decreased reliance on the operating grant and will assist in this transition as much as possible.

INSTITUTIONAL EFFECTIVENESS

University Rankings
In the fall of each year, various university rankings results are released to the public. Some rankings evaluate institutions in Canada (e.g. Maclean's and Research Infosource) while others, such as Quacquarelli Symmons (QS) and Times Higher Education (THE), assess institutions worldwide. Rankings are relevant to us because they can allow us to track our performance in comparison to our peers. They can also have an impact on student and faculty recruitment, donor investment, government perceptions and stakeholder confidence in our university so it is important for us to pay attention to them. This fall, results have shown that the U of S has improved in some rankings compared to last year. Specifically, the Maclean's results indicated that the U of S ranked 13th out of 15 comparator universities, a move up one spot from last year. This upward trend was consistent in other rankings such as Research Infosource (a move up to 11th place from 14th place last year) and within the QS and THE rankings. Moving forward, we will continue to pay attention to our position in the rankings and how we might improve in future years. The U of S task force on university rankings has been working in this regard with plans to complete their work early in the new year. A summary of this activity will be reported to University Council in a future report from the provost.

Unit Reviews
Three unit reviews that were identified as priorities for the 2015-16 year are proceeding according to plan. The site visit for the **School of Environment and Sustainability** was completed on November 8 (with reviewers joining us from the University of Waterloo, University of Colorado-Boulder and Arizona State University) and we expect to receive the report from the review team in December 2015. The site visit for the **University Library** review has been confirmed for January 20-22, 2016. With this, the review team has been finalized (consisting of representatives from the University of Alberta, Western University and the Association of Research Libraries) and we are now focusing on completing a self-study and other relevant information for the review. Finally, work continues on preparations for the review of the **Johnson-Shoyama Graduate School of Public Policy**. We are in the process of assembling the review team, preparing for the self-study, gathering other relevant information and confirming the site visit dates. We anticipate that the site visit will occur in early April 2016. This unit review will be done in partnership with the University of Regina.

COLLEGE AND SCHOOL UPDATES

College of Arts & Science

The college congratulates all of the graduates at the Fall Convocation ceremony, and honors our top students: **Owen R. Nimetz** (Three-Year Degree Medal); **Mashid Chaharlang Bakhtiari** (University Medal in the Social Sciences); **Jennifer Baergen Regier** (University Medal in Sciences); **Britni Elizabeth Korte** (University Medal in the Fine Arts); **Alasdair Rees** (Rose Litman Award and Dean's Medal Award); **Alana Maisha Closs** (University Medal in Bachelor of Arts and Science Degree).

Convocation congratulations to **Regan Mandryk** (Computer Science), who won the New Researcher Award, and **Marie Lovrod** (Women's and Gender Studies / English), who won the Award for Distinction in Community-Engaged Teaching and Scholarship. Fine arts alum **Brian F. Gable** (BA'70) was awarded an Honorary Doctor of Letters degree at Fall Convocation.

The first cohort of the **wîchêhtowin Aboriginal Theatre Program** has commenced study in the two-year certificate program offered by the Department of Drama that trains students for careers in theatre, television, film and related industries. In Cree, wîchêhtowin means: "we live together in harmony; we help each other; we are inclusive."

Arts & Science alumnus **Lindsay (Eekwol) Knight** (BA'10, MA'13)—a nationally-renowned hip-hop artist—performed at the recent Indigenous Women Gala.

Guy Vanderhaeghe (BA '71), Arts '72, MA '75, DLitt '97) won his third Governor General's Literary Award for fiction for *Daddy Lenin and Other Stories*.

We congratulate our alumni who recently won Alumni Association Achievement Awards: **Mark Boots** (BSc'08) for his innovative developments in research and application of technology for social change; **Richard (Rich) Burton** (MSc'71, PhD'75) for his contributions to education and research; **Namarta Kochar** (BA'00) for her volunteerism and community service; **Ryan Meili** (BSc'00) for his significant contributions to public and Aboriginal health, and the medical profession; **Jennifer Pereira** (BA'01) for her community leadership and contributions to her profession; **Richard (Dick) Rempel** (BA'58) for his leadership in teaching and learning and his ongoing dedication to telling the story of the university and its people; **Lynne Van Luven** (BA'68) for her service to the arts, literature and education; **Janet Verjovsky** (BA'64) for her leadership and service to teaching and education; **Kwok-Keung (Peter) Wong** (MSc'75) for his significant contributions to business and industry, dedicated public service and philanthropy.

Jill Gunn, associate professor from the Department of Geography and Planning and associate faculty member of the School of Environment and Sustainability, will be joining the College of Arts & Science dean's office in the role of Acting Vice-Dean Academic while Gordon DesBrisay is on administrative leave from January 1 to August 31, 2016.

Warm congratulations to **Peter Stoicheff,** professor in the Department of English, and former Vice-Dean and Dean, on his installation as the 11th president and vice-chancellor of the University of Saskatchewan.

College of Pharmacy and Nutrition

College of Pharmacy and Nutrition Receives International Recognition with AAPS Video Selection
The College of Pharmacy and Nutrition was one of ten pharmacy schools selected in a global search for this year's American Association of Pharmaceutical Scientists video series. The video will be viewed at the 2015 AAPS Annual Meeting and Exposition as part of the AAPS TV initiative, which will broadcast throughout the conference. This conference is attended by over 10,000 pharmaceutical scientists from around the world, and this video will give our college international exposure. This prestigious opportunity was granted to the college due to our strengths in research and the leadership opportunities we provide to our students.

In September, a camera crew visited campus to conduct interviews with Drs. Kishor Wasan, Yvonne Shevchuk, Ildiko Badea, and pharmacy students Darren Bogle, Kelsey Joorisity, and Steven Kary. These six people proudly represented the college's leadership, research, and student experience.
To view our college's video, please click here.

OFFICE OF THE VICE-PRESIDENT RESEARCH

The research highlights for the month of November are reported in the attachment by the office of the vice-president, research.

INITIATIVES

U of S Climbs to 11th on Research InfoSource Rankings

In 2013-14, U of S research revenue grew by $37M to a total of $195M, the third highest growth in Canada. This moves the U of S from 14th to 11th in Canada on Research InfoSource's annual rankings. While Research InfoSource also reported an overall decrease in research income across the country this year, Prairie universities took in a combined 8.6% more in research funding. The U of S led the way in this Prairie growth with an increase of 23.6% over the 2013 fiscal year.

Industry Connect Event Held

The Industry Liaison Office co-hosted **Industry Connect 2015** on September 30th. The event linked local manufacturing companies with academics with the aim of working towards solutions to engineering and ICT challenges. The fully-subscribed event also included presentations by NSERC, MITACS, and the National Research Council to introduce attendees to available funding opportunities. The event was co-hosted along with Saskatchewan Polytechnic, the University of Regina, and the Saskatchewan Indian Institute of Technologies.

Innovation Expert Joins U of S Industry Liaison Office

The U of S has hired **Johannes Dyring**, an accomplished leader in advancing university research commercialization, entrepreneurship and innovation in Sweden. Dyring joined the Industry Liaison Office (ILO) as managing director on October 27th. The Office of the Vice-President Research welcomes Johannes and thanks interim managing director Tom Roberts for his guidance during transition. For more information, visit: *http://goo.gl/7cGyHy*.

Collaborative Research Initiative Launched

The Office of the Vice-President Research has begun investigating the collaborative research environment at the U of S with the aim of more effectively supporting collaborative research. A university-wide survey is being developed with the Social Sciences Research Lab to determine faculty experiences with collaborative research endeavours. In-depth consultations with diverse groups will also take place to inform upon how to best support, promote and maintain collaborative research efforts.

FUNDING SUCCESSES

Funding for International Student Scholarships

The Department of Foreign Affairs, Trade and Development Canada has awarded the U of S $272,070 for international student scholarships. The funding will support up to 33 students from ten Latin American and Caribbean countries with short-term scholarships for attending the U of S. Awarded students originate from: **Brazil, Chile, Colombia, Dominican Republic, Ecuador, Guatemala, Guyana, Mexico, Peru,** and **Trinidad and Tobago**.

Health Services Research Funded

Jacqueline Quail (Public Health) and co-investigators **Nazeem Muhajarine** (Public Health), **Cory Neudorf** (Community Health and Epidemiology) were awarded a total of $180,884 for the project "*HOTSPOTTING: Identifying Superusers of Health Care Services with Mental Health and Addiction Problems.*" Funding comes from CIHR, the Saskatchewan Ministry of Health and the Ontario Ministry of Health and Long-Term Care.

NSERC Awards Engage Grants

NSERC has awarded 22 U of S researchers Engage grants of up to $25,000 each for projects with an industry partner. The recipients were:

- **Lifeng Zhang** (Chemical and Bio. Engineering) for the project "*Characterization of Electrostatic Charges of Fungal Spores and Their Impact on Spore Viability*" with Novozymes BioAg Limited.
- **Nadeem Jamali** (Computer Science) for the project "*Actors-based Engineering Methodology for Software as a Service (SaaS)*" with Updex Solutions Inc.
- **Oon-Doo Baik** (Chemical and Bio. Engineering) for the project "*Torrefaction and Densification of Biomass from Municipal Solid Waste*" with Waste Management Services of the City of Edmonton.
- **Won Jae Chang** (Civil and Geological Engineering) for the project "*Lime-based Stabilization of Residual Petroleum Hydrocarbons in Contaminated Soils after Biodegradation*" with Graymont Western Canada Inc.
- **Duncan Cree** (Mechanical Engineering) for the project "*Innovative Oilfield Application for Flax Fiber, Shives and Dust*" with Biolin Research Inc.
- **Karl-Erich Lindenschmidt** (SENS) for the project "*Incorporating Ice Jam Modelling into Flood Risk Assessment and Mapping*" with Stantec.
- **Francis Bui** (Electrical and Computer Engineering) for the project "*Physiological Signal Monitoring for a Novel Horse Sling Design*" with RMD Engineering Inc.
- **Qiaoqin Yang** (Mechanical Engineering) for the project "*Large Area Deposition of Adherent Diamond-Like Carbon Thin Films on Plastics Using End-Hall Ion Sources*" with Intlvac.
- **Carey Simonson** (Mechanical Engineering) for the project "*Characterizing Energy Wheel Matrixes Through Transient Testing*" with Engineered Air.
- **Raymond Spiteri** (Computer Science) for the project "*Mathematical Modelling and Simulation of Product-innovation Diffusion*" with Asmoteknologies, Ltd.
- **Lope Tabil** (Chemical and Bio. Engineering) for the project "*Pelletization Trials for Refuse Derived Fuel Fluff to Produce High quality Feedstock*" with Waste Management Services of the City of Edmonton.
- **Jo-Anne Dillon** (VIDO) for the project "*Application of Accutas Hydrogel Technology for Gonorrhea Diagnosis and No/Go Decision for Ciprofloxacin Use at POC*" with Aquila Diagnostic Systems Inc.
- **Li Chen** (Electrical and Computer Engineering) for the project "*BotSpine - A General Interface Between Smart Phones and Robotics*" with Environmental Instruments Canada Inc.
- **Yuanming Pan** (Geological Sciences) for the project "*EPR Study of Radiation-Induced Defects in Quartz at the Arrow Showing, Northern Saskatchewan*" with NexGen Energy Ltd.
- **Carl Gutwin** (Computer Science) for the project "*Gesture-Based Definition of User Gameplay Experiences*" with Experience First Design Inc.
- **Angela Bedard-Haughn** (Soil Science) for the project "*Integrating Soil Property Surveys and Soil Landscape Models in the Development of a Habitat Suitability Model for Dakota Skipper, a Threatened Butterfly Species*" with Stantec Consulting Ltd.
- **Kevin Stanley** (Computer Science) for the project "*Data Linking and Mining for Agricultural Exchange Systems*" with Ag Exchange Group Inc.
- **Qiaoqin Yang** (Mechanical Engineering) for the project "*Development of High Power Microwave Plasma Enhanced Chemical Vapor Deposition System for High Speed Large Area Synthesis of Diamond and Graphene*" with Plasmionique Inc.
- **Gabriela Mangano** (Geological Sciences) for the project "*Geothermal Potential for the Cambrian-Ordovician Deadwood Formation of Saskatchewan*" with DEEP Earth Energy Corp.
- **Regan Mandryk** (Computer Science) for "*Metrics to Facilitate Playtesting in Small independent Teams of Game Developers*" with Alientrap Games.
- **Janet Hill** (Veterinary Microbiology) for the project "*Optimization a Protocol for Microbiome Profiling of Self-collected Vaginal Samples*" with Eve Medical Inc.
- **Safa Kasap** (Electrical and Computer Engineering) for the project "*Synthesis and Properties of Vanadium Dioxide Thin Films for use as Optical Switches*" with Cisco Systems Canada Inc.

$4M in Contract Funding Secured

Researchers at the U of S have recently secured nearly $4M in research funding through contracts with partners:

- **Kirstin Bett** (Plant Sciences) and **Albert Vandenberg** (Crop Development Centre) have received $2,563,833, from Genome Prairie and $1,046,188 from the Saskatchewan Pulse Crop Development Board for the project "*Application of Genomics to Innovation in the Lentil Economy (AGILE).*"

- **Sylvia van den Hurk** (VIDO) has received $150,000 from the Alberta Livestock and Meat Agency (ALMA) for her project "*Optimization of a Novel Bovine Viral Diarrhea Virus Vaccine by Transdermal Needle-free Delivery and Antigen Sparing.*"
- The **Department of Biology** has received $70,000 from Environment Canada for the project "*Overabundant Geese – Understanding Changing Snow Goose Population Dynamics and Implications for Habitat Impacts and Population Reduction.*"

PARTNERSHIPS

International Agreements Signed

The U of S has recently signed the following international agreements:

- A student exchange agreement for 2nd and 3rd year Law students with **Lund University** in Sweden.
- A partnership for student exchange with **Universidad Austral de Chile** motivated by the Canada Brazil Awards - Joint Research Projects.
- An MOU formalizing partnerships with the **University of Hawai'i at Mānoa, University of North Carolina at Pembroke,** and **Swinburne University of Technology at Melbourne**.

Visitors to the U of S

The U of S is currently hosting three interns from **Iwate University** in Japan. **Yoichi Miyagawa** (Associate Professor, Faculty of Education), **Fumie Nagai** (Officer, United Graduate School of Agricultural Sciences), and **Misaki Ito** (Officer, General Administration and Public Relations Division) are gaining experience with U of S units related to their job duties during the fall semester. Other recent visitors include:

- A delegation from the **Chinese Embassy** in Ottawa visited on September 24th to discuss current collaborations with Chinese universities and future student exchange and scholarship opportunities.
- A delegation including the ambassador of the **Republic of Korea** in Canada visited on October 2nd to discuss education collaboration opportunities.
- The ambassador of the **Czech Republic** in Canada visited on October 9th to meet with senior administrators and faculty members.
- The scientific director of **CIHR's Institute of Gender and Health** , Cara Tannenbaum, visited on October 15th and 16th, co-hosted by the School of Physical Therapy and the OVPR.

GSA Report – Rajat Chakravarty
University Council – November 2015

The GSA has been quite active this month with many diverse events and initiatives being planned and executed for its members. As the semester is drawing to a close, the GSA will now prepare to welcome incoming students in January as well as make some headway into some domains of advocacy for the year.

Collaboration

-   The GSA Council has shown strong responsibility towards the formation of the new TA/RA labour union – the Association of Graduate Employees. The GSA is proud to announce that two out of the 4 union executives are also GSA executives. Furthermore, all members of the bargaining committee are also current or ex-GSA councillors. We hope this fosters a positive working relationship between the GSA and the union. The GSA will be interested in supporting the union in its formation and governance structures.
-   The GSA is collaborating with ISSAC to organize 'Global Village' – a celebration of international cultures and students in the university. This event is happening in the last week of November and the GSA will be looking to invite its ratified international students to participate by giving cultural performances, food and help organize the event as well.

Events

-   The GSA organized a successful Halloween social – a board games night and best costume competition. Over a 100 students were in attendance for a very successful and engaging event. A lot of scope for new friendships and networking was presented as well.
-   The GSA along with SECC also co-organized two Industry talks that also saw massive participation – probably because of the market as well as some heightened initiatives of the GSA to engage its members towards academic and professional development.
-   The GSA was also able to reach out to Graduate administrators at the 2nd Graduate Admin Forum organized by the College of Graduate Studies and Research. The main objective was to provide information on the GSA and its services to ensure incoming students who approach departments can be redirected to the GSA for services that we provide. Another motive was to engage graduate administrators to assist with the formation and assistance with graduate student representatives and councils within their academic units.

In other news

-   The GSA was informed that no charges will be laid by Saskatoon police in the investigation of the alleged fraud at the GSA a few months ago. The police spokesperson said investigators sought prosecutor opinion in the case and decided in mid-September not to lay charges.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: November 19, 2015

SUBJECT: **Nomination to the search committee for the Dean, College of Graduate Studies and Research**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Fred Remillard, associate dean, research and graduate affairs, College of Pharmacy and Nutrition as the senior administrator selected by Council to serve on the search committee for the dean, College of Graduate Studies and Research.

ATTACHMENTS:

1.   Composition of the search committee, Dean, College of Graduate Studies and Research

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF GRADUATE STUDIES AND RESEARCH

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Ernie Barber or designate

One member of the Board selected by the Board: TBD

Vice-president research or designate: Karen Chad or designate

One member of Senate selected by the Senate nominations committee: TBD

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Peta Bonham-Smith, interim dean, College of Arts and Science

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD

Three members of the faculty of the college selected by the faculty of the college.
TBD

One graduate student selected by the GSA: TBD

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
                      Nominations committee of Council

DATE OF MEETING: November 19, 2015

SUBJECT: **Nominations to the Policy Oversight Committee**

DECISION REQUESTED:
                       It is recommended:

                       That Council approve the appointments of Roy Dobson, College of Pharmacy and Nutrition and Allison Muri, Department of English as the Council members on the policy oversight committee for terms offective immediately and ending June 30, 2018.

ATTACHMENTS:

1.   Composition of the policy oversight committee and role

2015-16 Policy Oversight Committee Membership

Committee members:	**Two Council members**	
	Elizabeth Williamson	University Secretary (Chair)
	Shari Baraniuk	Acting AVP and CIO Information and Communications Technology
	Jim Basinger	AVP, Research
	Beth Horsburgh	AVP, Research Health
	Jim Germida	Vice Provost, Faculty Relations
	Ivan Muzychka	AVP Communications
	Jeff Dumba	AVP Financial Services Division
	Cheryl Carver	AVP Human Resources
	Colin Tennent	AVP Facilities Management
	Judy Yungwirth	Director, Corporate Administration
	Patti McDougall	Vice-provost-Teaching and Learning
	Adam Baxter-Jones	Interim Dean, Graduate Studies and Research (Deans Council Representative)
Also attending:		
	Al Novakowski	University Auditor (Observer)
	Terry Summers	Director, Financial Reporting (for Jeff Dumba)
	Jim Traves	Director Finance and Trusts (for VP Advancement)
	Sheena Rowan	Recording Secretary

Role:

- To receive suggestions from members of the University community and to make recommendations on whether a new University policy is needed (or whether the purpose can be achieved by modifying or clarifying an existing policy, or through guidelines or procedures).

- Where a new policy is being recommended for development, to identify an appropriate sponsor, provide a template, advise about consultation (including advice about the need for legal review), and identify the appropriate approval path.

- To assist the sponsor in an evaluation of the implications of the policy, including potential risks, costs, and infrastructure requirements.

- Once a draft policy is received, to review the process of consultation and the implementation and communication plan, and to make a recommendation to the appropriate body (PCIP, PEC, and/or Board, Council and/or Senate committees) for initial approval.

- To undertake periodic reviews of existing policies, identifying anachronisms, gaps and overlaps, and monitoring the effectiveness of the institution's ongoing administration of its policies.

Authority: The Policy Oversight Committee has an advisory and coordinating role rather than a decision-making role. It does not have the authority to approve a policy nor to allocate resources.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

NOTICE OF MOTION

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: November 19, 2015

SUBJECT: Notice of Motion – Student Member Terms on Council and
Council Committees

DECISION REQUESTED:

It is recommended

*That Council approve that the term of student members
elected to Council and appointed to Council committees be
from May 1 to April 30 and that the Council Bylaws be
amended as shown in the attachments.*

PURPOSE: The change to the start and end dates of student member terms on Council
and on Council committees are proposed so that these align with the terms to which these
students are elected by their respective governing bodies.

DISCUSSION SUMMARY:

The current bylaws have all student Council member terms and the terms of all student
members on Council committees running from July 1 to June 30. Elections for the USSU
and GSA executives, whose members typically serve on Council committees, and those
student members elected by each college to serve on Council are held in March, with
elected members taking office May 1. The governance committee recommends that
student member terms commence May 1, thereby enhancing student member
participation on Council and on Council committees in May and June so that the student
members begin their service to Council at the same time upon which they take office. The
1995 University of Saskatchewan Act is silent on the start and end dates of the student
member terms on Council except to say that student members *"hold office for a term of
one year.* (sec. 58.1.b)*"*

The governance committee consulted on the change with the presidents of the GSA and
USSU, who in turn consulted with their respective bodies. The change is supported by the
GSA and USSU.

ATTACHMENTS:

1. *Council Bylaws Part One III.4.c showing revisions to student member terms on Council*
2. *Council Bylaws Part One IV.1.j showing revisions to student member terms on Council committees*

Council Bylaws - Part One III.4.c

4.   Council Membership

(a)   Annual elections for Council will be completed by March 31.

(b)   Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.

(c)   Terms of student members will be one year beginning July May 1.

(d)   When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a dean, the acting dean or a new dean appointed during the term of the incumbent dean will occupy the position of dean with voice and vote until the expiration of the incumbent dean's term on Council when a new election or appointment occurs.

(e)   A vacancy occurs on Council when:

   (i)   a member resigns from Council or ceases to be an employee of the University, or

   (ii)   a member is unavailable to attend meetings of Council for a period of greater than six months during his or her term.

Council Bylaws - Part One IV.1.j

IV.   **THE COMMITTEES OF COUNCIL**

1.   **Creation and Composition of Council Committees**

(a)   Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council members.[1] Council is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.

(b)   The committees specified in Part Two of these bylaws are created as standing committees.

(c)   The Governance Committee will nominate the members and chairperson of the Nominations Committee.

(d)   The Nominations Committee will nominate members, including the chairpersons, of Council committees. Except where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.

(e)   The Nominations Committee will present its nominations to the Council at the May meeting and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations Committee itself. The Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation from the various sectors of the campus. It will review the names of potential nominees submitted by Faculty, Department Heads and Deans and if necessary canvas additional individuals in order to develop an able, representative slate.

The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The Chair of Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor there will be an election held within two weeks. The election will be held only for those committees which have received nominations exceeding the available positions. The ballot will be prepared and distributed by the University Secretary. The ballots will include the names of the slate presented by the Nominations Committee and the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of

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[1] The only statutory restriction on the committee structure is prescribed by section 61(2) of the *Act* which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

positions available. Eligible candidates with the greatest number of votes will be declared elected.

(f)   The President and the Chairperson of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting.

(g)   An ex officio member may designate an individual to serve in her or his place on a committee of Council with the same powers as the designator. Such designations shall last for a twelve month period of time subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in his or her place. To initiate the designation, the ex officio member will inform the Chairperson of Council and the Chairperson of the committee involved. During the period of designation, the ex officio member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote.

(h)   The U.S.S.U. and G.S.A. will name their appointees to Council committees for the ~~entire academic~~ year from May 1 to April 30.

(i)   Resource personnel and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting.

(j)   Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee, except for student committee members whose terms of office will begin May 1.

(k)   The term of office of a faculty member of a standing committee is three consecutive years, renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chairperson will be one year, renewable annually for up to two additional one-year terms. Once the Chairperson has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chairperson of that same committee. The renewal of the Chairperson is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex-officio* members of a committee.

(l)   The terms of student and sessional lecturer members will be one year.

(m)   When a committee member is appointed as a member of Council, the term of such person will be completed even if the person ceases to be a member of Council provided the member is and remains a faculty member.

(n)   In the event of a vacancy on a Council committee, the vacancy will be filled so that the balance between Council and General Academic Assembly members on the committee as specified in Part Two of the bylaw is maintained.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Program Committee

DATE OF MEETING: November 19, 2015

SUBJECT: **Cross-departmental Ph.D. in the College of Education**

DECISION REQUESTED:

It is recommended:
That Council approve the Cross-departmental Ph.D.
Education, effective May 2016.

PURPOSE:

The College of Education is proposing a cross-departmental Ph.D. program that will provide the departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education with a regularized doctoral program. Currently only Educational Administration has a Ph.D. program, while the remaining three departments in the College of Education rely upon Special Case Ph.D. programming, which limits each department to a maximum of four Special Case students at any one time.

CONTEXT AND BACKGROUND:

The College of Education has been contemplating a cross-departmental Ph.D. program for several years, though the proposal has picked up momentum in the last two years. The proposed Ph.D. program responds to the university's commitment to creating inter-disciplinary and cross-college academic programming.   Numerous University of Saskatchewan planning documents produced over the past five years have contributed to the motivation and conceptual development for this program, including (but not limited to): the Strategic Directions Update 2010; Renewing the Dream 2010; the University of Saskatchewan 3rd Integrated Plan: Promise and Potential; and the President's Address to General Academic Assembly 2014. The Cross-departmental Ph.D. program in the College of Education addresses the directives in the planning documents of both the college and of the institution that aim to establish the University of Saskatchewan as a major participant in graduate education.

In addition to the directives arising from University-level strategic planning, graduate programs in the College of Education have undergone two sets of external reviews, including a Graduate Program Review (GPR, 2011-2012) and TransformUs (2013-2014). Both of these reviews recommended increasing interdisciplinary connections between departments (Department of Curriculum Studies Review, 2012) by moving from the

current Special Case PhD offerings to the establishment of a college-wide PhD program (Department of Educational Foundations, 2012). In alignment with the University direction and the external reviews, the College of Education's 3rd Integrated Plan included increasing synergy and collaboration across the College and expanding our doctoral programming.

Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 38 faculty, of whom the vast majority have achieved tenure. Consequently, the College of Education has a cadre of enthusiastic, highly motivated, research-active faculty in a position to support a cross-departmental PhD program.

The cross-departmental PhD in the College of Education will offer educational, research, scholarly, and professional practice opportunities for highly qualified students who will create new knowledge and move the field of Education forward. The proposed cross-departmental PhD is a research degree, and graduates from this program will be in a position to obtain academic positions at other institutions and to conduct education research for government, school divisions, First Nations, and other research organizations.

IMPLICATIONS:
There is no perceived duplication with other doctoral programs in the College of Education or on campus. Although there is the possibility that there will be some competition for students with the existing Ph.D. in Educational Administration, the focus of the Ph.D. in Educational Administration is quite specific: to provide a problem- and inquiry-driven environment through enriched research-based and theoretical understandings of educational issues in the administration and leadership of organizations, communities, and government. The College of Education does not anticipate a significant impact on the department of Educational Administration with this proposal.

With the exception of the existing Special Case Ph.D. programs currently operating in each of the Departments, no programs will be deleted with the addition of the cross-departmental Ph.D. program. However, it is expected that many students with interests in Education would no longer look toward the existing Inter-Disciplinary PhD program and that faculty involvement would likewise decrease.

Students enrolled in the program will be supported in the same manner as those enrolled in a Special Case Ph.D program or in the Ph.D. in Educational Administration – office space will be provided in shared space and IT and administrative support will be provided by existing staff. There is no request for additional resources to support students in the new program.

The proposal for the cross-departmental Ph.D. in Education makes no request for additional resources or support as the College anticipates greater efficiencies with the regularized Ph.D. program. These administrative efficiencies will allow the College to absorb the additional costs associated with the new program. The process for seeking approval for a Special Case Ph.D. program is quite time-consuming, and the College already has the administrative structure to support more graduate students.

CONSULTATION:

- Academic Programs Committee of Council (October 14, 2015)
- Executive Committee of CGSR (September 24, 2015)
- Graduate Programs Committee of the CGSR (June 9 and September 14, 2015)
- College of Education Faculty Council (May 8, 2015)
- Planning and Priorities Committee of Council (December 2014)

SUMMARY:
Currently, only one of four departments in the College of Education offers and advertises a Ph.D. program. The other three departments have been successful with Special-Case Ph.D. programs and have continuously sustained the maximum special-case enrolment quotas for many years. In order to support the research and discovery mission of both the College of Education and the University of Saskatchewan, and in response to the institutional goals for inter-disciplinary and cross-departmental programming, the College of Education proposes this cross-departmental Ph.D. program. The new program would utilize existing courses and resources in the college and would help relieve the administrative burden of applying for and supporting multiple Special Case Ph.D. programs.

ATTACHMENTS:

1. Cross-departmental Ph.D. in College of Education program proposal

UNIVERSITY OF SASKATCHEWAN

College of Graduate Studies and Research
MEMORANDUM

To: Amanda Storey, Committee Coordinator
Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean; College of Graduate Studies and Research

Copies: Dr. Laurie Hellsten, Associate Dean, College of Education
Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

Date: September 30, 2015

Re: Proposal for a new Doctor of Philosophy degree in Education

Members of the Executive Committee of the College of Graduate Studies and Research met on September 24, 2015, to consider the recommendation from the Graduate Programs Committee that a new degree be approved for the Doctoral degree in Education. Faculty from the departments of Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies worked together as proponents for the new degree.

Members of the Committee were satisfied with responses from the members of the Graduate Programs Committee, clarifying the goals of introducing the new degree. Committee members queried the timelines for research productivity, advisory committee membership, and course delivery, and were satisfied that these concerns were adequately addressed.

The following motion was carried:

"Recommend approval of the new Doctor of Philosophy degree in Education."
<div align="right">Pohler/Arnold Carried</div>

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Crowe would be happy to respond.

TC:br
Attachments

Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. Laurie Hellsten, Associate Dean, College of Education
                Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

From: Dr. Dionne Pohler, Chair, Graduate Programs Committee of CGSR

Date: September 18, 2015

Re: Proposal to implement a Doctor of Philosophy degree program in Education
_____

The Graduate Programs Committee met on June 9, 2015, and September 14, 2015, and reviewed the proposal for a new Doctor of Philosophy (PhD) degree in Education. Faculty in the departments of Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies had worked together as proponents for the new degree program. Independently, all three academic units have demonstrated demand for the program with full admission quotas of special-case PhD students.

Following the June 9 meeting of the Graduate Programs Committee, the proponents were provided a comprehensive list of clarifications sought by the committee. Program proponents in the College of Education worked diligently throughout the summer and consulted with staff in the College of Graduate Studies and Research to provide an updated proposal to the Graduate Programs Committee for the September 14 meeting.

At the September 14 meeting, members of the Graduate Programs Committee suggested minor clarifications on timelines for research productivity, advisory committee membership, and course delivery. Those clarifications have been incorporated into the proposal.

The Graduate Programs Committee unanimously recommends approval of the Doctor of Philosophy in Education.

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

DP/kc

University of Saskatchewan

\:- College of Education
Associate Dean
Graduate Studies and Research
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Ph: 306-966-7723 Fx: 306-966-7644

Memorandum

To: Dr. Dionne Pohler, Chair, Graduate Programs Committee

CC: Trevor Crowe, Associate Dean, College of Education and Research (CGSR)

From: Dr. Laurie Hellsten, Associate Dean, College of Graduate Studies and Research

Date: September 8, 2015

Re: College of Education Cross-Departmental PhD Response to CGSR Feedback

On behalf of the College of Education Cross-Departmental PhD working committee, I would like to take this opportunity to thank the chair (Dr. Dionne Pohler) and members of the CGSR Graduate Programs Committee as well as Dr. Trever Crowe for your helpful and insightful feedback.

Please see the itemized table below consisting of the feedback we received and how we addressed each comment:

CGSR Feedback	How Feedback Was Addressed	Location in Proposal
EDUC 850 new course proposal and similarity to the 990 requirement	Deletion of EDUC 850; new requirement for 9 credit units of research methods courses; enhanced description of 990 (see 400.1 attached outline) and changed the prefix from EDUC to ERES	p. 4 and Appendix E and GSR 400.1
990 requirement of one year	Clarified and explicitly stated: "Registration in ERES 990 is required for one year (September-April)"	p. 4 and 19
Lack of clarity regarding Electives versus Required courses	Clarified	p. 4 and table 1, p.6
Requirements to waive qualifying exam (i.e., focus on topic rather than quality) require clarification	Clarified	p. 7-8
Use CGSR language in Appendix B	Clarified	p. 14
Remove the word "even"	Removed	n/a
Lack of clarity regarding "concentrations"	No concentrations within this proposed program; clarified	p. 4 and table 1

Lack of clarity regarding who will be responsible for populating the student advisory committees	Clarified: "The Cross Departmental PhD advisory committee (consisting of the Graduate Chairs from the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education) will review and consider admissions as well as be responsible for populating and approving the student's advisory committees (with supervisor input and recommendation)."	p. 5
Lack of clarity regarding minimum English proficiency scores	Clarified; Using CGSR standards (not exceeding)	p. 7
Lack of clarity regarding committee types	Clarified; reworded and now use the term *student advisory committee* consistently through proposal	Throughout
Lack of clarity regarding devolved funding	Clarified	p. 9
Recommendation for a Cross-Departmental Doctoral Committee with representation from Departments (role to admit, decide on scholarship plans, etc.)	Incorporated and referred to explicitly	p. 8, 9, 10
Lack of clarity regarding typical process of degree completion and opportunity to complete research earlier in their program	Clarified; although the typical progression is described, students could complete their dissertation research (or begin work towards their dissertation research) earlier in their program(s)	p. 7
Lack of clarity regarding oversight of student timelines and progression	Clarified; roles of Associate Dean, Graduate Studies and Research; Cross-Departmental Doctoral Committee; Graduate Chairs from each of the CURR, EFDT, and EPSE departments; and the Graduate Research and Support staff person explained.	p. 8, 9, 10

UNIVERSITY OF SASKATCHEWAN

⊱ Department of Educational Administration
28 Campus Drive   Saskatoon SK   S7N 0X1   Canada
Telephone: (306) 966-7614   Facsimile: (306) 966-7549
email: eadm.enquiries@usask.ca   web: education.usask.ca/eadm

May 9, 2015

Laurie Hellsten, PhD
Associate Dean Graduate Studies and Research

College of Education
University of Saskatchewan
Room 3301 Education Building
28 Campus Drive
Saskatoon SK
S7N 0X1

Associate Dean Hellsten,

Thank you for this opportunity to offer the support of the Department of Educational Administration for the proposed Inter-Departmental Doctor of Philosophy Program in Education.

As you know, the Department of Educational Administration operates the singular regularized PhD program among the Departments of the College of Education. Our program specializes student experiences in course-work, research, and scholarly mentorship activities in traditional and emerging educational issues surrounding the improvement and effectiveness of organizations, communities, and government. Our work in the doctoral student experience focuses attention on theoretical issues found in the leadership, operation, and management of Canadian provincial K–12 public education sectors, the post-secondary education sectors, Aboriginal educational contexts, and international contexts of educational leadership in the areas of governance, finance, instructional supervision, human resources, law, and organizational analysis.

The Department welcomes the combined efforts of our three sister Departments on their development of a generalist PhD in Education; we see the growth of programming such as that proposed here to be a sign of a healthy and rich academic environment within the College of Education and within the University of Saskatchewan.

Best regards,

David Burgess, PhD
Head and Graduate Chair

	Proposal for Academic or Curricular Change
UNIVERSITY OF SASKATCHEWAN	

1. PROPOSAL IDENTIFICATION

Title of proposal: Cross-Departmental PhD in the College of Education

Degree(s):   PhD

Field(s) of Specialization: Education

Level(s) of Concentration: n/a
Option(s): n/a

Degree College: Graduate Studies and Research

Contact person(s) (name, telephone, fax, e-mail):   Dr. Laurie Hellsten, Associate Dean
Graduate Studies and Research
College of Education
Phone: (306) 966-7723
Fax: (306) 966-7644
laurie.hellsten@usask.ca

Proposed date of implementation: September 2016 for full advertisement and recruitment but ASAP to accommodate students waiting in the queue.

2. Type of Change

New cross-departmental PhD level program in the College of Education

3. RATIONALE

The College of Education at the University of Saskatchewan consists of four departments: Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education. Only the Department of Educational Administration currently has a regularized doctoral program whereas the three remaining departments rely upon Special Case PhD programming. Special Case PhD programs limit each department to a maximum of four Special Case students at any one time (College of Graduate Studies and Research, 2014). In contrast, most Colleges and Faculties of Education in Canadian U-15 institutions and the University of Regina provide regularized doctoral training across all departments and/or in multiple concentrations (see Appendix A).

The College of Education has been contemplating a cross-departmental PhD. program for several years. However, over the past 24 months the proposed PhD program development has

gained momentum. We believe it is the right time to propose this PhD program as the program responds in part to the seventh priority for action item (i.e., Focus on the creation of inter---disciplinary and cross---college academic programming) outlined by Dr. Barnhart on September 9, 2014 (Barnhart 2014a). As a College, we believe moving forward with a cross-departmental PhD program in Education is a change that will help us become a stronger University (Barnhart, 2014b), particularly because it will enhance our research and scholarly capacity

Numerous University of Saskatchewan planning documents produced over the past five years have contributed to the motivation and conceptual development for this program including, but not limited to: the Strategic Directions Update 2010; Renewing the Dream 2010; the University of Saskatchewan 3rd Integrated Plan: Promise and Potential; and the President's Address to General Academic Assembly 2014. Throughout these strategic planning documents, directives focused on increasing campus-wide commitment to research, scholarly, and artistic work, and establishing the University of Saskatchewan as a major participant in graduate education are specifically relevant to the proposed program.

In addition to the directives arising from University-level strategic planning, our College graduate programs have undergone two sets of external reviews including a Graduate Program Review (GPR, 2011-2012) and TransformUs (2013-2014). Both of these reviews recommended increasing interdisciplinary connections between departments (Department of Curriculum Studies Review, 2012) by moving from the current Special Case PhD offerings to the establishment of a college-wide PhD program (Department of Educational Foundations, 2012). In alignment with the University direction and the external reviews, the College of Education's 3rd Integrated Plan included increasing synergy and collaboration across the College and expanding our doctoral programming (College of Education, n.d.).

Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 38 faculty of whom the vast majority have achieved tenure. Consequently, the College of Education has a cadre of enthusiastic, highly motivated, research active faculty in a position to support a cross-departmental PhD program.

The specific mission of the cross-departmental PhD in the College of Education is to offer educational, research, scholarly and professional practice opportunities for highly qualified students who will create new knowledge and move the field of Education forward. The proposed cross-departmental PhD is a research degree and graduates from this program will be in a position to obtain academic positions at other institutions and to conduct education research for government, school divisions, First Nations and other research organizations.

Anticipated Demand for Program

The student demand for the program is anticipated to be significant. Currently, all three departments are at or above capacity in their numbers of Special Case PhD students and maintain waiting lists of prospective Special Case PhD students ranging between five to ten students per department at any one time. The assessments conducted as part of all three department's Graduate Program Reviews (2011-2012) recommended the development of a regularized doctoral program based on student demand for doctoral programming (for example see Department of Curriculum Studies Review, 2012). It is important to consider the number of students that must be declined annually because many potential students decide they cannot afford to be placed on a waiting list of indeterminate time (since timing is dependent upon how quickly Special Case students already in the program are able to complete their programs), and choose to pursue their doctoral education at other Universities, through other Departments on

campus, or through the University of Saskatchewan Inter-Disciplinary PhD route. Within a national context, it is typical for Colleges and Faculties of Education to support doctoral programs. In fact, it is atypical for a U-15 University with a Faculty of Education to not maintain a regularized doctoral program that students from all Departments may access (see Appendix A). We are targeting the Fall 2016 as a start-up date for the proposed PhD program. However we plan to support students from our current wait-list candidates who have eligibility to apply for Tri-Agency funding through our university and we would like to pursue full advertising and recruitment processes for 2016-2017 as soon as possible. We anticipate approximately 5 to 10 incoming doctoral students per year.

Fit with University of Saskatchewan, College, and Department Priorities

In its third integrated plan, the University of Saskatchewan committed to academic pre-eminence by making the university a "major presence in graduate education" (University of Saskatchewan, n.d., 1). Furthermore, Promise and Potential called for increased enrolments in PhD programs by 10% to support the University of Saskatchewan's intensive research culture. The Strategic Directions Update challenged the University of Saskatchewan to achieve Tri-Agency funding performance above the national average for medical-doctoral universities in all competitions and in all of our academic units (University of Saskatchewan, 2010). In order to meet the target set out for us as a College, we need to increase the proportion of faculty holding Tri-Agency funding and supervising graduate students in all departments (University of Saskatchewan, n.d.).

The proposal for a cross-departmental PhD program was included as one of the top priority areas in the College of Education Plan for the Third Planning Cycle, 2012-2016. The College of Education IP3 put forth five priority clusters. The proposed PhD program was: (1) directly linked to the fourth priority cluster (i.e., Grow and enhance our graduate programs); and (2) indirectly linked to the fifth priority: Continue to develop and deliver high quality community-based undergraduate and graduate programs (College of Education, n.d., 14) by way of the flexibility (i.e., program delivery, program requirements, etc.) we are envisioning in the proposed program. The College of Education IP3 stated, "the College would be well-served by an inter-disciplinary, cross-college PhD route" (College of Education, n.d., 9). Results from all three department program reviews recommended the development of a regularized doctoral program (see for example the Department of Curriculum Studies Graduate Program Review, 2012). Therefore, this proposed PhD program is a departmental priority for Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education.

The proposed PhD program will:

1. directly address the University's stated goal of increasing doctoral graduate student numbers;
2. contribute to the retention of research-active faculty. Between June 30, 2011 and April 30, 2015, almost 4.5 million dollars in research funding was awarded to the College of Education and of that amount, 89% of the College research funding was awarded to the three Departments proposing the PhD program. These departments have also received two SSHRC partnership grants (one as lead and one as co-lead with the University of Toronto/Ontario Institute for Studies in Education) and one awarded CFI grant (with a second application currently under internal review). Currently, the insufficient doctoral places in the special case PhD programs is a significant barrier to recruiting doctoral students as research assistants and executing externally funded research grants;
3. provide additional opportunities for College of Education faculty to regularly supervise doctoral students. The opportunity to supervise doctoral students and act as committee

members has the potential to increase faculty research intensiveness via co-publishing opportunities;

4. be responsive to student needs and market demand, utilize innovative and accessible delivery approaches including 'learn where you live', through flexible programming, scheduling, and regulations. These recommendations were emphasized in Promise and Potential;

5. help increase the amount of external research dollars linked to the College of Education through students' external awards. Between June 30, 2011 and April 30, 2015, the College of Education received $724,500 in external student funding and 92% of this funding was awarded to students from the three Departments proposing the cross-departmental PhD program. Although the College of Education has a successful track record of mentoring MEd students in applying for and receiving Canada Graduate Scholarships, the lack of a regularized doctoral program is a limitation (Marshall, Oakland, & Bassendowski, 2012,) and reduces the number of students eligible for Tri-Agency or other major funding (Department of Curriculum Studies Review, 2012);

The goal of the program is to produce doctoral graduates for post-doctoral positions, research positions, academia, and to be leaders in the field of Education.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Through the office of the Associate Dean of Graduate Education and Research, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education seek to collaboratively offer a cross-departmental PhD program. The proposed program is intended as a complementary program to the regularized doctoral program in the Department of Educational Administration and will recruit supplementary students.

The program will consist of a minimum of 15 credit units (9 required credit units focused on research methodology, plus 6 required credit units that support the student's specific area of research; see table 1 below). It is anticipated that all course work could be completed within the first year with the candidacy exam and dissertation proposal to come shortly after. Additional classes will not be required for students unless recommended and approved by the student's supervisor and advisory committee. The proposed program requires *only* the addition of ERES 990: Seminar in Education Research and Practice (registration in ERES 990 will be required for one year: September to April).

The program delivery is intended to be flexible with decisions on program delivery and specific program requirements decided by the student's advisory committee. Students will be trained in educational research and have support from an advisory committee whose regular members draw expertise from Curriculum Studies (curriculum innovation, early childhood education, English as an additional language, and educational technology and design), Educational Foundations (social and ecological justice education, Indigenous Education), Educational Psychology and Special Education (including applied measurement and program evaluation, special education, and school-based assessment).

The College of Education Graduate Chairs meet regularly as a Graduate advisory committee for the Associate Dean of Research and Graduate Studies in the College of Education. Graduate Chairs from the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education will also meet with the Associate Dean of Research and Graduate Studies as an advisory committee for the Cross Departmental PhD to review

admissions, provide internal reviews for scholarship applications, and to assist with continued planning of the cross departmental PhD.

This Cross Departmental PhD advisory committee (consisting of the Graduate Chairs from the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education) will review and consider admissions as well as be responsible for populating and approving the student's advisory committees (with supervisor input and recommendation). Students will require the recommendation of a supervisor at admission. The Student's advisory committee will consist of faculty who can support the student's area of research. Cognates are to have membership in the College of Graduate Studies and Research and are expected to be from outside the academic unit of the research supervisor(s). All exceptions to program requirements will require approval from the Cross Departmental PhD committee and the College of Graduate Studies and Research.

The Cross Departmental PhD will be administered across departments but will have the capacity to support students in their individualized programs of study. We expect that students will often align with their supervisor's department but through their committee, they will be able to draw from complementary areas of expertise. Centralization for the administration of their programs will support equity for students, help to create a community of research scholars, and is expected to be an efficient use of staff resources.

Table 1. Table Describing Minimum Course Requirements

Core Courses	Course Numbers and Description
NEW Required Non-Credit Course	ERES 990.0: Non-Credit Seminar in Education Research and Practice
9 required credit units in upper level Education Research Courses (ERES) courses	In consultation with their supervisor and advisory committee, the student will select 9 credit units from the following: ERES 810.3: Indigenous Research Epistemology and Methods ERES 820.3: Action Research in Education ERES 840.3 Statistical Methods in Education ERES 841.3: Statistical Methods: Advanced ERES 845.3: Qualitative Research Methods Other research classes deemed appropriate for the doctoral level are possible with the approval of the supervisor and advisory committee. Some examples of existing courses within the College of Education include: EPSE 843.3: Theory of Educational and Psychological Measurement EPSE 844.3: Advanced Test Theory and Instrument Construction ECUR 809.3: Models and Methods for Evaluation of Educational Programs ECUR 810.3: Design and Practice of Evaluation of Educational Programs ECUR 844.3: Narrative Inquiry EFDT 832.2: Phenomenology and Education EFDT 845.3: Cross Cultural Research Methodology EFDT 884.3: Life History as Education In addition, upon approval of the student's supervisor and advisory committee, doctoral level research courses offered by other units may be approved (with unit permission). Some examples of research courses offered by other units that could be approved include (this is not an exhaustive list): CHEP 806.3: Applied Statistical Methods for Follow-up Data JSGS 860.3: Health Systems Research Methods NURS 897.3: Nursing Research Advanced Research Methods in Quantitative Design PSY 865.3: Applied Research Designs SOC 891.3 Theory and Method of Social Analysis
6 required credit units of electives that support the student's research area	In consultation with their supervisor and advisory committee, the student will select 6 credit units of coursework that supports their research area.

The graduate chair of the cross-departmental PhD program will be the Associate Dean, Graduate Studies and Research in the College of Education. Administration for the cross-departmental graduate program, therefore will be centralized to ensure a high level of support that encourages collaboration and incremental supports for students within the same stages of their programs. It is anticipated that the non-credit seminar in Education Research and Practice (ERES 990), the annual Celebration of Research, Scholarly, and Artistic Work (*DiscoverED*), and other centralized college supports offered through the Associate Dean Graduate Studies and Research office in the College of Education will enrich student experience while the elective courses and student-supervisor relationship will allow students to develop close alignments to faculty within departments.

The draft calendar entry below is to be included under the calendar descriptions for the departments of Curriculum Studies, Educational Foundations, and Educational Psychology & Special Education.

For each of these three departments, text in the introductory calendar description can state: "The Doctor of Philosophy (PhD) in Education is offered through a Cross-Departmental PhD in the College of Education"

Text to be included for each of the three departments:

Doctor of Philosophy (PhD) offered through the Cross-Departmental PhD

Admission Requirements

- Master of Education (MEd) or equivalent from a recognized college or university
- a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information.

Degree Requirements

Students must maintain continuous registration in the ERES 996 course.
- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- Fifteen credit units including:
    - Nine required credit units in Educational Research generally selected from existing advanced ERES courses in the College of Education such as ERES 841: Statistical Methods Advanced, ERES 845: Qualitative Research Methods, ERES 810: Indigenous Research Epistemology and Methods, or ERES 820: Action Research in Education. Other research classes approved by the student's supervisor and advisory committee are also permissible.
    - Six credit units of electives approved by the student's supervisor and advisory committee.
- ERES 990.0: Non-Credit Seminar in Education Research and Practice
- ERES 996.0 Doctoral Research
- Additional classes may be taken if recommended or approved by the student's supervisor and advisory committee

Other requirements for the degree include:

- Qualifying Exam: Students entering the PhD program will be required to successfully pass a qualifying exam as per standard CGSR practices. The thesis examination for the award of Master's degree at this or other recognized universities, may, at the discretion of the student's advisory committee be accepted in lieu of the Ph.D. qualifying

examination. (The Ph.D. qualifying examination must already have been passed at a suitable level before consideration will be given to recommendations for transfer from a Master's to a Ph.D. program. This particular qualifying examination can only be taken once).

- Comprehensive Examination consisting of written candidacy papers and an oral defense (see Appendix C). Students will prepare for the comprehensive examination by doing extensive reading and writing. The comprehensive exam will consist of two parts: (1) writing of three candidacy papers; and (2) an oral defense of the three papers. Note that the three written papers must be judged by the entire student's advisory committee to be satisfactory prior to moving to the oral defense.
- Upon completion of the Comprehensive Exam, the student will submit a written Dissertation Proposal to their advisory committee and pass an oral defense of the Dissertation proposal (see Appendix D). The purpose of the Dissertation Proposal is to assure the student's advisory committee and the College of Education Cross-Departmental PhD Committee that the student's research interest is suitable for study at the doctoral level.
- Following the successful completion of the Dissertation Proposal, the student would typically move to the dissertation writing stage. Students will be provided with the option of using either a standard book style dissertation (traditionally 5 chapters) or the three-paper model. Dissertation defenses will follow CGSR regulations.
- Please note that the processes described above should be consider the *typical process* for students to follow and does not preclude a student from engaging in their dissertation research (following a successful dissertation proposal defence) prior to the completion of their candidacy exam with the approval of their supervisor and advisory committee. In addition, doctoral students will be strongly encouraged to develop their research plan within their first year (often accompanied by applications for doctoral tri-agency funding) and work to develop their dissertation proposals by completing literature reviews and identifying research gaps, developing research questions, selecting appropriate theoretical frameworks, and proposing methodology.

5. **Request for new classes, ERES 990.0 Non-Credit Seminar in Education Research and Practice included in Appendix E**

6. **Comparison of Program to other Education Ph.D. programs in Appendix A**

7. **Budget and Other Resources**

There is no anticipated request for additional resources or support because we anticipate greater efficiencies with a regularized PhD program in Education and that the College of Education has the capacity to absorb any additional costs of this proposed program.

Currently, faculty working within the three fields of specialization without a regularized doctoral program in the College of Education have been depending on special-case PhD admissions and, in some cases, students are also admitted to PhD programs within the Interdisciplinary Studies Program. Each of these routes for admission require significant amounts of administrative effort. The process requires that the student and supervisor work together to, generally, satisfy three criteria:
- The quality and preparedness of the prospective student
- The suitability of the proposed program of studies and

- The definition and commitment of a proposed advisory committee.

The process to demonstrate these elements is dictated by policies approved by faculty of the College of Graduate Studies and Research, and it includes the completion of various paper and online forms in addition to free-form text and confirming E-mail exchanges. These nomination packages are substantial, often in excess of 20 pages, and require approval by committees within the College of Graduate Studies and Research.

The proposed regularized PhD program will allow for much greater efficiencies. The administrative structure within the College of Education will be able to evaluate the quality of the student and create the advisory committees, and the program of studies will be defined when the program is approved by University Council. The regularized PhD program will reduce the administrative burden and accelerate the process that accompanies special-case admissions. It could be argued that the approval of this PhD program will result in a reduced demand for administrative services within the Colleges of Education and Graduate Studies and Research.

Furthermore, in terms of additional courses, only *one* additional non-credit course is proposed by this program (ERES 990.0: Non-Credit Seminar in Education Research and Practice). This is possible because the proposed program builds upon existing MEd programs in the College. For example, no existing MEd program in the College requires more than two Educational Research courses and as a College we currently offer six upper-level graduate Educational Research (ERES) courses. In addition, as a College, we also offer 13 additional Educational Research classes within departments (possessing departmental nomenclature), 11 of these courses are housed within the three departments proposing the PhD program. This means that alternative and appropriate research methods courses can be recommended for those students entering the proposed PhD program with a MEd from the College of Education.

With respect to the remaining 6 credit units, students in the proposed program will be expected to select two additional content area courses (see table 1). Although typically these courses will be selected from upper level graduate courses offered within the home department of the students' supervisor, content courses may also be selected to better support the students' program of study and/or based on recommendations from the students' supervisor/advisory committee. Because of this individualized and flexible approach, no new content area courses are required at this time.

Students will be housed in shared office space as is the current practice for doctoral students in the College (no additional resources are expected). IT support will be offered through the current College of Education TACT team (again no additional resources will be required). Administrative support for students in the cross-departmental PhD is expected to remain within the Associate Dean's (Graduate Studies and Research) office to ensure a high level of support for Tri-Agency and other funding applications. Currently each department has their own graduate support staff and in addition one Graduate Research and Support staff person located in the Associate Dean's office.

The Graduate Research and Support staff person currently supports research and Special Case PhD students in the college and will be capable of supporting the Graduate Chair for the Cross Departmental PhD (the Associate Dean) as well as the PhD students. This support person will make sure that student programs of studies are kept up to date, review and track timelines and progression, and help oversee the significant tracking that is required for students who are also balancing family and work obligations in addition to their research. When problems arise, the problems will be brought forward to the Cross-Departmental PhD Committee and to the attention of the Associate Dean, Graduate Studies and Research in the College of Education.

The College of Education has an active research culture housing three peer-reviewed journals, three Education centres, and accomplished faculty from three departments who do not currently have a mechanism within their departments to accept regular supervision of PhD students. The cross-departmental PhD will allow research facilitation services and centres to be equally available within the college. Students will be supported to apply for funding through Tri-Agency applications, CGSR awards (including initially the non-devolved scholarships), College of Education Awards (e.g., Lownsborough award), faculty research awards and contracts, or through involvement with research activity in the College. Many of our faculty have research funds that can be made available for recruiting new students and we anticipate making a future application for devolved funding (after an anticipated period of approximately 3 to 5 years) which would assist us in supporting students who attain Dean's scholarships.

As the proposed program grows in numbers, we anticipate any future supports required will be provided through increased College activity (i.e., activity generated by the program will be reinvested in the program through TABBS as need be).

8. Relationships and Impact of Implementation

At this time there is no perceived duplication with other doctoral programs in the College of Education or on campus. Although there is the possibility that there will be some competition for students with the existing PhD in Educational Administration, the focus of the PhD in Educational Administration is quite specific - to provide a problem and inquiry-driven environment through enriched research-based and theoretical understandings of educational issues in the administration and leadership of organizations, communities, and government (Department of Educational Administration, n.d.). Furthermore, the Department of Educational Administration has one of the largest graduate student bodies at the University of Saskatchewan with a long history, strong reputation, and established programming. We do not anticipate attracting significant numbers of students from the Educational Administration PhD program but rather expect the proposed cross-departmental PhD to be a complementary program recruiting supplementary students. Not all prospective doctoral Education students desire a doctoral degree in Educational Administration and most other Canadian U-15 Faculties of Education and the University of Regina offer regularized doctoral programming across a variety of educational specializations, concentrations and units. The proposed program will allow the Department of Educational Administration to grow their involvement in the cross-departmental PhD if desired in the future.

The proposed cross-departmental PhD program contains unique features including flexible program delivery to address a variety of situations including online or distributed delivery options, in community deliverable options, and summer institutes. Such options will improve accessibility for part-time students as well as students who are not local but rather reside on First Nations or in rural, remote, or northern locations. As student interest in the proposed PhD program is likely to be local, national, and international, no minimum residency requirement will be required. The proposed program itself is flexible and the credit unit requirements proposed (minimum of 15 required credit units) will range based on the interest and previous education and experience of the student. Each student program will be tailored within a broader framework and approved by the student's advisory committee. The proposed cross-departmental PhD program will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying exam thereby increasing access to the PhD program for students with a variety of backgrounds.

The development of the cross departmental PhD in Education has been a collaborative process involving a team of graduate chairs from the College of Education representing the three

departments in question (Laureen McIntyre – EPSE; Verna St. Denis – EFDT; Jay Wilson – ECUR) and the Associate Dean, Graduate Studies and Research (Laurie Hellsten). Together these individuals (and the roles they currently hold) represent the constituency of the Cross-Departmental PhD Committee. These individuals have worked together and with their home departments to create the specific policies and guidelines for the cross-departmental PhD including admission requirements, the qualifying exam, the comprehensive exam, and dissertation proposal guidelines which reflect or complement the appropriate College of Graduate Studies and Research Policy. The Cross-Departmental PhD committee will continue to exist following the approval of the program and will approve admissions, memberships for student advisory committees, prepare scholarship plans and guide the continued development of the Cross-Departmental PhD program.

Regular discussion and input has been requested/received from faculty and Departments (including the Department of Educational Administration) throughout the development process. Graduate chairs will be able to bring concerns from their departments and regular graduate reports prepared for faculty council will ensure ongoing communication with the college.

With the exception of the existing Special Case PhD programs currently operating in each of the Departments, no programs will be deleted with the addition of the cross-departmental PhD program. However, it is expected that many students with interests in Education would no longer look towards the existing Inter-Disciplinary PhD program and that faculty involvement would likewise decrease.

9. College Statement

The proposed Cross-Departmental PhD in Education was brought forward to the May 8, 2015 College of Education Faculty Council meeting for endorsement. The motion below was carried and the next Faculty Council to approve the minutes is scheduled for October 2:

MOTION (Laurie Hellsten/Laureen McIntyre): To endorse the proposed College of Education Cross-Departmental PhD program in principle and in content with the caveat that the cross-departmental PhD as currently presented is a work-in-progress and will continue to be modified according to recommendations from various committees and through consultation until final approval has been received.   CARRIED. May 8, 2015

10. Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:
   □ Excerpts from the College Plan and Planning Parameters *– included in above document; see section 3 in particular;*
   □ SPR recommendations - *included in above document; see section 3 in particular;*
   □ Relevant sections of the College plan - *included in above document; see section 3 in particular;*
   □ Accreditation review recommendations – *Not applicable*
   □ Letters of support –*from the Department Heads of each Department.*
   □ Memos of consultation – *consultation has occurred throughout; see Section 9*
   □ It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review

recommendations or accreditation recommendations. *included in above document; see section 3 in particular;*

11. Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:	□ Consultation with the Registrar form
Required for all new courses:	□ Course proposal forms
	□ OR Calendar-draft list of new and revised courses
Required if resources needed:	□ Information Technology Requirements form
	□ Library Requirements form
	□ Physical Resource Requirements form
	□ Budget Consultation form

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Appendix A: U-15 Faculties of Education Doctoral Programs

	University	College, Faculty, or School of Education?	PhD Program Description
1	University of Alberta	Yes	• 4 Departments, 1 School • Multiple PhD Programs • Programs w/in Departments
2	University of British Columbia	Yes	• 4 Departments, 1 School • Multiple PhD Programs • Programs w/in Departments
3	University of Calgary	Yes	• Multiple PhD Programs • 7 Specializations
4	Dalhousie	No	Not Applicable
5	Université Laval	French Only	Not Applicable
6	University of Manitoba	Yes	• PhD Program • Focused PhD cohort per year with ad-hoc individualized route
7	McGill	Yes	• 4 academic units • Multiple PhD Programs • Programs w/in Departments plus ad-hoc
8	McMaster	No	Not Applicable
9	Université de Montréal	French only	Not Applicable
10	University of Ottawa	Yes	• Multiple PhD Programs • Programs w/in concentrations
11	Queen's University	Yes	• PhD program across 6 areas of concentration
12	**University of Saskatchewan**	**Yes**	• **4 Departments** • **PhD program in 1 Department** • **Special case PhD *only* in 3 Departments** with current proposal for the Cross Departmental PhD
13	University of Toronto/Ontario Institute for Studies in Education (OISE)	Yes	• 4 Departments • Multiple PhD programs in concentrations by Department plus collaborative programs
14	University of Waterloo	No	Not Applicable
15	Western	Yes	• 2 PhD programs; 1 program has two areas of concentration
	University of Regina	Yes	• Faculty-wide PhD program in one of five areas of concentration

Appendix B

Cross-Departmental Education PhD Qualifying Exam

Responsibility for this examination will be assigned to the student's advisory committee. The exam is to be administered within the first year, preferably within the first four months, of the student's program. The qualifying exam process will be similar to a small-scale comprehensive exam and will demonstrate that the student has the potential to obtain sufficient knowledge of their chosen general field of study to proceed toward candidacy for the Ph.D. degree.

The examination process will involve two stages. Each stage will be reviewed by the entire student's advisory committee for feedback and approval.

1. The first stage is the request for the student to provide a written document related to the focus of the proposed doctoral program. The document should of a length and level suitable for publication in an established peer reviewed Canadian education journal or have received a score of at least 80% as determined by the University of Saskatchewan grade scale (http://www.usask.ca/cgsr/policy-and-procedure/examinations.php).

2. The second stage will involve a formal oral defense consisting of two questions. Although the two questions will be shared with the student at least three weeks prior to the exam there is no expectation of a written response to these questions. Time allotments will vary according to circumstances, but typically, time allocations for the exam will be as follows:

    30 minutes: Presentation and discussion of Question #1 (Education Theory);
    40 minutes: Presentation and discussion of Question #2 (Education Practice);
    20 minutes: Open questioning and general discussion regarding coursework and tentative research plans

Once the document has been reviewed, the student will be asked to leave the room and the committee will engage in discussion. In order for the student to *qualify,* there should be general agreement that the student has the knowledge and skills to be granted Doctoral Student Status. Feedback on the student's document should also be provided.

A student failing an examination for the first time is permitted a second qualifying examination. If the student fails a second qualifying exam they will be asked to withdraw.

The Cross-Departmental Education PhD Qualifying Exam will follow all policies of the College of Graduate Studies and Research.

Appendix C

Cross-Departmental Education PhD Comprehensive Exam
Candidacy Papers and Oral Defense Guidelines

The Cross-Departmental Education PhD Comprehensive Exam will consist of Candidacy Papers and an Oral Defense. The comprehensive exam will involve the candidate's entire advisory committee and will be organized only after the required course work for the degree has been successfully completed.

Candidacy Papers
Procedures as follows:

Typically, upon completion of the candidate's course work, the candidate and the supervisor will jointly determine that the candidate is ready to undertake their Candidacy Papers and will notify the Graduate Chair (i.e., the Associate Dean, Graduate Studies and Research or delegate) of this approaching milestone.

The Graduate Chair will then request that the advisory committee (with the student present) meet in order to formulate and submit three questions that should elicit the candidate's understanding of the pertinent literature in the following three areas:

- theoretical and foundational context of their research inquiry
- methodology appropriate to the research
- body of research and literature specific to their research interest

Once the questions for the Candidacy Papers have been determined, the candidate will have two months at minimum and four months maximum to complete the Candidacy Papers. The Graduate Chair will inform the candidate by letter of the time frame for researching and writing the Candidacy Papers. Prior to the commencement of the time frame for preparing the Candidacy Papers, the student in conjunction with the supervisor and the advisory committee members will provide a list of key readings as a guide for the student. It is expected that the student must also engage in further independent research in preparing each Candidacy Paper.

Each Candidacy Paper will be a minimum of 5000 words (20 pages) and a maximum of 6250 (25 pages).

During the time that the candidate is writing the Candidacy Papers, the candidate may seek guidance from the Supervisor or any member of their advisory committee to request further clarification. However, the expectation is that the student will complete the papers independently without the assistance of outside experts or editorial aid.

A successful Candidacy Paper will demonstrate:

- strong organizational and written skills
- ability to construct a sound and coherent argument

- sufficient relevant knowledge and understanding of the field of study in each of the three Candidacy Papers

Copies of the three written Candidacy Papers are to be distributed to the advisory committee members for the committee's assessment. The advisory committee will take up to six weeks to assess the papers. The committee will communicate to the Supervisor whether or not they believe the candidate is prepared to proceed to the Oral Defense (i.e., the members must PASS the student on all Candidacy Papers in order to move forward).

If the advisory committee agrees that the Candidacy Papers are satisfactory, the next step is the Oral Defense. If the advisory committee believes that the Candidacy Papers are not satisfactory, the candidate will have an opportunity to rewrite the papers. The candidate will have three months to complete the rewrite. If successful, the candidate will proceed to the Oral Defense. If unsuccessful, the candidate will be required to discontinue from the PhD program.

Oral Defense
Upon agreement by the advisory committee that the student has successfully completed the Candidacy Papers, the supervisor will arrange (with the support of the Graduate Research and Support staff person) for an Oral Defense. The Oral Defense should occur within six weeks of the committee's determination of successful completion of the Candidacy Papers.

The candidate will provide an overview of the three Candidacy Papers at the Oral Defense. The overview will consist of an integrated presentation of the three papers. The presentation should be approximately fifteen to twenty minutes in length. The advisory committee will have an opportunity to pose questions to the candidate on the three Candidacy Papers and the presentation. The Oral Defense should be approximately two hours in length.

Without the candidate present, the advisory committee will make a decision regarding candidacy. Specifically, the advisory committee will decide if the candidate has demonstrated sufficient knowledge and understanding of the field of study and appropriate methodologies to undertake the work of establishing a quality research proposal.

A successful Oral Defense will show evidence of the following:

- sufficient knowledge and understanding of the field of study
- sufficient knowledge and understanding of the appropriate methodologies to undertake the work of establishing a valid research proposal
- ability to present and defend material orally

It is understood that the successful completion of the Candidacy Papers and the Oral Defense will demonstrate that the candidate has the background knowledge of the field of study and mastery of methodologies necessary to develop a research proposal and shows the necessary promise to undertake successful PHD research. Defense of the dissertation research proposal, which refines and elaborates a specific research question within the area of research that has been examined, will typically occur within six months of successful completion of the Comprehensive Exam.

Appendix D

Cross-Departmental Education PhD Dissertation Proposal
and Defense Guidelines

Purpose
Typically, upon completion of the Comprehensive Exam (consisting of three written Candidacy Papers and an Oral Defense), the student will submit a Dissertation Proposal to the advisory committee that is a maximum of 50 pages, double-spaced (typically a complete dissertation would be no more than 200 pages, double-spaced). The purpose of the Dissertation Proposal is to assure the advisory committee that the student's research interest is suitable for study at the doctoral level. The Dissertation Proposal will provide a concise and focused statement of the proposed research, demonstrate a research plan that effectively explores the student's research interest, and illustrate an integrated approach in which there is internal consistency among its elements.

Guidelines for developing the Dissertation Proposal
The Dissertation Proposal must include the following components:

- Abstract of the proposal (about 150 words)
- Research focus or inquiry question
- Purpose of the research or research question that clearly identifies the purpose of the research and what the research is attempting to investigate
- Literature review that demonstrates knowledge, critique, and synthesis of the research and scholarship published in the chosen area of research/study?
- Methodology appropriate to the research question and purpose
- Proposed method of analyzing and interpreting the findings.

Process for Approval of the Dissertation Proposal

Typically, within 6 months of a successful Doctoral Comprehensive Exam, the student will be required to submit the Dissertation Proposal to the advisory committee for review. The student will submit a paper copy of their Dissertation Proposal to each member of the advisory committee.

The advisory committee will have 6 weeks to review the proposal. This is a guideline for a proposal submitted during term 1 and term 2 of the academic year. Proposals submitted outside these periods may require an adjusted (typically longer) review period. Within this period, members of the advisory committee will each review the Dissertation Proposal and then meet as a committee without the student being present. The Supervisor will record the feedback in written format, circulate it among committee members for accuracy, and once approved send the feedback to the student.

The student will have 3 weeks to complete the required revisions and provide a final copy of the Dissertation Proposal to the advisory committee.

Once the advisory committee has received the final draft of the Dissertation Proposal from the student, and has had an opportunity to review it, the Supervisor will schedule a Proposal Defense within one month.

At the Proposal Defense the student will have an opportunity to orally present their proposal (approximately 12-15 minutes in length), following which there will be a question and answer period. Upon completion of the oral defense, the advisory committee will meet without the student present in order to determine by consensus or majority vote whether or not to approve the Dissertation Proposal. If consensus cannot be reached, the committee will arrive at a decision through majority vote. All CGSR policies will be followed.

Appendix E: Request for New Courses

A. ERES 990: Non-Credit Seminar in Education Research and Practice

ERES 990 is a required non-credit seminar course for the Cross-Departmental PhD students in the College of Education. This seminar provides students with information, guidance, and skill development in areas that help students succeed in and profit from their graduate studies. This seminar enhances skills in seminar participation, scholarly writing, library use, and technology applications. Discussions on inter-departmental and cross-departmental issues, research protocols, and funding opportunities are also included. This seminar also provides opportunities for graduate students to present research seminars and evaluate seminars given by their peers. Registration in ERES 990 is required for one year (September-April). In order to successfully complete ERES 990 students must attend but also present their research through an academic presentation i.e., the Celebration of Research (DiscoverED) or through an academic conference. It is expected, however, that students in the Cross-Departmental PhD will continue to utilize the ERES 990 research seminar series to practice their dissertation proposal presentations, defense presentations, and conference presentations in future years. Although many doctoral students will complete the required ERES 990 seminar in-person while they attend class on-campus in-person, we anticipate a blended offering of the ERES 990. A blended version of the seminar would allow students to attend either in-person or virtually. In a similar way, students could present or attend the seminar series. We anticipate using videoconferencing software (such as WebEX) to facilitate this process.

GSR 400.1 and course outline attached.

UNIVERSITY OF SASKATCHEWAN

Department of Educational Psychology and Special Education

Education Building - Room 3104
28 Campus Drive
Saskatoon SK S7N 0X1
Telephone: (306) 966-5255 or 966-7720
Facsimile: (306) 966-7719

May 9, 2015

To Whom It May Concern:

I am pleased to write this letter of support for the proposed Cross-Departmental PhD in the College of Education. This new initiative will fill a gap in our current graduate program offerings in the Department of Educational Psychology and Special Education while also encouraging inter-disciplinary collaboration and mentorship.

Our department has had inquiries from a number of individuals interested in pursuing doctoral studies in our department. Additionally, we have several faculty members in our department that would welcome the opportunity to combine their own research interests with those of incoming PhD students. In many ways, this can prove to be both a productive and enriching experience for students and faculty alike.

Our department has a history of graduating a high calibre of graduate students, with several having been successful in obtaining funding through the Social Science and Humanities Research Council to support their thesis research at the Masters level. I anticipate that a similar high standard will be maintained with our doctoral students.

I look forward to the further development of this proposed graduate program and applaud the dedication and foresight of those college and department faculty who are taking the lead with this initiative.

With appreciation

Tim Claypool, PhD, R.D. Psych.
Department Head

UNIVERSITY OF SASKATCHEWAN

➤ **College of Education**
Department of Educational Foundations
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Ph: 306-966-7514 Fx: 306-966-7549
Email: efdt.office@usask.ca

September 2, 2015

Laurie Hellsten, PhD
Associate Dean Graduate Studies and Research
College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, SK
S7N 0X1

Dear Associate Dean Hellsten:

I am pleased to offer this letter of support from the Department of Educational Foundations
for the proposed Cross-Departmental Doctor of Philosophy in Education. Although our
department has been successful in graduating special case Doctor of Philosophy degrees, we
recognize the need to provide on-going opportunities for others to pursue a PhD in education
and this new initiative would make that possible. Individuals interested in pursuing doctoral
studies in our department continually approach us and this new program would make it
possible to respond in a more timely and on-going manner to those requests.

Our faculty welcomes the opportunity to combine their research and scholarly interests with
those of potential PhD students. This new PhD program in our department and across the
College of Education will contribute to the vibrancy of our current research, scholarship and
teaching. The excellent quality of theses and dissertations produced in our department is
recognized in the high number of awards granted our graduate students. Additionally, our
graduate students have been successful in obtaining prestigious research and scholarly
grants and we expect this to increase with a PhD program in the Department and College.

The Department of Educational Foundation is in full support of collaborating with both the
Department of Educational Psychology and Special Education and the Department of
Curriculum Studies in the development of this proposed Cross-Departmental PhD in
Education.

Sincerely,

Bob Regnier
Department Head

September 6, 2015

To: Dr. Laurie Hellsten

Re: Support for College of Education Cross Departmental PhD

Dr. Hellsten, please accept this letter as a sign of my unqualified support for the proposed Cross Departmental PhD in the College of Education. For many years we have danced around this idea, so I am very pleased to see that we are ready to finalize a much needed regularized PhD program for the three departments who do not have one. The approval of the Cross Departmental PhD will add the final piece to the already strong graduate program at the College of Education.

It is paramount for the success of scholarship in the Department of Curriculum Studies to work with innovative and cutting edge research. We are unable to fully pursue such efforts without a large vibrant group of PhD students. Our past efforts supporting very successful Special Case PhD students demonstrates the willingness and capacity to work with the next generation of higher education academics. Unfortunately, we are limited to just four active students using a Special Case system. A new program will allow us to develop and share our research more broadly, provide us opportunities for academic mentorship, and give us increased opportunities to access funding opportunities.

Please know that you can call on me and my department for anything to support and expedite the commencement of this program

Sincerely,

Dr. Jay Wilson

Associate Professor, Department Head and Graduate Chair

Department of Curriculum, Studies College of Education

University of Saskatchewan

**UNIVERSITY OF SASKATCHEWAN
COLLEGE OF EDUCATION**

**College of Education Doctoral Program 990:
Non-credit Seminar in Doctoral Education Research and Practice**

Instructor/ Coordinator: Dr. Laureen McIntyre, S-LP(C), CCC-SLP,
Registered SK Speech-Language Pathologist
Associate Professor and Director of the Special Education Certificate

Office: Room 3117 Education
Phone: (306) 966 – 5266
E-Mail: Laureen.McIntyre@usask.ca

Office Hours: By appointment

Note. Each of the graduate chairs associated with the departments involved in the cross-departmental PhD will be involved in the organization and instruction of ERES 990; however, one graduate chair will take the lead on the 990 organization and instruction and will be recognized as the *coordinator*.

Course Outcomes

Upon completion of the non-credit seminar course students will:

1. demonstrate ability to undertake the research process through analysis and reflection;

2. analyze, synthesize, and integrate a body of knowledge that can be represented in both written and oral formats.

3. integrate knowledge from coursework, current research literature, and professional practice.

4. experience a weekly seminar series (in-person or by distance) involving doctoral students and faculty and actively participate in a research and scholarly community. The seminars will provide students with access to the work and ideas of faculty, graduate students and visiting scholars; the opportunity to debate and discuss issues with faculty and other students; and the opportunity to present their own research and receive feedback.

Course Materials

Required Texts:

American Psychological Association. (2007). *APA style guide to electronic references.* Washington: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association (Sixth Edition).* Washington: Author.

Course Requirements

The format of the ERES 990 will alternate between seminars of scheduled topics and scheduled Speaker Series events. The ERES 990 seminar course has **three components; all are mandatory.**

1. **Participation** in the College of Education ERES 990 Research Seminars (ERES 990) held twice a month (participation may be virtual or in-person). This seminar is aimed at providing students with the practical knowledge required to become independent researchers. Seminars will focus on the following three modules: (1) Planning for research: Developing a research plan (literature reviews, identifying a research gap, linking ideas to funding possibilities and larger program of research; ethics including ethics of Action Research and Program Evaluation as well as co-publishing); (2) Applying for external funding (research funding opportunities, grant writing skills, cv preparation, preparing budgets, working with and mentoring student members of a research team); and (3) Dissemination of new knowledge (conference presentation opportunities including poster and oral presentation development; peer-reviewed journal opportunities and submission practices, manuscript writing skills including APA; and tri-agency policies on open-access articles).

2. **Participation** in the College of Education Research Speaker Series where faculty, students, and researchers in the field are invited to present their research work. Students are expected to attend regularly and to make a presentation on some aspect of their research at one of the sessions. PhD students will be invited to continue to present at this series following their official participation in ERES 990 as they continue to prepare for and meet the required milestones (e.g., Candidacy Exam, Dissertation proposal exam) of their program. PhD students will also be invited to present their research at the annual College of Education Celebration of Research, Scholarly, and Artistic Work (*DiscoverED*) or through an academic conference.

3. **Attendance at seminars –** Cross-departmental PhD students must attend a minimum of 6 research presentations through the College of Education Research Speaker Series while registered in the ERES 990 non-credit seminar.

Proposed ERES 990 Seminar Class Schedule (September 2016 to - April 2017)

Month	Topics Covered
SEP	Planning Your Research (e.g., finding and evaluating sources, critically evaluating literature, formulating research questions and using available reference systems (e.g., End Note, Ref Works).
SEP	Planning Your Research (linking plans to appropriate theoretical foundations, designing appropriate analyses and being able to compare/contrast alternate analyses that could also be appropriate, etc.).
OCT	Planning Your Research (ethics and REB applications).
OCT	Planning Your Research (non-standard ethics such as action research, program evaluation, and researching your own practice as well as the ethics involved in co-publishing and publishing the dissertation).
NOV	Applying for External Funding (locating appropriate internal and external research funding opportunities)
NOV	Applying for External Funding - CV preparation
DEC	Applying for External Funding - Grant writing skills
DEC	Applying for External Funding - Budgeting
JAN	Dissemination of Research - through conferences (locating and submitting conference proposals, creating research poster presentations)
JAN	Dissemination of Research – Manuscript writing
FEB	Dissemination of Research - Manuscript writing
FEB	Dissemination of Research - Navigating the peer reviewed process
MARCH	Dissemination of Research – Open access and tri-agency policies
MARCH	Celebration of Research, Scholarly, and Artistic Work
APRIL	Dissemination of Research - Research metrics (tiered journals, impact factors)
APRIL	Inter-professional collaboration and mentoring of new scholars

Student Presentations

Students must prepare an abstract (300 words) of the material that they will present at the seminar and submit it at least one week in advance to adr.edu@usask.ca.

Presentation content should be related to the student's area of study and can include an overview of the pertinent literature, a summary of the research proposal or a synopsis of their research thesis and its findings. Presentations will generally be 30-45 minutes in length and include:

- a 10 to 15 minute **general overview** of their research field of study
- a 10 to 15 minute **overview of the research methodology** and **theoretical underpinings**
- a 10 minutes **discussion of the findings and practical implications**

Unless otherwise specified, presentations will be open to all faculty and staff of the College and the general public. Constructive feedback will be solicited by the ERES 990 Seminar Coordinator from all ERES 990 course members and subsequently shared with the student presenter.

Attending College of Education Research Speaker Series
Students are required to provide evidence of their attendance at the College of Education
Research Speaker Series to verify that this mandatory program requirement has been met
prior to making formal application for graduation. Students should use the standard form
below and ensure that the seminar coordinator signs the form for each presentation
attended.

Attendance Form at College of Education Research Presentations			
Name of Student:			
Student Program:			
Date	**Seminar Title**	**Seminar Presenter**	**Signature of Seminar Coordinator**

Academic Honesty

Students are expected to know and adhere to the following:

Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.),
cite your sources. Failure to do so is plagiarism. You are expected to have read and
understood the University of Saskatchewan's Guidelines for Academic Conduct (see
http://www.usask.ca/university_secretary/honesty/)

You are responsible for seeing that your assignments are submitted as instructed. Do not
rely on others to submit your assignments for you. Keep a copy your assignments.

Acceptable use of materials protected by copyright:
http://www.usask.ca/university_secretary/policies/operations/Copyright.php

Standard of student conduct in academic matters:
http://www.usask.ca/university_secretary/honesty/academic_misconduct.php

UNIVERSITY OF SASKATCHEWAN

GSR 400.1
New Graduate
Course Proposal

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes ☒ **(must complete section 6.1)** No ☐

Basic information about the proposed course:

1. Department/Unit: <u>Cross-Departmental PhD (ERES)</u>   College of: <u>Education</u>

2.

   _L. Helbsten_____
   (Authorizing Unit Head - PLEASE PRINT)

   _X. Helbst_____
   (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

   3.1 Label and number of course: <u>ERES 990</u>

   3.2 Title of course: <u>Seminar in Doctoral Education Research and Practice (non-credi)</u>

   3.3 Total Hours: Lecture: _____

               Seminar: <u>38</u>

               Lab: _____

               Tutorial: _____

               Other: _____

   3.4 Weekly Hours: Lecture: _____

               Seminar: <u>2 (approximately)</u>

               Lab: _____

               Tutorial: _____

               Other: <u>6 1hr research seminars at minimum</u>

   3.5 Term in which it will be offered: T1 ☐   T2 ☐   T1 or T2 ☐   T1 and T2 ☒

   3.6 Prerequisite: Acceptance into the Cross-Departmental PhD program

   3.7 Calendar description (not more than 50 words):

   Doctoral students will develop an understanding of, and ability to apply, research scholarship and methodology in the field of Education. Class discussions are framed around five major themes: research ethics; research design; research analyses; knowledge translation and dissemination; and developing and supporting a program of research.

4. Rationale for introducing this course:

   This course is a required non-credit course for all students accepted into the Cross-Departmental PhD in Education which is a new program being proposed by the College of Education.

5. Impact of this course:

   5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
        No ☒   Yes **(Please list):**

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No

9. Date of Implementation:

9.1 To be offered: Annually ⊠   Biennially ☐   Alternate Years ☐   Other ☐

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): <u>May 8, 2015</u>

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

_____

(Authorizing College Signature (of the home academic unit)

<u>Michelle Prytula, Dean</u>
(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

UNIVERSITY OF SASKATCHEWAN

⯈ College of Education
Associate Dean
Graduate Studies and Research
28 Campus Drive   Saskatoon SK   S7N 0X1   Canada
Ph: 306-966-7723   Fx: 306-966-7644

Memorandum

To: Dr. Dionne Pohler, Chair, Graduate Programs Committee

CC: Trevor Crowe, Associate Dean, College of Education and Research (CGSR)

From: Dr. Laurie Hellsten, Associate Dean, College of Graduate Studies and Research

Date: September 11, 2015

Re: Additional items now required for proposal for cross-departmental PhD

In response to the Graduate Programs Committee June 16 reply to the College of Education's proposal for a cross- departmental PhD in Education, we have sent a revised proposal and document outlining clarifications that have been addressed.

It has been brought to our attention that the University Secretary's Office has made some significant changes to the information they are requiring when considering program approvals. As the review of our proposal is in progress, we have used the older form but wish to add this memo and TABBS information as supplementary documents to address the sub topics which may not be addressed adequately in the earlier form. Thank you for your support in the review of this proposal and we look forward to working with the College of Graduate Studies and Research and other administrative units to make sure that any concerns are adequately addressed. Please do not hesitate to contact me if further clarifications are required.

List of sub-topics on new form (Proposal for Academic or Curricular Change)

1. **Academic Justification:**
   Please see Section *3: Rationale* and Section *8: Relationships and Impact of Implementation* as these sections address most of these subtopics. In addition, we would like to note that currently our faculty are at a disadvantage when developing their research programs as three of our four Education departments do not have the capacity to take on doctoral students through a regularized doctoral program. Through consultation, we found that faculty in departments were becoming more collaborative in their research and that departments had similar expectations for a PhD program. With this in mind, we have chosen to collaborate which allows us to avoid duplication of

programs and courses and in turn allows for a higher level of support for PhD students in the College of Education.

This program does not target a specific student demographic but is flexible enough to accommodate various delivery options and demographics including International Students, adult learners, and Aboriginal students in rural, remote or Northern locations. We anticipate many University of Saskatchewan College of Education alumni returning to partake in the Cross-Departmental PhD. Currently these students must either wait for an opening in the Special Case programs, pursue a PhD in Educational Administration, or attend another university.

Special case PhD programs limit each department to a maximum of four Special Case students at any one time (College of Graduate Studies and Research, 2014). In contrast, most Colleges and Faculties of Education in Canadian U-15 institutions and the University of Regina provide regularized doctoral training across all departments and/or in multiple concentration areas (see Appendix A). The University of Saskatchewan is the only U-15 College/Faculty of Education to restrict regularized doctoral training to one Department.

2. Admissions

Please see sections *4: Description of Program Characteristics* and *8: Relationships and Impact of Implementation* of the program proposal. It is also important to note that the admission requirements for the proposed cross-departmental program parallel the CGSR standard including:
- o Master of Education (MEd) or equivalent from a recognized college or university
- o a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- o Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies for more information.

In addition, students will require the recommendation of a supervisor at admission. We will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying exam thereby increasing access to the PhD program for students with a variety of backgrounds. However, in the future we anticipate receiving more applications than available spots in the program and if this situation should arise, we will have the Cross-Departmental PhD Committee rank the applicants for admission.

3. Description of the program

Please see section *4: Description of Program Characteristics*.

The specific mission of the cross-departmental PhD in education is to offer educational, research, scholarly and professional practice opportunities for highly qualified students

who will create new knowledge and move the field of Education forward. The proposed doctoral program is intended to be research intensive and will prepare graduates for traditional academic positions as well as leadership positions in the field (K-12 leaders, policy makers, community educators, curriculum developers, and master teachers). The program is intended to be flexible with decisions on specific program requirements decided by the student's advisory committee. Students will be trained in educational research and have support from an advisory committee whose regular members draw expertise from Curriculum Studies (curriculum innovation, early childhood education, English as an additional language, and educational technology and design), Educational Foundations (social and ecological justice education, Indigenous Education), Educational Psychology and Special Education (including applied measurement and program evaluation, special education, and school-based assessment).

The curricular objectives are accomplished through the requirements of the program:

- Successful completion of a minimum five required graduate courses, of which three are focused in research methodology and two are focused in educational content that support the student's specific area of research;
- Successful completion of GSR 960 and 961 and/or 962 as applicable.
- Successful completion of the non-credit ERES 990: Seminar in Doctoral Education Research and Practice which provides opportunities for students to develop and practice practical research skills in planning programs of research, applying for external research funding, and disseminating new knowledge;
- Successful completion of a qualifying exam and a candidacy exam (including candidacy papers and oral exam) demonstrating that the candidate has demonstrated sufficient knowledge and understanding of the field of study and appropriate methodologies to undertake the work of establishing a quality research proposal; and
- Successful completion and defense of a dissertation (including dissertation proposal exam) which is an original piece of research that makes a contribution to our field of knowledge (including associated registration in ERES 996).

This program meets the core learning goals described in the University of Saskatchewan's Learning Charter (see Table 1).

Table 1. How the Proposed Cross-Departmental PhD Meets the Core Learning Goals.

Core Goal	Examples of How Goals Are Addressed by Proposed Program	Examples of Skills and Attributes Acquired by Graduates
Discovery	- Required coursework including ERES 990 - Dissertation Proposal and Defense - GSR 960 and 961/962 - Participation in Research Series and Celebration of Research	- Skill and practice applying for external research funding; - Ability to plan for and independently carry-out research studies/programs; - Work independently and as a team member; - Presentation and manuscript development skills
Knowledge	- Minimum of 3 required research methodology courses, 2 required content area courses, and ERES 990 - GSR 960 and 961/962 - Qualifying Exam - Comprehensive Exam - Participation in Research Series and Celebration of Research	- Ability to utilize and apply the knowledge of the discipline (demonstrated through both written and oral exams); - Presentation and manuscript development skills; - CV preparation skills; - Grant application skills;
Integrity	- GSR 960 and 961/962 - ERES 990 - Qualifying Exam - Comprehensive Exam - Dissertation Proposal and Defense	- Skill and practice submitting ethics applications to REB's; - Knowledge and application of ethics with respect to interprofessional collaboration and collaborative writing as well as power relationships; - Understanding of open access tri-agency policies
Skills	- ERES 990 - Participation in Research Series and Celebration of Research - Qualifying Exam - Comprehensive Exam - Dissertation Proposal and Defense	- Presentation skills; - Data analysis skills; - Academic writing (papers, dissertation, manuscript, conference presentations, grant writing) skills; - Exam skills (paper and oral)
Citizenship	- ERES 990 - Participation in Research Series and Celebration of Research	- Collaborative writing and presentation skills; - Peer review and critique skills

The proposed cross-departmental PhD program contains unique features including flexible program delivery to address a variety of situations including online or distributed delivery options, in community deliverable options, and summer institutes. Such options will improve accessibility for part-time students as well as students who are not local but rather reside on First Nations or in rural, remote, or northern locations. As student

interest in the proposed PhD program is likely to be local, national, and international, no minimum residency requirement will be required. The proposed program itself is flexible and the credit unit requirements proposed (minimum of 15 required credit units) will range based on the interest and previous education and experience of the student. Each student program will be tailored within a broader framework and approved by the students' advisory committee.

In terms of transferability, the proposed cross-departmental PhD program will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying exam thereby increasing access to the PhD program for students with a variety of backgrounds. It is anticipated that students applying will have a Master of Education but students with other backgrounds, i.e., in technology, measurement, social work or the health care fields will be eligible to apply if their proposed supervisor and an advisory committee is able to support their research. In a similar way, the flexibility and individualization of the proposed program will allow students who have completed Masters work focused in one area of Education (e.g., curriculum) to pursue their doctoral education in another (or multiple) area of Education (e.g., Special Education). The course requirements listed are the minimum requirements for fully qualified students and additional coursework may be deemed necessary by the supervisor or advisory committee.

Although the proposed program itself is flexible enough to accommodate students who desire or require the program to be offered in an entirely distributed manner, we anticipate that many students will opt to take advantage of distributed options as individually preferred. As such, our non-credit doctoral seminar (ERES 990) will allow for both in-person and online (asynchronous and synchronous) participation. Similarly, the College of Education has a long history of offering graduate courses in non-traditional formats and at non-traditional times. For example many of the research courses from which students can select their required 9 credit units in research methodology are regularly offered in an on-line or modified format (e.g., weekend condensed, Saturday, evening, late afternoon, or intensive summer institute). This is also the case with many of the content courses that could be used to meet the 6 required credit units that support students' specific areas of research.

We propose to evaluate the Cross-Departmental PhD program every six years. We plan to follow the criteria used by the University of Saskatchewan, College of Graduate Studies to evaluate our program including evaluation of program quality (program objectives and curriculum), program enrolment and student funding, student outcomes, the learning environment, faculty involvement and profiles, and program administration. More information regarding the detailed assessment categories can be found at: http://www.usask.ca/gpr/graduate-programs/assessment-criteria.php

There is currently no accreditation or certification available for this program.

4. **Consultation**

   Please see sections *3: Rationale*, *4: Description of Program Characteristics*, *8: Relationships and Impact of Implementation*, and *9: College Statement*.

   Through the office of the Associate Dean of Graduate Education and Research, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have worked together to propose a cross-departmental PhD program. The proposed program is intended as a complementary program to the regularized doctoral program in the Department of Educational Administration and will recruit supplementary students.

   With the exception of the proposed non-credit seminar in Doctoral Education and Practice (ERES 990), all other required courses are pre-existing. Some of the courses (advanced research courses in particular) have had historically low enrolment and the additional registration of the students from this program into such pre-existing courses will serve to increase enrolment and ensure the courses are able to run as planned (i.e., sufficient numbers of students in the courses). As always, students from other units on campus would be welcomed into these courses as well as long as the pre-requisites have been met, there is room in the course, and with the permission of the instructor.

   Regular discussion and input has been requested/received from faculty and Departments (including the Department of Educational Administration) throughout the development process. The College of Education Faculty Council approved a motion put forward on May 8, 2015 to endorse the proposed program. We have also been working closely with the College of Graduate Studies and Research on this proposed program and further consultation will be undertaken under their direction or advice.

5. **Budget**

   Please see sections *4: Description of Program Characteristics* and 7: *Budget and other Resources*

   Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 38 faculty, of whom the vast majority have achieved tenure. All of the faculty in these three Departments would be invited to participate in supervising potential students, being active committee members, and participating in other core activities of the program.

   The proposed program requires the addition of only one new course which is a non-credit course in Doctoral Education Research and Practice (ERES 990). We expect this course will be taught/facilitated by a graduate chair from one of the three Departments involved (CURR, EFDT, and EPSE) on an annual rotating basis. Despite the instructor/facilitator taking the lead role, we expect each of the other two department graduate chairs (and faculty) to participate and support the course and thus foresee no required changes to the current graduate chair ATD.

Because only one new non-credit course is being proposed and the remaining required courses in both research methods and in the content areas are pre-existing, there should be no changes to the teaching assignments of any College faculty.

We anticipate that the College has the capacity to absorb the cost of this proposed program. Students will be housed in shared office space as is the current practice for doctoral students in the College (no additional resources are expected). IT support will be offered through the current College of Education TACT team (again no additional resources will be required). Currently each department has their own graduate support staff. In addition, one Graduate Research and Support staff person is located in the Associate Dean's office and will offer direct support to the cross-departmental PhD program. As the proposed program grows in numbers, we anticipate any future supports required will be provided through increased College activity (i.e., activity generated by the program will be reinvested in the program through TABBS as need be).

Doctoral students in this proposed program will follow standard tuition categories. Students will be supported to apply for funding through Tri-Agency applications, CGSR awards (including initially the non-devolved scholarships available through the CGSR), College of Education Awards (e.g., Lownsborough award), faculty research awards and contracts, or through involvement with research activity in the College. Doctoral students in the proposed program would be eligible for four internal scholarships, two internal awards, and two internal bursaries available from the College of Education. Many of our faculty have research funds that can be made available for recruiting new students and we anticipate making a future application for devolved funding (after an anticipated period of approximately 3 to 5 years) which would assist us in supporting students who attain CGSR Dean's scholarships.

The student demand for the proposed program is anticipated to be significant. Currently, all three departments are at or above capacity in their numbers of Special Case PhD students and maintain waiting lists of prospective Special Case PhD students ranging between five to ten students per department at any one time. We anticipate approximately 5 to 10 incoming doctoral students per year and have set our enrolment target to 10 students (8 Canadian and 2 International). We expect to reach this target within 3 years (as we accommodate students waiting in the queue). Minimum enrolment is not expected to be an issue because the required credit unit courses are all pre-existing and regularly offered; however fewer than 5 students and more than 15 could cause issues with programming and course offerings.

The costs of the program are outlined on the attached TABBS document provided by our financial officer. Although the revenue from the program is not expected to be substantial, the program will have value for faculty who wish to supervise doctoral students or have educational research assistants with backgrounds and interests suitable for supporting their research grants. Currently, the three departments that participate in the cross departmental PhD proposal are limited to 4 Special Case

doctoral students per unit. A regularized PhD program will allow for more consistent planning of student programs of studies as well as flexible admission planning that can be responsive to faculty sources of funding and capacities in departments.

With the addition of a regularized doctoral program, we would expect increased research intensiveness that may not be adequately captured by the TABBS model which puts all graduate students within the same category. For example, the external doctoral awards are paid out at a significantly higher amount than master awards and we expect that the number of these awards received will increase over time with increased student eligibility.

Because the instruction and administration of the proposed program is expected to be absorbed by current supports and course offerings, with a projected intake of 10 students per year, the estimated costs of the program delivery in year one are the cost of a sessional instructor for one 3 c.u. class ($7010) plus about $100/student ($1000 total) for materials and supplies or a grand total of $$8,010. The year one surplus is estimated to be $76,282.The estimated costs are anticipated to double in the second year and triple in the third year but then level off as students begin to complete their programs. An incremental summary can be found on the attached TABBS output.

College Statement
Please see Section *9: College Statement.*

Related Documentation
Please see Section *10: Related Documentation.*

Consultation Forms
Consultation with the College of Graduate Studies is in process with this revised proposal for the cross department PhD in Education (the earlier submission went to the Graduate Programs Committee for their June 9, 2015 meeting)

Items submitted to the Graduate Programs Committee for this revised proposal contain:
1. This memo and TABBS document re: additional items now required for new program proposals.
2. A memo outlining the changes we made to our program proposal based on the June 16th comments of the CGSR graduate programs Committee;
3. A revised program proposal containing the changes and modifications and letters of support from departments;
4. A course syllabus for the proposed non-credit seminar (ERES 990: Doctoral Seminar in Education Research and Practice); and
5. GSR400.1 form for the proposed non-credit seminar (ERES 990).

Summary of TABBS Model Inputs

NEW ACTIVITY

		Year 1	Year 2	Year 3	Year 4	Year 5
Student Activity	Undergrad - Domestic					
	Undergrad - International					
	Grad - Domestic	8	16	24	32	40
	Grad - International	2	4	6	8	10
Faculty & Staff	ASPA					
	Casual					
	CUPE Local 1975					
	Exempt					
	Faculty Association					
	Sessional	1 x 3 cu	2 x 3 cu	3 x 3 cu	3 x 3 cu	3 x 3 cu
Occupancy	Instructional Lab					
	Research Lab					
	Academic Office					
	Administrative Office					
Research Activity	Tri Agency					
	Non-Tri Agency					
Non-salary costs	Operational Supplies					
	Travel					
	Rent/Renovations					
	Other	$ 1,000	$ 2,000	$ 3,000	$ 4,000	$ 5,000

Notes & Assumptions

1. The expectation is an intake of 10 new students per year (8 domestic and 2 international)
2. Thesis Program with a completion rate of 3.5 to 4 years
3. Current faculty will be teaching these courses but it is possible sessionals will be hired to offload them from other assigned courses
4. No additional occupancy costs required. Classes can fit into existing classroom space
6. Non-Salary costs are related to marketting and printing @ $100 per student

INCREMENTAL Summary of TABBS SAT Projections

	Current TABBS Model Figures	Change from Base to Year 1	Change from Year 1 to Year 2	Change from Year 2 to Year 3	Change from Year 3 to Year 4	Change from Year 4 to Year 5
Operating Grant						
Instruction	11,625,212	78,906	78,824	78,743	78,661	78,581
Research	2,657,793					
Targeted Funding	0					
Directed Funding	(1,023,079)					
Tuition						
Undergraduate - Enrolment	1,222,804					
Undergraduate - Instruction	2,863,039					
Graduate - Enrolment	491,687	15,167	15,167	15,166	15,167	15,167
Graduate - Instruction	249,123	7,509	7,508	7,509	7,509	7,508
Graduate - Supervision	498,733	15,167	15,167	15,166	15,167	15,167
Total Revenues *	**18,585,312**	**116,749**	**116,666**	**116,584**	**116,504**	**116,423**
Allocated Expenses						
Research Support	218,590					
General Student Support	4,768,403	20,527	20,509	20,491	20,487	20,469
Graduate Support	742,403	9,847	9,793	9,738	9,686	9,633
Faculty/Staff Support	633,981	1,433	1,433	1,433	0	(1)
General Occupancy	477,409					
Utilities	169,508					
Caretaking	166,196					
Leases	0					
Health Sciences	0					
General Support	1,272,888	654	653	654	81	82
Total Indirect Expenses	**8,449,378**	**32,461**	**32,388**	**32,316**	**30,254**	**30,183**
TABBS Model Surplus/(Deficit)	**10,135,934**	**84,288**	**84,278**	**84,268**	**86,250**	**86,240**
Direct Operating Expenses						
ASPA						
Casual						
CUPE Local 1975						
Exempt						
Faculty Association						
Sessional		7,010	7,010	7,010	0	0
Operational Supplies						
Travel						
Rent / Renovations						
Other		1,000	1,000	1,000	1,000	1,000
Total Direct Expenses		**8,010**	**8,010**	**8,010**	**1,000**	**1,000**
Net Projected Surplus/(Deficit)	**10,135,934**	**76,278**	**76,268**	**76,258**	**85,250**	**85,240**

Notes:

1. Projected intake of 10 students per year

2. Thesis Program

3

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal Form**

This form can be used by any college which does not already have a course proposal form.

1.   Approval by department head or dean: **May 8, 2015 approval by College of Education**

2.   Information required for the Catalogue

  2.1   Label & Number of course: **ERES 996**

  2.2   Title of course: **Research**

  2.3   Total Hours: Lecture   Seminar   Lab   Tutorial   Other: **yes supervised self-instruction**

  2.4   Weekly Hours: Lecture   Seminar   Lab   Tutorial   Other: **yes supervised self-instruction**

  2.5   Term in which it will be offered: T1   T2   T1 or T2   **T1 and T2 and T3**

  2.6   Prerequisite: **Not required.**

2.7   Calendar description: **Students undertaking research leading to a Ph.D. thesis must register in this course each year until the thesis is completed.**

  2.8   Any additional notes: **No Academic Credit, On Campus Student Fees, Fee - Graduate Studies**

3.   Rationale for introducing this course. **A Ph.D. in Education requires registration in an appropriate thesis course.**

4.   Learning Objectives for this course. **Supervised Self Instruction**

5.   Impact of this course.
    Are the programs of other departments or Colleges affected by this course?
    If so, were these departments consulted? (Include correspondence)
    Were any other departments asked to review or comment on the proposal?
    A proposal from the College of Education was submitted for a Ph.D. with letters of support from each of the four departments in the College of Education. An ERES 996 was referenced in the proposal but the request to create the ERES 966 had been unintentionally missed.

 6. Other courses or program affected (please list course titles as well as numbers).
    Course(s) to be deleted? **NONE**
    Course(s) for which this course will be a prerequisite? **NONE**
    Is this course to be required by your majors, or by majors in another program? **Only by students accepted in the Ph.D. in Education.**

7.   Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.) **NA. This is a Supervised Self Instruction course.**

8. Enrolment. **60**
    Expected enrollment: **50 students by 5 years.**
    From which colleges? **Students will be enrolled in the PHD in Education and supervised by faculty in the College of Education.**

9. Student evaluation.
    Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

    Students register each term with credit given when degree requirements are completed.

10. Required text: **NA**
    Include a bibliography for the course.

11. Resources. **The resources required for the PHD were addressed in the Program Proposal.**
    Proposed instructor: **the Associate Dean of Research and Graduate Studies in Education, currently Dr. Laurie Hellsten**
    How does the department plan to handle the additional teaching or administrative workload? **See proposal for PhD.**
    Are sufficient library or other research resources available for this course? **No**
    Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Date of Implementation: **May 2016**
    To be offered: annually   biennially   **other: yes: Each graduate term as other 996 classes are offered.**

Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

<u>Title: PhD in Education</u>

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

   Is an existing degree, diploma, or certificate being renamed?

   If you've answered NO to each of the previous two questions, please continue on to the next section.

	Yes	No
		X
		X

2 What is the name of the new degree, diploma, or certificate?

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

6 Which College is responsible for the awarding of this degree, diploma, or certificate?

7 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

8 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

9 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?   Yes [ ] No [X]

  Is an existing program being revised?   Yes [ ] No [X]

  If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

> [   ]

3 What is the name of this new program?

> [   ]

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

> [   ]

5 What College/Department is the academic authority for this program?

> [   ]

6 Is this a replacement for a current program?   Yes [ ] No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?

> [   ]

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

> [   ]

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?   Yes [ ] No [ ] Revised [ ]

  If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

> [   ]

3 What is the name of this new / revised major, minor, or concentration?

> [   ]

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

> [   ]

5

  Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

> [   ]

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?   Yes [X] No [ ] Revised [ ]
   If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

Education [EDUC]

3 Which Department / School is the authority for this new / revised disciplinary area?

Education (Dean's Office) [ED]

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

PHD [Doctor of Philosophy]

Section 5: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes [ ] No [X]
   Is an existing college, school, center, or department being renamed?   Yes [ ] No [X]
   If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 6: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

No (ERES 990 and EDUC 996 - only new courses)

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?　　　　Yes [X] No [ ]

If NO, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 7: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Yes - as per current set-up for students in the College of Graduate Studies and Research

2 What term(s) can students be admitted to?

Standard

3 Does this impact enrollment?

Increase of 15 incoming students

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Refer to College of Education

5 Can classes towards this program be taken at the same time as another program?

Generally not but there is a possibility; will be no double counting of classes

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

Section 8: Tuition and Student Fees Information

1 How will tuition be assessed?

Per Course	
Per Credit Unit	
Program Based	
Standard Term	X
Other *	
Current Set-Up	X

* See attached documents

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?

3 If program-based, will students outside the program be allowed to take the classes?

4 If YES, what should the per credit fee be?

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)?

8 Has IPA Been Consulted?

Yes

Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Yes

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

15

Section 11: Schedule of Implementation Information

1 What is the start term?

201605 [May 2016]

2 Are students required to do anything prior to the above date?   Yes [ ] No [X]

If YES, what and by what date?

Section 12: Registration Information

1 Will students register themselves?   Yes [X] No [ ]
   If YES, what priority group should they be in?

   | As per current set-up |

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?   Yes [X] No [ ]
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

   | As per current set-up |

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes [X] No [ ]

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes [ ] No [X]
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

   | |

Section 16: Program Termination

1 Is this a program termination?   Yes [ ] No [X]
   If yes, what is the name of the program?

   | |

2 What is the effective date of this termination?

   | |

3 Will there be any courses closed as a result of this termination?   Yes [ ] No [ ]
   If yes, what courses?

   | |

4 Are there currently any students enrolled in the program?   Yes [ ] No [ ]
   If yes, will they be able to complete the program?

   | |

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

Section 17: SESD - Information Dissemination (internal for SESD use only)

		Yes	No
1	Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?		
2	Has SESD, Admissions, been informed about this new / revised program?		
3	Has CGSR been informed about this new / revised program?		
4	Has SESD, Transfer Credit, been informed about any new / revised courses?		
5	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?		
6	Has the Library been informed about this new / revised program?		
7	Has ISA been informed of the CIP code for new degree / program / major?		

SIGNED

Date: Oct 1, 2015

Registrar (Russell Isinger): _Russell Isinger_

College / Department Representative: _Jason Crone_ October 02, 2015

Notice of Intent

To: Planning and Priorities Committee of Council
Regarding: a Cross-Departmental PhD
Proposed on behalf of the Departments of Educational Foundations, Educational Psychology and Special Education, and Curriculum Studies **by:** Laurie Hellsten, Associate Dean, Graduate Studies and Research
College of Education

The Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education of the College of Education are intending to seek approval for a cross-departmental PhD program. The program will consist of at least five courses (i.e., two focused on research methodology, two content area courses, and at least one elective) allowing for one year of course work and two plus years of research work. However, the background of the applicant (i.e., thesis or other trained Master's degree, area of proposed doctoral study) may dictate additional courses needing to be included in their program of study in order to facilitate completion of their degree. The program delivery is intended to be flexible (i.e., program delivery, program requirements, etc.) in order to improve student accessibility. Students will be trained in educational research with the potential to focus on: Educational Foundations (social and ecological justice education), Educational Psychology and Special Education (including applied measurement and program evaluation, special education, and school-based assessment), or Curriculum Studies (curriculum innovation, early childhood education, English as an additional language, and educational technology and design). The goal of the program is to produce doctoral graduates for post-doctoral positions, research positions, academia, and to be leaders in the field of Education.

Background and Motivation for Proposed Program

The College of Education at the University of Saskatchewan consists of four departments: Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education. Only the Department of Educational Administration currently has a regularized Doctoral program whereas the three remaining departments rely upon Special Case PhD programming. Special case PhD programs limit each Department to a maximum of four Special Case students at any one time (College of Graduate Studies and Research, 2014). In contrast, most Colleges and Faculties of Education in Canadian U-15 institutions provide doctoral training across all departments and concentrations (see Appendix A).

The College of Education has been contemplating a cross-departmental PhD. program for several years, however, over the past 18 months the proposed PhD program development has gained momentum. We believe it is the right time to propose this PhD program as the program speaks in part to the seventh priority for action item (i.e., Focus on the creation of inter---disciplinary and cross---college academic programming) outlined by Dr. Barnhart on September 9, 2014 (Barnhart 2014a). As a College, we believe moving forward with a cross-departmental PhD program in Education is a change that will help us become a stronger University (Barnhart, 2014b).

Numerous University of Saskatchewan planning documents produced over the past five years have contributed to the motivation and conceptual development for this program including, but not limited to: the Strategic Directions Update 2010; Renewing the Dream 2010;

the University of Saskatchewan 3rd Integrated Plan: Promise and Potential; and the President's Address to General Academic Assembly 2014. Throughout these strategic planning documents, directives focused on increasing campus-wide commitment to research, scholarly, and artistic work, and establishing the University of Saskatchewan as a major presence in graduate education are specifically relevant to the proposed program.

In addition to the directives arising from University-level strategic planning, our College graduate programs have undergone two sets of external reviews including a Graduate Program Review (GPR, 2011-2012) and TransformUs (2013-2014). Both of these reviews recommended increasing interdisciplinary connections between departments (Department of Curriculum Studies Review, 2012) by moving from the current Special Case PhD offerings to the establishment of a college-wide PhD program (Department of Educational Foundations 2012). In alignment with the University direction and the external reviews, the College of Education's 3rd Integrated Plan included increasing synergy and collaboration across the College, and expanding our doctoral programming (College of Education, n.d.).

Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 33 faculty (and currently 4 term appointments) of whom the vast majority have achieved tenure. Consequently, the department has a cadre of enthusiastic, highly motivated, research active faculty in a position to support a cross-departmental PhD program.

Anticipated Demand for Program

The student demand for the program is anticipated to be significant. Currently, all three Departments are at or above capacity in their numbers of special case PhD students and maintain waiting lists of prospective Special Case PhD students ranging between five to ten students per Department at any one time. The assessments conducted as part of the all three department's Graduate Program Reviews (2011-2012)recommended the development of a regularized doctoral program based on student demand for doctoral programming (for example see Department of Curriculum Studies Review, 2012). It is important to consider the number of students that must be declined annually because many potential students decide they cannot afford to be placed on a waiting list of indeterminate time (since timing is dependent upon how quickly Special Case students already in the program are able to complete their programs), and choose to pursue their Doctoral education at other Universities, through other Departments on campus, or through the University of Saskatchewan Inter-Disciplinary PhD route. Within a national context, it is typical for Colleges and Faculties of Education to support doctoral programs, and even the University of Regina offers a PhD in Education. In fact, it is atypical for a U-15 University with a Faculty of Education to *not* maintain a regularized doctoral program that students from all Departments may access (see Appendix A). We are targeting the Fall 2015 as a start-up date for the proposed PhD program. We plan to recruit student applicants from our current wait-list candidates, with full advertising and recruitment to take place for the Fall of 2016. We anticipate approximately 5 to 10 incoming doctoral students per year.

Fit with University of Saskatchewan, College, and Department Priorities

In its third integrated plan, the University of Saskatchewan committed to academic pre-eminence by making the university a "major presence in graduate education" (University of Saskatchewan, n.d., 1). Furthermore, *Promise and Potential* called for increased enrolments in PhD programs by 10% to support the University of Saskatchewan's intensive research culture.

The Strategic Directions Update challenged the University of Saskatchewan to achieve Tri-Agency funding performance above the national average for medical-doctoral universities in all competitions and in all of our academic units (University of Saskatchewan, 2010). In order to meet the target set out for us as a College, we need to increase the proportion of faculty holding Tri-Agency funding and supervising graduate students in all departments (University of Saskatchewan, n.d.).

The proposal for a cross-departmental Ph.D. program was included as one of the top priority areas in the *College of Education Plan for the Third Planning Cycle, 2012-2016*. The College of Education IP3 put forth five *priority clusters.* The proposed PhD program was: (1) directly linked to the fourth priority cluster (i.e., *Grow and enhance our graduate program*s); and (2) indirectly linked to the fifth priority: *Continue to develop and deliver high quality community-based undergraduate and graduate programs* (College of Education, n.d., 14) by way of the flexibility (i.e., program delivery, program requirements, etc.) we are envisioning in the proposed program. . The College of Education IP3 stated, "the College would be well-served by an inter-disciplinary, cross-college PhD route" (College of Education, n.d., 9). Results from all three department program reviews recommended the development of a regularized doctoral program (see for example the Department of Curriculum Studies Graduate Program Review, 2012). Therefore, this proposed PhD program is a departmental priority for Educational Foundations, Curriculum Studies, and Educational Psychology and Special Education.

The proposed PhD program will:

1. directly address the University's stated goal of increasing doctoral graduate student numbers;
2. **contribute** to the retention of research-active faculty. In the past two years, 95% of the College of Education research funding was awarded to the three Departments proposing the PhD program. These departments have also received two SSHRC partnership grants (one as lead and one as co-lead with OISE) and 1 CFI application. Currently, there are insufficient doctoral places in the special case PhD programs which then becomes a barrier to recruiting doctoral research assistants and executing externally funded research grants;
3. provide additional opportunities for College of Education faculty to regularly supervise doctoral students. The opportunity to supervise doctoral students and act as committee members has the potential to increase faculty research intensiveness via co-publishing opportunities;
4. be responsive to student needs and market demand, utilize innovative and accessible delivery approaches including 'learn where you live', through flexible programming, scheduling, and regulations. These recommendations were emphasized in *Promise and Potential;*
5. help increase the amount of external research dollars linked to the College of Education through students external awards. Although the College of Education has a successful track record of mentoring MEd students in applying for and receiving Canada Graduate Scholarships, the lack of a regularized doctoral program is a limitation (Marshall, Oakland, & Bassendowski, 2012,) and reduces the number of students eligible for Tri-Council or major funding (Department of Curriculum Studies Review, 2012);

6. allow for an increase in internationalization. As suggested by the Graduate Program Review, "The department should make efforts to market the full-time opportunities in the Curriculum Studies graduate program nationally and internationally. [However,] until the department has a formal doctoral program, international recruitment is likely to remain low" (Department of Curriculum Studies Review, 2012). Such an observation is true for all three Departments putting forth the proposed cross-departmental PhD program; and
7. increase the College of Education's research accomplishments and reputation and that of the University of Saskatchewan.

Relationship to Other Existing Programs

At this time there is no perceived duplication with other doctoral programs in the College of Education or on campus. Although there is the possibility that there will be some competition for students with the existing PhD in Educational Administration, the focus of the PhD in Educational Administration is quite specific - to provide a problem- and inquiry-driven environment through enriched research-based and theoretical understandings of educational issues in the administration and leadership of organizations, communities, and government (Department of Educational Administration, n.d.). Furthermore, the Department of Educational Administration has one of the largest graduate student bodies at the University of Saskatchewan with a long history, strong reputation, and established programming. We do not anticipate attracting significant numbers of students from the Educational Administration PhD program but rather expect the proposed cross-departmental PhD to be a complementary program recruiting supplementary students. Not all prospective Doctoral Education students desire a doctoral degree in Educational Administration and most other Canadian U-15 Faculties of Education offer multiple doctoral programs across a variety of concentrations and units. The proposed program will allow the Department of Educational Administration to grow their involvement in the cross-departmental PhD if desired in the future.

The proposed cross-departmental PhD program is anticipated to contain unique features including flexible program delivery to address a variety of situations including online or distributed delivery options, in community deliverable options, and summer institutes. Such options will improve accessibility for part-time students as well as students who are not local but rather reside on First Nations or in rural, remote, Northern locations. As student interest in the proposed PhD program is likely to be local, National, and International, no minimum residency requirement will be required. The proposed program itself will be flexible and the credit unit requirements proposed will range based on the interest and previous education and experience of the student. Each student program will be tailored within a broader framework and approved by a supervisory committee of faculty. The proposed cross-departmental program will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying research paper thereby increasing access to the PhD program for students with a variety of backgrounds.

With the exception of the existing Special Case PhD programs currently operating in each of the Departments, no programs will be deleted with the addition of the cross-departmental PhD program. However, it is likely that the College of Education's participation in the existing Inter-Disciplinary PhD program would significantly decrease if not cease entirely with the addition of the cross-departmental PhD program.

Resources

There is no anticipated request for additional support because we anticipate that the College has the capacity to absorb the cost of this proposed program (see Appendix B). The proposed program will build upon existing MEd programs in the College. For example, faculty in the College of Education have a wealth of research methodology expertise and we offer more than 10 Educational Research courses. However, no existing MEd program in the College requires more than two Educational Research courses. This means that several of the courses students in the proposed PhD program will be expected to complete are already in existence. It also means that alternative and appropriate methods courses can be recommended for those students entering the proposed PhD program with a MEd from the College of Education. There will be no danger of duplication in Research Methods classes.

Students will be housed in shared office space as is the current practice for doctoral students in the College (no additional resources are expected). IT support will be offered through the current College of Education TACT team (again no additional resources will be required). Administration support for graduate programs is centralized within the College of Education Programs office, and therefore it is anticipated that the Graduate Program support personnel would offer support to the cross-departmental PhD program as well.

As the proposed program grows in numbers, we anticipate any future supports required will be provided through increased College activity (i.e., activity generated by the program will be reinvested in the program through TABBS as need be).

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Appendix A: U-15 Faculties of Education Doctoral Programs

	University	College, Faculty, or School of Education?	PhD program Description
1	University of Alberta	Yes	• 4 Departments, 1 School • Multiple PhD Programs • Programs w/in Departments
2	University of British Columbia	Yes	• 4 Departments, 1 School • Multiple PhD Programs • Programs w/in Departments
3	University of Calgary	Yes	• Multiple PhD Programs • 7 Specializations
4	Dalhousie	No	Not Applicable
5	Université Laval	French Only	Not Applicable
6	University of Manitoba	Yes	• PhD Program • Focused PhD cohort per year with ad-hoc individualized route
7	McGill	Yes	• 4 academic units • Multiple PhD Programs • Programs w/in Departments plus ad-hoc
8	McMaster	No	Not Applicable
9	Université de Montréal	French only	Not Applicable
10	University of Ottawa	Yes	• Multiple PhD Programs • Programs w/in concentrations
11	Queen's University	Yes	• PhD program across 6 areas of concentration
12	**University of Saskatchewan**	**Yes**	• **4 Departments** • **PhD program in 1 Department** • **Special case PhD *only* in 3 Departments**
13	University of Toronto/Ontario Institute for Studies in Education (OISE)	Yes	• 4 Departments • Multiple PhD programs in concentrations by Department plus collaborative programs
14	University of Waterloo	No	Not Applicable
15	Western	Yes	• 2 PhD programs; 1 program has two areas of concentration

Appendix B

Note. For the calculations that follow, all students in all years are entered as GSP (graduate studies program based thesis), but this scenario will need to be confirmed with the TABBS coordinator.

Assumptions

All revenues based on TABBS data

All indirect costs based on TABBS data

All direct costs based on the following college assumptions:

   a new intake of 10 students per year, 3 year program, course work in year 1

   yr 1 5 3 cu courses, 3 incremental, yrs 2-3 3 courses (996) no cus

   course work @ average faculty salary, 3.4% increase per 5 year rolling budget assumption

   996 @ .5 faculty overload stipend, no increase

   faculty benefit rate of 15.5%

   admin support @ CUPE phase 5 midpoint, 19.7% benefits, 2 hours per week or 0.057 FTE, 3.4% increase per rolling budget assumption

   materials and supplies for courses only @ $200 per each year 1 course, 2.5% increase per 5 year rolling budget assumption

   thesis defence @ $1,200 per student in the final year, 2.5% increase per 5 year rolling budget assumption

MEMORANDUM

TO: Laurie Hellsten, associate dean, graduate studies and research, College of Education

FROM: Lisa Kalynchuk, chair, planning and priorities committee of Council

DATE: January 26, 2015

RE: **Planning and priorities committee response to Notice of Intent for a Cross-departmental Ph.D. in the College of Education**

_____

Thank you again for attending the planning and priorities committee meeting December 17, 2014 to present the notice of intent for a Cross-departmental Ph.D. in the College of Education and to provide an overview of the college's present graduate programs. In addition to placing the college in a more competitive position, relative to the University of Regina and its U15 comparators, the program will engage faculty members across the colleges in doctoral student teaching and supervision, thereby advancing the college's research intensity.

The following suggestions are offered for your consideration as you develop the full program proposal:

- That the proposal clarify the timeline for those master's students who transfer to the Ph.D. program and have pre-existing coursework credited against the Ph.D. program, in terms of the implication for their program start date *(i.e., is their Ph.D. program start date the first date of the first class credited toward the Ph.D. program; if so, students may have difficulty completing the degree in the time permitted);*

- That the proposal differentiate the proposed program from Ph.D. programs offered elsewhere, including the University of Regina, in terms of the number of credit units of coursework required, and the strengths of the program in comparison to other doctoral programs;

- That the proposal recognize the need for graduate student funding beyond the maximum three years of funding which SHHRC provides;

- That the proposal state that the graduate chair of the program is intended to be the associate dean, graduate studies and research of the college.

_____

I wish you the best as you proceed to develop the full program proposal for this program. Please do not hesitate to contact me if you have any questions.

Kind regards,

_____
Lisa Kalynchuk

c   Ernie Barber, interim provost and vice-president academic
         Michelle Prytula, dean, College of Education
         Roy Dobson, chair, academic programs committee of Council
         Trever Crowe, associate dean, College of Graduate Studies and Research
         Russell Isinger, registrar and director of student services

College of Education Interdepartmental PhD Program

	Year 1 2015/2016	Year 2 2016/2017	Year 3 2017/2018	Year 4 2018/2019	Year 5 2019/2020
Opening Balance	-	32,896	137,719	302,406	464,982
Revenues					
Operating Grant					
Instruction	78,906	157,730	236,473	236,473	236,473
Tuition					
Graduate (enrollment)	13,788	27,576	41,364	41,364	41,364
Graduate (instruction)	6,801	13,601	20,402	20,402	20,402
Graduate (supervision)	13,788	27,576	41,364	41,364	41,364
Total Revenue	**113,283**	**226,483**	**339,603**	**339,603**	**339,603**
Expenses					
Indirect Costs					
General Student Support	20,540	41,063	61,568	61,568	61,568
Graduate Support	9,848	19,642	29,381	29,381	29,381
Direct Costs					
Instruction year 1 15 c.u. course work, 3 incremental ohcs	45,570	47,119	48,721	50,378	52,091
Supervision for 996 (non redit) years 2-3 996 @ 3/yr per cohort	-	9,261	18,521	18,521	18,521
Administrative Support	3,829	3,959	4,094	4,233	4,377
Materials and Supplies	600	615	630	646	662
Thesis Defences			12,000	12,300	12,608
Total Expenses	**80,387**	**121,659**	**174,916**	**177,028**	**179,208**
Ending Balance	**32,896**	**137,719**	**302,406**	**464,982**	**625,377**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITEE

FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2015

SUBJECT: **Items for Information:**

                          Program revision:
                          Revision of the Doctor of Veterinary Medicine Program in the Western College of Veterinary Medicine

                          Program Terminations:
                          Project Option for the Master of Public Administration degree

                          Veterinary Microbiology Field of Study in the Master of Veterinary Science project program

COUNCIL ACTION: For information only

SUMMARY:

1. **Revision of the Doctor of Veterinary Medicine (D.V.M.) Program in the Western College of Veterinary Medicine--approved by the Academic Programs Committee at its meeting on November 4, 2015.**
The Western College of Veterinary Medicine proposed to remove VTMC 340.3 and VLAC 470.4 from the program requirements for the D.V.M. degree, while adding VLAC 471.3 and VLAC 472.2 to the requirements, resulting in a reduction of overall program requirements from 167 credit units to 165 credit units. This change is effective September 2016.

2. **Termination of the Project Option for the Master of Public Administration degree--approved by the Academic Programs Committee at its meeting on October 14, 2015**
The Johnson Shoyama Graduate School of Public Policy (JSGS) proposed the deletion of the project option for the Master of Public Administration (MPA) degree to align their offerings with those of the University of Regina, which no

longer has a project option for their MPA program. JSGS continues to offer a course-based and a thesis-based option for students pursuing an MPS degree. This termination is effective May 2016.

3. **Termination of the Veterinary Microbiology Field of Study in the Master of Veterinary Science project program--approved by the Academic Programs Committee at its meeting on October 14, 2015**

The WCVM proposed the deletion of the Veterinary Microbiology field of study for the project option in the Master of Veterinary Science program because there have not been any students enrolled in the program in the last 10 years. There remain a number of options for students pursuing a Master of Veterinary Science degree, such as Large Animal Clinical Sciences, Small Animal Clinical Sciences, and Veterinary Pathology. This termination is effective May 2016.

ATTACHMENTS:

1. Memo regarding Revisions to the D.V.M. program
2. Report Form for Program Termination - MPA Project Option
3. Report Form for Program Termination - Veterinary Microbiology

TO: Amanda Storey

FROM: Dr. Chris Clark Associate Dean (Academic)
           Western College of Veterinary Medicine

DATE: October 2, 2015

RE: **WCVM Program Changes**

The WCVM faculty has recommended that Veterinary Theriogenology (VLAC 470.4) be split into two separate courses: VLAC 471.3 (Food Animal Reproductive Management) and VLAC 472.2 (Companion Animal Theriogenology).

Simplicity and efficiency are the key rationale for introducing this course: The VLAC 470 course has been a 4 credit course taught over 3 quarters. Students find the course to be onerous largely because of the volume of material that is taught, the large number of labs, and the duration of the course. The final exam is cumulative and months elapse between the beginning of the course and the final exam. Additionally, fertility in cattle is managed at a herd level whereas companion animals are handled individually. While in all species we are dealing with reproduction, the dealing with herd versus individuals requires a completely different focus.

The WCVM faculty has recommended that due to redundancy, the 2nd year Public Health class (VTMC 340) be combined into 3 courses: Survey of Veterinary Medicine (VINT 210), Disease Ecology and Epidemiology (VT MC 238) and Evidence-based Medicine (VLAC 320).

UNIVERSITY OF SASKATCHEWAN	**Report Form for Program Termination**

Program(s) to be deleted:

Effective date of termination:

1. List reasons for termination and describe the background leading to this decision.

2. Technical information.

2.1   Courses offered in the program and faculty resources required for these courses.

2.2   Other resources (staff, technology, physical resources, etc) used for this program.

2.3   Courses to be deleted, if any.

2.4   Number of students presently enrolled.

2.5   Number of students enrolled and graduated over the last five years.

3. Impact of the termination.

<u>Internal</u>

3.1   What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

3.2   What impact will this termination have on faculty and teaching assignments?

3.3   Will this termination affect other programs, departments or colleges?

3.4   If courses are also to be deleted, will these deletions affect any other programs?

3.5   Is it likely, or appropriate, that another department or college will develop a program to replace this one?

3.6   Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

3.7   Describe any impact on research projects.

3.8   Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

3.9   Describe the budgetary implications of this deletion.

Attachments

External   3.10   Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

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3.11   Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

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<u>Other</u>
3.12   Are there any other relevant impacts or considerations?

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3.13   Please provide any statements or opinions received about this termination.

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☐ Attachments

(Optional)

4. Additional information.   *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

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College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

Basic information about the proposed course:

1. Department/Unit: JSGS   College of: CGSR

2.

_____   _____
(Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Label, number, and title of course: JSGS 992

4. Rationale for deleting this course:

   Deletion of MPA Project-Based Option

5. Impact of deleting this course:

   5.1   Are the programs/courses of other academic units affected by the deletion of this course?
         ☒ No   ☐ Yes **(Please list)**:

   5.2   Were any other academic units asked to review or comment on the proposal?
         ☒ No   ☐ Yes **(Please attach correspondence)**

Date of Implementation: Immediately

Date of Approval by College (of the home academic unit): January 12, 2015

_____   _____
(Authorizing College Signature (of the home academic unit)   (Name of Person Signing - PLEASE PRINT)

Form version April 2009

Program(s) to be deleted: Veterinary Microbiology **Masters of Veterinary Science (MVetSc)** program

Effective date of termination: September 1, 2015

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1. List reasons for termination and describe the background leading to this decision.

There have been no students in this program over the last 10 years and there has been no demand for it. The focus of the department's graduate program is thesis-based M.Sc. and Ph.D. degrees.

2. Technical information.

2.1   Courses offered in the program and faculty resources required for these courses.
VTMC 992 – Research. No faculty resources required.

2.2   Other resources (staff, technology, physical resources, etc) used for this program.
None.

2.3   Courses to be deleted, if any.
VTMC 992 - Research

2.4   Number of students presently enrolled. **0**

2.5   Number of students enrolled and graduated over the last five years. **0**

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3. Impact of the termination.
Internal

3.1   What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? **There are currently no students enrolled in the MVetSc program.**

3.2   What impact will this termination have on faculty and teaching assignments? **None.**

3.3   Will this termination affect other programs, departments or colleges? **No.**

3.4   If courses are also to be deleted, will these deletions affect any other programs? **No.**

3.5   Is it likely, or appropriate, that another department or college will develop a program to replace this one? **No.**

3.6   Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? **No.**

3.7   Describe any impact on research projects. **None.**

3.8   Will this deletion affect resource areas such as library resources, physical facilities, and information technology? **No.**

3.9   Describe the budgetary implications of this deletion. **None.**

External

3.10   Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). **None.**

3.11   Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? **No.**

Other

3.12   Are there any other relevant impacts or considerations? **No.**

3.13   Please provide any statements or opinions received about this termination.

On June 6, 2012 the department's graduate affairs committee discussed this program and agreed that it should be terminated based on several factors, including
- There has been no demand for the program in over 10 years and demand was very limited before that;
- This type of program is best suited for clinical residencies and our department does not have a residency program;
- That in today's climate, diagnosticians generally require a Ph.D. degree.

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

UNIVERSITY OF SASKATCHEWAN

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

Basic information about the proposed course:

1. Department/Unit: Veterinary Microbiology   College of: Western College of Veterinary Medicine

2.

JANET HILL
(Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Label, number, and title of course: VTMC 992 - Research (MVetSc)

4. Rationale for deleting this course:

   The Veterinary Microbiology MVetSc program is being eliminated

5. Impact of deleting this course:

   5.1 Are the programs/courses of other academic units affected by the deletion of this course?
   ☒ No   ☐ Yes **(Please list)**:

   5.2 Were any other academic units asked to review or comment on the proposal?
   ☒ No   ☐ Yes **(Please attach correspondence)**

Date of Implementation: September 1, 2015

Date of Approval by College (of the home academic unit): _August 14, 2015_

(Authorizing College Signature (of the home academic unit)   _DOUGLAS FREEMAN_
                                                                     (Name of Person Signing - PLEASE PRINT)

Form version April 2009

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITEE

FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2015

SUBJECT: **Thesis Option for the Master of Public Health**

COUNCIL ACTION: For information only

SUMMARY:

The thesis option for the Master of Public Health program was approved by the Academic Programs Committee at its meeting on October 14, 2015.

The School of Public Health proposed a thesis option for their M.P.H. degree program that is to be offered in addition to their existing course-based M.P.H. degree. The new option will allow for a research-enhanced program where students will be able to satisfy the requirements of the existing professional degree (the course-based M.P.H.) as well as write and defend a thesis. Students enrolled in either program will meet the core competencies outlined by the Public Health Agency of Canada.

Students who wish to complete the thesis option will apply following their first year in the course-based M.P.H. program. Students who enroll in the M.P.H. thesis-option will have a 16-week practicum in which to conduct research that will form the basis of their thesis, and will take two fewer electives in their second year to allow time for research and writing during the regular term.

The thesis option for the M.P.H. will increase both faculty and student research activity in the School of Public Health and will offer a unique option both at the University of Saskatchewan and amongst other post-secondary institutions offering public health programs. The thesis option is not intended to change the total enrolment at the School, but rather to act as a conduit for identifying, recruiting, and training highly qualified graduate student researchers from within the existing student body.

ATTACHMENTS:
1. Proposal for a thesis option for the Master of Public Health

UNIVERSITY OF SASKATCHEWAN

School of Public Health

PROPOSAL
FOR THESIS OPTION

Request for a Thesis Option within Existing MPH Degree

**SCHOOL OF PUBLIC
HEALTH**
September 18, 2015

PROPOSAL FOR A THESIS OPTION

Request for a Thesis Option within Existing MPH Degree

I. EXECUTIVE SUMMARY

The School of Public Health (SPH) wishes to offer a thesis option within the existing Master of Public Health degree. The current course-based Master of Public Health (MPH) program grew out of the University of Saskatchewan's (UofS) First Integrated Plan. It was part of University-wide initiatives to increase graduate student population and capacity for research and to build interdisciplinary approaches to research and teaching. As part of the Plan, the creation of an "inter-professional Master's program in Public Health" was proposed. This led to the development of the now well-established professional, course-based Master of Public Health (MPH) program and the subsequent need for a thesis option.

This proposal will provide a research-enhanced option where students will be able to satisfy the requirements of the existing professional, course-based Master of Public Health degree, as well as write and defend a thesis. The MPH thesis option would include 33 cu of course work plus a thesis requiring a 16-week 9-cu practicum (See **Appendix 1** for typical program timeline). The MPH degree with a thesis option is designed to meet both the Public Health Agency of Canada requirements for a professional public health practitioner and provide students with applied public health research training.

The students admitted to this program will have sufficient time to complete a thesis that is consistent with the expectations for an MSc student at the University of Saskatchewan in addition to the course load for the MPH program. This would typically consist of two defendable chapters in addition to an introduction and conclusions. The thesis-option students will have to complete a 16 week practicum focusing on their thesis in place of the 12 week practicum for course-based students, and they will have 2 fewer 3 credit unit elective courses during the second year of the program freeing up time for research during the regular term. Finally, they will typically enroll in the summer term following their second regular term to write and defend their thesis. Students will not defend until their committee is satisfied that the thesis meets the required standard for a Master's degree.

This program is **different from <u>all</u> other thesis-based options on campus** as there are no other thesis programs that include training in all of the core competencies for professional public health practice outlined by the Public Health Agency of Canada. Only students who have been admitted to the MPH course based program and then excelled academically in their first term of course work will be eligible to apply. Then, only those who have identified a supervisor and have a clearly defined and appropriate project by the end of their first term of study will be permitted to transfer to the thesis option. Students applying to the SPH and who want direct entry to a Masters level thesis program, as well as those who are not interested in completing the course work associated with the MPH degree, will be directed to other graduate programs.

The proposed MPH thesis option will substantially increase both faculty and student research activity within the SPH, but is not intended to change total enrollment in the MPH program. Specifically, the MPH thesis option will serve as a conduit in the identification, recruitment, training and possible retention of highly qualified graduate student researchers from within the MPH cohort, who upon completion of their degree might choose to continue their academic pursuits and research training in the SPH or other associated academic units at the University of Saskatchewan.

The first intake of MPH thesis option students is proposed for May 2016.

II. PROPOSAL DOCUMENT

2.1   Proposal Identification

Title of proposal: Request for a Thesis Option within the Existing MPH Degree

Degree(s): Master of Public Health   **Field(s) of Specialization:** N/A

Level(s) of Concentration: N/A   **Option(s):**   Thesis

Degree College: Graduate Studies and Research   **Home College:** School of Public Health

Contact person(s) (name, telephone, fax, e-mail):

Dr. George Mutwiri
School of Public Health
University of Saskatchewan
Tel: 306-966-6773
E-mail: george.mutwiri@usask.ca

Date: September 18, 2015

Approved by the degree college and/or home college: School of Public Health

Proposed date of implementation: May 2016

2.2   Type of Change

Requiring approval by Council

- ❏   A new Degree-Level program or template for program.

- ❏   A new Field of Specialization at the Major or Honors Level of Concentration or template for a major or honors program

- ❏   Conversion of an existing program from regular to special tuition program.

- ❏   A change in the requirements for admission to a program

- ❏   A change in quota for a college

- ❏   Program revisions that will use new resources

- ❏   A replacement program, including program deletion

- ❏   A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

Requiring approval by Academic Programs Committee

- ❏   Addition of a higher Level of Concentration to an existing Field of Specialization.

- ❏   Addition of a new Field of Specialization at the Minor Level of Concentration.

- ☒   A change in program options

- ❏   A change in the name of a Degree-level Program or Field of Specialization.

- ❏   A change in the total number of credit hours required for an approved degree program.

III.   RATIONALE

3.0   Introductory Statement

The School of Public Health (SPH) faculty wishes to create a thesis option for the Master of Public Health (MPH) for four reasons.

First, students in the course-based MPH program have asked for opportunities to acquire applied research skills and investigative experience in addition to achieving a professional degree in the field of public health that meets the requirements of the Public Health Agency of Canada (PHAC).

Second, we wish to create a feeder program for our existing public health related doctoral programs in the SPH.

Third, the proposed MPH thesis option will provide necessary opportunities to increase both faculty and student research activity.

Finally, students enrolled in a thesis program have access to a wider variety of funding opportunities.

3.1   Background

The School of Public Health wishes to add a thesis option to the existing course-based MPH degree. This MPH thesis option provides a research-enhanced experience for students while satisfying the requirements of the existing course-based, professional MPH degree. The proposal is for a 24-month, 33 course-based credit units (cu), plus a 9-cu 16-week practicum (a minimum of 480 hours) with a focus on public health research. A MPH degree with a thesis option will serve as a conduit in the identification, recruitment, training and possible retention of highly qualified graduate student researchers, who upon completion of their degree might choose to continue their academic and research training in the SPH or other associated academic units at the University of Saskatchewan. Thus, the current proposal directly addresses one of the key strategic priorities to "enhance research intensiveness" at the University of Saskatchewan.

This package contains several **letters of support from SPH faculty** (**Appendix 2**) showing the necessity of this program to support their research programs and increase the SPH's scholarly capacity to train highly qualified personnel. For many faculty, this program will be the primary means of engaging graduate students to establish and enhance their research programs.

The MPH thesis option will create a level playfield as it will allow the participating MPH students to qualify for consideration of devolved funding by the University once the program has become established. In the interim, the thesis option students will be eligible to apply for non-devolved funding.

Access to this funding is crucial for supporting the research capacity of the SPH students and their corresponding supervising faculty. This is particularly important for young student investigators and junior faculty early in their careers.

Establishing a Masters level thesis option accessible to all faculty in the SPH will have a number of beneficial effects. Chief among them, the fact that the MPH thesis option will also enhance the SPH's marketability among students and strengthen the programs ability to recruit and retain highly qualified, research-focused faculty.

3.2   Mission

The MPH thesis option will produce highly-qualified public health professionals, who will have the training and experience needed to conduct relevant, applied public health research. Such researchers will play an important role in the increasingly complex public health issues emerging locally, nationally, and internationally.

3.3   Goals

1. To create a new MPH thesis option within the current MPH degree.

2. To increase the capacity for research in public health.

3.4   Objectives

1. To prepare graduate students for professional and research careers in public health or further graduate level training.

2. To recruit and retain highly-qualified graduate students and faculty with a background and a strong interest in conducting public health research.

3. To increase the capacity of the SPH to assess and respond to public health research needs and to translate the findings of this research into practice.

3.5   Foundational Principles

1. The MPH thesis option will complement and enhance the research of existing faculty, research groups, and graduate programs within the SPH and beyond.

2. The MPH thesis option will share the core curriculum of the established professional, course-based MPH. In addition, each student enrolled in this option will complete a thesis in public health research that best fits their background, interests and career goals.

3. The MPH thesis option will provide the necessary flexibility for students to pursue a research-intensive program in addition to meeting the core competencies for public health practice.

4. The MPH thesis option initiative is broadly supported by the university's integrated planning. It will contribute to the UofS in a number of significant ways:

   a) Increase diversity of academic programming
   b) Enhance research intensiveness and outputs
   c) Attract and help retain students and faculty with a strong commitment to research

IV.   UNIQUENESS OF THE MPH PROGRAM THESIS OPTION

The MPH thesis option is an option within our existing course-based MPH and distinct from other Canadian MPH degrees. The MPH degree with a thesis option is d**esigned to meet the Public Health Agency of Canada requirements for a professional public health practitioner <u>and</u> to provide students with research training leading to a thesis**.

This program is **different from <u>all</u> other thesis-based options on campus** as there are no other programs that include training in all of the core competencies for professional public health practice outlined by the Public Health Agency of Canada.

Finally, the program is also distinct from the current MPH degree. The first year of the MPH thesis option will be the same as the course-based MPH. Starting in the second year, students will focus on electives providing the necessary skill sets for the thesis work, data collection, data analysis, and thesis preparation. The MPH thesis option students will have enhanced public health research experiences compared to students in the course-based degree.

4.1   University of Saskatchewan and Programmatic Setting

The SPH currently offers an MSc and PhD in Biostatistics and in Vaccinology and Immunotherapeutics, a PhD in Epidemiology and a professional, course-based MPH. Additionally, the SPH has plans to establish a PhD in Public Health. The MPH thesis option will serve as a conduit in the identification, recruitment, training and retention of highly-qualified graduate students for our doctoral programs.

This degree will require 33 cu of coursework (see Table 1) and a 16-week 9-CU practicum. It is critical to remember that students on completing this program will have both the professional credentials to practice in public health and the research experience necessary to pursue a PhD. We have had two special-case MPH students who have completed 33 cu of coursework and a thesis based on their practicum.

The practicum for MPH thesis option students will have a more intensive research focus compared to that for the course-based MPH program. The thesis will be based upon the work conducted in the 9-cu practicum. Consistent with other thesis-based Master's programs at the UofS, the student will be expected to conduct satisfactory research, prepare a written thesis, and defend the thesis before the advisory committee and an external examiner.

During Term 1 of their first academic year, students interested in pursuing a thesis option will need to identify a supervisor. The supervisor and student will together identify a practicum placement which has the potential to meet the thesis requirements. Then, before the student can be enrolled in the MPH thesis option, they will have to 1) meet the prerequisites for the practicum; 2) attain a minimum GPA of 80%; 3) establish an appropriate advisory committee before initiation of their thesis project and 4) write and present a draft of their thesis proposal that is satisfies the advisory committee that the student has both the academic potential and a suitable project to transfer to the thesis option. The supervisor and committee will assess the thesis proposal to determine if the student has the basic writing skills essential to complete the MPH on schedule. Typically these conditions would be met by the end of Year 1 Term 2; however, for part-time students this time frame can be modified to fit each student's unique circumstances.

This program does not compete with other MSc programs in population health at the University of Saskatchewan as it will only recruit students who have committed to completing the core requirements for the professional MPH degree. Students wishing for a research program leading to MSc degree that does not include all of the coursework necessary to attain the core public health competencies required by PHAC will continue to pursue other academic opportunities at the UofS. Dr. Mutwiri has discussed this option with Dr. Leis from Community Health and Epidemiology and clarified that this is not a direct entry alternative for students whose primary goal is a thesis-based program.

Table 1: Comparison of a typical time line **and the course requirements for the existing course-based MPH degree** and **the proposed MPH degree with thesis option**

		Current course-based MPH program	Proposed MPH with thesis option
Year 1	Term 1	4 x 3 cu required courses	4 x 3 cu required courses Identify supervisor Work with supervisor to identify an appropriate practicum
	Term 2	3 x 3 cu required courses plus 1 x 3 cu elective course	3 x 3 cu required courses 1 x 3 cu elective course **Apply to the program: 15 January** **Conditional acceptance to thesis option: 31 January** Form advisory committee Write and defend proposal
	Spring/ Summer Term	1 x 6 cu practicum (12 weeks)	1 x 9 cu practicum (16 weeks) **Formal acceptance to thesis option: May 1**
Year 2	Term 1	3 x 3 cu courses	2 x 3 cu courses Data analysis (if necessary) Begin writing thesis
	Term 2	1 x3 cu elective plus 1 x 3 cu course (Capstone required course)	1 x 3 cu course (Capstone required course) Continue writing thesis
	Spring/ Summer Term	Not applicable	Finish thesis Defend thesis

Note: The above table is a typical timeline. Some students may finish earlier. For example: Of the 59 full-time course-based MPH students who graduated in 2012, there were 12 who successfully finished all of the course requirements in 16 months. Of the 52 who graduated in 2013, there were 5 who finished all of the course requirements in 16 months. No students finished in 16 months in 2014 and 3 of 50 full time students who graduated in 2015 finished in 16 months.

4.2   Student Setting

Students in the MPH program with a thesis option will acquire:

1. Training in the core competencies for public health outlined by the Public Health Agency of Canada.

2. Applied training in public health study design, data collection, analysis and interpretation of results, and the writing of a thesis/manuscript.

3. An in-depth understanding of important, current issues in public health practice.

The students admitted to this program will have sufficient time to complete a thesis that is consistent with the expectations for an MSc student at the University of Saskatchewan in addition to the course load for the MPH program. Students will not be accepted if they do not meet academic performance requirements and have identified a supervisor and a clearly defined and appropriate project by the end of their first term of study. The thesis-option students will have to complete a 16 week practicum in place of the 12 week practicum course, and they will have 2 fewer 3 credit unit elective courses during the second year of the program freeing up time for research during the regular term. Finally, they will typically enroll in the summer term following their second regular term to write and defend their thesis. Students will not defend until their committee is satisfied that the thesis meets the required standard for a Master's degree.

4.3   National/International Academic Setting

While there are many Masters of Public Health programs currently available in Canada, **only a relatively small number include the practicum requirement** suggested by the Public Health Agency of Canada. The Public Health Agency of Canada lists the Canadian MPH programs that include practica: Lakehead University, McGill University, Queen's University, Simon Fraser University, University of Alberta, University of Guelph, University of Manitoba, University of Saskatchewan, University of Victoria, and the University of Waterloo.

Even fewer of the MPH programs with practica also have a thesis-based option. The only comparable thesis-based options in MPH programs with practica were found at: Lakehead University – 7 full course equivalents (42 cu) (http://healthsciences.lakeheadu.ca/thesis-master-of-public-health-programs/) and Simon Fraser University – 50 credit hours (http://www.sfu.ca/fhs/future-students/graduate/master-of-public-health/thesis-option.html). For Lakehead the thesis is considered equivalent to 12cu and at Simon Fraser University the thesis is considered equivalent to 6 cu.

As a result of the unique interdisciplinary and inter-professional collaborations within the SPH and between the Colleges of Dentistry, Kinesiology, Medicine, Nursing, Pharmacy and Nutrition, and Veterinary Medicine; the School of Physical Therapy; VIDO/Intervac; and other health science units on campus, the University of Saskatchewan has distinctive strengths in the field of public health. The SPH has a distinct advantage as no comparable opportunities exist at other universities for such a wide spectrum of potential collaborations in applied health research projects and professional coursework in public health. Consequently, our proposed MPH thesis option will provide unique training and research opportunities in applied public health.

Graduates of our MPH program with thesis option will have an added advantage of having research training and will be highly competitive in the job market. Potential employers of these professionals include, but are not limited to: provincial ministries of health, agriculture and environment; regional, national and international health authorities and public health departments; First Nations health authorities; universities; and federal agencies such as the Public Health Agency of Canada, the Canadian Food Inspection Agency, and Health Canada. Private sector employers include national and international food and agriculture enterprises, environmental consulting firms, pharmaceutical companies, and private health care services.

V.   DESCRIPTION OF PROGRAM CHARACTERISTICS

5.1   Curriculum, Courses and Modes of Delivery

5.1.1   Curriculum
General:

The MPH thesis option in the SPH is expected to be comprised of 42 CU (Table 1) and normally completed in 24 months. The course requirements will be fewer than the existing course-based MPH program (45 CU). The proposed calendar description for the one new required course and for the option itself are outlined in **Appendix 3 and Appendix 4**.

Acceptance to the MPH thesis option:

All students will be initially admitted into the existing course-based MPH program. During Term 1 of their first academic year, students interested in pursuing a thesis option will need to identify a supervisor. The supervisor and student will work together to identify a practicum placement which has the potential to meet the thesis requirements. Then, before the student can be enrolled in the MPH thesis option the student will have to 1) meet the prerequisites for the practicum; 2) attain a minimum GPA of 80%; 3) work with their supervisor to establish an appropriate advisory committee before initiation of the thesis project; and 4) write and defend a thesis proposal.

Students who have identified a supervisor, a potential project, and have a minimum GPA of 80% can apply to the MPH option by January 15th of each year. Applications will be reviewed and students conditionally accepted by January 31st if the student meets the initial requirements. Students who maintain a minimum GPA of 80%, meet the prerequisite courses for the practicum, have established an advisory committee, and who have written and defended a thesis proposal will be formally accepted by May 1. A typical time line for this program is outlined in Appendix 1.

Although applicants may meet the minimum expectations for admission, the School of Public Health reserves the right to deny the request to transfer to the thesis-based option.

MPH degree with thesis option curriculum:
The distribution of credit hours for the MPH with thesis option is as follows:
1. 24 credit units for required courses (7 x 3 cu in year 1 and 1 x 3 cu in year 2)
2. 9 credit units for elective courses
3. 9 credit units for a 16 week public health practicum
4. 0 credit units but mandatory registration in the 994 thesis course

A summary of the credit unit distribution and comparison to the existing course-based MPH program is provided in Table 1.

5.1.2   Courses

Required courses (for credit) MPH program (with and without thesis option):

Each student would be required to enroll in **8 required courses**:
1. Foundations of Public Health (PUBH 804.3)
2. Biostatistics for Public Health (PUBH 805.3)
3. Epidemiology for Public Health (PUBH 800.3)
4. Environmental Public Health (PUBH 810.3)
5. Health Policy and Politics (PUBH 867.3)
6. Health Promotion (PUBH 803.3)
7. Health Program Planning and Evaluation (PUBH 807.3)
8. Interdisciplinary Public Health Practice (PUBH 840.3) (Typically in term 2, year 2 of the program)

Required courses (non–credit) MPH program (with and without thesis option):

1. PUBH 990: Public Health Seminar. Students will be expected to attend 75% of seminars during their MPH program.
2. PUBH 994: Master of Public Health Thesis
3. GSR 960 (Introduction into Ethics and Integrity) and
4. GSR 961 (Ethics and Integrity in Human Research).
 MPH students conducting animal research will additionally have to complete GSR 962 (Ethics and Integrity in Animal Research).

Elective courses:

Based on the individual student's area of focus for their research thesis, their thesis advisory committee will identify the most appropriate elective courses to strengthen the student's program of study. Typically one elective course would be completed in year 1 in term 2 before the practicum. The remaining 2 elective courses would be completed in term 1 of year 2 of the program.

Field Research and Practicum in Public Health (new course developed for thesis option) (see attached course proposal – Appendix 3):

The purpose of the **Field Research and Practicum in Public Health** is to build upon the foundation courses with field experience in the student's area of research interest. Therefore, students in the proposed MPH thesis option will complete this course upon successful completion of the prerequisites (typically during the Year 1 Term 3).

The field research will provide MPH students with an opportunity to apply the theories and concepts learned in their academic coursework to practical public health problems faced in the field. They will be placed in a public health setting related to their research interest. They will be supervised by their thesis advisor and will be facilitated by a field preceptor from the placement organization. On a day-to-day basis, they will be expected to work closely within their assigned organization to complete projects related to their thesis research program under the guidance of their thesis advisor and field preceptor.

The students in the MPH thesis option will use this research intensive practicum to collect at least the initial data for their project and refine their MPH thesis proposal. MPH thesis students will be expected to present their work in the seminar series offered during the final year of the MPH program.

Description of the MPH thesis:
The thesis will be structured to conform with all of the CGSR expectations as reported at the website: http://www.usask.ca/cgsr/for_students/etd.php. The body of the thesis will cover the content areas referenced on the CGSR website (http://www.usask.ca/cgsr/for_students/formatbody.php). T**he body of thesis will typically contain one chapter outlining the objectives and a focused literature review, two substantial chapters describing the Masters research, and a summary and recommendations chapter.** The chapters describing the actual research will contain the elements of at least one paper suitable for publication. In most cases this chapter will require some additional editing to fit journal format and word limit requirements before it can be submitted for publication. This paper-based approach is critical to ensure timely dissemination of key research findings, provide students with an understanding and experience of the peer review process and assist participating faculty to publish their work.

Meetings of the Student's Thesis-Advisory Committee:

The thesis advisory committee will be include the student's supervisor, the graduate chair for the MPH thesis option, and at least one other faculty member. The faculty member will be selected by the supervisor after consultation with the student based on the research needs for the selected project. Ideally there will be 2 committee meeting per year. In Year 1, the first meeting should occur in Term 2 prior to the student commencing the 9 cu Public Health Practicum and a second meeting should occur after the completion of the practicum. In Year 2, the first meeting should occur at the end of Term 1 and the second meeting in Term 2 and prior to the Thesis defense.

In all instances, the student's Thesis-Advisory Committee needs to make a positive recommendation for the student to proceed to the next stage. In the cases of students, where the Thesis-Advisory Committee finds their practicum is not sufficient to build a thesis, the student cannot successfully defend any necessary final edits to the proposal completed after their practicum experience, or are making unsatisfactory progress, the students will be permitted to revert back to the course-based MPH program.

5.1.3 Modes of Delivery:

The modes of delivery for the MPH thesis option will be identical to the live and web-enhanced deliveries currently established in the existing course-based MPH program.

5.2 Faculty

Given the interdisciplinary nature of the SPH, it is difficult to list all potential faculty members who might be involved with the MPH thesis option. Listed below are the primary/joint and associate SPH faculty who will play significant roles in the MPH thesis option:

5.2.1 Faculty with standard or joint appointments in the SPH*:

- Dr. Lalita Bharadwaj, Associate Professor, SPH
- Dr. Yelena Bird, Assistant Professor, SPH
- Dr. Carl D'Arcy, Professor, Psychiatry/SPH
- Dr. Tasha Epp, Associate Professor, WCVM/SPH
- Dr. Marwa Farag, Assistant Professor, SPH
- Dr. Cindy Feng, Assistant Professor, SPH/ WCVM
- Dr. Philip Griebel, Professor, SPH/VIDO
- Dr. Emily Jenkins, Associate Professor, WCVM/SPH
- Dr. Rein Lepnurm, Professor, SPH
- Dr. Janice MacKinnon, Professor, SPH
- Dr. John Moraros, Associate Professor, SPH
- Dr. George Mutwiri, Professor, SPH/VIDO
- Dr. Michael Szafron, Assistant Professor, SPH
- Dr. Suresh Tikoo, Professor, VIDO/SPH
- Dr. Hassan Vatanparast, Associate Professor, Pharmacy & Nutrition/SPH
- Dr. Cheryl Waldner, Professor, WCVM/SPH

5.2.2 Faculty with associate appointments in the SPH:

- Dr. Larry Brawley, Professor, Kinesiology
- Dr. Colleen Dell, Professor, Sociology
- Dr. John Gordon, Professor, Medicine
- Dr. Nancy Gyurcsik, Associate Professor, Kinesiology
- Dr. Paul Hackett, Assistant Professor, Geography & Planning
- Dr. Beth Horsburgh, Associate Vice-President, Research and Health
- Dr. James Irvine, Professor, Family Medicine
- Dr. Shelley Kirychuk, Associate Professor, Medicine
- Dr. Niels Koehncke, Associate Professor, Medicine
- Dr. Anthony Kusalik, Professor, Computer Science
- Dr. Hyun Ja Lim, Professor, Medicine
- Dr. Debra Morgan, Professor, CCHSA
- Dr. Donna Rennie, Professor, Nursing

- Dr. Thomas Rotter, Chair in Health Quality Improvement Science, Pharmacy and Nutrition
- Dr. Natalie Shiff, Assistant Professor, Medicine
- Dr. Kevin Spink, Professor, Kinesiology
- Dr. Ulrich Teucher, Associate Professor, Psychology
- Dr. Sylvia van den Hurk, Program Manager and Research Scientist, VIDO

* All listed faculty are also members of CGSR.

VI.   RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The proposed MPH thesis option will complement the existing course-based MPH program while expanding the training and research opportunities in public health available to graduate students and faculty in the SPH. The existing course-based MPH program provides a strong base and a programmatic framework on which to include the proposed thesis option.

It is worthy to note the similarities and distinct difference between the proposed MPH thesis option by the SPH and the MSc program in Community and Population Health Science offered through the department of Community Health & Epidemiology (CHEP), College of Medicine. The MSc degree has a focus on social population health research whereas our MPH degree with thesis option is focused on the training of public practitioners with research experience in applied public health. Students who apply to transfer to the MPH thesis option will already be enrolled in and have completed two terms of the existing course-based MPH program. Consequently we do not envision any competition between CHEP and our MPH thesis option. Students who wish direct entry into a thesis-based Master's program will referred to CHEP. In fact, both programs are distinct and yet complementary to each other and should thrive. Both thesis-based programs are essential to meet the diverse needs of students and faculty at the UofS and will play a role regardless of future changes to administrative structure of the SPH.

It is anticipated that approximately 50 students will enroll in the existing course- based MPH program during fall 2015. Based on student inquiries to faculty over the past 3 years and expressions of interest in completing a thesis, we estimate that approximately 5 students per year (approximately 10% of all MPH students) will pursue the MPH thesis. As all thesis-option students will be transferred from the MPH course-based program, there will be **no expected increase in total enrollment in the MPH program.**

The SPH foresees the MPH thesis option will attract students who are interested in advanced public health research training. Additionally, the proposed MPH thesis option could act as a feeder to the research-intensive, doctoral-level training programs in the SPH and other units on campus engaged in studies of population health. The MPH degree with thesis option increases the number of highly qualified, research-oriented, graduate students on campus and affords SPH faculty the opportunity to enhance their research output.

VII.   RESOURCES

7.1   Faculty Resources

Section 5.2 identifies existing faculty members, many of whom are currently offering courses for the SPH. It is not anticipated that new faculty resources will be required to offer the MPH thesis option. Faculty members will have the option of accepting MPH thesis students, but students will not be assigned to faculty who do not choose to engage in this program.

7.2 Support Staff

Clerical – Currently, the SPH does not anticipate a need for additional administrative staff specifically assigned to support the MPH thesis program as the SPH has a support person to assist with the practicum for all MPH students including those who will do the practica for the thesis-option. Other requirements related to the thesis-option program such as setting up advisory committee meetings, scholarship applications and defenses will be handled by the dedicated administrative assistant to the thesis-option programs in the SPH.

7.3 Space Needs

Students in the MPH thesis option will be housed with other SPH thesis students in the Academic Health Sciences Building E Wing.

7.4. Budget (Appendix 5)

7.4.1 Capital and Start-Up Costs

It is not anticipated that new faculty resources, space allocation, library or IT resources will be required to offer this option.

7.4.2 Permanent Operating Costs

All direct and indirect costs of the MPH thesis option will be assumed by the School of Public Health in its operating budget.

7.4.3 Sources of Funding

The operating resources associated with the MPH thesis option are already in place within the operating budget of the School of Public Health.

The students registered in the MPH program with thesis option will be eligible for SPH thesis scholarships and will initial qualify to apply for CGSR non-devolved funding. Once the program is established (after 2 to 3 years) students might be eligible for CGSR devolved funding if total program enrollment is sufficient. Student stipends maybe supplemented through supervisor funds.

7.4.4 Enrolment (Tuition Revenue)

Our goal is to have the first intake of MPH thesis option students in May 2016, upon satisfactory completion of the entrance requirements stated in Section 5.1.1. It is estimated that approximately 5 students (or 10% of each incoming class) will be accepted into the MPH thesis option each year. Revenue will be based on the new cost-sharing model and overall MPH tuition increases.

Tuition for the MPH students would be the same as that for MPH course-based students if they defend their thesis within the suggested timeline. However, students taking longer than 2 years to complete their thesis would continue to pay a flat term tuition as is consistent with other thesis-based programs on campus.

For example, the MPH tuition is currently $9712 for domestic students. Tuition is assessed on a per credit basis, at approximately $215.82 per credit unit. If the students enter the thesis option at the beginning of the 3rd term, and they are expected to finish the program at the end of the 6th term, a per term tuition rate should be $1294.93 per term for 4 terms (Spring/Summer, Fall, Winter, Spring/Summer) assuming 24 cu completed before transfer. The total program cost would be $9712 if the student defends on time (24X$215.82=$5179.68 plus 4 terms at $1133.08=$4532.32 for a total of $9712).

Appendix 1:
Summary of the typical timeline for the MPH thesis option

Overview of the MPH Thesis-option
Year 1

Admission to the MPH Program

- Term 1
- All students are initially admitted into the course-based MPH program
- Begin MPH course-work (Complete 4 required courses)

Apply to the MPH thesis option

- End of Term 1
- Identify supervisor and potential thesis topic
- Begin work on thesis proposal

Project development

- Term 2
- Apply/conditional acceptance to thesis option
- Complete 3 required course plus 1 elective
- Form advisory committee
- Develop and defend thesis proposal

Acceptance into thesis option

- Term 3
- Formal acceptance
- Submit ethics application
- Submit application for access to data if needed
- Begin thesis research

Overview of the MPH Thesis-option Year 2

Complete thesis research

- Term 1
- Complete remaining elective MPH course-work
- Complete thesis research

Permission to write thesis

- End of Term 1
- Student presents research to advisory committee
- Student given permission to write

Draft of thesis

- End of Term 2
- Complete MPH capstone course
- Submit draft thesis to committee

Thesis defense

- Term 3
- Student revises thesis
- Defense scheduled by end of term

Appendix 2:
Letters of support for the
MPH thesis option

August 25, 2015

Dr. Cheryl Waldner
Chair, MPH Thesis Option Sub-committee
School of Public Health

Dear Dr. Waldner,

I am writing to support the proposed MPH Thesis option.

The MPH Program is the largest program in our school, with an annual intake of about 80 students. Currently, all students in this program complete their MPH degree requirements through coursework.

Every year, we have a few students in the MPH Program who are interested in research, and would want to pursue a thesis option. Unfortunately, we have not been able to meet this need in the past. Furthermore, our faculty who teach in the MPH Program have to seek appointments as associate members in other departments on campus that have thesis programs so they can supervise graduate students.

Availability of an MPH Thesis option in our program would meet the needs of those students who are interested in research, enable them to progress into the School's PhD programs on completion of the MPH, and also provide our faculty with graduate students.

The MPH Thesis option is intended for students who have already completed at least two terms (or several months) in the MPH program. Once this requirement is fulfilled, students will be eligible to apply for the MPH Thesis option should they wish to.

Please let me know if there is anything I can do assist the committee.

Sincerely,

George Mutwiri, DVM, PhD
Interim Executive Director and Professor, School of Public Health
Senior Scientist, Vaccine & Infectious Disease Organization/International Vaccine Center
University of Saskatchewan
Saskatoon, SK, Canada S7N 2Z4

APHEA
Agency for Public Health
Education Accreditation
Master of Public Health 2013-2018

Dr. Cheryl Waldner,
Chair, MPH Thesis Option Sub-committee
School of Public Health,

RE: Letter of support for MPH Thesis based option

Dear Dr. Waldner,

I am pleased to submit a letter of support for MPH Thesis option to an already existing unique MPH program at School of Public Health. The proposed addition to already existing MPH program in school of public Health will help the MPH students to get exposed to "Research", which will increase their interest in the "Thesis based graduate programs" in the school and elsewhere on the campus. Secondly, MPH thesis option will help our MPH teaching faculty particularly the junior faculty to supervise these students and publish the results of the research work in peer reviewed journals. This will not only help them to remain competitive in their field of specialization, but will also help them to successfully compete for award of research grants particularly from tri-council agencies (accepted benchmark for success). Finally, MPH Thesis based option should not have any impact on the existing Thesis based programs offered in other departments\college of the university as ONLY students already enrolled in MPH program will be eligible for registering in MPH thesis based option.

Sincerely

Dr. Suresh K Tikoo
Professor & Director,
Vaccinology & Immunothepapeutics program
School of Public Health

Solutions Through Research

UNIVERSITY OF SASKATCHEWAN

‣ **School of Public Health**
104 Clinic Place   Saskatoon SK   S7N 5E5
Ph: 306-966-8544   Fax: 306-966-2264
Email: sph.admin@usask.ca   Web: www.usask.ca/sph

July 30, 2015

Dr. Cheryl Waldner
MPH Thesis Committee Chair
Professor, Western College of Veterinary Medicine
Professor, School of Public Health

Dear Dr. Waldner,

I am writing this letter to express the need for a thesis-option within our Master of Public Health (MPH) program in the School of Public Health (SPH).

As a recently hired assistant professor in the School of Public Health (SPH), I currently have limited funds for supporting graduate student research assistantships. Because the majority of my duties are associated with the SPH's MPH program and because the degree is not thesis-based, the program does not qualify for devolved funding. This provides unique challenges for new SPH faculty, particularly at the assistant rank, to compete with other faculty (i.e. those from programs that qualify for devolved funding) to recruit and retain the strongest research-oriented students.

This past year six MPH students spoke with regarding the possibility of completing a thesis within their MPH program. As this option currently does not exist, I had to tell these students that completing a thesis within their MPH degree was not possible. I have been told that one of these students has transferred to another academic unit on campus, a unit that offers a thesis-based Master's degree. In fact, each year the SPH loses several of its brightest MPH research-oriented students to other academic units that both have a thesis-based degree and provide financial support. Without these students, we cannot easily grow our research programs. Because the tenure and promotion processes both include a heavily weighted research component, assistant professors within the SPH are at a disadvantage when it comes to applying for tenure and promotion.

Offering a thesis-based option within our MPH degree is a solution that would resolve the issues described in the previous paragraph. Having a thesis option with our MPH degree and qualifying for devolved funding allow our research-oriented MPH students to remain in the SPH to complete their research and to receive financial assistance while they are conducting research. By retaining our top research-oriented students, SPH faculty are in an excellent position to develop strong research programs that are essential for tenure and promotion. Hence having a thesis-based option within our MPH degree is a win for our students, a win for our faculty, and a win for the University of Saskatchewan as a whole. Please accept this letter as my complete support for a thesis option within our current MPH degree.

Sincerely,

Michael Szafron, PhD
MPH Practicum Coordinator
Assistant Professor, School of Public Health

APHEA
Agency for Public Health
Education Accreditation
Master of Public Health 2013-2018

August 4, 2015

Dr. Cheryl Waldner
Chair, MPH Thesis Option Sub-committee
School of Public Health

Dear Dr. Waldner,

I am writing to give my full support to the proposed MPH thesis option. I strongly believe that this option will be very beneficial for our students, faculty, and the school. A number of MPH students approach me each academic year wishing to pursue their research interests under my supervision. However, we currently cannot offer MPH students this option. I see this thesis option as an avenue for me to mentor my students and assist them in conducting research resulting in publications, which will highly beneficial for my students and myself.

Finally, having the thesis option will assist us in achieving the SPH's mission: "The School of Public Health's mission is to improve the health of individuals and communities through the creation, dissemination and application of public health knowledge, the education of leaders, social change, partnerships with service providers, and service to the broader community." Therefore I strongly and fully support the MPH thesis option.

Sincerely,

Marwa Farag, MSc., Ph.D.
Assistant Professor, School of Public Health
University of Saskatchewan, Health Sciences Building
107 Wiggins Road, Room 2705 RUH
Saskatoon, SK S7N5E5
Phone (306)966-5959, Fax (306)966-7920
E-mail: marwa.farag@usask.ca
Yours sincerely,

Dr. Cheryl Waldner
MPH Thesis Committee Chair
Professor, School of Public Health
Professor, Western College of Veterinary Medicine

Dear Dr. Waldner,
RE: Letter of Support for the MPH (Master of Public Health) thesis program

I am writing the letter in support of the MPH thesis program in the School of Public Health.

As a professional program in the University of Saskatchewan, the School of Public Health needs to be recognized for both the value of practical engagement and the value of research-oriented activities. Establishing a MPH thesis based program can provide ample opportunities for students to get first-hand experience in research. It is an excellent way to gain skills and insight into the academic process and can assist in making the decision to pursue a further degree where a dissertation is required. In addition, by writing a thesis, the students will have the opportunity to learn the knowledge and skills to generate new knowledge.

On the other hand, thesis-based MPH program will provide faculty members at the School of Public Health the student resources to facilitate their own research programs, which will strengthen the research environment within the School of Public Health. In the past couple years, a number of students have expressed interests in working on thesis projects applying modern statistical approaches analyzing real datasets from various epidemiological studies under my supervision. Some of the students have great potential of conducting solid research; however, unfortunately the School has lost those students, since no MPH thesis program is available. I would, therefore, highly encourage initiate thesis based MPH program, as it is especially important for the faculty members within the School.

In closing, please accept my letter of support for the thesis-based MPH degree for the School of Public Health.

Sincerely,

Cindy Xin Feng, PhD
Assistant Professor, School of Public Health
Associate Faculty, Western College of Veterinary Medicine
Room 3338, Health Sciences Building E-Wing
104 Clinic Place
University of Saskatchewan
Saskatoon SK, S7N 5E5
Phone: (306) 966-1948

August 24, 2015

College of Grad Studies and Research
University of Saskatchewan

RE: Master of Public Health thesis option

To Whom It May Concern,

As director of the Master of Public Health program in the School of Public Health, I fully
support the Master of Public Health thesis option as an alternative for students to attain a
graduate degree.

Sincerely,

Lalita Bharadwaj, PhD
Associate Professor and Director of MPH program
School of Public Health
University of Saskatchewan

To Whom it May Concern.

As Chair of the Epidemiology Program in the School of Public Health I would like to offer my full support for the "Request for a Thesis Option within Existing MPH Degree".

The addition of a thesis based option to the Master of Public Health (MPH) program will be welcomed by current and prospective students in the MPH program.

Internationally, many jurisdictions do not value a non-thesis based Masters degree as highly as a Master degree with a thesis. It is important for students returning to their country of origin that they have the type of degree that is highly valued.

Similarly, the thesis option provides an excellent platform and training for MPH students who wish to proceed to further graduate studies at the PhD level.

In comparison to competing MPH across the country the addition of the thesis option will add an additional element of uniqueness to the University of Saskatchewan program.

Yours truly

Carl D'Arcy, PhD

Epidemiology Program Director and Professor, School of Public Health
Professor and Director of Applied Research, Psychiatry, College of Medicine
Academic Director, Saskatchewan Research Data Centre (SKY-RDC)

Tel: (306) 844-1279

UNIVERSITY OF SASKATCHEWAN

College of
Arts and Science

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Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-5912
Facsimile: (306) 966-6950
E-mail: colleen.dell@usask.ca

August 24, 2015

Cheryl Waldner & George Mutwiri
School of Public Health
University of Saskatchewan
E Wing Health Sciences
104 Clinic Place
Saskatoon, SK S7N 5E5

I am writing this letter in support of the thesis-based MPH program at the University of Saskatchewan. As a joint faculty member with the School of Public Health, I had the opportunity to supervise a thesis-based MPH student in the department and who graduated in 2012 – Stacy McHenry. Stacy was a very strong student who produced a stellar thesis titled, *Where is the Public in Public Health?* She collected and analyzed original data and produced an outstanding thesis. I was also Stacey's Academic Advisor in the program.

Since completing her MPH program, Stacy had entered the PhD program in the Department of Psychology at the University of Saskatchewan, and has been awarded several scholarships for her achievements. The MPH program, including the thesis option, well prepared Stacey for her PhD studies and in which she has since excelled.

Given my positive experience with the thesis-based option of the MPH program, I would be most willing to supervise students in the future.

Respectfully submitted,

Colleen Anne Dell, PhD
Research Chair in Substance Abuse
Professor
Department of Sociology & School of Public Health (Associate Member)

UNIVERSITY OF
SASKATCHEWAN

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7448
Facsimile: (306) 966-7314

26 August 2015

Dr. Cheryl Waldner
WCVM and SPH

RE: MPH Thesis Option Proposal

Dear Cheryl:

I strongly support the proposal for a thesis option to the existing MPH degree.

Most importantly, it adds a robust research and writing component to the MPH degree
while maintaining the program requirements for a professional public health practitioner.
It expands opportunities students and for faculty members whose research programs
could directly benefit if this option was approved by the university. Jointly appointed
faculty would be able to engage top ranked students from within the MPH cohort in their
research activities. Continued active collaboration with the School of Public Health is
also a very tangible way of showing the success of the One Health Initiative on this
campus.

The proposal certainly strengthens the MPH program, and it provides greater
opportunities for both students and faculty. I fully support the proposed thesis option
within the existing MPH program.

Sincerely,

Douglas A. Freeman DVM, PhD
Dean

UNIVERSITY OF SASKATCHEWAN

Centre for Applied Epidemiology
Western College of Veterinary Medicine

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: 306-966-6542
Facsimile: 306-966-7159

August 26th, 2015

Dr Cheryl Waldner
Chair, MPH Thesis Option Sub-committee
School of Public Health
University of Saskatchewan
E Wing Health Sciences

Dear Dr. Waldner,

I am writing to express the support of the Centre for Applied Epidemiology for the proposed MPH Thesis option.

The Centre for Applied Epidemiology is a newly established Centre at the University of Saskatchewan. The sole purpose of the Centre is to provide training and promote research with an applied epidemiology focus. Epidemiology is one of the core competencies for students in the MPH program.

While the Centre is at arms-length from the School of Public Health, we have a clear mandate to provide educational training opportunities. As the Centre Director, I currently am engaged with the School of Public Health in a joint faculty position. Presently I teach the "Field Epidemiology" elective course within the school, which has a strong enrollment every year. The Centre's mandate is to continue to provide other training opportunities of interest to students and faculty, as well as to parties outside of the University setting.

The Centre is committed to providing training and on the ground support for students with applied epidemiology based research projects. In conclusion, please accept this letter as support for the proposed thesis option.

Sincerely,

Tasha Epp
Director, Centre for Applied Epidemiology
Western College of Veterinary Medicine
University of Saskatchewan
52 Campus Drive
Saskatoon, SK
S7N 5B4

Canadian Centre for Health and Safety in Agriculture
University of Saskatchewan
104 Clinic Place, PO Box #23   Saskatoon Saskatchewan   S7N 5E5   Canada
Ph: 306-966-8286   Fx: 306-966-8799
Email: canadian.centre@usask.ca@usask.ca   Web: http://cchsa-ccssma.usask.ca/

September 8, 2015

Cheryl Waldner, DVM, PhD
Professor
University of Saskatchewan
52 Campus Drive
Saskatoon< SK S7N 5B4

Dear Dr. Waldner:

The Canadian Centre for Health and Safety in Agriculture (CCHSA) at the University of Saskatchewan has been pleased to host School of Public Health practicum students in the past and looks forward to continuing to do so.

The Centre supports the proposal of the School of Public Health to add a thesis option to the Master's of Public Health Program. Such a program will be a strong and positive addition to the School.

Sincerely

Niels Koehncke, MD, MSc, FRCPC
Director

UNIVERSITY OF SASKATCHEWAN
School of Public Health

➤ **School of Public Health**
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Email: school.publichealth@usask.ca   www.usask.ca/sph

September 7, 2015

Dr. Cheryl Waldner
Chair, MPH Thesis Option Sub-committee
School of Public Health

Re: Thesis Option MPH Program

Dear Dr. Waldner

I joined the School of Public Health in 2009 as a joint faculty member with the College of Pharmacy and Nutrition. Within the last few years, as a member of Admission Committee, I have observed the growth in quantity of highly qualified applicants who would like to pursue MPH program at our school. We have the opportunity to select the most qualified applicants with research and practice background to enter to our MPH program. Consequently, as an academic supervisor I have approached by many MPH students who would like to apply their past experience as well as what they have learned in MPH program in research programs even on a volunteer basis. Sometimes the motivation is high enough to lead them to move to MSc program in other relevant disciplines.

I strongly support the thesis option in our MPH program given this growing interest in our students to be involved in research. That is why I volunteered to join the MPH Thesis Option Sub-committee to work with my other motivated colleagues who recognised the need, explored similar programs and drafted a realistic proposal considering our resources and limitations to provide an option of research-oriented MPH program.

In addition to the benefit that thesis option has for our students, faculty have the advantage of advancing their research program by employing highly skilled and motivated students. I am personally looking forward to working with MPH thesis-based students in my research program.

Sincerely,

Hassan Vatanparast, MD, PhD
Associate Professor, School of Public Health/
College of Pharmacy & Nutrition

UNIVERSITY COUNCIL

POLICY OVERSIGHT COMMITTEE

INPUT FOR INFORMATION

PRESENTED BY: Elizabeth Williamson,
                      University Secretary

DATE OF MEETING: November 19, 2015

SUBJECT: **Item for Information: Policy Oversight Committee Report
                      2013-2014 and 2014-2015**

COUNCIL ACTION: For information only.

ATTACHMENTS:

1.   Policy Oversight Committee Report

Policy Oversight Committee
Annual Report
2013-2015

The university's Policy on the Development, Approval and Administration of University Policies defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a Policy Oversight Committee (POC). Membership includes the Vice-provosts, all Associate Vice-presidents, the Director of Corporate Administration, and representatives from Council and Deans Council. Terms of Reference for the Committee establish it as an advisory committee to the University Secretary, with a mandate to coordinate university-level policies.

The Policy Oversight Committee generally meets four times a year. It is the intention that in these four meetings the Committee considers the cases made for new policies (review of Notices of Intent), reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible change or removal.

This report presents new policies approved and existing policies amended or deleted between July 1, 2013 and June 30, 2015. Links to the policies have been provided for information. For further information regarding the committee please refer to the committee's terms of reference.

New and Amended Policies approved by governing bodies in 2013-14

DECEMBER 2013

[Parking Bylaw Amendments – Parking Policies](Violations, bylaws and policies)
On December 13, 2013, the Board of Governors reviewed and approved the revisions to the University of Saskatchewan Traffic Bylaws (Section 100 of The University of Saskatchewan Act, 1995), effective May 1, 2014.

[Freedom of Information Act and Protection of Privacy Policy](Operations and General Administration)
The Board of Governors approved the revisions to the policy effective December 13, 2013. The proposed revisions reflect the language in the Freedom of Information Act and ensure consistency in language and format throughout and reflect actual practice with respect to freedom of information and protection of personal information.

JUNE 2013

[Human Research Ethics](Research and Scholarly Activities)
This new policy was approved by University Council in June 2013 by the Human Research Ethics Policy to replace the Policy on Research Involving Human Subjects, effective July 1, 2013. Its purpose it to set forth the requirements for ethical conduct of research with human participants for all those involved in any capacity in research under the auspices of the University of Saskatchewan.

[Responsible Conduct of Research](Research and Scholarly Activities)
In June 2013 University Council approved the Responsible Conduct of Research Policy to replace the Research Integrity Policy, effective July 1, 2013. Its purpose is to set forth the standards for responsible conduct of research for all those involved in any capacity in all research conducted at the University of Saskatchewan.

MARCH 2014

[Discrimination and Harassment Prevention](Health, Safety and Environment)
The Board of Governors reviewed and approved the revisions to this policy at the March 2014 meeting, effective immediately. The purpose of the policy is to provide students and employees with a positive environment for working and learning that is free of discrimination and harassment, and to comply with the Saskatchewan Human Rights Code and with the Saskatchewan Occupational Health and Safety Act and Regulations.

[Institutional Costs of Research Policy](#) (Research and Scholarly Activities)
This policy was reviewed and approved by the Board of Governors in March 2014, effective May 1, 2014. The policy replaces "Administration of Research Overhead" policy (approved December 17, 2004). The purpose of the policy is to acknowledge that Institutional Costs are attributable to all Research activity and to provide a standardized mechanism for the university to recover these Institutional Costs; and to establish the distribution method of Institutional Costs revenue in recognition of the costs of conducting Research.

MAY 2014

[Non-Commercial Use of University Trademarks](#) (Operations and General Administration)
This policy was amended and approved by the Board of Governors at its May 2014 meeting, effective immediately. The purpose of the policy is to ensure that use of the name of the University of Saskatchewan or any of its signs and symbols by campus-related clubs and organizations operating as non-profit entities is in accordance with the University's visual identity guidelines.

New and Amended Policies approved by governing bodies in 2014-15

JULY 2014

[International Travel Risk Management for Student Mobility](#) (Academic Affairs)
Amendments to this policy were approved by the Board of Governors effective July 29, 2014. The amendments reflect changes in terminology, unit names and current practices, which have evolved significantly since inception of the policy in 2005. In addition, the policy has been improved in some respects, e.g. clearer definition of activities that are subject to the policy, more explicit roles and responsibilities, etc.

[Fraud Deterrence Policy](#) (Operations and General Administration)
The policy was approved by the Board of Governors effective July 29, 2014. The university recognizes the importance of protecting the institution, and its operations, assets, employees, and reputation from the consequences of fraudulent activity.

The purpose of this policy is to:

- Clearly state the university's position with respect to fraud, irregularities and other wrongdoing.
- Foster an environment that promotes fraud awareness.
- Facilitate and support the development of controls to aid in the prevention and detection of fraud.

- Confirm the shared responsibility of all university members to report suspicions of fraud or irregularity or other wrongdoing as defined by this policy.
- Articulate the process to be followed in responding to reports of alleged fraudulent activity.
- Evaluate the risk of fraud and implement best practices in processes, procedures and controls that are necessary to mitigate the identified risks, and reduce the opportunities for fraud.
- Develop an effective and appropriate oversight process.

Safe Disclosure Policy (Operations and General Administration)

This policy was approved by the Board of Governors effective July 29, 2014. The purpose of this policy is to:

- Provide a mechanism through which university members can confidentially and anonymously disclose suspected fraud, irregularities, unethical conduct or other
- wrongdoing that they have witnessed, or have otherwise obtained information about or evidence of, in the process of performing their roles and responsibilities at the university.
- Confirm the university's obligation to protect university members who make good faith disclosures, from reprisal.
- Confirm the university's obligation to protect the rights of the person(s) against whom allegations have been made.
- Provide assurance that university members who knowingly make false allegations will be subject to appropriate disciplinary action.

OCTOBER 2014

Energy and Water Conservation Policy (Health, Safety and Environment)

Approved October 9, 2014 by the Board of Governors, the purpose of this policy is to ensure the university operates in a sustainable manner managing energy and water consumption by using energy and water efficiently, wisely and responsibly. This policy contributes to meeting the university's commitments and goals with respect to energy and water-related costs as well as greenhouse gas emissions associated with energy use.

[Signing Authority Policy](#) (Operations and General Administration)

The policy was originally approved by the Board of Governors in 2007 and was revised in 2008, 2010, and most recently in December 2014. The policy concerns university contracting and the delegation of authority to contract on behalf of the university, and reflects the commitment of the university to the proper management of and accountability its resources. Compliance with the policy will assist in safeguarding university resources through the application of consistent management practices and controls in the contracting process. It applies to all contractual arrangements to which the university is a party, including, without limitation, contracts involving the university's administrative units, academic departments, its unincorporated entities and institutes. The policy designates the positions within the university structure which carry the authority to approve and sign contracts on behalf of the university, and specifies responsibilities of those who are authorized to approve and sign contracts on behalf of the university.

DECEMBER 2014

[Eligibility to Apply for, Hold and Administer Research Funding](#) (Research and Scholarly Activities)

The policy was reviewed and approved by the Board of Governors effective December 2014. Its purpose is to define who is eligible to apply for all external and internal Research funding and who is eligible to hold and administer Research Funds at the University of Saskatchewan.

[Internal Loan Policy](#) (Operations and Financial Administration)

The amendment to this policy, approved by the Board of Governors December 14, 2014 includes a rules-based write-off guideline for internal loans. Organizational units are expected to manage unit expenditures within limits specified by their Approved Operating Budget or as specified by other revenue sources for those activities where a budget has not been approved. There may be circumstances where expenditures for capital in a given year exceed the funds available to the organizational unit. A mechanism is required whereby units can finance capital purchases and still operate within authorized expenditure limits. The purpose of this policy is to outline the requirements for financing equipment and capital purchases by means of internal loans.

FEBRUARY 2015

[Articulation and Transfer Credit Policy](#) (Academic Affairs)

This policy was reviewed by the Policy Oversight Committee in November 2014 and approved by University Council in February 2015. The purpose of this policy is to establish key articulation and transfer credit principles for the U of S, define terminology, outline roles and responsibilities, clarify authority, and determine common procedures and guidelines for students, administrators and faculty.

MAY 2015

[Financial Reserves Policy](#) (Operations and General Administration)
This new policy was reviewed and approved by the Board of Governors effective May 26, 2015. The purpose of this policy is to promote long-term financial sustainability of the university through the effective use and deployment of financial resources, in alignment with academic/administrative unit and university strategic directions. A related purpose is to ensure financial reserves held across the university are appropriate and reasonable, and managed in accordance with university guidelines.

JUNE 2015

[Smoking Policy](#) (Health, Safety and Environment)
The policy was originally approved by the Board of Governors in 2005 and was recently amended to include electronic smoking products, effective June 22, 2015.

[Smudging and Pipe Ceremonies Policy](#) (Health, Safety and Environment)
This new policy was approved by the President effective June 2015. The purpose of the policy includes:

- To protect, promote and facilitate the practice of time honoured indigenous traditions and ceremonies, including smudging and pipe ceremonies, in support of the university's commitment to indigenized practices
- To provide guidance in undertaking these traditions while respecting all campus members
- Practices related to this policy will be developed to assist organizers of smoke generating indigenous ceremonies to identify appropriate spaces, proposed communications and preventive practices to endeavor meaningful and healthy experiences for all members of the university community
- Advantages of adopting a policy supporting indigenous traditions and ceremonies:

    o   increased aboriginal student, staff and faculty engagement
    o   enables recruitment and retention of aboriginal students, staff and faculty
    o   reputational incline

[Deans and Senior Administrators Expense (DSAE) Policy](#) (Operations and General Administration)
Amendments to the policy were approved by the Board of Governors effective May 2015. The purpose of this policy is to ensure that only eligible and approved expenditure categories are charged to Deans' & Senior Administrators' Expense funds.

[Logo and Secondary Logo Use](#) (Operations and General Administration)
> This policy was reviewed and approved by the Board of Governors July 2015. Its purpose is to ensure the correct official primary logo and/or secondary logo(s) are used to represent the University of Saskatchewan in all instances, whether internal or external, and whether commercial or non-commercial.

Policies Deleted Administratively

Donation Assessment Policy – deleted June 2015

Policies Currently Under Development/Revision

Code of Business Conduct
Sexual Assault
Enterprise Risk Management Policy
Tuition Policy
English Proficiency Policy

Policies Pending Development or Revision

E-Mail/Data Management, Data Access and Data Use/Computer Use (ICT policies are under revision to address changes in the structure of the unit)
Mobile Device Management
Gift Acceptance
Conflict of Interest
Radiation Safety
Workplace Safety and Environmental Protection
Alcohol
Immunization
Religious Observance
Procurement
Plagiarism Detection Guidelines