AGENDA
2:30 p.m. Thursday March 23, 2017
Neatby-Timlin 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 2016/17 academic year marks the 22nd year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty 6 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 February 16, 2016   pp. 1-12

4. Business from the minutes

5. Report of the President   pp. 13-14

6. Report of the Provost   pp. 15-24

7. <u>Student societies</u>

    7.1   Report from the USSU   pp. 25-26

    7.2   Report from the GSA   pp. 27-30

8. <u>Governance Committee</u>

    8.1   Request for Decision – Changes to Council Bylaws Part III, section V. 1. A. Membership of the Faculty Councils   pp. 31-34

    It is recommended that Council approve the changes to the membership of the faculty councils as shown in the attachment, and that Council's Bylaws be amended accordingly.

    8.2   Report for Information – Mid-year Report of the Governance Committee   pp. 35-38

9.   Academic Programs Committee

9.1   Request for Decision – Changes to the Admissions Qualifications of the College of Education
        ITEP and SUNTEP programs   pp. 39-44

*It is recommended that Council approve changes to admissions qualifications for the Bachelor of
Education (B.Ed.) ITEP and SUNTEP programs for students who are entering the program in or after
September 2017.*

9.2   Request for Decision – Changes to the Admissions Qualifications of the College of Medicine
        pp. 45-52

*It is recommended that Council approve changes to admissions qualifications for students entering the
College of Medicine in or after August 2018.*

9.3   Request for Decision – Direct-entry Doctor of Philosophy (Ph.D.) program in Kinesiology with
        85% Admissions Average   pp. 53-68

*It is recommended that Council approve a direct-entry Doctor of Philosophy (PhD) program in
Kinesiology with an 85% admission average, effective May 2018.*

9.4   Request for Decision – Changes to College of Graduate and Postdoctoral Studies Dual Degree
        Policy to include cotutelle agreements   pp. 69-80

*It is recommended that Council approve changes to the College of Graduate and Postdoctoral Studies'
Dual Degree Policy to include cotutelle agreements, effective May 1, 2017..*

9.5   Report for Information – Project option for the Master of Science (M.Sc.) in the Small Animal
        Clinical Sciences program   pp. 81-98

10.   Other business

11.   Question period

12.   Adjournment

Next meeting April 20, 2017 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: April 3, 2017

University of Saskatchewan

Minutes of University Council
2:30 p.m., Thursday, February 16, 2017
Arts Building Room 241 Neatby-Timlin Theatre

Attendance: See Appendix A for listing of members in attendance.

Lisa Kalynchuk, chair of Council called the meeting to order at 2:31 p.m., observing that quorum had been attained.

1. <u>Adoption of the agenda</u>

    Flynn/Wilson: *To adopt the agenda as circulated.*

    <u>CARRIED</u>

2. <u>Opening remarks</u>

The chair made brief remarks, noting the change in leadership in the university secretary's office with the appointment of Beth Bilson as university secretary and acknowledging the contributions of Beth Williamson, former university secretary.

A planning advisory committee has been established to assist administration with the development of the university's next integrated plan. Membership includes the chair of Council and chairs of the academic programs, planning and priorities, and research, scholarly and artistic work committees. The committee has met once and will continue to meet periodically until the new plan is approved.

The 16 member-at-large Council positions and 8 of the 15 college faculty representative seats have been filled. The chair extended thanks to all who submitted nominations and asked members to encourage their colleagues to respond to the second call for nominations.

Two informal gatherings have been organized to provide an opportunity for Council members and members of the General Academic Assembly (GAA) to meet with one another and with Council committee chairs. The first of these meetings will take place on March 15 and will be between members of Council and Council committee chairs; the second meeting will take place on April 12 and will be between members of Council and members of the GAA. Additional details will be released closer to the meeting dates.

3. <u>Minutes of the meeting of January 19, 2017</u>

The chair reported receiving two corrections to the minutes: the reference to the SuperDARN network on page 3 of the minutes under the President's Report should be in reference to SuperDARN Canada, and a revision has been submitted to a sentence in the second paragraph of item 8.1 Respiratory Research Centre, as follows:

Other discussion focused on external versus internal funding support, the source of the ~~internal~~ funding, **the opportunity cost associated with the internal funding,** and the sustainability of centres **in general**.

AITKEN/FLYNN: *That the January 19, 2017 Council minutes be approved with the corrections as noted.*

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

4. Business from the minutes

The chair indicated that a question about item 9.2 College of Medicine - Changes to Approved Grading System arose at the previous meeting. The question was about the percentage of medical students who fail each year and what the percentage equivalent is for a mark of F. The vice-dean education of the College of Medicine has confirmed the failure rate to be less than 1% over the past several years. Percentage grades are recorded only on internal transcripts of medical students and used within the college for the purpose of awarding scholarships. Any mark below 70% is assigned a grade of F on the student's official university transcript.

5. Report of the President

President Peter Stoicheff referred members to his written report and made additional comments on the transition to a new university secretary. The president spoke of his regard for Beth Bilson and her deep experience in the academic life of the university as a faculty member and former dean. In addition to serving as university secretary, Dr. Bilson will review the role of university secretary and recommend on how the university secretary might be optimally positioned to serve the university. President Stoicheff also acknowledged the contributions of former university secretary Beth Williamson.

The president acknowledged in attendance Professor Jay Wilson, recipient of the prestigious 3M National Teaching Fellowship and Melissa Just, new dean of the Library. President Stoicheff also referred members to the recent op-ed written by Kim Campbell and published in *The Globe and Mail.* Ms. Campbell is a former Canadian prime minister and founding member of the Peter Lougheed Leadership College. The article speaks of the two institutions of the world that offer truth as being in-depth journalism and independent academic study.

The president reported briefly on recent meetings he attended on innovation and the federal budget with other presidents of U15 universities and remarked on meetings with Jane Phillpott, Minister of Health and Kirsty Duncan, Minister of Science. On March 7th, the university will host a full-day forum on building reconciliation. The president spoke of the importance of the event in sharing what steps the university has taken in this regard. More importantly, however, the forum is an opportunity to identify what work remains to be done.

The university recently received a silver STARS rating. The president explained that STARS stands for Sustainability Tracking, Assessment and Rating System and is used to measure sustainability performance among post-secondary institutions. Several years ago the university set the objective of achieving a silver rating by 2020. The president thanked all those who contributing to raising the university's rating in advance of its goal and in contributing to a sustainable future.

The provincial budget will be delivered on March 22. President Stoicheff indicated it is unlikely the university will receive an incremental increase in funding. A decentralized process using the responsibility centre management (RCM) budget model will be used to address the anticipated budget reduction. The president indicated that he and other senior administrators continue to emphasize to members of the provincial government that the university should be funded at a rate that in turn allows it to contribute to the province to the degree the province deserves.

6.   Report of the Provost

In the absence of interim provost Michael Atkinson, the president referred to the Provost's Report to Council and invited questions; however, there were none.

7.   Student Societies

   7.1   Report from the USSU

   Kehan Fu, president of the University of Saskatchewan Students' Union (USSU) presented the USSU report. In addition to the activities mentioned in the written report, the USSU is organizing a campaign called uSASK Matters in anticipation of the upcoming provincial budget. Mr. Fu reported that the USSU's stance on tuition released in December continues to hold. Mr. Fu asked for support and solidarity in asking for increased funding from the province.

   7.2   Report from the GSA

   Ziad Ghaith, president of the Graduate Students' Association presented the GSA report to Council. The GSA continues to work on a new student supervisor agreement and is undertaking internal governance changes as an organization. The effect of the recent travel ban within the United States is of concern to the GSA, which has the largest percentage of international graduate students. The GSA is in communication about this issue with other members of the GSA U15 and has issued a position statement against the ban. Mr. Ghaith acknowledged the proactive steps taken by President Stoicheff to publicly decry the ban. In closing, Mr. Ghaith detailed events leading to the upcoming GSA Awards Gala on April 1, including the regional Three Minute Thesis (3MT) competition on March 29.

8.   Governance Committee

Louise Racine, chair of the governance committee, presented the committee report to Council.

   8.1   Request for Decision – School of Environment and Sustainability Faculty Council Membership

   Professor Racine explained that the membership of faculty councils must be approved by Council. A notice of motion was presented to Council in January. The change proposed clarifies what is meant by a standard faculty appointment in the School of Environment and Sustainability

   RACINE/FLYNN*: That Council approve the membership changes to the Faculty Council of the School of Environment and Sustainability as shown in the attachment, and that Council's Bylaws be amended accordingly.*

   CARRIED

   8.2   Notice of Motion – Changes to Council Bylaws Part III, section V. 1. A. Membership of the Faculty councils

Professor Racine indicated the item gives notice of a motion to approve changes to the membership common to all college and school faculty councils and read the motion as follows.

That Council approve the changes to the membership of the faculty councils as shown in the attachment, and that Council's Bylaws be amended accordingly.

The revisions update position titles and delete a reference to a position that no longer exists. If approved, colleges and schools will be asked to update the membership of their faculty councils in their own bylaws.

Members suggested two minor changes: that the Dean of Graduate and Postdoctoral Studies be identified as the Dean of **the College** of Graduate and Postdoctoral Studies and that the "u" in university Council be capitalized.

9.   Joint Committee on Chairs and Professorships

Jim Germida, chair of the joint committee on chairs and professorships, presented the request to Council.

9.1   Request for Decision – Revised Chairs and Professorships Policy

Dr. Germida reported that the policy on chairs and professorships was last revised in 2005. The revision of the policy guidelines last year prompted revisions to the policy. Revisions include naming the various types of chairs and professorships at the university, emphasizing the fiduciary oversight of the funding of chairs and professorships, recognizing the importance of the contributions of chair holders, and reformatting the policy to confirm to the university's policy template. If approved, the revised policy will be submitted to the Board of Governors for approval in March.

AITKEN/FLYNN*: That Council approve the revised Chairs and Professorships Policy.*
CARRIED

10.   Academic Programs Committee

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

10.1   Report for Information – Changes to the Master of Nursing (M.N.) Course-Based Program in Educational Leadership

Professor Flynn briefly summarized the changes to the M.N. course-based program in Educational Leadership. These shift the program focus from educational leadership to professional practice through the introduction of four new courses and increase the program credit units (cu) from 24 cu to 27 cu. The program is directed toward mid-career professionals and is offered to remote communities. Those students who identify as Aboriginal are immediately considered for an Aboriginal student graduate scholarship.

10.2   Report for Information – Credit Reduction for the Master of Arts (M.A.) in Sociology Project-Based Program

The program change comprises a reduction in credit units from 30 cu to 18 cu to bring the program in line with other graduate programs across the university and at comparator institutions. The decrease in tuition revenue is anticipated to be offset by increased enrolment due to the credit unit reduction. An accompanying 3 cu reduction to the thesis program was approved through the course challenge procedure.

10.3   Report for Information – Terminations in the College of Arts and Science
- Public Administration Field of Study

Professor Flynn reported that enrolment and graduation numbers in the program have been shrinking for some time. The success of the Master of Public Administration (MPA) program mitigates the impact of the program termination of the Public Administration field of study within the College of Arts and Science.

- Northern Studies Field of Study

Professor Flynn gave comments on the background of the Northern Studies program. The program was funded from provincial and federal funding sources in partnership with the University of the Arctic consortium. However, low enrolment from partner institutes and the resulting absence of tuition transfers resulted in the university not recouping program costs. Current students registered in the program will be able to complete in a reasonable period of time. The program deletion has no effect on teaching assignments.

Professor Alec Aitken, member of Council, read a prepared statement about the program, indicating he had been engaged with the program since its inception in 2003 and had served as academic program director. Professor Aitken objected to a number of statements in the written report presented to Council. Specifically, he pointed out that the on-line Northern Studies courses delivered by the Department of Geography and Planning had several hundred students registered each year, and that it was the weakness of the UArctic reciprocal tuition model that undermined the program. Under the model, visiting students enrolling in any online Northern Studies course paid tuition to their home institution, not the institution that delivered the course. For the last several years, the university has provided services to a broader circumpolar student population by underwriting the education of visiting students. Under this tuition model, the university could no longer cover the cost of the program course delivery.

Professor Aitken also clarified that although the Council report indicates there are only 11 students enrolled in the program, to his knowledge program registration currently shows 26 students with declared majors in Northern Studies. Clarification of the course renumbering was provided with the note that of the seven Northern Studies courses listed in the course catalogue, Geography and Planning will only be delivering three courses going forward. Therefore, the effect of the field of study termination is greater than what is portrayed. The Northern Studies courses are also listed as senior restricted electives in several other continuing programs offered by the college and support programming in a number of diploma programs offered in Nunavut, the Yukon, and the Northwest Territories.

Professor Aitken indicated that the majority of students pursing Northern Studies degrees are Aboriginal and are place-bound students in the North and have limited options to complete their degrees in the areas where they live, with access only to Nursing, Education, and Social Work programs. With the program deletion, he noted these students are losing the additional

opportunity that Northern Studies offered to attain a degree that translated into meaningful, good paying jobs in these students' communities and on their traditional lands.

Professor Flynn thanked Professor Aitken for his comments.

10.4   Report for Information – Second Degree Option for the Bachelor of Science (B. Sc.) in Kinesiology (Exercise and Sport Studies)

Professor Flynn indicated that the College of Kinesiology is following the practice of other colleges that offer a second degree option to those students who have already attained an undergraduate degree. Transfer credits will be assessed and accepted on a course-by-course basis.

11.   Teaching, Learning and Academic Resources Committee

Jay Wilson, chair of the teaching, learning and academic resources committee (TLARC), presented the committee report to Council.

11.1   Report for Information – Definition of "Indigenizing"

Professor Wilson expressed that TLARC began work in earnest last year in response to the initiative on Indigenization of the campus and continues to work hard to sustain momentum. With the assistance of the *ad hoc* Indigenous faculty members' group, the committee has put together an operational definition of "Indigenizing" as a verb to guide its efforts. Faculty members Marie Battiste and Holly Graham were acknowledged as the key authors of the definition.

Professor Wilson expressed that as we are all treaty people, the effort is a collective effort. TLARC is sharing the term with Council to help guide faculty, staff, and students in building their Indigenization efforts and advancing Truth and Reconciliation. He asked that Council members look closely at the definition of Indigenizing and reflect on it and how it applies to the work that they do.

Patti McDougall, vice-provost of teaching and learning indicated that interested students from the Indigenous Students' Council and the Indigenous Graduate Students' Council are coming together in early March to think and talk about what indigenize at the university means to them.

12.   Other business

Dr. Bilson expressed that she was looking forward to providing support to Council and its committees. She echoed the importance of Council elections and pointed Council members to the elections section of the university secretary website where information on those positions filled by acclamation and those seats open to nominations is posted.

13.   Question period

The chair invited questions. A Council member asked whether there are statistics available that identify those who are the first of their family to attend college or university. He referred to those who have not had this opportunity for post-secondary education as being characterized as "those

left behind." If the university is to be a leader in Indigenization, more of these students must be encouraged to attend university. Vice-provost Patti McDougall responded that the incoming census survey conducted each fall asks students about their generational status as part of the university's learning analytics.

Discussion followed on the termination of the Northern Studies program at a time when the university is more firmly committed than ever to Indigenization and reaching out to northern communities. Dr. McDougall indicated that although it might appear that the number of programs serving students in the North and other remote areas is dwindling, in fact the university's trajectory is toward growth and the offering of more, rather than fewer, programs directed to these students.

13. Adjournment

The meeting was adjourned by motion (Flynn/Gjevre) at 3:55 pm.

Voting Participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Abbasi, Aliya	N/A	N/A	A	A	A	A				
Aitken, Alec	P	P	R	P	P	P				
Allen, Andy	P	P	P	P	P	R				
Atkinson, Michael	N/A	P	P	P	P	R				
Barber, Ernie	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Baxter-Jones, Adam	P	P	P	P	A	P				
Bell, Scott	P	P	P	P	P	P				
Bergstrom, Don	P	P	R	P	P	R				
Bindle, David	R	A	P	R	P	P				
Bonham-Smith, Peta	P	R	R	A	P	P				
Bowen, Angela	R	P	P	P	A	R				
Buhr, Mary	A	A	A	A	A	A				
Calvert, Lorne	P	A	P	A	A	R				
Card, Claire	A	P	P	A	P	P				
Chernoff, Egan	P	P	P	P	R	R				
Chibbar, Ravindra	P	P	P	P	P	R				
Crowe, Trever	A	P	P	A	P	R				
De Boer, Dirk	P	P	P	P	P	P				
D'Eon, David	N/A	N/A	A	P	P	P				
D'Eon, Marcel	P	P	P	P	P	R				
Deters, Ralph	P	P	P	P	P	P				
DeWalt, Jordyn	A	A	A	A	A	A				
Dick, Rainer	P	P	P	P	R	R				
Dobson, Roy	P	P	P	P	P	R				
Dumont, Darcy	N/A	N/A	A	R	P	P				
Ervin, Alexander	P	P	A	A	P	A				
Eskiw, Christopher	N/A	N/A	N/A	A	P	P				
Findlay, Len	P	P	P	P	A	R				
Flynn, Kevin	P	P	P	P	P	P				
Freeman, Douglas	R	P	P	R	R	R				
Gabriel, Andrew	R	A	A	P	A	A				
Gill, Mankomal	A	A	A	A	A	A				
Gjevre, John	P	P	P	P	P	P				
Goodridge, Donna	P	P	P	P	P	P				
Gordon, John	P	P	R	P	P	P				
Gray, Richard	P	A	A	A	P	A				
Greer, Jim	R	R	R	R	P	P				
Grosvenor, Andrew	P	P	P	P	P	P				
Gyurcsik, Nancy	P	R	P	R	P	P				
Hamilton, Murray	P	P	A	P	P	R				
Havele, Calliopi	P	R	P	P	R	P				
Hayes, Alyssa	P	R	P	R	P	P				
Honaramooz, Ali	A	P	P	P	P	R				
Horsburgh, Beth	P	R	P	P	A	P				
Jamali, Nadeem	R	R	P	P	P	P				
Jones, Paul	P	P	P	P	P	R				
Julien, Richard	A	A	A	A	A	A				
Just, Melissa	N/A	N/A	N/A	N/A	N/A	P				
Kalagnanam, Suresh	P	P	P	P	P	P				
Kalra, Jay	P	P	P	P	P	P				
Kalynchuk, Lisa	P	P	P	P	P	P				
Kampman, Courtney	N/A	N/A	A	A	A	A				
Khandelwal, Ramji	P	P	R	P	P	P				
Kiani, Ali	P	P	P	P	A	A				
Kumaran, Arul	P	R	A	P	P	P				
Langhorst, Barbara	P	P	R	P	P	P				
Larre, Tamara	P	P	P	P	R	P				
Lemisko, Lynn	P	R	R	R	P	P				

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Lindemann, Rob	A	P	P	A	R	A				
London, Chad	N/A	N/A	P	P	P	P				
Low, Nicholas	P	P	P	P	P	P				
Luke, Iain	N/A	P	A	R	R	A				
MacKay, Gail	P	P	R	P	R	R				
Marche, Tammy	P	R	R	P	P	P				
Martz, Lawrence	P	R	P	P	P	P				
Mathews, Rosemary	A	A	A	A	A	A				
McEwen, Alexa	P	R	R	P	P	P				
McWilliams, Kathryn	R	R	R	R	R	P				
Molesky, Mark	N/A	N/A	A	A	A	A				
Mousseau, Darrell	P	P	P	A	P	R				
Muri, Allison	P	P	P	P	P	P				
Nel, Michael	A	A	A	A	A	A				
Nickerson, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nicol, Jennifer	R	R	P	A	P	P				
Orsak, Alanna	A	A	A	A	A	A				
Osgood, Nathaniel	R	A	A	P	P	P				
Pan, Henry	N/A	N/A	A	A	A	A				
Phillips, Peter	P	P	P	P	P	R				
Phillipson, Martin	P	P	P	P	R	P				
Prytula, Michelle	R	P	R	R	P	P				
Racine, Louise	R	R	P	P	P	P				
Rangacharyulu, Chary	A	A	A	A	A	A				
Rea, Jordan	R	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reimer, Serena	A	A	A	A	A	A				
Rodgers, Carol	R	R	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Roesler, Bill	A	A	A	A	A	A				
Roy, Wendy	P	P	P	P	P	R				
Sarjeant-Jenkins, Rachel	P	P	P	P	P	P				
Scoles, Graham	P	P	R	R	R	A				
Shevchuk, Yvonne	A	P	R	R	P	P				
Smith, Preston	P	R	P	P	R	R				
Solose, Kathleen	P	P	P	P	P	P				
Soltan, Jafar	P	P	P	P	P	P				
Sorensen, Charlene	R	R	P	P	P	N/A	N/A	N/A	N/A	N/A
Stiocheff, Peter	R	P	P	P	P	P				
Swidrovich, Jaris	N/A	N/A	R	P	P	P				
Stone, Scot	P	R	P	R	P	P				
Tait, Caroline	R	P	R	P	P	P				
Thomson, Preston	A	A	A	A	A	A				
Tyler, Robert	P	R	P	P	P	R				
Uswak, Gerry	P	R	P	R	P	R				
Vassileva, Julita	R	P	P	R	P	R				
Walker, Ryan	P	P	P	R	P	R				
Walley, Fran	P	P	P	P	R	P				
Wasan, Kishor	P	P	R	R	P	P				
Watson, Erin	P	R	P	R	P	P				
Willness, Chelsea	P	A	R	P	R	P				
Willoughby, Keith	P	R	R	R	P	P				
Wilson, Jay	P	P	P	R	P	P				
Wilson, Ken	P	P	R	P	P	P				
Wilson, Lee	N/A	N/A	N/A	R	P	A				
Wotherspoon, Terry	P	P	P	P	P	P				
Wurzer, Greg	A	P	A	P	P	P				
Yates, Thomas	R	P	R	P	R	A				
Zello, Gordon	P	P	P	P	P	P				

Non-voting participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Bilson, Beth	N/A	N/A	N/A	N/A	N/A	P				
Chad, Karen	A	P	R	P	P	P				
Downey, Terrence	R	P	P	P	R	R				
Fowler, Greg	P	A	P	P	P	P				
Fu, Kehan	P	P	R	A	P	P				
Gary Gullickson	A	A	P	R	A	A				
Ghaith, Ziad	P	P	P	P	P	P				
Isinger, Russell	P	P	A	A	P	P				
Malinoski, Brooke	A	P	R	P	P	A				
Pulfer, Jim	P	A	P	A	R	A				
Williamson, Elizabeth	P	P	P	P	P	N/A	N/A	N/A	N/A	N/A

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO THE UNIVERSITY COUNCIL   March 2017

Internal Reconciliation Forum

On Tuesday, March 7th we held our first internal forum on reconciliation at the U of S. While the national forum in November, 2015 brought university and Indigenous leaders from across Canada to campus, last week's forum focused on the U of S community, our responses thus far to the national reconciliation challenge, and discussions of how much more we clearly need to accomplish.

There is a significant amount of work to do, and our university, situated in Saskatchewan as it is, has an opportunity for tremendous growth in this area. As we continue on this journey of reconciliation, I am seeing a great sense of hope and of potential for change among our faculty, students and staff and look forward to building upon that at our forum.

Upgrade to National Sustainability Ranking

The U of S has upgraded its Sustainability Tracking, Assessment and Ratings System (STARS) ranking from bronze to silver, a goal that has been accomplished three years ahead of the university's original target of 2020. It is worth noting that, during this assessment, we found that we are extremely close to achieving a gold ranking. With some concerted effort, it is my belief we can reach this ranking by next year's assessment.

STARS, created by the Association for the Advancement of Sustainability in Higher Education, is a transparent, self-reporting framework used by more than 700 universities and colleges. The program measures achievement in sustainability and awards rankings, including bronze, silver, gold and platinum, based on performance metrics.

Out of the U15 universities, eight actively participate in the STARS program, so we are among a small group who invest in this kind of public reporting and commitment to achieving sustainability outcomes.

STARS assessment relies on hundreds of sustainability indicators, ranging from energy use to student groups to sustainability research. Several new pushes in sustainability helped the university gain points toward STARS silver, including updated lighting in buildings, plumbing retrofits that save 30,000 litres of water each day in the education building alone, as well as the campus sustainability revolving fund, which re-invests savings accrued from environmentally-friendly endeavors to support future initiatives.

Aboriginal Achievement Week

Once again, the U of S has held a successful *Aboriginal Achievement Week*. The theme of this year's Aboriginal Achievement Week was sustainability, and I'm thankful that such an important theme was chosen by the Indigenous Students' Council.

There were many activities throughout the week but I wanted to highlight one specifically in my report -- the Achievement Awards ceremony. The ceremony was a chance for our Indigenous students to gather together with friends, family and the campus community to celebrate student success.

Reading through some of the biographies that were included in the program was quite inspiring. I saw students volunteering as peer mentors to help out others with their transition to university, students who have excelled in their internships as part of their education degree, students who gave their time and knowledge, students who are leading change here at the U of S and beyond, students who are engaged in exciting research and making discoveries, and students who are excelling academically.

A heartfelt congratulations to all the recipients.

Provincial and Federal Budgets

As coincidence would have it, both the provincial and federal budgets will be released on the same date – March 22nd.   Although nothing is formally released about the budgets before this date, we have been working hard to communicate our position and our priorities to the government.

Government relations is a marathon, and not a sprint, and over the last year-and-a-half we have been increasing our GR efforts significantly. Federally, we've been working with our U15 and Universities Canada lobbying partners to make the case for more support for post-secondary infrastructure and non-targeted research funding. Provincially, we have been communicating daily with different ministries and different levels of those ministries to ensure elected officials and bureaucrats understand the University of Saskatchewan's value to the province and beyond.

Our March Council meeting is only one day after both budgets so we may not be able to communicate much information until we do a detailed analysis. Regardless of what we may have at that time, Council can expect that this topic will be part of my verbal report on March 23rd and that a further update and analysis will be brought to it in April. I look forward to speaking with all of you then and answering any questions I can.

PROVOST'S REPORT TO COUNCIL

March 2017

INSTITUTIONAL PLANNING AND ASSESSMENT

Resource Allocation

Colleges and units submitted information on budgeted revenues and expenses for 2017-18 on February 28, 2017. PCIP will be confirming 2017-18 funding allocations with senior leaders in March, following the announcement of the provincial budget on March 22.

In the context of the changing economic landscape, PCIP assessed multiple forecasted operating budget scenarios in planning for 2017-18 resource allocations. Initial revenue and support centre envelopes were determined using the following key information inputs:

- Strategic alignment and initiatives
- Financial capacity/position
- TABBS model results

Not knowing the precise financial situation that awaits us all makes the resource allocation task particularly difficult this year. The provincial government has indicated that the current year's deficit is likely to be in the neighborhood of $1.2B and this government has openly called for cost-containment across the public sector. Although the provincial government is our largest source of funding, it is not the only source of revenue. As we look to the future, all parts of the university must consider how we can develop new funding sources to help ensure our long-term financial viability and our continued success.

In times like these, and we have experienced them before, it is wise to reflect as well on our numerous assets. We have renewed our mission, vision and values and embarked on a process to secure a new institutional plan. All units will be engaged in both their own planning efforts and those of the university. We are part of an institution that is clearly on the rise, and we have a host of opportunities before us.

Planning

Development of the next integrated plan continued in March, with the first round of consultation fully underway. The planning framework will enable the university, colleges, and units to be continuously responsive to new funding and new ideas, by supporting the creation and ongoing maintenance of continuously relevant plans that inform our work.

Consultation moves to a slightly wider outreach this month, including the USSU, GSA, Indigenous faculty, students and staff, as well as Associate Deans and Financial Leaders Forums. The discussions have an increasing focus on draft goals, and on refining these goal statements to ensure they are reflective of the interests of internal campus stakeholders.

COLLEGE AND SCHOOL UPDATES

College of Pharmacy and Nutrition

Grand Opening of the Nutrition Foods Laboratories
The grand opening will be held on March 3, 2017 from 10:00 – 10:30 am in 2B64, Second Floor, B. Wing, Health Sciences Building.

The program will begin with brief speeches from the president (or president designate), government representatives and Dean Wasan. This will be followed by the ribbon cutting and a tour of the facilities. Through our partnership with Marquis Hall Food Service, Chef James McFarland and his team will showcase the potential of our Foods Laboratories for teaching and research.

We have received a tentative list of ministers and other government officials that are planning to attend. These include**:** Ministers Eyre, Reiter and Morgan, house leader Paul Merriman, and MLAs David Buckingham and Greg Lawrence.

New Research Funding
Ekaterina Dadachova (Pharmacy) has received $340,837.50 USD funding from Defense Threat Reduction Agency for the project, *Investigation of radiation resistance mechanisms in melanized fungi.*

Jonathan Dimmock (Pharmacy) has received $270,000 funding for the project *Creation of tumour-selective compounds from Mounders McNeil Foundation Inc.*

College of Arts and Science

- As part of Aboriginal Awareness week, the college has invited First Nations artist **Kevin Pee-ace to create a work of art** to hang in the college: http://artsandscience.usask.ca/news/articles/829/Paint_with_First_Nations_artist_Kevin_Pee_ace
- **Study Abroad** student stories about Finland: http://news.usask.ca/articles/people/2017/studying-abroad-in-finland.php and England: http://news.usask.ca/articles/people/2017/studying-abroad-in-england.php
- Several faculty and alumni were shortlisted for **Sask Book Awards**: http://artsandscience.usask.ca/news/articles/837/Writers_shortlisted_for_Sask_Book_Awards
  The college is a sponsor of the Jennifer Welsh Scholarly Writing Award, named in honour of one of the college's alumni of influence.
- **Greystone Theatre** presents: Cabaret, from March 22-April 1 at 8pm in the John Mitchell Building: http://artsandscience.usask.ca/drama/greystone/tickets.php
- **Frank Klaassen** (History) has created a new exhibit "Magic Ancient and Modern: Materials and Imagination" at the Museum of Antiquities: http://artsandscience.usask.ca/news/articles/835/Living_in_a_world_of_enchantment
- Congratulations to alumnus **Tomas Borsa** won the top MSc award at the London School of Economics: http://artsandscience.usask.ca/news/articles/687/Tomas_Borsa_BA13_wins_top_MSc_award_at_London_School_of_Econ
- **Stephen Foley** (Chemistry) and his PhD students **Hiwa Salimi** and **Loghman Moradi** won a SABEX award for developing a new process for selectively removing gold from electronic

waste: http://artsandscience.usask.ca/news/articles/825/U_of_S_researchers_honoured_for_groundbreaking_inventions

- If you haven't read it yet: the **Human Expression issue of the *Arts& Science Magazine*** is at: http://artsandscience.usask.ca/news/magazine/Spring_2016/

  For more news and events please visit: http://artsandscience.usask.ca/news/

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

SEARCHES AND REVIEWS

Search, Dean, College of Arts & Science
The search committee for the Dean, College of Arts & Science had candidates on campus in early February and will meet again in late March.

Search, Dean, College of Graduate Studies & Postdoctoral Studies
The search committee for the Dean, College of Graduate Studies & Research met in late December and will meet again in mid-March.

Search, Dean, Edwards School of Business
The search committee for the Dean, Edwards School of Business presented a fourth candidate to the college in February. The committee will meet again in mid-March.

Search, Dean, College of Dentistry
The search committee for the Dean, College of Dentistry will have candidates on campus in March.

Search, Executive Director, School of Environment and Sustainability
The search committee for the Executive Director, School of Environment and Sustainability will meet again in early March.

Search, Vice-Provost, Indigenous Engagement
The search committee for the Vice-Provost, Indigenous Engagement met in early December. Advertisements are placed and recruitment has begun.

Search, Dean, College of Nursing
The search committee for the Dean, College of Nursing will meet again in mid-March.

Search, Executive Director, School of Public Health
The search committee for the Executive Director, School of Public Health will meet again in late March.

Search, Dean, College of Engineering
The search committee for the Dean, College of Engineering meet in late December. Advertisements are placed and recruitment has begun.

Review, Vice-Provost, Teaching and Learning
Meetings for the review committee for the Vice-Provost, Teaching and Learning are in the process of being scheduled.

U of S Research Update

March 2017

RESEARCH UPDATE

NEW INITIATIVES

Innovation Enterprise launches

U of S Industry Liaison Office, a division of the Office of the VP Research, launched a new name and website on Feb. 9. The newly minted *Innovation Enterprise* (IE) will take a proactive approach to turn research ideas into commercial solutions. By fostering an entrepreneurial culture, Managing Director Johannes Dyring (featured in this month's banner) hopes to shift away from the old mindset of a technology transfer office. The launch was featured in *Re$earch Money,* a highly respected technology-focused newsletter, widely read by Canada's research and development community.

Visit research.usask.ca/ie to learn more.

U of S launches study of cannabis treatment for childhood epilepsy

U of S pediatrics department is launching a study examining the efficacy and safety of using Cannabidiol (CBD) to treat children with medically intractable epilepsy and associated cognitive decline, after recently obtaining Health Canada approval to proceed. Dr. **Richard Hunstman** (Pediatric Neurology) with Dr. Richard Tang-Wai, a pediatric epileptologist at University of Alberta, will lead a multidisciplinary team at sites across the country to recruit 30 children ages one to 10. More details are available here.

New signature research areas video

The Research Profile and Impact unit of the U of S Office of the VP Research, in conjunction with Media Production, has just released a new video showcasing signature research areas at U of S to attract prospective researchers and graduate students.   The video is also being used for underrgraduate recruitment and alumni events. View it here.

DISCOVERIES WITH IMPACT

Saskatchewan researchers hone in on antibiotic for staph infection

An interdisciplinary team of researchers from the University of Regina and U of S has created a potent new synthetic antibiotic called phosphopyricin that is effective in lab research against several drug-resistant pathogens such as the bacteria responsible for staph infection and other difficult-to-treat human infections.

Jane Alcorn (Pharmacy), working with U of R microbiologist John Stavrinides and chemist Brian Stereberg and a team of graduate and undergraduate students, found the compound was effective against antibiotic-resistant bacteria MRSA and VRE in a mouse model, while remaining non-toxic to mice when given orally. Next, the researchers aim to identify the mechanism of action of the new antibiotic, its efficacy and impact in humans. The results are described in *Scientific Reports,* an open access journal from the publishers of *Nature.*

REPUTATIONAL SUCCESS

Karen Chad and McMaster VP Research Robert Baker pen innovation op-ed

U of S VP Research Karen Chad and McMaster University VP Research Robert Baker have jointly penned an opinion piece on behalf of the Canadian Neutron Initiative, calling for a national strategy and increased funding for neutron sciences in light of the federal government's impending March 2018 closure of the Chalk River reactor and subsequent termination of the Canadian Neutron Beam Centre. Read the full editorial here.

UNIVERSITY OF SASKATCHEWAN | **usask.ca/research**

U of S Research Update

March 2017

Images of Research photo and video competition launches

Voting begins March 18 in the third annual U of S *Images of Research* photo and imaging competition, celebrating the diversity of research, scholarly, and artistic work on campus and beyond. Also, for Canada's 150th, voting begins March 18 in the *Making a Difference* video research pitch competition. Go to research.usask.ca for more details.h

U of S scientist awarded CFI funding to help protect wildlife

Jeffrey Lane (Biology) has been awarded $260,250 from the Canada Foundation for Innovation (CFI) towards equipping a mobile laboratory for studying animals in their habitat. The mobile lab will allow Lane to measure changes in body composition and metabolism in prairie rodents, due to environmental change. The lab is a collaborative endeavor which will also be used by **Christy Morrissey** (Biology, SENS) to study the effects of pollution and climate change on birds, and by University of Winnipeg biologist Craig Willis to study white nose syndrome in bats. Read more here.

U of S researchers honoured for inventions

Four U of S researchers were honoured with the *Award of Innovation* at the 2017 SABEX Awards on Feb. 9 at Prairieland Park for innovations that will improve human health and the environment.

- **John Gordon** (Respirology) won for discovering a way to reverse hyper-immune response in allergic reactions. This technology could potentially be applied to a wide range of autoimmune diseases (e.g. peanut allergy) and has the potential to greatly improve the quality of life of many people.

- **Stephen Foley** (Chemistry), and his PhD students **Hiwa Salimi** and **Loghman Moradi**, won for developing a new process for selectively removing gold from electronic waste, such as printed circuit boards. This is the fastest and most environmentally friendly method known for leaching gold into solution, is selective for gold, and requires no energy input.

CONTRACT AND GRANT FUNDING SUCCESS

GRANTS

CIHR

- **Gary Teare** (Community Health and Epidemiology) has been awarded $1.02M in CIHR funding as a co-investigator on the $17.5M CIHR renewal of the Canadian network for observational drug effect studies (CNODES), led by Samy Suissa (Jewish General Hospital).

NSERC Strategic Partnership Grants

- **Angela Bedard-Haughn** (Soil Science), U of S co-investigators **Melissa Arcand** (Soil Science) and **Ken Belcher** (Agricultural and Resource Economics), **Joan Knight** (Soil Science), **Colin Laroque** (Soil Science), **Derek Peak** (Soil Science), **Katherine Stewart** (Soil Science), and **Frances Walley** (Soil Science) have been awarded $852,036 for the project *Understanding Resilience in Agroecosystems: Landscapes in Transition,* in partnership with Agriculture and Agri-Food Canada's Swift Current Research and Development Centre, which provided in-kind contributions to this project.

U of S Research Update

March 2017

Canada Research Chair **Qiaoqin Yang** (Mechanical Engineering), U of S co-investigator **Yongfeng Hu** (Chemical and Biological Engineering), and a co-investigator from UBC have been awarded $634,632 for *Advanced Synthesis and Characterization of DLC-based Nanocomposite Coatings for Biomedical Applications,* in partnership with PLASMIONIQUE Inc. and Intlvac Thin Film Corporation, which provided in-kind contributions to this project.

NSERC Discovery Grants

As a result of new funding provided in the 2016 federal budget, NSERC topped up grants for the 58 U of S researchers who were awarded 2016 NSERC Discovery Grants in the total amount of $759,000.

SHRF Collaborative Innovative Development Grants

A total of 59 U of S researchers have been awarded $694,290 in SHRF funding. That amount is divided among 14 U of S projects of the 18 projects awarded. The following are the U of S projects awarded:

- The relationship between attachment, recidivism and treatment in forensic patients with mental illness.
- Mechanisms underlying autonomic neuropathy in cystic fibrosis.
- Therapeutic potential of novel dimer drugs in a new rat model of Parkinson's disease.
- CFD-based visualization of cerebral aneurysms treated with flow-diverting stents.
- Research study to initiate a clinical trial for targeting synthetic lethality between EPHB6 and SRC in breast cancer.
- How do material and social deprivation affect health care utilization of high system users with multimorbidity? A retrospective cohort study.
- Exploring the effectiveness of an in-person integrated counselling training module to increase exercise providers' knowledge and beliefs to instruct and educate Saskatchewan adults with chronic non-cancer pain.
- Exploring oral health with Indigenous communities: collaborative pathways for early intervention.
- Developing a mobile application to support healthcare transition success for adolescents with inflammatory bowel disease.
- Prenatal determinants of chronic inflammation-mediated diseases.
- Development of protein inhibitors targeting SREBP1 for targeted therapy of glioblastoma.
- Targeting HAGE (DDX43) helicase in acute myeloid leukemia.
- Beneficial cytotoxic T lymphocyte responses derived from irreversible electroporation (IRE-NanoKnife) of pancreatic cancer for improvement of IRE-ablation cancer therapy.
- Dust exposure reduction for workers: airborne dust removal in poultry houses by electrostatic space charge system (ESCS).

MITACS Elevate

- In partnership with Ducks Unlimited (Manitoba), **Robert Clark** (Biology), with post-doctoral fellow **Chrystal Sharon Mantyka-Pringle,** was awarded $55,000 for *Prioritizing decision-making for agriculture and conservation in North America's prairies under climate change and land-use change*.

MITACS Accelerate

- In partnership with Delivra Inc**., Philip Chilibeck** (Kinesiology), with intern **Ruirui Gao,** was awarded $26,667 for *An analysis of Delivra*

U of S Research Update

March 2017

LivSport preworkout cream combined with oral creatine to improve muscular performance and alter arterial stiffness.

In partnership with BNTrading Inc., **Lope Tabil** (Chemical and Biological Engineering), with intern **Majid Soleimani,** was awarded $15,000 for *Development of feed blocks for livestock.*

Silicon Valley Community Foundation

Li Chen (Electrical and Computer Engineering) has been awarded $39,303 for *Cisco - On-Chip Voltage Regulation in Advanced Technologies*.

Saskatchewan Egg Producers

Henry Classen (Animal and Poultry Science) has been awarded $15,000 for *Determining the impact of gizzard size on feed efficiency, gut health, and the incidence of focal duodenal necrosis (FDN).*

⸬Contracts

Agriculture and Agri-Food Canada

Diane Knight (Soil Science), with U of S co-principal investigator **Herbert Lardner** (Animal and Poultry Science) and co-investigators **Richard Farrell** (Soil Science), **Jeff Schoenau** (Soil Science), **Melissa Arcand** (Soil Science), and **Katherine Stewart** (Soil Science), have received $1.8M for the project *Strategies for improving nutritional value of grazed forages: impact on greenhouse gas emissions and carbon sequestration*.

Diane Knight (Soil Science) has also been awarded $146,000 for the project *Enhancing the long-term sustainability of pulse cultivation using system approaches.*

Colin Laroque (Soil Science), with U of S co-investigators **Ken Van Rees** (Soil Science), **Suren Kulshreshtha** (Agricultural and Resource Economics), **Ken Belcher** (Agricultural and Resource Economics), has received $1.44M for *Development of a Management Support Toolbox for Carbon Sequestration Strategies Using Agroforestry Shelterbelt Systems in Saskatchewan.*

Colin Whitfield (Global Institute for Water Security), with U of S co-investigator **Helen Baulch** (Global Institute for Water Security), has received $185,814 for *Better BMPs - Budgeting And Minimizing Greenhouse Gas Emissions Associated With Keeping Water On The Land In Agricultural Reservoirs.*

FP Genetics

Aaron Beattie (Crop Development Centre) has received $350,000 for *Oat Research and Development Project Agreement.*

International

Partnership grant success

The winners of the second round of the International Flagship Partnership Research Grant (IFPRG) competition, a joint initiative between U of S and Beijing Institute of Technology (BIT), have been announced. **Xiongbiao (Daniel) Chen** (Mechanical Engineering) and Duanduan Chen (no relation), professor of Biomedical Engineering at BIT, were respectively awarded $20,000 CAD from U of S and $100,000 CNY from BIT for their project *Stroke and biodegradable stent treatment.* The U of S-BIT relationship began in 2000, and IFPRG competition began in December 2014.

U of S Research Update

UNDERGRADUATE RESEARCH INITIATIVES

The University of Saskatchewan Students' Union hosted the fifth annual Undergraduate Project Symposium on Jan. 26.-- the largest to date, with more than 40 student projects competing for over $3,500 in prizes. The best projects were awarded in two categories:

Social Sciences, Humanities, and Fine Arts
1. Michael Lewis
2. Kathryn Bloski
3. Mackenzie Moleski

Natural Sciences and Engineering
1. Abhishek Kumar and Courtney Onstad (tied)
3. Damon Swarich

Additionally, **Courtney Onstad**'s project *Preliminary Geochemical Analysis of Host Rock Lithologies at the Arrow Uranium Deposit, Athabasca Basin, Saskatchewan*, supervised by **Kevin Ansdell** (Geological Sciences), was also awarded the Office of the Vice-President Research's prize in Research Signature Areas. This award recognizes an outstanding project that fits within one of the six research signature areas.

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University of Saskatchewan Students' Union

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University Council Report March 2017

In the Operations and Finance Portfolio, VP Emmanuel Barker continues working with the USSU's Budget and Finance Committee to oversee funding and ratification for all campus student groups. As well, VP Barker has presented the 2016 - 2017 USSU budget to our Student Council in coordination with the USSU senior management. Finally, VP Barker has worked closely with the staff and management at Louis' to prepare the venue for the"Louis' Refresh" project. The project will look at renovations intended to transform the venue to better meet both students as well as event-planning needs.

VP Academic Affairs Brooke Malinowski continues her work as an undergraduate advocate for student academic grievances and appeals. Furthermore, VP Malinowski will be organizing the annual USSU Experience in Excellence Awards to celebrate the commitment to both teaching and leadership demonstrated by students, staff, and faculty on this campus. Through the "Last Lecture Series" VP Malinowski will be organizing the first lunch lecture March 21st at 11:30AM with Dr. Keith Willoughby, Interim Dean of the Edwards School of Business.

Through the VP Student Affairs portfolio, Renata Huyghebaert is working extensively with members of the international student community to organize the ratification and elections for the International Student Association (ISA). The ISA intends to advocate for the needs of the International Student community as well as create a campus of cross-cultural-cultural awareness between the student body and student groups. VP Huyghebaert and the USSU sustainability committee have been actively providing grants through the Student Sustainability Fund as well as following through on the Sustainability MOU with the President's Office. A meeting with President Stoicheff took place March 13th to discuss the future and expansion of the partnership. VP Huyghebaert will be facilitating the last meeting for Students with Disabilities Discussion Group on March 22nd. The discussion group is aimed at cultivating more understanding of disabilities and the physical and non-physical challenges of living with a disability and being a student at the University of Saskatchewan.

In the Presidential Portfolio, Kehan Fu is completely his term by maintaining his emphasis on student outreach and communication. This includes the bi-weekly Face-to-Face campus-wide information/question booths and a regular President's Video Address. In striving to improve the student experience, President Fu has collaborated with the "Usask Strong Student Group" in organizing a second game-day event celebrating the Women's Huskies Western Canada Championships March 4th. Along with the USSU External Affairs Committee, President Fu will be promoting the #UsaskMatters campaign in anticipation for the provincial budget. The campaign will be composed of various media and outreach initiatives educating the student body as well as lobbying the Provincial government regarding the importance of funding post-secondary education.

The USSU Executive are excited in promoting the upcoming USSU general elections and are committed to working with the newly elected executive and council members for the 2017 - 2018!

University of Saskatchewan - Graduate Students' Association

GSA President Ziad Ghaith March 2017 report

In continuing our efforts from last month, the GSA has been working on updating and stream lining our governance documents. On the services side, the GSA is getting ready to launch its annual graduate achievement week in March.

- **GSA proposed new structure**

The GSA will present its proposed new structure during the Special General Meeting that will take place on the 13 of March. The proposed changes include creating a new governance body (board) and combining some of the GSA executive roles (VP Operation and Finance as one position, and VP Academic and Student Affairs as another position). The GSA Governance Review Committee, proposed these changes to improve and develop the GSA services and roles as well as ensuring that the GSA is fulfilling its mission of serving graduate students at the University of Saskatchewan. All of these changes are subject to the general membership approval on March 13th.

- **Graduate Achievement Week**

As I mentioned in my February report, the GSA is organizing its annual graduate achievement week to celebrate the achievements of its members. This will take place from March 28-April1st. The GSA Achievement week is an annual week organized by the GSA and dedicated to celebrate and appreciate the academic and leadership achievements of the graduate students at the University of Saskatchewan.

This year, the GSA along with the College of Graduate and Postdoctoral Studies is organizing the local 3 Minutes Thesis (3MT) competition and the academic conference to take place on March 29-31. Graduate Students from all departments are encouraged to participate in the 3MT to showcased their innovative research work that is being done at the University of Saskatchewan in a 3-minute showdown of straightforward yet sophisticated speeches. The achievement week will be concluded by a grand celebration on April 1st, 2017, where the GSA will hold its prestigious annual Award Gala to appreciate the research, teaching, and leadership achievements of the graduate students and faculty members.

- ThinkGRAD

ThinkGRAD, a graduate student think tank; an official group of Graduate Student Association's (GSA) from all universities in Canada focused on graduate research and development. This group of graduate student leaders will meet for the first time in our University, to discuss content regarding graduate student issues, best practices and provide overall support for graduate student life across Canada. The outcome of this think tank was not to infringe on the governing practices of each GSA but rather supplement efforts, provide input and be the voice of graduate students across Canada. Each year, a discussion on graduate student themed concerns have occurred and best practices were shared to strengthen GSA's across Canada. It was clear that this think tank was the next step to allowing GSA's from coast-to-coast to communicate with each other.

On April 18-21, 2017, the University of Saskatchewan GSA will be hosting ThinkGRADD, for the first time. We welcome this as an opportunity to strengthen our ties with other GSA's across Canada, to learn from other graduate student leaders from across Canada and to voice the concerns of

graduate students from the University of Saskatchewan. No doubt, this conference will provide us with an opportunity to discuss issues of utmost importance such as indigenization, student-supervisor relationships and university administration-GSA relations. Being the host of this conference, we plan to take every opportunity to examine areas of concern that our graduate students are facing.

Ziad Ghaith

President, Graduate Students' Association

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Louise Racine, chair
                                        Governance committee

DATE OF MEETING: March 23, 2017

SUBJECT: Changes to Council Bylaws Part III, section V.1.A.
                                        Membership of the Faculty Councils

DECISION REQUESTED: *It is recommended*

That Council approve the changes to the membership of the faculty councils as shown in the attachment, and that Council's Bylaws be amended accordingly.

PURPOSE:

Council approves the membership of faculty councils as set out in Part III Section V.I.A. of Council's Bylaws. The changes to this section were first presented to Council as a notice of motion on February 16, 2017, as changes to Council's Bylaws require a 30-day notice of motion.

DISCUSSION SUMMARY:

The governance committee met on January 26, 2017 to consider changes to update Part III Section V.1.A of Council's Bylaws. This section sets out that portion of the membership common to all college and school faculty councils. The revisions proposed are shown in the attachment and are primarily editorial in nature, consisting of title change updates, clarification of language, and removal of the associate vice-president student affairs position as it no longer exists.

At the February 16, 2017 Council meeting, two suggestions were received in response to the notice of motion: that the Dean of Graduate and Postdoctoral Studies be identified as the Dean of **the College** of Graduate and Postdoctoral Studies and that the "u" in university Council be capitalized.

The first of these changes has been made and is shown in the attachment. The second of the proposed changes was not made as university Council is referred to throughout the Council Bylaws with the "u" in university in lower case. This editorial request, however, has drawn attention to the committee and the university

secretary of the need to revise the Council Bylaws so that they follow the capitalization rules in the university's *Editorial Style Guide* provided by Marketing and Communications. This will be done in the future.

FURTHER ACTION REQUIRED:

Once approved by Council, colleges and schools will be informed of the changes so that they may also update the membership section of their faculty council bylaws.

The Council Bylaws will be revised to follow the capitalization of the university's *Editorial Style Guide.*

ATTACHMENT(S):

1. Council Bylaws Part III Section V.1.A. Membership of the Faculty Councils – with changes showing in markup

V.   CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1.   <u>Membership of the Faculty Councils</u>

A.   In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

(a)   The President of the University*
(b)   The Provost and Vice-president Academic*
(c)   The Vice-president Research*
(d)   The Vice-president Finance and Resources*
(e)   The Vice-president University Relations~~Advancement~~*
(f)   The Vice-provost Teaching and Learning*
(g)   ~~The Associate Vice-president, Student Affairs*~~*[deleted]*
(h)   Chief Information Officer and Associate Vice-president Information and Communications Technology*
(i)   The Dean of the College or ~~school or, in the case of a school that is not part of a college,~~ the Executive Director of the school, <u>when the school is not encompassed within a college</u>
(j)   The Dean of <u>the College of</u> Graduate <u>and Postdoctoral</u> Studies ~~and Research~~
(k)   The Dean, University Library or designate*
(l)   The University Secretary *
(m)   The University Registrar and Director of Student Services*
(n)   Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
(o)   Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

AGENDA ITEM NO: 8.2

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Louise Racine, chair
                      Governance committee

DATE OF MEETING: March 23, 2017

SUBJECT: Mid-Year Report

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The governance committee reports regularly to Council on changes to the Council Bylaws and on changes to the regulations governing academic misconduct and academic appeals. As the committee's discussions have broadened beyond these topics, although still in keeping with the committee's terms of reference, a report on the committee's activities is provided to Council for information.

DISCUSSION SUMMARY:

The governance committee meets once per month for two hours and reviews and approves a work plan each year in September. This year, the committee's work has focused on two areas: the affiliation and federation of the university with other academic institutes and organizations, and the review of college and school faculty council bylaws.

Affiliation and Federation: In November, 2016, the committee reported to Council on its intent to review the Council bylaws on affiliation and federation. Since that time, the committee has approached Dan Perrins, executive in residence of the Johnson-Shoyama Graduate School of Public Policy and former public servant within the provincial government, to serve as a consultant for this review. At its March 30th meeting the committee will finalize the directives for the work, which will include a review of available reports, agreements, and interviews with principals of those institutes and organizations federated or affiliated with the university.

The review is prompted by the outdated section of the bylaws on affiliation and federation and the need to ensure that the university's agreements with its affiliated and federated colleges and institutes are mutually respectful, fair, and collegial. At present, these agreements, which were developed on an *ad hoc* basis, reflect a

divergent set of arrangements, and therefore it is not clear how a new request from a college or academic institute to affiliate or federate with the university would be handled as there is no clear process for review.

Faculty Council Bylaws: In 2011, the governance committee submitted a template on the creation of on faculty council bylaws to Council and urged colleges and schools to develop their own faculty council bylaws, if these did not already exist. Last year, the committee emphasized again to colleges and schools the importance of having bylaws and reached out to individual colleges, offering assistance in the development and review of bylaws where none existed.

This year the governance committee reviewed and made suggested revisions to the bylaws of the College of Kinesiology, the School of Environment and Sustainability, the School of Physical Therapy, the College of Medicine, the College of Arts and Science, and is beginning to review the bylaws of the College of Nursing. The committee is sensitive to the fact that its role is advisory as colleges and schools approve their own bylaws, although changes to the membership of the faculty councils must be approved by Council.

In any review, the committee meets with the faculty council chair and/or chair of the governance committee to better understand the collegial governance structure within the college or school. Written feedback is provided in the form of a memo, accompanied by mark-up within the college or school bylaws. As the governance committee continues this work, it is better able to provide the vantage of a university-level perspective, while continuing to recognize the uniqueness of individual colleges and schools and their governance needs.

Graduate Student Representation: On October 27, 2016, the committee met with Ziad Ghaith, president of the Graduate Students' Association (GSA) to hear a presentation on increased representation of graduate students in a number of areas, including on the governance committee. In response, the committee agreed to have a student representative from the GSA and a student representative from the USSU attend committee meetings as guests, with voice but without vote. This approach was seen as allowing the committee and the students to benefit from an exchange of views, and to allow each the opportunity to assess the value of participation on the committee, with the intent after a period of time of reassessing whether the committee terms of reference should be amended to include non-voting student members.

Council Member Email Addresses: In response to the request from the GSA that Council members' email addresses be made available to Council members based on the principle of transparency and given that Council is a representative body, student members on Council were asked for permission to make their mail addresses available to other Council members. The email addresses of other members are already publicly available on the university website. As the response from student members was positive, a list of Council members and emails has been provided to Council and will be updated at the start of the first and second terms each year.

Clarification of the Academic Administrator: The committee provided clarification to the College of Graduate and Postdoctoral Studies (CGPS) of who the academic administrator referenced within the revised *Regulations on Student Academic Misconduct* is when the student is a graduate student. There has been some confusion as to whether the academic administrator for graduate students refers to the academic administrator in the CGPS or the academic administrator of the college or school where the student's program is located. Members of the governance committee considered the question and affirmed their intent when revising the regulations that the academic administrator for graduate students would be within the CGPS.

Confidentiality of Council Committee Minutes: The committee has discussed confidentiality of Council committee minutes as set out in the guidelines governing Council committees and approved by the coordinating committee. At its last meeting, the committee re-considered amending the guidelines. The committee will be reporting on its discussion to the coordinating committee of Council and recommending a change to the guidelines to allow a decision of the committee chair to withhold the minutes to be appealed to the vice-chair of Council.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: March 23, 2017

SUBJECT: **Changes to the Admissions Qualifications of the College of Education ITEP and SUNTEP programs**

DECISION REQUESTED:

It is recommended:
That Council approve changes to admissions qualifications for the Bachelor of Education (B.Ed.) ITEP and SUNTEP programs for Students who are entering the program in or after September 2017.

PURPOSE:

The *University of Saskatchewan Act* states that decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Education has proposed changes to its admissions requirements for students entering the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program (SUNTEP). For students applying directly from high school, the proposed changes allow for applicants to have deficiencies in two study areas as long as those deficiencies are remediated before the students proceed to the second year in the program. Previously, students were only permitted one deficiency in the required subject areas. The rationale for allowing deficiencies is to facilitate enrolment by students from other provinces whose graduation requirements might not align with admissions requirements to the College of Education at the University of Saskatchewan. Students entering the ITEP and SUNTEP programs with at least 18 cu of post-secondary work with a minimum average of 60% will no longer require any specific high school prerequisites.

These changes will align admissions requirement for the ITEP and SUNTEP programs with the admissions requirements for the direct-entry B.Ed. 4-year program.

CONSULTATION:

The Academic Programs Committee of Council reviewed these proposed admissions changes at its February 8, 2017 meeting and was pleased that the College of Education is working to align admissions requirements across their direct entry programs.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its April 22, 2017 meeting.

ATTACHMENTS:

1. Proposed changes to the Admissions Requirements for the ITEP and SUNTEP programs

MOTIONS FOR CONSIDERATION

COLLEGE OF EDUCATION
FACULTY COUNCIL

Brought forward for consideration at the **December, 2016** meeting of the College of Education Faculty Council by the Undergraduate Programs Committee.

Forwarded by Dawn Wallin after consultation with Chris Scribe, Yvette Arcand, Sheila Pocha, and Sandy Sherwin-Shields.

PREAMBLE:

Proposed Changes to 2017-2018 Admission Requirements

Changes to the admission qualifications are proposed for the SUNTEP and ITEP programs. These proposed changes are to align the SUNTEP and ITEP admission qualifications with the direct-entry 4-year B.Ed. program, which were approved by University Council in October 2016.

Admission Qualifications Rationale:
Pre-requisites – High School
Many students from other provinces and countries, may not be able to meet our pre-requisites due to their curricula (e.g., Alberta students; science stream vs. social science stream, etc.) and graduation standards. As such, the proposed changes to the admission qualifications include allowing for a deficiency in "History 30 or Social Studies 30 or Native Studies 30" and allowing for two deficiencies among the indicated subjects, which must be cleared (or waived) prior to entering their second year of study.

Pre-requisites – Post-Secondary
Furthermore, those students who are being admitted with 18 credit units or more of transferable post-secondary coursework, have already demonstrated their ability to succeed at the post-secondary level. Therefore, one of the proposed changes is to remove the high school pre-requisites from the Post-Secondary (upper year transfer) admission qualifications.

MOTIONS:
1. To allow applicants to be deficient in the subject area of Social Sciences (i.e., History 30 or Social Studies 30 or Native Studies 30) for the ITEP and SUNTEP programs.

Wallin/McVittie   **Approved**

2. To accept two deficiencies for regular admissions qualifications for the ITEP and SUNTEP programs that must be cleared prior to entering second year of study.

Wallin/Okoko   **Approved**

3. To remove high-school pre-requisites for regular admission qualifications for the ITEP and SUNTEP programs for post-secondary students who hold 18 or more of transferable post-secondary credit units and who meet all other regular admission requirements.

Wallin/Arcand   **Approved**

Proposed Changes to 2017-2018 Admission Requirements

College: Education

Program(s): Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Indian Teacher Education Program (ITEP)

Admission Qualifications:

SUNTEP:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
    - Grade 12 standing or equivalent.
    - Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
    - Proficiency in English.
    - One prerequisite subject from each of the following subject areas*:
        - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
        - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30
        - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
        - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art

    An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.

- **Regular Admission – post-secondary (18 credit units of transferable post-secondary):**
    - Minimum average of 60% on 18 or more of transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
    - Proficiency in English.
    - No high school prerequisites required.

- **Special (Mature) Admission:**
    - Proof of age (21 or older).
    - A written submission demonstrating capacity to undertake university-level studies.
    - Transcripts of any secondary or post-secondary coursework.
    - Less than 18 credit units of transferable post-secondary coursework.
    - Résumé.
    - Proficiency in English.

ITEP:

- **Regular Admission – High School (less than 18-credit units of transferable post-secondary):**
    o Grade 12 standing or equivalent.
    o Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
    o Proficiency in English.
    o One prerequisite subject from each of the following subject areas*:
        - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
        - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30
        - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
        - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art

    An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.

- **Regular Admission – post-secondary (18 credit units of transferable post-secondary):**
    o 18 or more of transferable credit units from a recognized and/or accredited post-secondary institution.
    o Proficiency in English.
    o No high school prerequisites required.

- **Special Mature Admission:**
    o Proof of age (21 or older).
    o A written submission demonstrating capacity to undertake university-level studies.
    o Transcripts of any secondary or post-secondary coursework.
    o Résumé.
    o Proficiency in English.

Selection Criteria:

- Academic record
    o Average is calculated using or on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
    o Transfer applicants to the ITEP program are not required to meet a transfer average.
    o Final admission decisions for the ITEP and SUNTEP programs are made by the program offices.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60% (SUNTEP program only).

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written

request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: March 23, 2017

SUBJECT: **Changes to the Admissions Qualifications of the College of Medicine**

DECISION REQUESTED:

It is recommended:
That Council approve changes to admissions qualifications for students entering the College of Medicine in or after August 2018.

PURPOSE:

The *University of Saskatchewan Act* states that decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Medicine has been investigating ways to help ensure access to the MD program for Saskatchewan residents from lower socio-economic backgrounds. Students who are unsuccessful in achieving a regular offered seat and who qualify through the answers provided on the Diversity and Social Accountability Admissions Program (DSAAP) questionnaire will be considered for a DSAAP seat. The DSAAP questionnaire asks for information on an applicant's family gross household income, as well the highest level of education achieved by the applicant's parents, whether the applicant was raised by a single parent or in a non-traditional household, and about the social background of the applicant's family, amongst other questions. The College of Medicine did significant research into the impact of socio-economic status on academic outcomes and sees the DSAAP as a mechanism for recognizing that impact on applicants.

There will be six seats offered through the initial implementation of this admissions program. These seats were created by reducing the number of out-of-province seats from ten to five and by adding one seat from the regular SK resident seats.

CONSULTATION:

The Faculty Council of the College of Medicine approved the Diversity and Social Accountability Admissions Program at its January 25, 2017 meeting.

The Academic Programs Committee reviewed these proposed admissions changes at its February 8, 2017 meeting and was very supportive of this endeavour to make admission to the College of Medicine more accessible for students applying from lower-income families.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its April 22, 2017 meeting.

ATTACHMENTS:

1. Diversity and Social Accountability Admissions Program for Saskatchewan Residents

MOTION

That the College of Medicine implement a Diversity and Social Accountability Admissions Program for Saskatchewan Residents that has the operational parameters described below.

A motion approving this new College of Medicine admissions program was passed at the Faculty Council of Medicine meeting held January 25, 2017.

The proposal for this new admissions program is now being submitted for consideration by University Council (through the Academic Programs Committee) and, if approved there, subsequently will be submitted to the University Senate for final approval.

Submitted on behalf of the College of Medicine,

_____
Dr. Barry Ziola
Director of Admissions
2017.01.26

Diversity and Social Accountability Admissions Program (DSAAP*)
for Saskatchewan (SK) Residents: Operational Parameters

[1] The initial implementation of the DSAAP will involve 6 seats. These 6 seats will be for residents of Saskatchewan (SK) only, with the 6 seats created by reducing the number of out-of-province (OP) seats from 10 to 5 and adding 1 seat from the regular SK resident seats (which number ≥ 80 of the currently available 100 seats).   Here it is important to note that this 50% reduction in the annual OP seat allotment still allows the College of Medicine to meet its diversity and cross-Canada student perspective requirements vis a vis accreditation. It should also be noted that for the last 11 in-coming classes, where the total seats available started at 60 per year and rose through 68, then 84, and to now 100 seats per year, the 10% of seats historically assigned to OP students have been completely filled only 3 times (58% of available seats were filled on average during the 11 years, with the fill % ranging from 10% to 100% in any given year).

[2] All SK residents will first be considered through the regular SK admission rank number (ARN) process (50% Multiple mini-interview or MMI + 30% university academic average or UAA + 20% Medical College Admissions Test or MCAT). If unsuccessful in achieving a regular offered seat, SK residents who qualify through the answers they provide to a DSAAP supplemental admissions questionnaire (**see details below**) will then be considered for a DSAAP seat.

[3] Applicants who self-declare as being of Aboriginal descent will continue to be first considered through the usual SK ARN process. If unsuccessful in achieving a regular offered seat, these applicants will then continue to be considered for admission through the Aboriginal Admissions Program (10 seats are available), but not through the DSAAP as well.

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* **Abbreviations used**:   ARN, admission rank number
DSAAP, Diversity and Social Accountability Admissions Program
OP, out-of-province
SK, Saskatchewan

[4] Once applications close October 1, all SK applicants, except for self-declared Aboriginals, will be sent a DSAAP supplemental admissions questionnaire (**see below**) containing two parts. The covering message with the questionnaire will be that it is voluntary for the individual to apply for consideration through the DSAAP – i.e., that **a response is not obligatory**. If the individual voluntarily participates, they then will be considered within the DSAAP framework for one of the 6 DSAAP seats.

[5] Part A of the DSAAP supplemental admissions questionnaire will have a single question dealing with average household gross income over the past 5 years (threshold of $80,000[†]). *To be qualified, and thus considered for a DSAAP seat, a SK applicant __will first have to answer__ that their 5-year average gross household income was below the threshold of $80,000.*

[6] SK Applicants answering *yes* to the question in Part A then will go on in Part B to answer questions dealing with different aspects of social economic status (SES) pertinent to SK residents. For each Part B question answered *yes*, the applicant's ARN would be augmented by +0.1 when the applicant is considered for a DSAAP seat.

[7] Qualified DSAAP applicants will then be re-ranked by their modified ARNs and the top 6 would be offered one of the 6 DSAAP seats in the initial offering of seats done in mid May. Based on their modified ARNs, up to 6 next ranked DSAAP applicants would be the reserve or 'wait-list' DSAAP applicants.

[8] If one of the 6 top DSAAP applicants would have come up on the regular SK wait-list for an offer of a seat (i.e., achieve a seat through the usual SK admissions process), then that offer would go instead to the next ranked DSAAP applicant on the reserve DSAAP list.

[9] The 5 remaining OP seats will be split 3:2 for medicine training years 2-4 being in Saskatoon and Regina, respectively. The 6 DSAAP seats would be similarly split 4:2. Any applicant first offered a DSAAP seat who later is offered a seat off the regular SK wait-list will retain their initial medicine years 2-4 assigned learning site. An applicant offered a seat as described in [7] just above will have their learning site assigned as if they had come off the regular SK wait-list at the ARN of the initial DSAAP individual they are replacing.

[10] DSAAP applicants are required to provide appropriate tax assessment information for all household members (see below - **Part A** of the supplemental admissions questionnaire) and can be required to provide documentation to validate any of their answers to questions [2] through [10] in **Part B** of the DSAAP supplemental questionnaire.

[11] DSAAP applicants will be asked to provide the names and contact information for 2 References who can speak to the applicant's circumstances growing up. These references will be contacted by phone to answer a standard questionnaire constructed to solicit information independently speaking to an applicant's answers in Part A and/or Part B of the DSAAP supplemental admissions questionnaire. Arms-length individuals (i.e., non-household or related family members) are preferred as the references used. In the event two such references are not available, a letter can be provided explaining why this is so and why non-arms-length individual(s) should be used as a reference.

[†] Statistics Canada information for 2014 gives $85,710 as the median Family Income in Saskatchewan. The *threshold* average family income of $80,000 forming the basis of Part A of the DSAAP supplemental admissions questionnaire thus is appropriately just below the median income for Saskatchewan Families.

Questions in the DSAAP supplemental admissions questionnaire (*Answers, and details and documentation provided in support of **yes** answers, will only be used for the DSAAP and will be handled by the confidentiality policies and procedures used for all other College of Medicine admissions information.*)

Part A
Question: Is the average household gross income for your family over the past 5 years <$80,000 per year? **If yes, proceed to the questions in Part B.** Also, you must submit copies of the annual tax assessments for individuals, including yourself, making up your household for each of the past 5 years. The annual tax assessments you submit in support of a *yes* answer here will also support your answers to Part B questions [1] and [2].

Part B
[1] Is the average household gross income for your family over the past 5 years <$65,000 per year?

[2] Is the average household gross income for your family over the past 5 years <$50,000 per year?

For questions 3 - 12, if you answer *yes* in any case, please provide details supporting your answer.

[3] Was high school graduation (or less) the highest education level achieved by each of your parents or guardians?

[4] Did your family ever receive social assistance in the pre-university years of your life?

[5] Over the past 10 years, did your parents' or guardians' jobs involve clerical, service, or unskilled labour?

[6] Were you raised by a teen parent, single parent, or family other than your biological patents for ≥ 10 of your pre-university years?

[7] Do you come from a family of 3 or more children?

[8] Were you ever in foster care?

[9] Are you a single parent taking care of one or more children?

[10] Were you or your immediate family admitted to Canada with refugee status?

[11] During your 4-year baccalaureate degree, were you registered for ≥ 2 years as having a disability?
(The registration date of the disability and with which university is all that is needed for a *yes* answer: confirmation of registration is all that will be done - details of the registered disability are not required.)

[12] Did you complete all of your high school education in, and graduate from, a high school in a rural area?
(A rural area is defined as an area with a population of $\leq 4,000$ people as per the 2011 Saskatchewan Population census data.)

NOTES
(i) With only a yes answer to Part A, an individual would be eligible to be considered for a DSAAP seat, but with no upwards adjustment of their ARN. Each yes answer to Part B questions will give the DSAAP applicant a +0.1 adjustment in their ARN. Consequently, with 12 questions for Part B, the maximum ARN adjustment possible would be +1.2.

(ii) It is important to emphasize that this ARN adjustment is specific for the *relative* positioning of only those applicants who qualify to be considered for one of the 6 DSAAP seats (i.e., their answer to the **Part A question is** *yes*).

(iii) Individuals sent the DSAAP supplemental admissions questionnaire will be notified that it will be up to them to decide the answers, and how to document those answers, for each of the questions. In submitting details and documentation, individuals will be told that they can redact confidential identifiers (for example, social insurance numbers).

(iv) The Admissions Committee (or delegated sub-committee thereof) will review all materials provided (in a de-identified form) and decide if each *yes* answer in the DSAAP supplemental admissions questionnaire will be accepted. Included in the consideration of DSAAP applicants will be the feedback provided by the two references. Details will not be provided back to applicants. In parallel with other decisions made by the Admissions Committee, DSAAP applicants ultimately will be told only whether or not they have been successful in being awarded a seat through the DSAAP process.

Background for the DSAAP Proposal[‡]

[A] Household income for medical student's parents or guardians is disproportionately high relative to the Canadian population at large. In Table 6 of the 2002 study by Dhall et al (1), 53.7% of Canadian medical students come from households whose gross income was reported as >$80,000 per year. For Canadian households at large, the comparable percentage was 19.9%. These two values point to children born into higher income families being disproportionately represented in Canadian Medical Schools. This conclusion is reinforced by the fact that 17.0% of Canadian medical students analyzed in this study came from households with incomes >$150,000, while the number of Canadian households with this income level was only 2.7%. With regard to gaining entrance into a Canadian medical school, the impact ratios for an applicant coming from a household with incomes of >$80,000 and >$150,000 were found to be a staggering 2.7X and 6.3X, respectively. In Table 1 of the more recent study by Young et al (2), 38.7%, 12.1% and 6.8% of medical student at McGill University, McMaster University, U. of Ottawa and U. of Toronto came from households with incomes of $100,000-249,999, $250,000-499,999 and $\geq$ $500,000, respectively. This newer data again points to individuals coming from high economic backgrounds being advantaged in their choice of medicine as a career.

    (1) I.A. Dhall, J.C. Kwong, D.L. Steiner, R.E. Baddour, A.E. Waddell, I.L. Johnson, 2002. Characteristics of first-year students in Canadian medical schools. Can. Med. Assoc. J. 166:1029-1035.

    (2) M.E. Young, S. Razack, M.D. Hanson, S. Slade, L. Varpio, K.L. Dore, D. McKnight, 2012. Calling for a broader conceptualization of diversity: surface and deep diversity in four Canadian medical schools. Acad. Med. 87:1501-1510.

[B] In parallel with the data in [A], similar findings have been published regarding the social economic status (SES) of medical students in American medical schools. For 1987 through 2005, 48-51% of first year medical students came from a household with income in the top 20%, while only 5-6% came from households with income in the bottom 20%.

    (3) D. Grbic, D.J. Jones, S.T. Case, 2015. The role of socioeconomic status in medical school admissions: validation of a socioeconomic indicator for use in medical school admissions. Acad. Med. 90:953-960.

[C] As far as Canadian Medical Schools are concerned, to date, schools in the Western provinces have played a leading role in SES-related admissions processes. The U. of S. has had a long-standing

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[‡] References or documentation numbered (1) through (10) are in order in the pdf provided along with this document.

Saskatchewan Human Rights Commission-approved Program for admission of self-declared Aboriginal applicants.   The UBC has processes established for assisting self-declared Aboriginal students into medicine. The U. of C. initial thrust in this area is briefly described below in [E]. Lastly, the U. of M.'s first foray into adjusting admissions processes in relation to social issues was their introduction of a supplemental application (i.e., questionnaire) for *rurality*. The information provided by applicants is then scored and used to adjust composite application scores upwards so as to increase the probability of a *rural* applicant gaining admission.

(4) M. Raghavan, B.D. Martin, D. Roberts, F. Aoki, B.A. Mackalski, J.D. Sandham, 2011. Increasing the enrolment of rural applicants to the faculty of medicine and addressing diversity using a priority matrix approach to assign values to rural attributes. Rural and Remote Health 11: article 1646.

(5) Supplementary application for rural characteristics used by the Faculty of Medicine, U. of M. Version 2011-12 (1 page).

[D] The U. of M. Faculty of Medicine has recently extended their approach to increasing entrance of applicants with a rural background to enhancing the entrance probability of applicants with disadvantaged social determinants.   Document [6] is the actual submission from the U. of M. Faculty of Medicine Admissions to the U. of M. Senate Committee on Admissions, which has approved the approach. It proposes using the same priority matrix approach (again based on a supplemental application/questionnaire) to enhance the probability of entrance for applicants coming from SES-disadvantaged backgrounds. Interestingly, to accommodate this proposal, the number of seats held for out of province applicants was concurrently reduced from 10% to 5% of the 110 seats available each year.

(6) B.D. Martin, Director of Admissions, College of Medicine, U. of Manitoba, March 13, 2015. A proposal to the Senate Committee on Admissions from the College of Medicine recommending revised admissions criteria for the undergraduate medical education program (17 pages).

[E] Lastly, the U. of C. Medical School has just added a "right-out-of-high-school" program called *Pathways to Medicine Scholarship.* This program is modeled on several such programs in the USA and elsewhere that focus on students right out of high school, and it targets populations under-represented in medicine (low SES, Aboriginal ancestry and/or growing up in a rural community). The U. of C. program has a high current cost of $27,000 per student who successfully completes the requirements (4 year degree, all components of a medical school preparatory program). Accepted *Pathways* applicants who have the basic requirements met to make application are automatically offered a seat.

(7) http://cumming.ucalgary.ca/pathways

Question #7 on *number of children in the family* in Part B of the DSAAP supplemental admissions questionnaire is supported by the following two docuemnts.

(8) This is 2011 Statistics Canada giving the number of children in different types of SK families. The average is essentially one, except for female or male single parents.

(9) This document gives calculation of the cost of raising a child (based on 2004 Manitoba data) to age 18, with the number being just over $166,000. So, with three or more children, not many $ are left to support extra-curricular activities, trips to Europe or elsewhere, or support a child going to university without their having to work.

Finally, the article provided as document (10) was very recently published in University Affairs. It speaks in a general and timely way to the DSAAP proposal.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: March 23, 2017

SUBJECT: **Direct-entry Doctor of Philosophy (Ph.D.) program in Kinesiology with 85% Admissions Average**

DECISION REQUESTED:

> *It is recommended:*
> *That Council approve a direct-entry Doctor of Philosophy (PhD) program in Kinesiology with an 85% admissions average, effective May 2018.*

PURPOSE:

The College of Graduate and Postdoctoral Studies has the ability to implement direct-entry Ph.D. programs within an approved template, as approved by University Council in December 2012 and confirmed by Senate in April 2013. The proposal for the direct-entry Ph.D. in Kinesiology does not fit within the template because of the admissions average requirement of 85%, which exceeds the 80% requirement outlined in the template.

IMPLICATIONS:

The proposed direct-entry Ph.D. program follows the same programmatic requirements as a combined Masters and Ph.D. program. This is consistent with other direct-entry Ph.D. programs. By requiring that students applying for direct entry to the Ph.D. in Kinesiology have a minimum admissions average of 85% (as opposed to the normal 80% admissions requirement for direct-entry Ph.D. programs), the college is expecting to identify and recruit exceptionally strong undergraduate students to the program and be able to fund them at a Ph.D. level immediately. By offering a direct-entry Ph.D., the College of Kinesiology is also intending to encourage students applying with a professional Master's degree or a non-thesis based Master's degree to apply directly to a PhD program. With this new entry option the college is hoping to strengthen interest in undergraduate research and to attract students with a strong research background into the college.

Students who do not meet the 85% admission average can still apply to the Master's program in Kinesiology with the possibility of transferring into the PhD program after a year in that program.

CONSULTATION:

The proposal for a direct-entry Ph.D. program in Kinesiology with an admissions average of 85% was approved by the Graduate Programs Committee on June 9, 2016 and the Executive Committee of the College of Graduate Studies and Research on June 16, 2016.

The proposal was discussed at the Academic Programs Committee on October 6, 2016, November 17, 2016, and March 1, 2017. At the last meeting the committee recommended that Council approve the direct-entry Ph.D. program in Kinesiology with an 85% admission average as a requirement for admission.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its April 22, 2017 meeting.

ATTACHMENTS:

1. Proposal for direct-entry admission for the PhD in Kinesiology program

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Dr. Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Dr. Jon Farthing, Graduate Chair, College of Kinesiology

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies (CGPS)

Date: February 22, 2017

Re: Implementing Direct-Entry PhD in Kinesiology
_____

In April 2013, University Senate confirmed a new admission option for students to enter PhD programs without the completion of a master's degree. The new PhD program admission has been referred to as "direct-entry". Since the option has been available, the College of Kinesiology faculty have considered the option on several occasions, and they would now like to offer the admission category. While implementation of the direct-entry PhD admission option has been under the authority of the CGPS, the Kinesiology grad program would like to require an admission average of 85%, which is higher than the CGPS standard of 80%. Ultimately, faculty in Kinesiology want to ensure that students permitted admission under the direct-entry option are very strong academically. Currently, PhD admission in Kinesiology requires the completion of a thesis-based master's degree. By implementing the direct-entry option, the Kinesiology program faculty would consider PhD admission from exceptionally qualified students with bachelor's degrees and non-thesis master's degrees. Direct-entry PhD admission options allow academic units an advantage in recruitment. Options to enter a master's program and transfer to a PhD will continue to exist.

With the CGPS direct-entry PhD requirements, in addition to the increased admission average requirement, the programmatic requirements are also increased in comparison to regular PhD programming as students must complete the combined minimum credit unit requirements of both the master's and PhD programs. In Kinesiology, the master's program requires a minimum of 12 credit units of coursework while the PhD requires a minimum of 3 credit units of coursework. The direct-entry PhD program will require a minimum of 15 credit units of coursework. This is consistent with the existing programmatic requirements for students transferring from a master's degree to a PhD. Direct-entry PhD programs have their own listing in the university program catalogue, and they are set up with their own codes in the student information system to facilitate use of the degreeworks audit tool. While the degree awarded is Doctor of Philosophy, administratively a new program option is being requested.

Attached please find:
- A copy of the memo from the Executive Committee of CGSR recommending approval of the program
- A copy of the memo from the Graduate Programs Committee of CGSR recommending approval of the program
- The complete program proposal
- A complete catalogue entry

Please note that consultation with the Registrar was sought; however, the Consultation with the Registrar form was not completed as this would not result in any new system implications.

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

UNIVERSITY OF SASKATCHEWAN
College of Graduate
Studies and Research
GRAD.USASK.CA

Memorandum

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

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

Date: August 29, 2016

Re: Implementation of the Direct-Entry PhD program in Kinesiology

Members of the Executive Committee of the College of Graduate Studies and Research met on June 16, 2016 to consider the recommendation from the Graduate Programs Committee to approve the implementation of the direct entre PhD program in Kinesiology.

The following motion was carried:

 "To implement the Direct-Entry PhD program in Kinesiology" Crowe/Westbrook carried

Questions about the impact of such program on the quality of research at the University of Saskatchewan arose. The committee was satisfied with the discussion.

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

/edv

UNIVERSITY OF SASKATCHEWAN

Memorandum

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

CC: Dr. Jon Farthing, Graduate Chair, College of Kinesiology
               Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

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

Date: June 13, 2016

Re: Implement Direct-Entry PhD program in Kinesiology

_____

The Graduate Programs Committee met on June 9, 2016, and reviewed the proposal noted above.

It was noted that the CGSR had the authority to implement direct-entry PhD programs under an approved template. The College of Kinesiology was wishing to pursue implementation with a minimum admission average of 85%, which was beyond the 80% average indicated on the approved template.

Members noted that the College of Kinesiology had identified some specific professional backgrounds in the proposal, such as Master of Public Health or Master of Physical Therapy. Members suggested that clinical professional programs often do not result in high academic averages.

Ultimately, the Graduate Programs Committee agreed that the College of Kinesiology had provided sufficient rationale to introduce the Direct-Entry PhD program with an 85% admission average, and the following motion was passed:

Motion: ***To approve the direct-entry PhD program in Kinesiology with an 85% admission average required.***
       Whiting/Desjardins   CARRIED

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

:kc

UNIVERSITY OF SASKATCHEWAN

> **College of Kinesiology**
> 87 Campus Drive   Saskatoon SK   S7N 5B2   Canada
> Ph: 306-966-1000   Fx: 306-966-6464

Memorandum

To: Kelly Clement, Graduate Academic Affairs and Graduate Programs Officer
College of Graduate Studies and Research

From: Dr. Jon Farthing, Chair of Graduate Program
College of Kinesiology

Date: April 25, 2016

Re: Proposal for Curricular Change – KIN Direct Entry Ph.D. Program

The Graduate Programs Committee and Faculty Council of College of Kinesiology have reviewed the Direct Entry Ph.D. option and approved the attached proposal for curricular change.

Please consider this memo as college support for Direct Entry Ph.D. option in Kinesiology.

Should you have any further questions or concerns, please do not hesitate to contact me.

Sincerely,

Dr. Jon Farthing, Ph.D.
Chair of Graduate Program
College of Kinesiology
University of Saskatchewan
Tel: (306) 966-1068
Email: jon.farthing@usask.ca

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Ph.D. Direct Entry option for College of Kinesiology

*Note that the College of Graduate and Postdoctoral Studies has authority to implement the direct-entry PhD program; however, the full proposal is begin presented as the proposal contains a request for a higher admission average for the direct-entry PhD program (85% rather than 80%).

The option to transfer from M.Sc. to Ph.D. will continue to exist. Traditional Ph.D. admission will continue for students with an earned thesis-based Master's degree.

Degree(s): Ph.D.

Field(s) of Specialization: Kinesiology

Level(s) of Concentration:

Option(s):

Degree College: Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail): Dr. Jon Farthing at: jon.farthing@usask.ca
Tel: (306) 966-1068

Proposed date of implementation: May 2018

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. **Academic justification:**

   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

   The University of Saskatchewan already offers Ph.D. Direct Entry through CGPS. Individual units are permitted to offer the program at their prerogative according to the admission and degree requirements outlined by CGPS http://www.usask.ca/CGPS/policy-and-procedure/minimum-entrance-requirements.php#5. The goals and objectives of Ph.D. direct entry programs are described by CGPS. The College of Kinesiology discussed the Ph.D. direct entry option at graduate programs committee and faculty council. Faculty noted that the Ph.D. Direct Entry option is intended for EXCEPTIONALLY strong undergraduate students with demonstrated research experience. Kinesiology faculty recognized that CGPS's minimum entrance average does not qualify as exceptional. The College of Kinesiology has proposed "A cumulative weighted average of at least 85% in the last two years of undergraduate study", rather than the minimum CGPS admission requirement of 80% for Direct-Entry Ph.D. program options. According to the current U of S "Grading System", students with 80-90% average only show as "Excellent" performance, and "Exceptional" is considered in 90-100% average. The College of Kinesiology has also noted that potential graduate students with clinical backgrounds, such as medical doctors, physical therapists, occupational therapists, Masters of Public Health, and chiropractors are interested in pursuing a Ph.D. in the program but are dissuaded by the requirement to enter as a Master's student. With the traditional Ph.D. program, students are required to have a thesis-based master's degree. The direct entry option has the potential to enhance recruitment and retention of Ph.D. graduate students in Kinesiology.

   b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

   The University of Saskatchewan has strategic goals to enhance- the recruitment and retention of high quality graduate students and to continue to improve our national reputation as leaders in discovery and innovation. Central to this reputation of innovation is research and graduate student training, particularly at the Ph.D. level. The proposed Ph.D. direct entry program will enhance our ability to recruit the highest achieving undergraduate students with research potential.

   The College of Kinesiology's Third Integrated Plan outlined efforts to enhance graduate recruitment and provide opportunities that will set us apart from our competitors. The Ph.D. Direct Entry option will enable us to recruit the highest-level undergraduate students with demonstrated research experience to enrol in a Ph.D. program immediately after graduating from the undergraduate program. Fittingly, the college also highlighted goals to enhance the undergraduate research curriculum. As described in 1.d. below, we will become just the third

Kinesiology program within the prairie provinces to offer this program (along with UofM and UofC). By enhancing graduate student recruitment potential, particularly those with health professional backgrounds, this program would help the college achieve its IP3 goal of maintaining at least 25 of 45 graduate students at the Ph.D. level (currently we have 19 Ph.D. students with at least 5 near completion in 2016).

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning).*
College of Kinesiology intends to recruit exceptional honours undergraduate students, and clinical health professionals without a thesis-based Master's degree such as those with Master of Physical Therapy, Occupational Therapy, Medical Doctor, Doctor of Chiropractor, or Master of Public Health designations.

d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*
Information on the most competitive programs in province and Canada are listed as follows.

Name of universities	Ph.D. Direct Entry option	Minimum admission requirement	Convert to U of S standards
University of Regina	N/A	Only have PhDs, but no direct entry	N/A
University of Calgary	Yes	B+	78%
University of Alberta	N/A	Only have PhDs, but no direct entry	N/A
University of British Columbia	Yes	A	85-89%
Simon Fraser University	Yes	A- (3.67/4.33 scale)	86%
University of Victoria	Yes	Over 7.0 on the U of Victoria 9.0 scale	86%
University of Manitoba	Yes	"An outstanding academic background", but no detail provided	N/A
McGill University	Yes	CGPA of 3.7 out of 4.0 scale	86%
University of Toronto	Yes	A-	80-84%

Although our proposed Ph.D. direct entry option will not be overly different from competing programs across Canada, it will allow us to stay competitive on the national stage. Note that the majority of competing programs require an average in the mid-eighties.

2. Admissions

a. *What are the admissions requirements of this program?*
   - *A four-year honours bachelor's degree, or equivalent, in an academic discipline relevant to the proposed field of study.*
   - *A cumulative weighted average of at least 85% (U of S grade system equivalent) in the last two years of undergraduate study (that is, at least 60 credit units of course work).*
   - *Demonstrated ability for independent thought, advanced study, and independent research.*
   - *Evidence of research contributions (e.g. normally as published articles, abstracts conference proceedings).*
   - *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 and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information.*

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*
   Program objectives are achieved through accessibility to experiences that facilitate academic achievement within program coursework, design and execute research projects, gain teaching experience, connect with community and gain practical skills through their research. The curricular objectives are consistent with CGPS objectives for Ph.D. direct entry programs.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*
   Consistent with the existing MSc transfer to PhD program option

c. *Provide an overview of the curriculum mapping.*
   Consistent with the existing MSc transfer to PhD program option

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
   Consistent with the existing MSc transfer to PhD program option

e. *Explain the comprehensive breadth of the program.*
   Consistent with the existing MSc transfer to PhD program option

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
   Consistent with the existing MSc transfer to PhD program option

g. *Describe how students can enter this program from other programs (program transferability).*
   Not applicable

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
Not applicable

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*
Not applicable

4. Consultation *– Not applicable*

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

c. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

The majority of the above is not applicable for this proposed change because there is an existing Ph.D. program in Kinesiology. The proposed direct-entry Ph.D. program would provide an additional admission option. A table is provided in response to 1.d. above which outlines the competing programs that were surveyed in the process.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
No anticipated change from existing graduate programming as potential increases in total enrolment are not expected to be significant. Rather we are hoping for a higher percentage of PhD students within our total graduate student complement. Our current max capacity is 50 graduate students of which we hope to maintain 50% or more at the PhD level.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*
none

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*
None anticipated

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

No anticipated change from existing graduate programming as potential increases in total enrolment are not expected to be significant. Rather we are hoping for a higher percentage of PhD students within our total graduate student complement.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered. N/A.*

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
    N/A.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*
    Student funding opportunities will be consistent with the existing PhD program. Kinesiology faculty approved a motion to fund direct-entry students with the same priorities for all PhD students in the program.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*
    Standard graduate term-based tuition.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*
    No anticipated change from existing graduate programming as potential increases in total enrolment are not expected to be significant. Rather we are hoping for a higher percentage of PhD students within our total graduate student complement. Our current max capacity is 50 graduate students of which we hope to maintain 50% or more at the PhD level.

j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*
    At this time we hope to increase the ratio of PhD students in our graduate program rather than increase the total student numbers.

k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives?What portion of this expected revenue can be thought of as incremental (or new) revenue?*
    N/A

l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*
    N/A

m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such)*

applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

No anticipated change from existing graduate programming as potential increases in total enrolment are not expected to be significant. Rather we are hoping for a higher percentage of PhD students within our total graduate student complement.

n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*
N/A

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

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
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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.

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

Required for all submissions:
- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

KIN Direct-Entry PhD

Admission Requirements

With the recommendation of the unit, direct entry Ph.D. admission is available to exceptionally strong students, who show great promise in terms of academic accomplishments and potential for research.
➤ *A four-year honours bachelor's degree, or equivalent, in an academic discipline relevant to the proposed field of study.*
➤ *A cumulative weighted average of at least 85% (U of S grade system equivalent) in the last two years of undergraduate study (that is, at least 60 credit units of course work).*
➤ *Demonstrated ability for independent thought, advanced study, and independent research.*
➤ *Evidence of research contributions (e.g. normally as published articles, abstracts, conference proceedings).*
➤ *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 KIN 996 course.
- At least 9 credit units of course work at the graduate level must be successfully completed in the first year of the program.
- Within the first year of program, successfully complete a Ph.D. Qualifying examination that is at least as rigorous as the defence for a Master's thesis in the program area.
- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- A minimum of 15 credit units, including:
  o KIN 807.3
  o KIN 808.3 <u>Note:</u> it is permissible, with the supervisor's and advisory committee's permission, to substitute another course in data analysis for KIN 808.3
  o Students must select, either from the College of Kinesiology or another College, an additional 9 credit units of courses related to area of study. These 9 credit units of course work must be approved by both the supervisor and advisory committee.
  o KIN 990.0
  o KIN 996.0
- Write a research grant; and have exposure to teaching during their time of residence in the program.
- Pass a comprehensive examination, after completing the required course work, and prior to focusing on their research and doctoral thesis.
- Write and successfully defend a thesis based on original investigation.
- Student must enroll in KIN 990.0 until the research proposal is presented.

Kinesiology graduate program admission and degree requirements

Direct-Entry PhD	Traditional PhD
Admission Requirements	
A four-year honours bachelor's degree, or equivalent, in an academic discipline relevant to the proposed field of study	*Master's degree, or equivalent, from a recognized university in a relevant academic discipline*
*A cumulative weighted average of at least **85%** (U of S grade system equivalent) in the last two years of undergraduate study (that is, at least 60 credit units of course work).*	*a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)*
Demonstrated ability for independent thought, advanced study, and independent research.	
Evidence of research contributions (e.g. normally as published articles, abstracts, conference proceedings).	
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 KIN 996 course.	
GSR 960.0 GSR 961.0 if research involves human subjects GSR 962.0 if research involves animal subjects	
At least 9 credit units of course work at the graduate level must be successfully completed in the first year of the program	
Within the first year of program, successfully complete a Ph.D. Qualifying examination that is at least as rigorous as the defence for a Master's thesis in the program area.	Within the first year of program, successfully complete a Ph.D. Qualifying examination that is at least as rigorous as the defence for a Master's thesis in the program area. Requirement may be waived for students having successfully defended a master's thesis in the research area.
A minimum of 15 credit units	a minimum 3 credit units
KIN 807.3 KIN 808.3 <u>Note:</u> it is permissible, with the supervisor's and advisory committee's permission, to substitute another course in data analysis for KIN 808.3 Students must select, either from the College of Kinesiology or another College, and additional 9 credit units of courses related to	

area of study. These 9 credit units of course work must be approved by both the supervisor and advisory committee.	
KIN 990.0 KIN 996.0	
Pass a comprehensive examination, after completing the required course work, and prior to focusing on their research and doctoral thesis.	

Please note that consultation with the Registrar was sought; however, the Consultation with the Registrar form was not completed as this would not result in any new system implications.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: March 23, 2017

SUBJECT: Changes to College of Graduate and Postdoctoral Studies
              Dual Degree Policy to include cotutelle agreements

DECISION REQUESTED:

It is recommended:
That Council approve changes to the College of Graduate
and Postdoctoral Studies' Dual Degree Policy to include
cotutelle agreements, effective May 1, 2017.

PURPOSE:

University Council has authority to approve and revise policies concerning academic
programs. The existing CGPS dual degree policy was approved by University Council in
June 2011, and this proposal seeks to amend it.

CONTEXT AND BACKGROUND:

In June 201l, University Council approved a dual degree policy for the College of
Graduate and Postdoctoral Studies (CGPS). Under that policy, CGPS was provided the
authority to enter into dual degree agreements with other institutions for existing
approved programs. CGPS wishes to amend the Council-approved dual degree policy to
include cotutelle agreements.

IMPLICATIONS:

Since the approval of the dual degree policy, CGPS has found that program-to-program
agreements may not be the best approach for fostering collaboration because of the
significant time it takes to develop and deliver them.

Cotutelle agreements are a form of dual degree program; however, the programs are
approved case by case at the student level rather than at the program level. Cotutelle
agreements would be for Ph.D. students only, and then only in existing, approved U of S
Ph.D. programs. All degree requirements for both institutions would need to be satisfied
for an institution to award a degree. Students studying under a cotutelle agreement would
complete one thesis under supervision from both institutions and would be issued
parchments from both institutions upon completion.

CONSULTATION:

The Graduate Council, Graduate Programs Committee, and the Executive Committee of CGPS have all reviewed the change to the dual degree policy to include cotutelle agreements. Graduate Council voted in favour of this change at its February 7, 2017 meeting. The Academic Programs Committee reviewed the proposed changes at its March 1, 2017 meeting and voted in favour of recommending it to University Council.

ATTACHMENTS:

1. Change to the Dual Degree Policy to include cotutelle agreements

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Dr. Kevin Flynn, Chair, Academic Programs Committee of University Council

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies (CGPS)

Date: February 22, 2017

Re: Proposal to update CGPS dual degree policy and introduce cotutelle programming
_____

In June 2011, University Council approved a proposal to allow the CGPS (formerly College of Graduate Studies and Research) to create dual degree programs within a defined policy. Since that time, the management of the CGPS policies were revitalized to be made available in a new web format, and to separate policy information from procedural information. As such, the CGPS dual degree policy is not presented in the same manner as it was approved. The College apologizes for the oversight, and seeks approval to revamp the dual degree policy. Note that in terms of dual degree programming, the college is not requesting any policy or procedural changes from what was originally approved, rather we are seeking approval on how the policy information is presented, and we are seeking approval of a supplementary policy on cotutelle programming.

Since the dual degree policy was approved in June 2011, the CGPS has found that program-to-program arrangements may not be the best approach for international collaboration. Dual degree programs take a significant amount of time to develop, they have a significant administrative cost, and they are not highly subscribed. As such, the Equity and International Committee (EIC) of the CGPS was tasked with investigating cotutelle programming. The EIC worked on developing the framework throughout 2016. The Graduate Council, Graduate Programs Committee, and the Executive Committee of CGPS were each given the opportunity to provide input in development, and administrative units on campus were consulted. The proposal has received unanimous approval by each of the three college faculty committees leading to the Graduate Council voting unanimously to recommend approval to APC at the Graduate Council meeting held on February 7, 2017.

Cotutelle programming is a form of dual degree program; however, the programs would be approved at the student level, rather than the program level. This would facilitate our opportunities for collaboration and internationalization as we would need to review information from the partner institution only as it was relevant to the individual student's program. Cotutelle programming would be available to PhD students only, and only in formally approved UofS PhD programs. Note that all of the degree requirements from each partner institution would need to be satisfied for that institution to award a degree. Should a student seek to 'opt out' of the cotutelle program, s/he would be able to continue studies at the institution of his/her choice. For cotutelle programming, the CGPS would seek to grant authority for the Associate Dean (or Dean) to provide final approval for individual student agreements. (With dual degree programming, the Provost holds this authority.)

The definition below for cotutelle programming has been determined through consultation with the Registrar's Office. Should APC support the implementation of cotutelle programming, we would request that APC approve including the definition in our institutional nomenclature.

A cotutelle program is a type of customized dual degree program available to students pursuing a Ph.D. The objective of the program is to develop cooperation between local and foreign research teams and facilitate the mobility of doctorands. As in the case of dual degree programs, the student pursues doctoral studies at two universities, writes one thesis under the supervision of a defense committee comprised of members from both universities, and is issued two parchments upon completion. A notation is also placed on the transcript indicating that the student completed his or her thesis under cotutelle dual degree arrangements. However, while the dual degree program is established at the program level, a cotutelle dual degree program is created at the student level, allowing for a more individualized and flexible program.

The CGPS is requesting that cotutelle programming be implemented effective May 1, 2017. Graduate faculty are excited about this potential opportunity, and the CGPS expects a few agreements to be signed immediately upon implementation, including one of our two Vanier Scholars.

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc

COTUTELLE PROGRAMS

Background

In 2009, the College of Graduate Studies and Research (now the College of Graduate and Postdoctoral Studies, CGPS) adopted a framework of principles for the development of dual degrees. It was upon this framework that the policy on dual degrees was drafted and approved, first by Graduate Council and subsequently by the Academic Programs Committee (APC) of University Council in 2011. When approving the policy on dual degree programs, APC delegated the authority to the CGPS to approve and manage dual degree programs with two provisos: 1) that such programs are for existing degrees that have already been approved through the normal program approval process, and, 2) that participating students attend the U of S and pay full tuition for a minimum of two years for a PhD program. Since then, a few agreements with university partners for the delivery of dual degree programs have been signed.

Inquiries from faculty and potential students about the availability of Cotutelle programs have been increasing over the last three to four years. This growing interest, as well as the University's strategy for internationalization, was brought to the attention of the Equity and International Committee (EIC), a standing committee of Graduate Council. At their meeting of December 2, 2015, the EIC members undertook to:

> *Gather information on Cotutelle agreements and their use in other Canadian universities, assess demand and need for a similar program at the U of S, review current policy and administrative practices to determine barriers, if any, and, if the Members feel the concept is meritorious, prepare a briefing for consideration at Graduate Council.*

As a first step, the EIC members reviewed the approved categories of collaborative graduate programming offered by the U of S to students, including the following:

- The dual degree program is a program to program agreement, which is designed to facilitate the mobility of multiple students. The curriculum, required courses and electives, as well as faculty eligible to supervise are all predetermined and detailed in a partnership agreement. Such agreements take considerable time for consultation and development before they can be implemented. Students who complete dual degree programs successfully receive two degrees, one from each partner university.

- The joint-student program was developed for individual students who are pursuing a graduate degree from another university. These students attend the U of S for six months to two years, to do research under the supervision of a U of S faculty member. The work that they do here is used as partial fulfillment of their graduate degree from their home university, and, they receive a single degree from their home university.

The EIC members concluded that neither of these options provide the accessibility, opportunities and benefits of a Cotutelle program. As a result, in 2016 the EIC undertook to develop a definition and framework for Cotutelle programs at the U of S for consideration by graduate faculty.

Program Development & Consultation Process

The Committee reviewed the characteristics of Cotutelle arrangements at several comparator universities. They found a lot of variation between the institutions, but some commonalities were:

- A Cotutelle program is a doctoral program where a student can study at two universities alternately, be co-supervised by a faculty member from each university, and receive a degree recognized by each university;
- Cotutelle arrangements follow a standardized structure that is stipulated in a Cotutelle agreement;
- The Graduate oversight body of the institution (Faculty, College or administrative unit) has administrative authority and final approval on Cotutelle arrangements facilitating a streamlined approval process;
- Applicants must meet the admission requirements of the receiving university, including English proficiency;
- Tuition is levied by each university according to its own policies for international students. Some charge an additional processing fee for Cotutelle applications, or, an off-site fee while the student is attending the partner university, and this can have a different name.
- There are minimum residency requirements;
- Host university scholarships are generally not available to Cotutelle students; they are typically supported by funding from their home university or country, or, research grant funding from the co-supervisors;

The EIC held several meetings to discuss what format such a program might take at the U of S and to review the information that was collected on Cotutelle programs at other U15 universities. At their meeting of April 19, 2016, the Committee adopted the following definition:

A Cotutelle program offers doctoral students the opportunity to study at two universities, under a co-supervision arrangement, spending time alternatively at both universities. They write and defend one thesis, before a defence committee made up of members from both universities as well as an external examiners, and receive a degree recognized by both universities under a Cotutelle arrangement.

The members developed a program framework, which was then shared with the broader academic community as a draft model for discussion. Faculty and other committees, including the CGPS Programs Committee submitted feedback over the course of five months, and this was subsequently incorporated into a revised framework in October 2016.

During the fall, consultations were held with the Registrar's office regarding the application and registration process and changes that may be required to the student information system. Agreement was also reached on the specific language required on the transcript and the parchment recognizing the nature of the Cotutelle program dual degree.

After a review of the framework and subsequent discussion, Registrar's Office and CGPS staff, as well as EIC members agreed that the Cotutelle program is a type, or subset, of the dual degree program. As such, this is best handled as an amendment to the existing policy for dual degrees. This would permit the inclusion of the specific details particular to the Cotutelle program and an alignment of that program within the dual degree policy framework.

If approved by Graduate Council, the Cotutelle program proposal will be forwarded to APC for consideration at its March 1, 2017 meeting, and subsequently to University Council, for final approval at its March 23, 2017 meeting. The target date for implementation is tentatively May 1, 2017.

Rational

A Cotutelle program provides doctoral students the opportunity to study at two universities, under a co-supervision arrangement, spending time alternatively at both universities. The student benefits from an enriched

academic experience, receiving guidance and support from two research and academic communities. By definition, working in two academic worlds, they adopt different scientific approaches and fresh perspectives, and they participate in a world-class research network. A Cotutelle program encourages students to engage in international scholarship and provides the opportunity to experience the rich academic and cultural life from two different universities.

Due to the nature of co-supervision, the two faculty supervisors are uniquely placed to develop research collaborations, which over time are likely to lead to cooperative projects and joint publications. Such publications serve to increase the University's global reputation, and contribute positively to institutional rankings.

Whereas dual degree programs are undertaken for the purpose of providing a structured program to many students, Cotutelle programs involve individualized agreements that provide for the receiving of a PhD student who completes a specified program of course work and research, produces and defends a thesis, and receives two degrees. Cotutelle programs have long been attractive to top doctoral students in Europe and this interest has spread to Canadian universities. An environmental scan of U15 institutions concluded that the majority have established Cotutelle programs with templated agreements modeled after those used by French universities. This provides a competitive advantage in attracting well qualified and research productive PhD students. Providing a Cotutelle program at the U of S would serve to attract more highly qualified European doctoral students seeking to expand their academic experience to include a period of study in North America.

The development of a dual degree program involves extensive consultation between two academic units, one from the U of S and one from the partner university, which requires considerable investment in faculty and staff resources and takes a substantial amount of time to develop and approve. By contrast, a Cotutelle program follows a highly prescribed template agreement, applicable to an individual student, which can be facilitated fairly quickly. It provides a more efficient and flexible option to a traditional dual degree program. Equally advantageous, it can be accessed by faculty and students in any PhD program without the need to have a pre-existing partnership with the academic unit in the partner university.

The CGPS Executive Committee reviewed the proposed policy revisions to include the Cotutelle program within the dual degree policy at its meeting on December 15, 2016, and passed a motion "*To approve the implementation of Cotutelle programming within the Dual Degree Policy*".

The revised policy, with new language in red text, as approved by the CGPS Executive Committee, is attached for Graduate Council Members consideration and approval. Please note that the procedures and guidelines have been included for informational purposes only and are not being presented for approval.

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College of Graduate
and Postdoctoral Studies

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POLICY AND GUIDELINES FOR DUAL DEGREES

4.9. DUAL DEGREE STUDENTS

A dual degree occurs when a student pursues graduate studies at two universities, satisfying both institution's admission and degree requirements, and where applicable, with a project or thesis co-supervised by faculty at each institution. The student receives a degree from both universities, with a notation on the final transcript and/or parchment stating that the degree was obtained under a dual degree agreement.

Students attending the U of S in a dual degree program must follow the standard application procedures for graduate students, and must meet all of the admission requirements as set by the CGPS.

To receive both degrees, students in a dual degree program must complete the degree requirements at both institutions, and whenever possible, the two degrees will be awarded simultaneously at both institutions.

Procedures and Guidelines 4.9

Dual degree programs will exist through an agreement, or memorandum of understanding, with the partner institution that has been approved by the appropriate authorities;

Only existing approved programs can be offered as dual degree programs. New programs, or existing programs where the degree requirements are being changed, must first complete the appropriate academic approval process before being offered as a dual degree program.

Academic units will use the standard template for a dual degree agreement when developing the agreement, and, the template must contain all of the mandatory articles as identified in the associated procedures. These include, but are not limited to:

- Statement of admission requirements, or indication that CGPS standard admission requirements apply;
- Listing of course requirements;
- Listing of each institution's courses eligible for transfer credit by the partner institution;
- Statement indicating that the thesis must be written and defended in English;
- List of faculty at partner institution that meet the requirements for membership as an adjunct professor in CGPS and thus are eligible to supervise graduate students.
- If applicable, a statement indicating students will be jointly supervised by a faculty member from each institution, and, that the supervisory committee will have four members, two from each institution.

The transcript from the University of Saskatchewan will state "Dual XX Degree in XX Awarded in Partnership with XX University (Country).

The agreement with the partner institution will require that the partner institution include a similar notation on their transcript and/or parchment.

A decision to award, or not award, the degree to the student by the partner university will not be binding upon the U of S decision to award the degree. In the event of a veto by the partner university to award the degree, and if the student has completed all of the U of S degree requirements, a U of S degree may be awarded.

4.9.1 COTUTELLE PROGRAMS

A Cotutelle program is a type of dual degree program, where a doctoral student is jointly supervised by two supervisors, each from a different university, and, the student alternates time between the two universities. The student writes one thesis, under the supervision of an advisory committee comprised of members from both universities, and, if successful, the student receives two degrees, each recognized by both universities. However, while the dual degree program is an agreement between two programs at two institutions, a Cotutelle program is an agreement tailored to an individual student studying at two institutions.

Procedures and Guidelines 4.9.1

Cotutelle programs will exist through an approved Cotutelle Agreement.

Academic units complete the Letter of Intent (LOI) and for a Cotutelle Agreement, using the template (*link to template*) and submit it to the Associate Dean, CGPS for approval.

After LOI approval, units should proceed to develop the Cotutelle Doctoral Agreement using the template (*link to template*) provided. When completed and signed by all parties, the agreement must be submitted to the Associate Dean, CGSP for approval. The Cotutelle Doctoral Agreement:

- Includes standard clauses such as intellectual property rights, dissolution of agreement, funding, etc.;
- Include research proposal which has been endorsed by both supervisors (Appendix 1);
- Demonstrate a clear path of study including required courses, examinations, timelines, etc. (Appendix 2)
- Please contact the CGPS Director of Internationalization for assistance with developing the Cotutelle Doctoral Agreement.

Inbound students, after CGPS approval of the Cotutelle program agreement:

- May apply to their program of choice using the standard online application process, and
- Must meet the academic and language proficiency admission requirements at the time of application, and
- Should have a minimum of one year in a Ph.D. program or a combined master's/doctoral program, prior to the intended start date at the U of S.

Outbound students, after CGPS approval of the Cotutelle program agreement:

- May apply to their program of choice using the required application process at the partner university;
- Must meet the academic and language proficiency admission requirements at the time of application, and
- Should have a minimum of one year in a Ph.D. program at the U of S, prior to the intended start date at the partner university.

Maximum agreement duration for an individual student is six years, and, extensions beyond six years must be requested in writing and approved by the CGPS.

The student initially registers with their home institution. After the signing of the Cotutelle agreement, the student will then need to maintain registration full-time in both institutions, until the completion of the doctorate degree.

The University of Saskatchewan will charge the student full tuition, at the international rate if appropriate, from the point of registration at the U of S, until their degree is completed. This period shall not be less than two years, regardless of where their research is being carried out. The partner university will levy tuition in accordance with their own policies.

Advising Committee shall consist of the Committee Chair, the two co-supervisors, a faculty member from each department, plus a cognate faculty member from one institution. Each university shall appoint their members by its own rules.

In approving the Cotutelle agreement the Associate Dean, CGPS is granting permission for the non-CGPS faculty to co-supervise as per Policy 10.1, and, to be a member of the advising committee.

Defence Committee shall consist of the advisory committee members plus an external examiner unrelated to either partner university. For the University of Saskatchewan, where co-supervisors also sit on the defence committee, they share one vote.

The appointment of the external examiner is subject to both institutions' policies.

Inbound students must successfully complete the qualifying examination in accordance with the U of S program's requirements and the unit's policies.
- If the student completes a qualifying exam at the home university, this can be taken as equivalent to the qualifying exam at the U of S, providing it meets the U of S program's requirement and standard for their qualifying examination.
- For those students with a completed master's degree, the oral defence for the award of the master's degree may be accepted in lieu of a qualifying examination in accordance with policy 12.6.1.
- If the home university does not have a qualifying examination, or, if what is required does not meet the requirements of the U of S program's qualifying examination, then the U of S examination must be taken. This would typically occur in the first term of the student's study period at the U of S.

Outbound U of S students would typically complete the U of S qualifying examination during their first year in program, prior to beginning the period of study at the partner university. The partner university may or may not have a qualifying examination as one of their degree requirements. U of S students who are participating in a Cotutelle program at a partner university are subjected to the degree requirements as set by the partner university for their degree.

Comprehensive exams must be successfully completed in accordance with the program's requirements and unit's policies. If a comprehensive exam is a requirement for both the U of S and the partner university degree, a single exam may be recognized by both universities should the two parties choose to collaborate on the preparation and testing of the student.

Students must complete the course requirements as described in the degree requirements for each degree. No more than 50% of the total coursework for the U of S degree can be fulfilled through transfer credit. Any coursework considered for transfer credit must be equivalent to 800-level courses at the U of S. The partner university has jurisdiction over what courses they would accept for transfer credit towards

their degree in accordance with their policies. All course requirements to be fulfilled through transfer credit will be stipulated in the Cotutelle agreement.

The thesis must be written in English and defended in English. The thesis shall be submitted to the home university with a copy to the partner university simultaneously. For the University of Saskatchewan, Recommendation for Defence will constitute Permission to Submit the Thesis for Defence under CGPS policy 13.1.

A single oral defence, at the home institution, recognized by both participating universities will be scheduled. Examiners are expected to participate in the oral defence, and, remote conferencing may be used to mitigate these costs. Additional costs can arise from expenses related to the thesis defense, and, these costs will be shared among the participating institutions as stipulated in the Cotutelle agreement.

The submission, description and reproduction of the thesis must be conducted according to the regulations in effect at each institution.

In the event of premature dissolution of the Cotutelle agreement, the student may remain enrolled in one of the partner institutions. To dissolve the agreement of Cotutelle, the student must petition for dissolution of the Cotutelle in writing to both institutions by submitting a letter of request to revoke the agreement which must:
- Indicate where he/she chooses to pursue his/her doctoral studies;
- Confirm the list of inventions and creations to date in the research, and the holder(s) of intellectual property rights

This letter should be sent to the head of programs, supervisors and authorities governing the Cotutelle agreement in each partner institutions as well as the Associate Dean CGPS. The Cotutelle will only be dissolved following an agreement stipulating the respective contributions of stakeholders (supervisors and student) to intellectual property created during the project.

In the event where a student would choose to not continue his/her studies at the University of Saskatchewan, all scholarships and funding received by the student from the University of Saskatchewan will stop at the date of the dissolution of the Cotutelle agreement.

8.3.8. REGISTRATION OF DUAL DEGREE STUDENTS

Students attending the U of S in a dual degree program must be registered and attending the U of S for a minimum of three terms for master's students (one year), or, for a minimum of six terms (two years) for doctoral students.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEES

FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: March 23, 2016

SUBJECT: **Project option in the Master of Science (M.Sc.) in Small Animal Clinical Sciences program**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

As per the Academic and Curricular Changes Authority Chart, approved by University Council in June 2016, the Academic Programs Committee approved the addition of a project option in the Master of Science (M.Sc.) in Small Animal Clinical Sciences program at its meeting on February 8, 2017.

DISCUSSION SUMMARY:

The program option will target students interested in clinical practice and becoming board certified clinicians, while the existing thesis-based M.Sc. program will continue to have a research focus. Students interested in clinical training currently enroll in the M.Vet.Sc program, which is a recognized designation in Canada but is less well-known internationally. This new project option will allow students seeking clinical experience to receive an M.Sc. degree, and the M.Vet.Sc. in Small Animal Clinical Sciences will be phased out.

ATTACHMENTS:

1. Project option in the Master of Science (M.Sc.) in Small Animal Clinical Sciences

Memorandum

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

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

Date: February 1, 2017

Re: Small Animal Clinical Sciences – new project option in Master of Science program

Members of the Executive Committee of the College of Graduate and Postdoctoral Studies met on January 12, 2017, to consider the recommendation from the Graduate Programs Committee to approve the new project option in the Master of Science program in Small Animal Clinical Sciences.

The proposal for the new project option was well received, and members noted that the proposal was consistent with other curricular changes being made in veterinary medicine graduate programming, most recently with the addition of the new project option on the Master of Science in Large Animal Clinical Sciences.

The following motion was carried:

"To recommend approval of the new project option in the MSc in Small Animal Clinical Sciences." Racine/Smith-Norris   All in favour

Kelly Clement will be available to attend the Academic Programs Committee meeting to respond to any questions.

:kc

UNIVERSITY OF SASKATCHEWAN

Memorandum

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

Copies: Dr. Lynne Sandmeyer, Department of Small Animal Clinical Sciences

From: Graduate Programs Committee, CGPS

Date: January 9, 2017

Re: Proposal for a project option in the Master of Science degree in Small Animal Clinical Sciences
_____

The Graduate Programs Committee (GPC) met on December 2, 2016, and January 6, 2017, and reviewed the proposal to introduce a new project option in the Master of Science in Small Animal Clinical Sciences.

In the veterinary medicine disciplines, the Master of Veterinary Science degree programs are being phased out in favour of more internationally recognizable credentials. This current proposal is consistent with practice occurring on campus, and it is consistent with graduate programming options nationally and internationally.

The initial review resulted in requests for minor revisions as the proponents were able to develop a strong proposal through consultation with CGPS and colleagues in Large Animal Clinical Sciences having recently obtained approval for a project option on their MSc program.

In the most recent review, the committee requested very minor revisions for readability, and those revisions have now been incorporated into the proposal.

The Graduate Programs Committee unanimously recommends supporting the approval of the new project option in the MSc program in Small Animal Clinical Sciences.

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

:kc

	Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Project based (non-thesis) Master of Science for clinical residents of the Department of Small Animal Clinical Sciences, WCVM

Degree(s):   **Master of Science (project based)**

Field(s) of Specialization: **Small Animal Clinical Sciences**

Level(s) of Concentration:

Option(s): **Project-based (non-thesis) Master of Science**

Degree College: **College of Graduate and Postdoctoral Studies**

Contact person(s) (name, telephone, fax, e-mail):
Martha Smith-Norris/Kelly Clement (306-966-2229, Kelly.clement@usask.ca)
Lynne Sandmeyer, Professor and Graduate Chair. 306-966-1336 (T), 306-966-7174 (F), lynne.sandmeyer@usask.ca

Cindy Shmon, Professor and Department Head, 306-966-7099 (T), 306-966-7174 (F), cindy.shmon@usask.ca

Proposed date of implementation: **September 1 2017**

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. **Academic justification:**
    a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

The department of Small Animal Clinical Sciences proposes to initiate a new "project-based" (non-thesis) Master of Science graduate degree program, which will eventually replace its present Master of Veterinary Science (MVetSc) degree.

The Master of Veterinary Science (MVetSc) is a professionally oriented Master degree. The program's primary objective is clinical residency training within a veterinary specialty area with the goal of preparing the graduate student for the board certification in their area of specialty. This is achieved through practical, experiential learning under direct supervision of clinical specialists in addition to course work, clinical seminars, and literature review. Students are required to complete a research project that is smaller in scope than a thesis-based degree but resulting in a peer reviewed publication that contributes new knowledge to the discipline.

The College of Graduate and Postdoctoral Studies describes a project-based Master's program that has very similar components to the academic program of the MVetSc degree: "The project (which could be a publishable paper) is usually smaller in scope than a thesis, and it is expected it can be completed in 4-6 months. A project-based Master's program includes a minimum of 24 credit units of course work, and may include up to 30 credit units of course work. The project portion of the program is generally worth between 0 and 6 credit units, depending on the program."

It is anticipated that the proposed change will increase international recognition of the degree achieved for our combined clinical residency/graduate degree program. Over the years we have encountered confusion as an MVetSc degree in some countries, (e.g. India) the MVetSc is equivalent to our undergraduate Doctor of Veterinary Medicine (DVM) degree. In others, e.g. Scotland, New Zealand, and Australia, the MVetSc is similar to our program. The University of PEI and WCVM are the only Veterinary Colleges in North America that offer an MVetSc degree. Most Veterinary Colleges in North America offer clinical residency training programs in specialty fields. Many combine the clinical residency training with coursework and a research project and provide a project or course based MSc degree. This change by our department would promote a more accurately recognized global understanding of the degree awarded. Recently the Department of Large Animal Clinical Sciences successfully proposed a similar change in their degree structure so this would maintain alignment within the WCVM.

> b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed program change maintains alignment with our departmental strategic objectives by offering a graduate degree combined with clinical residency training program for graduate students engaged in research projects focused on enhancing the state of companion animal health care. The program enables students to experience applied clinical research of a scale that is manageable within a busy clinical training program.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The program is targeted toward students who have graduated from the DVM program and are seeking advanced specialty training in a specific discipline recognized by the American Board of Veterinary Specialties. These have very specific guidelines developed by the specialty college, including restrictions on the number of students supervised. Students are often mature and may be returning and/or international students.

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

There are no similar competing programs in Saskatchewan or Western Canada. Post graduate veterinary specialty clinical training is very competitive as there are always more students wishing to complete the training than available programs. The University of PEI offers a MVetSc program similar to our current program; however, the areas of clinical specialty focus are limited compared to what is offered in our department. The University of Guelph offers a Doctor of Veterinary Science (DVSc) degree, which is a combination of clinical specialty training and a research program resulting in a Thesis. The proposed program change to a project based MSc degree differs from the MVetSc very little as we have previously described. The program differs from the DVSc as the research project is smaller in scale, resulting in a published manuscript rather than a Thesis.

2. Admissions
   a. *What are the admissions requirements of this program?*

A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university

A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)

Completion of an internship at an accredited University or private specialty practice or at least 1 year of equivalent practice experience

Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.

International applicants or applicants whose first language is not English must meet the English proficiency requirements set forth by the College of Graduate and Postdoctoral Studies.

3. Description of the program
   a. *What are the curricular objectives, and how are these accomplished?*

The Master of Science (project-based) program is a professionally oriented Master's degree. The program's goals are to provide clinical residency training within a veterinary specialty area along with introductory research training.

The objectives of clinical training are to enhance clinical skills and decision making as well as preparation of the graduate student for the board certification in their area of specialty. This is achieved through practical, experiential learning under direct supervision and mentorship of clinical specialists.

The second objective is to develop critical thinking and skills in clinical research and scientific writing. This is achieved through completion of a research project. The project is usually smaller in scope than a thesis, and it is expected it can be completed in 4-6 months. Students are expected to produce a manuscript suitable for publication based on the research project. A project-based Master's program includes a minimum of 24 credit units of course work.

The third objective is to develop clinical and small group teaching skills and experience with professional presentations. This is achieved mentored interactions with undergraduate students in the clinical environment, teaching in laboratories and formal seminars presentations. Students and faculty feedback on these efforts are provided regularly.

4.
   a. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

The general teaching philosophy of the program is one of experiential, mentored learning as well as development of self-directed learning skills. The clinical training component of the program is primarily delivered through practical and graduated experiential learning under the direct supervision and mentorship of clinical specialists in the Veterinary Medical Centre, as well as, discipline specific course work, clinical rounds and seminars, and literature review tailored to the discipline. Specialty Colleges set out specific requirements that must be delivered in approved programs.

Development of critical thinking, clinical research and scientific writing skills is achieved through completion of a clinical research project under the supervision of an experienced faculty supervisor and guidance of the Advisory Committee. A paper suitable for publication in a peer-reviewed journal is completed and the research is presented and defended.

The program is not delivered in a distributed format due to intensive clinical training on client animals and required daily clinical supervision.

   b. *Provide an overview of the curriculum mapping.*

Students completing the program will have completed the following courses:

Non-credit courses

GSR 960 and GSR 962
Safety Orientation for Employees
Biosafety
Completion of Laboratory Safety if working in a BSL2/CL2 Laboratory
VSAC 992 (enrolment each academic term)
VSAC 990 (enrolment each academic term)

Credit courses (24 cu total)

Clinical Competency (12 cu): Advanced Clinical Practice I, II, and III in years 1, 2 and 3
respectively (2 cu per fall and winter semester x 3 years with interim grade given at the end of
term 1 and final grade assigned at end of term 2). These are the core clinical courses through
which the student's progress in developing the knowledge, clinical skills and judgement required
for specialist certification are assessed.

Foundational Knowledge and Research (12 cu): a minimum12 cu in courses as approved by the
student's Advisory Committee. These courses will typically be core courses needed by the
clinical discipline (e.g. Soft Tissue Surgery) as well as courses essential for completion of the
research project (e.g. Clinical Trial Design and Analysis).

Supervision and Mentoring: Supervisory support is provided through the Advisory Committee.
Advisory Committee meetings will occur every 6 months within the program. One week prior to
each meeting, the student will provide the committee members with a progress report and their
work plan for the following 6 months. Advisory Committee meetings will discuss components of
the research project as well as the clinical training program.

Manuscript and Defence: Students are required to prepare a manuscript with the goal of
publication in a peer reviewed scientific journal. Publication is not required for completion of the
program. A Defence will be held in which the student will present a seminar describing the
research project and an oral examination will follow on topics related to the research.

Timelines: Students are expected to complete the clinical residency and MSc degree in three to
four years depending on the specialty board's requirements for an approved clinical training
program. Some specialty colleges (i.e. American College of Veterinary Radiology) require
clinical training in excess of what can be completed in 3 years when time is provided to complete
a research project.

> c. Identify where the opportunities for synthesis, analysis, application, critical
> thinking, problem solving are, and other relevant identifiers.

Skills and knowledge will be obtained in a number of learning environments. Working on client-
owned animals in the VMC clinics provides the opportunity to apply foundational knowledge,
problem solve, and synthesize clinical data from a number of sources (history, physical

examination, diagnostic data, etc). Critical thinking skills will be further developed during daily and weekly case rounds, journal clubs and student seminars that will be discipline specific. The completion of a clinical research project will provide opportunities for formulating research questions, designing experiments, developing data collection plans, analyses and interpretation of data, scientific writing. Students may, depending on the situation, be directly involved in any required laboratory analyses. Required laboratory techniques training will be provided formally through course offerings, or informally by working with supervisors or laboratory technicians supported by the college. The student will prepare a scientific paper based on their research project suitable for publication in a peer-reviewed journal. A critical review of research results will be conducted by peers, supervisors/examiners, and external reviewers at the end of the student's program in the format of a defense, which includes an oral presentation and examination by the advisory committee.

e. Explain the comprehensive breadth of the program.

The proposed program is similar to the department's current MVetSc program. Clinical training and research are focused in discipline specific areas (internal medicine, surgery, anesthesiology, ophthalmology, dentistry, radiation oncology, medical oncology, and others depending on faculty complement in the discipline). Students work toward fulfilling the requirements for board certification within the specialty area as well as gain exposure to designing and conducting research as well as the process of scientific writing.

f. Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

Discovery Goals
While formal instruction will be an important component of the training program, a substantial focus will be on the development of self-directed learning in both the clinical and research environment. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought with the goal to developing strong skills as a life-long learner.

Knowledge Goals
The combination of formal instruction and its application in clinical and research settings will provide comprehensive specialty training in the students' chosen discipline. Veterinary medicine, by nature, provides ample opportunity for cross-species and cross-disciplinary training. Judgement, especially when under pressure, will be a fact for clinicians dealing with life and death situations.

Integrity Goals
Veterinary medicine is a highly regarded profession, largely because of the high standards of trust and integrity that are maintained by the self-regulating profession. Maintenance of high moral and ethical standards is the guiding principle interwoven into most daily clinical activities. The Saskatchewan Veterinary Medical Association will serve as an external organization through which ethical standards and morals will be assessed if called into question. Similar

principles apply to the development of research techniques, analyses and interpretation. The peer-review process, whether internal or external, should help maintain research integrity and judgement.

Skills Goals

Communication skills will be developed and assessed on an ongoing basis. During clinical work, clinicians must communicate directly with owners on matters related to animal health, and through this, learn to communicate effectively at a level appropriate for the client. Communication with cohorts, supervisors, and specialists will be at a more technical level. A thorough understanding of the scientific literature in ones' discipline is expected as part of the program.

Citizenship Goals

The WCVM is an ethnically diverse college that provides an opportunity to learn and work with experts from around the world. Moreover, the departmental faculty strives to reach out to the international community by way of conferences, research exchanges, and other work with industry and international groups. These, and our efforts strengthening the human-animal bond, contribute to a sense of satisfaction in society.

> *g. Describe how students can enter this program from other programs (program transferability).*

Students entering the proposed project-based MSc will require a degree in veterinary medicine, and a rotating internship or at least one-year experience in clinical practice. Application may be made directly to the department or through the Veterinary Internship and Residency Matching Program (VIRMP). Once accepted into the program, students will apply for admission to the College of Graduate and Postdoctoral Studies (CGPS). Opportunities for transfer into and out of the program from other universities or college units are limited because of restrictions by the specialty colleges on the specialist complement for training and supervision. Students who desire more focus in research may transfer to a thesis-based MSc or PhD program while remaining in the clinical residency, with the permission of their advisory committee and subject to CGPS policy.

> *h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

The ultimate success of this program will be evaluated on the proportion of graduate students who successfully achieve board certification during or within 1-2 years of graduation and successfully defend and publish their research.

> *i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The MSc program itself is not certifiable. However, the clinical residency training programs require accreditation by the specialty boards such as the American College of Veterinary Internal

Medicine (ACVIM), American College of Veterinary Surgeons (ACVS), European College of Veterinary Anaesthesia and Analgesia (ECVAA), American College of Veterinary Anaesthesia and Analgesia (ACVAA), and American College of Veterinary Radiology (ACVR) that they meet the required standards.

1. **Consultation**

   a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

This project-based MSc program will replace our existing MVetSc program, which will be phased out as soon as all present students have graduated or transferred to the new program. Provided the project-based MSc program starts September 1, 2017, we anticipate the MVetSc will be phased out by September 2019. The proposed program is similar to the project-based MSc program proposed by LACS at the WCVM but is different from all other thesis-based MSc programs offered at WCVM. It is less research intensive, has a substantial requirement for clinical training, and requires the completion of a manuscript suitable for publication rather than a thesis.

The program provides opportunities for interested graduate students and interns to obtain specialty training in a number of disciplines and ideally become board certified specialists in their chosen field. It also exposes and provides introductory training in clinical research.   In those graduate students with an interest in doing a more research intensive program there are options for completing a thesis based MSc or PhD program.

   b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

Consultations regarding the program have been mainly within the department of SACS following the GPR in 2016. As LACS has undergone a similar program change, we have consulted with the LACS department regarding development of our program.

   c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

None applicable

   d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

No consultations have been undertaken at this time. The library has provided adequate support for the MVetSc program and no change is anticipated.

> e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

None applicable

2. Budget

> a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).

Across all disciplines, 22 faculty instructors will be involved in the delivery of the Advanced Clinical Practice courses that are specific to the clinical training. The content of these courses have already been taught as part of the present MVetSc program. One of the unique features of the proposed project-based MSc program is the development of the Advanced Clinical Practice courses that provide a formal means of assessing clinical competency, providing structured feedback, and dealing with deficiencies that arise. The same number of instructors will be involved in the delivery of this project based MSc program as for the MVetSc program.

> b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

We anticipate the MVetSc will be discontinued within 36 months of implementation of this program.

> c. How are the teaching assignments of each unit and instructor affected by this proposal?

There will be little to no impact on teaching assignments as these will remain the same as they were within the MVetSc program. The faculty's current time commitment will be more formally captured within the Advanced Clinical Practice courses.

> d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

There will be no impact on budget as allocations will remain similar to those required for the MVetSc program.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Not applicable

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

Not applicable

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Two primary pools managed by the WCVM Associate Dean Research will provide student salary support:

1. Interprovincial Graduate Student Fellowship (IPGF) provides $30-$35K per year for Canadian Veterinarians (or eligible Canadian residents) for the duration of the program

2. WCVM Professional Earnings Pool (PEP): provides similar funding to the IPGF scholarship for international students enrolled in residency programs at the WCVM who do not qualify for the IPGF

3. WCVM Companion Animal Health Fund: provides salary support for residents, accessible through competitive grant competitions and fellowship support for 1-2 graduate students each year.

4. Operating funds for research projects will be provided by supervisors, and obtained through competitive research grants or new faculty start-up funds.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Standard per term tuition rates established by CGPS for all Canadian and international graduate students apply.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

No change from the MVetSc program (that is, standard graduate term tuition).

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

No change compared to the MVetSc program. Enrolment is dependent on the number of accredited specialty clinical residency programs within the department. Each specialty college sets limits on the number of clinical residents that can be trained relative to the specialist complement. For example, 2 surgeons may train a maximum of 3 residents at any given time. Across the department this may range from 10-15 clinical residents at one time depending on the faculty complement.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

No change required compared to the MVetSc program.

l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

No change is anticipated compared to the MVetSc program. Enrolment is dependent on the number of accredited specialty clinical residency programs within the department. Across the department this may range from 10-15 clinical residents at one time.

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

No change is required compared to the current MVetSc program

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program

No change is required compared to the current MVetSc program

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:
- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

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
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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.

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

Required for all submissions:
- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:
- New Course Proposal forms
- 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

Master of Science (M.Sc.) – Project-option

Admission Requirements

- D.V.M. or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.
- Completion of an internship program at an accredited institution or a least one-year equivalent of experience in veterinary practice

Degree Requirements
Students must maintain continuous registration in the 992 course.
- GSR 960.0 Introduction to Ethics Integrity
- GSR 961.0 Ethics Integrity Human Research if research involves human subjects
- GSR 962.0 Ethics Integrity Animal Research if research involves animal subjects
- a minimum of 24 credit units:
    - 12 cu pertaining to clinical competency (Advance Clinical Practice 1, 2, 3)
    - 12 cu pertaining to research and discipline-specific, foundational knowledge
- VSAC 992.0 Project
- VSAC 990.0 Seminar

UNIVERSITY OF SASKATCHEWAN

Dean's Office
Western College of Veterinary Medicine

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7448
Facsimile: (306) 966-7314

February 1, 2017

Dr. Martha Smith-Norris
Acting Associate Dean
College of Graduate and Postdoctoral Studies
Room C180 Administration Building
105 Administration Place
Saskatoon SK CANADA S7N 5A2

Dear Dr. Smith-Norris:

Re: Proposal for Curricular Changes to Small Animal Clinical Sciences M.Vet.Sc. Program

I have had the opportunity to review the proposal from Dr. Cindy Shmon and Dr. Lynne Sandmeyer regarding the proposed changes to convert the current M.Vet.Sc. program to a project-based M.Sc. program.

This proposal advances our clinical graduate program and brings it more in alignment with current professional programs globally. I feel that this change in curriculum would be extremely beneficial and I am supportive of this proposal.

Sincerely,

Douglas A. Freeman DVM, PhD, Diplomate ACT
Dean

/ch

cc: Dr. Cindy Shmon, Department Head Small Animal Clinical Sciences
     Dr. Lynne Sandmeyer, Small Animal Clinical Sciences