UNIVERSITY OF SASKATCHEWAN

UNIVERSITY COUNCIL
Agenda – May 16, 2024

Location: ARTS 241, Neatby Timlin Theatre
Time: 2:30 - 4:30pm

Call to Order

1. **Tribute**
   1.1. Tribute to Distinguished Professor Emeritus Dr. Len Findlay presented by Dr. Doug Thorpe, retired Professor, Department of English

2. **Agenda**
   2.1. Adoption of the Agenda
   2.2. Council Motions

3. **Chair's Opening Remarks-** Dr. Marjorie Delbaere, Associate Dean Research, Graduate Programs and Faculty Relations, Edwards School of Business

4. **Minutes**
   4.1. Approval of Minutes March 21, 2024
   4.2. Approval of Minutes April 18, 2024

5. **Business Arising**
   5.1. Follow Up from March 21, 2024 Minutes

6. **Academic Programs Committee (APC)**
   6.1. Request for Decision: PhD in Public Health
   6.2. Request for Decision: Admissions Qualification Change-Large Animal Clinical Sciences -Remote Swine Residency concentration
   6.3. Item for Information: Academic Calendar Change- College of Nursing

7. **Governance Committee**
   7.1. Request for Decision: College of Law Faculty Council Bylaw Revision
   7.2. Request for Decision: Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee
   7.3. Request for Decision: Governance Terms of Reference (membership) Revisions
   7.4. Request for Decision: Nominations Committee Terms of Reference Revisions

7.5. Request for Decision: PPC Terms of Reference (including membership) Revisions
7.6. Request for Decision: Council Bylaw Election Revisions
7.7. Request for Decision: Additional Council Bylaw Revisions

8. **Nominations Committee**
   8.1. Request for Decision: Omnibus Committee Selections

9. **Joint Committee on Chairs and Professorships (JCCP)**
   9.1. Request for Decision: Siemens EDA Chair

10. **Reports**
    10.1. President
    10.2. Provost and Vice-President Academic
    10.3. Graduate Students Association (GSA)
    10.4. University of Saskatchewan Student's Union (USSU)

11. **Other Business**

12. **Question Period**

In addition to bringing forward questions during the course of a meeting, council members are also invited to submit questions on matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office (delbaere@edwards.usask.ca; governance.office@usask.ca). Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their question(s) during the course of the meeting.

13. **Adjournment**

Last Council meeting is June 13, 2024- please send regrets to governance.office@usask.ca

The deadline to submit motions to the Executive Committee for the June meeting is May 21, 2024. A full list of submission deadlines can be found online.

Zoom Link:

Join Zoom Meeting:
https://usask-ca.zoom.us/j/96391501723?pwd=ZW1HcllacHAvWjl2UlJIMENNNWRVZz09

Join by Telephone:
Local Saskatoon Zoom Dial-in Number: (639) 638-7474
Other Zoom Dial-in Numbers: https://usask-ca.zoom.us/u/acc9tsL0LD

Join by Video Conferencing Device (SIP):
96391501723@zoomcrc.com

Meeting ID: 963 9150 1723
Passcode: 25105375
Telephone Passcode: 25105375

UNIVERSITY OF SASKATCHEWAN

University Council Agenda Motions
May 16, 2024

Academic Programs Committee

6.1 Request for Decision: PhD in Public Health

Motion: It is recommended that Council approve the Doctor of Philosophy in Public Health, effective September 2024.

6.2 Request for Decision: Admissions Qualification Change-Large Animal Clinical Sciences -Remote Swine Residency concentration

Motion: It is recommended that Council approve the new Large Animal Clinical Sciences Remote Swine Residency Program (with separate admissions requirements), effective May 2025.

Governance Committee

7.1 Request for Decision: College of Law Faculty Bylaws

Motion: It is recommended by Governance that Council approve the College of Law Faculty Bylaws as attached, effective immediately.

7.2 Request for Decision: Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee

Motion: It is recommended by Governance that the Program Approval Support Team, Academic be dissolved as a formal sub-committee under APC, effective immediately.

7.3 Request for Decision: Governance Terms of Reference (membership) Revisions

Motion: It is recommended that Council approve the Terms of Reference (membership) changes for the Governance Committee effective September 2024.

7.4 Request for Decision: Nominations Committee Terms of Reference Revisions

Motion: It is recommended by Governance that Council approve the Terms of Reference changes for the Nominations Committee effective September 2024.

7.5 Request for Decision: PPC Terms of Reference (including membership) Revisions

Motion: *It is recommended by Governance that Council approve the Terms of Reference changes for the Planning and Priorities Committee effective September 2024.*

7.6 Request for Decision: Council Bylaw Election Revisions

Motion: *It is recommended that Council approve the changes made to the election process of the Council Bylaws as attached, effective immediately.*

7.7 Request for Decision: Additional Council Bylaw Revisions

Motion: *It is recommended that Council approve all updates to the Council Bylaws as attached, effective immediately.*

Nominations Committee

8.1 Request for Decision: Omnibus Committee Selections

Motion: *It is recommended that Council approve the attached slate of nominations for the 2024-25 Committees of Council effective July 1, 2024.*

Joint Committee on Chairs and Professorships (JCCP)

9.1 Request for Decision: Siemens EDA Chair

Motion: *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering.*

Call to Order

The meeting was called to order at 2:35 pm.

The Chair, Dr. Marjorie Delbaere, began with a Land Acknowledgement.

Chair reviewed zoom protocols.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1.   Tribute
Dr. Daryl Linsday, Professor Emeritus, Department of Accounting, Edwards School of Business provided a tribute to Dr. Bruce Irvine from the Edwards School of Business.

2.   Adoption of the agenda

  2.1   **Adoption of the Agenda**

The agenda that was circulated was amended to change the title on item 7.1 to Request for Decision: Committee Nominations March 2024.

(Jones/Willoughby): *That the agenda be approved as amended.*

CARRIED

  3.   Chair's Opening Remarks

Chair Delbaere shared thoughts on flow of information to Council from the committees noting there is a great amount of engagement and work that occurs with many groups across campus. The Chair noted that the Executive is working on a way of reporting information to ensure Council members are aware of the work and discussions taking place.

The Chair thanked members for sharing questions in advance explaining that this format helps bring meaningful answers at Council meetings and encouraged members to continue to bring forward information and questions.

4.   Minutes of the meeting of January 25, 2024

*(Rayan/*Bell*): That the minutes of January 25, 2024, be approved.*

CARRIED
1 abstention

5.   Business Arising

5.1   Follow up to College of Graduate and Postdoctoral Candidate Assessment Changes

Dr. Burshtyn provided an overview of the changes to reframe doctoral competencies. See the **attached slides**.

Questions/Comments:

A member commented that it was not the content of the policy change, but the issue was the way the changes were communicated. The member asked if a better mechanism for information distribution to faculty in CGPS could be considered, noting the process the College of Arts and Science has created to communicate to their faculty.

Dean Burshtyn mentioned that the graduate chairs are to be sharing and communicating these changes with their departments and assured Council members that more conversations with grad chairs and their roles of communicating information can be reiterated.

The Chair noted that all proper mechanisms were followed for the approval process of this item.

Vice-Chair Reza Fotouhi moved into the chair role as Chair Delbaere is a proponent for one of the APC items.

6.   Academic Programs Committee (APC)

Dr. Carolyn Augusta, chair of the Academic Programs Committee presented the committee's items.

6.1   **Request for Decision: Bachelor of Science in Dental Hygiene**

The full proposal is in the package.

- This program will expand offerings in the College of Dentistry and will address gaps in field of oral health care in our province
- To encourage training of students who live in Saskatchewan, this program will reserve 10 of its 18 seats for applicants from Saskatchewan
- This is a 3-year program, and it will utilize existing College of Dentistry infrastructure. The courses and clinics for this program will be taught during evening hours on weekdays to maximize access to lab and clinical space

A member asked if Saskatchewan Polytechnic was consulted given that they have a similar program. Dr. Augusta replied that yes, they were and the market is wide enough to support these dual programs.

Motion: (Augusta/Yao) *It is recommended that Council approve Bachelor of Science in Dental Hygiene program, effective Fall 2024.*

CARRIED
2 opposed online

6.2 **Request for Decision: Termination – Postgraduate Diploma in Aboriginal Agriculture and Land Management**

The full proposal is in the package.

- This program is being proposed for termination because the faculty who delivered the required courses have retired and there have not been any students enrolled in the program for a number of years
- With the termination of this program the college will support development of other land-based programming opportunities

There were no questions.

Motion: (Augusta/Yao) *It is recommended that Council approve the termination of the Postgraduate Diploma in Aboriginal Agriculture and Land Management, effective May 2025.*

CARRIED
2 abstentions

6.3 **Item for Decision: Changes to Admissions Requirements –Master of Business Administration**

The full proposal is in the package.

The proposed changes are to modify the conditions under which the requirement of a GMAT examination may be waived and expands the list of degrees from Canadian institutions that an applicant may hold that would exempt them from having to take the GMAT.

There were no questions.

Motion*: (Augusta/Yao) It is recommended that Council approve changes to the Admissions Qualifications for the Master of Business Administration Program, effective the 2025-26 admissions cycle.*

CARRIED
1 abstention

6.4 **Request for Decision: Master of Chemical Risk Assessment**

The full proposal is in the package.

- This new professional graduate program that will formalize the partnership between USask and Aarhus University in Denmark and will address a growing need for trained professionals in this discipline
- This program will target both domestic and international students, with student from Aarhus University being assessed as domestic students
- Twelve new courses have been developed for this 36 cu course-based Master's program, with tuition charged per credit unit
- The program will seek to admit 15 students in the first year its offered, eventually scaling up to 40 students per cohort by year 3

Clarification was sought that the program will be offered under SENS.

Motion: *(Augusta/Yao) It is recommended that Council approve Master of Chemical Risk Assessment program, effective Fall 2024.*

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CARRIED.
1 opposed
2 abstentions

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Chair Delbaere resumed chairing duties.

7.   Nominations Committee

7.1   **Request for Decision: Committee Nominations March 2024**

Dr. Veronika Makarova, Chair of the Nominations Committee presented the item.

There were no questions.

Motion (Bell/Singh)*: It is recommended that Council approve the slate of nominations effective March 21, 2024, as attached.*

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CARRIED
1 opposed

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8.   Reports:

8.1   **Report of the President**

President Stoicheff began his report by drawing attention and thanking all those involved in the success of the USports Women Hockey Championships, noting the terrific opportunity for Huskie Athletics to host the event. The Championships consisted of eight (8) teams from across the country as well as several attendees who commented on the quality of the hosts and the city.

The President mentioned the Provincial Budget was released yesterday, noting there is much more that needs to be analyzed and considered. The good news was that the Post- Secondary Education sector received 793 million which is a 3.7% increase. For USask, we are entering into our final year of the MOU, which was originally signed to protect us during COVID from any decreases. USask is currently in discussions with the government to renew the MOU. Several capital requests were also made to the Government and quite a few were met in the budget.

Overall, it is a positive budget for us due to the efforts put forward by the Government Relations team and senior leaders. A relationship has been built with the Government where USask can continue to make the value proposition of what this institution contributes.

President Stoicheff provided some observations: Budget results aside, USask is in very good shape compared to what is happening at other institutions across the Country. Institutions who operate on outcome-based budgets are seeing operating grants decreasing based on not meeting outcomes, drastic changes are causing drastic increases.

The President made mention of several days of importance, including the celebration of International Women's Day on March 8th, today is the International Day for the Elimination of Racial Discrimination and tomorrow on March 22 is World Water Day.

USask receives research funding from several governing bodies. A few of the research funding results included:

- $17 million from the Canada Foundation for Innovation (CFI) fund in support of the HAWC (High-altitude Aerosols, Water vapour and Clouds) mission
- Global Affairs Canada announced $65 million in funding for a series of international development projects. The USask health and rights program in Mozambique will receive $20 million.
- SHIR provided $5 million in funding

Research has an impact, and this funding verifies that USask is doing excellent work.

There were no questions.

8.2   **Report of the Provost**

Provost Airini highlighted the EDI and indigenization focus of her report, noting the Internal Truth and Reconciliation Forum on April 26th.

Dr. Airini extended her appreciation for the Black History Month planning committee and mentioned the call for next year's planning committee. Contact Tasnim Jaisee, equity, diversity, inclusion project specialist in the Office of the Provost and Vice President Academic at tasnim.jaisee@usask.ca if you are interested in participating.

Provost Airini mentioned the gift from K+S Potash to USask SCI-FI Campus, which will allow the continuation of free programming bringing together students and youth interested in science, math and engineering.

Applications are open for a new cohort of Sustainability Faculty Fellows. The deadline to apply is April 15, 2024.

There were no questions.

8.3   **Report from the GSA**

Interim President Kayla Benoit reported a few items:
- Election process for the incoming year is now open, encouraged members to let any of their graduate students know.
- Gala coming up on April 27th.
- National Indigenous Water Operator Day

There were no questions.

8.4 **Report from the USSU**

Vice-President Academic Affairs Elisabeth Bauman presented the report. The full report can be found in the agenda package.

- 2023-2024 food insecurity and housing struggles continue
- USSU Food Center is seeing a growing need and concern. The Food Center has provided 627 hampers compared to 172 last year at this time, noting that graduate students account for 72% of the need.
- USSU is working with the city on the housing crisis
- USSU elections are on now

Comments and suggestions were given about possible funding opportunities for the Food Center.

9. Other business

There was no other business.

10. Question period

Pre-submitted Questions:

Following up on the proposal from this time last year to move the reporting line of Toxicology to under SENS, an agreed point was that the Tox Center would undergo its review this year. What is the progress on that review, and what benefits have the Tox Centre received from that change in reporting line?

The Deputy Provost responded that the review would be completed within 3-5 years.

What is the status of the implementation of the EDI framework for action? There were commitments from the President to universal design in its mobilization to the campus community, and to a sensitivity reading of the plan.

The President's office responded that the EDI Framework for Action is complete and will be officially posted on March 21 (today), on the UN International day for the Elimination of Racial Discrimination. The EDI Framework was endorsed by the Board of Governors, Senate and Council. Feedback was received from members of each of these groups and submitted for revision. Both universal design and a sensitivity reading of the plan were a part of this revision. The updated version of the document has been posted at this link
 https://plan.usask.ca/edi/index.php

A member inquired about communication and status of communication on the institutional space framework that was implemented by the Registrar's Office as well as the Terms of Reference for the task forces in the Provost Office.

- What oversight is Council expected to provide?
- What does Council expect the level of communication on these entities to be?

The Chair reiterated that a more improved way of sharing information and brining updates to Council is in development. The goal is that with more regular communication flow, this should help with the transparency of

what is happening in the committees. The Executive is open to find ways and ensuring we are upholding good governance.

A member wanted to thank Facilities, and everyone involved in snow removal after the storm.

A member offered feedback to APC to ensure that the consultation process is broader when it comes to new programs, especially looking at what is being offered elsewhere in the province.

A member commented on the laborious process to remove hateful messages from student reviews and inquired about a more streamlined process. The Vice-Provost of Students and Learning responded that the process seems to be working, but it open to ideas.
- Instructor reports comment to Department Head or Associate Dean
- The comment is then reported to the VP of Students and Learning for removal
- Conversation/ action is taken with the student

Secretary Demkiw noted that Council elections are on and open until noon tomorrow. GAA meeting is on Thursday April 4th where the President to present State of University address.

11. Adjournment

(Zello): The meeting was properly adjourned at 4:16 pm.

Call to Order

The meeting was called to order at 2:32 pm.

The Chair, Dr. Marjorie Delbaere, began with a Land Acknowledgement.

Chair reviewed zoom protocols.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1.   Tribute

Dr. Joel Lanovaz, Interim Dean, College of Kinesiology provided a tribute to Coach Emeritus Mark Tennat.

2.   Adoption of the agenda

2.1   Adoption of the Agenda

(Dobson/Jones): *That the agenda be approved as circulated.*

CARRIED

3.   Chair's Opening Remarks

Chair Delbaere introduced the first issue of the USASK Council Gazette. The intent of the newsletter is to communicate updates from the various committees of council. The aim is to encourage participation in the spirit of shared governance as council fulfills its responsibility to oversee and direct the university's academic affairs.

The Chair reminded members about the deadline for the call for nominations as well as the ohpahotân | oohpaahotaan symposium tomorrow.

4.   Minutes of the meeting of March 21, 2024

A member disagreed with one section of the minutes and provided the following changes for consideration: On Page 7, the text:

A member commented on a seemingly laborious process to remove hateful messages from student reviews and inquired about a more streamlined process. The Vice-Provost of Students and Learning responded that the process seems to be working, but is open to ideas.
* *Instructor reports comment to Department Head or Associate Dean*

- *The comment is then reported to the VP of Students and Learning for removal*
- *Conversation/ action is taken with the student*

Replaced with:

A member commented on the laborious and intimidating process of removing hateful messages from student reviews and inquired about a more streamlined process. The Vice Provost of Students and Learning responded that the process is straightforward, and requests to remove abusive comments can be sent directly to his office.

Another member recalled that the minutes were correct.

The Governance Office will follow up on this item.

(Dobson/Dutchyn): *That the minutes of March 21, 2024, be deferred until next meeting.*

CARRIED
2 abstentions

5.   Business Arising

5.1   Correction to Toxicology Centre Review Timeframe

Chair Delbaere noted a correction from Deputy Provost Patti McDougall at the previous meeting. According to Dr. McDougall's notes, the review of the Toxicology Center will be in 2-3 years, not in 3-5 as stated at Council last month. The scope and parameters of that review will be set out by the Centres Subcommittee of PPC.

5.2   Correction to March Provost Report

Chair Delbaere directed members to the council agenda package for a correction notice and updated March Provost Report.

5.3   Response to APC New Program Proposal External Consultation Process

In response to a question last month at Council regarding consultation outside of the university for new program proposals, Carolyn Augusta, Chair of APC wanted members to know that APC is generally aware of the market, and there is a place on the proposal form for an indication of competing programs in Saskatchewan and across the country.

6.   Executive Committee

6.1. Item for Information: Results of the Call-for-Nominations for University Council 2024/25

Secretary Julian Demkiw presented the item from the 2024-2025 University Council Call-for-Nomination Results from the Executive Committee and welcomed the new members to Council on July 1st.

There were no questions.

7.   Academic Programs Committee (APC)

Dr. Carolyn Augusta, Chair of the Academic Programs Committee presented the committee's items.

7.1   Request for Decision: Master of Physician Assistant Science (MPAS) program

The full (and very detailed) proposal is in the package.

- This new graduate-level program will train Physicians Assistants, who will go on to practice under the supervision of a licensed physician, adding a new, flexible member of health care teams in Saskatchewan to help extend the delivery of health services
- First training program for Physicians Assistants in Saskatchewan and would increase the number of Physicians Assistants working in the province
- There are currently 3 accredited programs training Physicians Assistants in Canada
- The program will admit 20 students per year and applicants will require a four-year undergraduate degree and several specific prerequisites
- The program is a two-year, full-time program, with the first year focusing on didactic in-person learning, and the second year consisting of clinical learning.
- This program has the support of the College of Graduate Studies and APC, which both recommend this program for approval
- The development of this program has also received support from the Ministry of Advanced Education

There were no questions.

Motion (Augusta/Yao): *It is recommended that Council approve Physician Assistant Studies, effective, May 2025.*

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CARRIED
2 Opposed
2 Abstentions

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7.2 Item for Information: Termination – Degree-level Certificate in Speech Development and Diversity

This program was approved by APC on March 6, 2024, as it was developed under an approved certificate template.

The committee appreciated that this program will curate the prerequisites needed to prepare students for graduate study in speech language pathology and noted the proponents' willingness to adjust the certificate contents if and when a USask Speech Language Pathology program is developed.

8.   Governance Committee

Dr. Roy Dobson, Chair of the Governance Committee presented the committee's items.

8.1 Notice of Motion: College of Law Faculty Council Bylaw Revision

The full description is in the agenda package.

The College of Law is looking to change their Teaching and Learning Committee from and ad hoc committee to a formal committee within their faculty Council

There were no questions.

8.2 Notice of Motion: Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee

The full description is in the agenda package.

- The Program Approval Support Team Academic is a subcommittee of APC and was established to review and create efficiencies and clarity for internal stakeholders and proponents.
- The review was effective in streamlining the approval process including the creation of a secondary pathway for program approvals as part of the Course and Catalogue Addendum.
- With the implementation of MS TEAMS and SharePoint for more efficient cross-department communication, it is recommended that PASTA be formally removed as a subcommittee of APC, with a revised administrative process put in place to continue the streamlined efforts.

There were no questions.

8.3 Notice of Motion: Governance Terms of Reference (membership) Revisions

The full description is in the agenda package. Dr. Dobson noted that there was a correction made to this item in the agenda package to correct the numbering sequence in the responsibilities section.

Given that the Governance Committee is focused on Council governance, the committee felt it was appropriate that all voting members of the committee were members of Council.

Proposed changes include:
- Adjusting the wording of the President's Designate to ensure they are a member of Council.
- Adding the note that if the student representative is the appointed member of Council, they would have voting privileges on the committee.

There were no questions.

8.4 Notice of Motion: Nominations Committee Terms of Reference Revisions

The full description is in the agenda package.

There are two revisions to the Nominations ToR:

1) Over the past year, the Nominations Committee has put in considerable effort to advance the principles of equity, diversity, and inclusion (EDI) in its processes to live up to the principles of the Equity, Diversity, and Inclusion Policy of the University of Saskatchewan.

The Nominations committee is suggesting a change to clause (i) in the notes requiring the committee to consider EDI in its decision-making process of putting forward nominees and also to challenge their existing approach to ensure the entire process is best suiting the university's needs and living up to the institutional commitments on EDI.

2) In addition, as part of the full council committee bylaw review, the Governance Committee is suggesting an amendment to clause (g) in the note section. The adjustment is to follow current practice of filling leaves for greater than six months as well as adding clarification that members' terms cannot be extended past their elected time frame.

There were no questions.

8.5 Notice of Motion: PPC Terms of Reference (including membership) Revisions

The full description is in the agenda package. Dr. Dobson noted that there was a correction made to this item in the agenda package to correct the numbering sequence in the responsibilities section.

- PPC has been struggling to gain or maintain quorum throughout their meetings. The issue was brought forward to both the Executive and Governance committees of Council
- PPC would like to align quorum with that of Council (40%), with at least five members (majority) of the Geneal Academic Assembly as appointed by Council.
- The CFO position was added as an Ex Officio member as well as the option of a designate for the Vice-Provost, Indigenous Engagement to align with the other voting Ex Officio members.
- PPC also completed a thorough review of their Terms of Reference. The review contained a reorganization and grouping of content as well as the addition of more EDI language.

There were no questions.

8.6 Notice of Motion: Council Bylaw Election Revisions

The full description is in the agenda package.

- After questions were raised during the 2023-2024 Council elections, the Governance Office and Governance Committee thoroughly reviewed the Council Bylaws.
- The proposed changes are in the agenda package. The major changes include:
  - Clarification that faculty members can stand for election in both of the college representatives (including the dean), and members-at-large categories. The election for the college representative will occur first followed by a call for nominations and election for members at large.
  - Making explicit that Council members terms cannot be extended if they take a leave during their elected term.
  - Moving the standing committee responsibility in advising the University Secretary to the Governance Committee to reflect current practice- resulting in minor Terms of Reference changes to both committees.
  - These changes were prepared over multiple meetings and were given a lot of thought.

There were no questions.

8.7 Notice of Motion: Additional Council Bylaw Revisions

The full description is in the agenda package.

- A few remining revisions to the Council Bylaws that were not captured in the previous motions.

There were no questions.

9. Scholarships and Awards Committee

9.1 Item for Information: Best and Brightest Scholarship Recipients

Dr. Jason Perepelkin, Chair of Scholarships and Awards committee shared some highlights of the Best and Brightest Scholarship Recipients. **Slides are attached**.

A member expressed that the term Best and Brightest is derived from criticism over the elite intellectuals who designed the conduct of the Vietnam War. Dr. Perepelkin will take this back to the committee.

Clarification was sought on international students in these scholarships. Dr. Perepelkin notified members that applications must come from a domestic High School to be eligible.

Vice Chair Reza Fotouhi moved into the chair position for item #10.

10. Joint Committee on Chairs and Professorships (JCCP)

Dr. Scott Walsworth, co- chair of JCCP presented the items.

10.1 Request for Decision: Chartered Professional Accountants (CPA) Chair in Accounting

Dr. Walsworth explained the intent of this Chair is to:
- Assist the Edwards School of Business in retaining high achieving faculty with strong research and scholarship.
- Contribute to the research profile at Edwards School of Business and reputation through publications in academic accounting outlets as well as the supervision of honours students in the accounting major.
- An enhancement chair, with the objective to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

There were no questions.

Motion (Walsworth/Wotherspoon): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Chartered Professional Accountants (CPA) Chair in Accounting in Edwards School of Business, as approved by the Board of Governors on April 9, 2024.*

CARRIED

10.2 Request for Decision: Shklanka Chair

Dr. Walsworth explained the intent of this chair is to:
- Enhance the work of an outstanding scholar, exploring fundamental and applied aspects of critical mineral systems including metallogeny.
- Play a significant role in mentoring students and helping to build the future workforce required in this field.

- Integrate with other areas of specialization within the Department of Geological Sciences, College of Arts & Science.
- An enhancement chair, with the objective to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

There were no questions.

Motion (Walsworth/Wotherspoon): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Shklanka Chair in the College of Arts and Science, as approved by the Board of Governors on April 9, 2024.*

CARRIED

10.3 Request for Decision: Siemens EDA Chair

Dr. Walsworth mentioned the funding for this chair came about after a local software developer was not content in hiring developers out of province; therefore, provided a gift to USask to train students in this field. This chair would perform research and teaching in the area of electronic design automation including tools and methods for integrated circuit (IC) design and verification, and algorithmic techniques including artificial intelligence and machine learning.

A member inquired about measures in place for undue research and human rights mandates to prevent the development and use of AI technology for bad intentions.

It was explained that research processes are written in a way to pick up potential harm that comes through research practices. AI or war are not mentioned explicitly as the intent is to be more encompassing. USask relies on research ethics for the mitigation of any potential harm.

USask does have the current mechanisms in place to address this. Provost Airini asked for this question to be raised through the Office of the Vice-President Research to test the question and procedures in place.

The member was not confident that USask has the policies and processes in place.

Motion (Card/Bardford): It is recommended that Council defer this decision to the May 2024 meeting.

A call for quorum was requested by a member. The Secretary indicated that quorum was still in effect with 59 voting members present. Using the Majority of Members Present, calculation, the requirement for the vote to pass would be 30 votes in favour.

In Favour: 27
Opposed: 24
Abstentions: 8

DEFEATED

After the motion to defer was defeated, conversation continued. Cheryl Hamelin responded that she understands the ethics concern and wanted to eco that once donors make a donation, there is absolutely no oversight on how gift will be used. Explanation was given on the robust process involved and the donor code of ethics where donations are made with the best of intent and the good of students and university in mind.

A member noted that in the Terms of Reference, a member of Siemens EDA will be invited to sit on the membership committee and asked if there is language if a disagreement or conflict occurs with the member in that position. The member suggested that expectations are clear and outlined in the ToR to ensure a healthy relationship with Siemens EDA.

Clarification was given that Siemens will have voice but no vote.

The first payment will be received when the chair is successful- what language is included if the search committee does not approve recommendation?

It is the vote of the majority and does not come down to one person.

Dr. Walsworth suggested an alternate course of action. If the University does not have sufficient policy to cover these chairs, this is a much larger process. Dr. Walsworth noted consequences of delaying this motion and asked if a different mechanism could be used to address this much larger issue.

Interim Dean College of Engineering Carey Simonson encouraged Council to approve the original motion. The government has a plan to triple the technology sector and USask needs to take a part in this. Every day we use our cell phones that use this technology, and this Chair will train students in the area. It is not research on AI itself, it is machine learning and automation of design of electronic circuits that are around us every day. The hope is that learning in this area of technology will help our students and help our province.

A member noted that several speakers pushed on the urgency to approve this Chair. What is the timeline for when funds were announced to these approvals? Cheryl Hamelin responded that it takes about 4 months after first contact to get the process moving.

Motion: (Walsworth/Wotherspoon) *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering, as approved by the Board of Governors on April 9, 2024.*

<div align="right">

In Favour: 28
Opposed: 16
Abstentions: 15
DEFEATED

</div>

It was noted by the proponents that this Chair will be coming back to Council in May. When it does come back, it will include how the policy speaks to ethical behavior and to the commitment and compliance to Human Rights Legislation. The proposal coming back will reference the current policies in place that addresses current concerns.

The Chair role was passed back to Dr. Delbaere.

11. Reports

11.1 Report of the President

The President is away travelling. The full report is in the agenda package.

11.2 Report of the Provost

The full report is in the agenda package.

Provost Airini highlighted the tuition that was approved by the Board.

A member asked for clarification on the calculations. Dr. McDougall noted that the student website will be updated with the breakdown now that the Board has approved. It was noted that the Government's funding toward scholarships and bursaries for graduate students is positive.

It was asked that USask consider reducing the multiplier for master's students to reduce stress levels given the cost of living.

Deputy Provost Patti McDougall noted that USask takes a million dollars and redistributes the money to graduate students to fund a variety of items. Work is currently being done on a calculator to assist students more accurately show costs.

11.3 Report from the GSA

Given the time, the Chair accepted the report, questions can be asked during question period.

11.4 Report from the USSU

Given the time, the Chair accepted the report, questions can be asked during question period.

12. Other business

There was no other business.

13. Question period

Pre-submitted Questions:

I wanted to bring up in Council the issue of faculty numbers in the Economics Department in Arts and Sciences. As you know, I am not a member of that department, but I am not a completely disinterested faculty member as to their operation and sustainability.

While a long story, since about 2015 they have been continually depleted with minimal replacement. I know there were political issues at one time with their long-standing old department head, but that is long over and they desperately need some faculty replenishment.

I believe at the moment they are 7.5 full time faculty. Comparable U15 Economics departments are at least double this size, while their current complement falls well below many Canadian Comprehensive universities and some undergraduate schools in the country. Economics is a significant high-level discipline and its teaching and research should be a cornerstone of any modern University.

As a member of a related department, we share a graduate program with them (PhD in Applied Economics) along with one current faculty member. It has been my observation that they are not able to properly contribute to their portion of this joint program with their current undergraduate teaching loads and reduced complement.

This note came about from attending their Timlin lecture last Fall when I asked one of their members about their faculty complement. I was shocked to hear it was so low and this led to a couple of conversations with this individual over what to do and how to approach this issue at the Administrative level. I offered my voice on Council and they agreed this would be a good start.

Essentially, by our calculations their Department needs at least 2-3 positions approved by the Fall, so that they might try to hire in early 2025 as part of the standard Economics hiring cycle in early January. Beyond that, they are still short probably 4-6 faculty from a sustainable program level.

Specific Questions:

1. Is the University aware of how small the Economics department has become relative to comparative institutions?

Provost Airini responded that the Economics department has 10 faculty members and an 18-month appointment. Currently the College is completing the work to ensure this is a sufficient complement and there is an awareness across U15. Faculty complement is managed through the Schools and Colleges. The budget process begins in the Fall to move towards approval at the Board.

2. Is it possible for the University to secure funding to add to their current faculty complement by as soon as the Fall of 2024?

Provost Airini responded that it is not possible at this point for Fall 2024; however, a budget build is possible if the College expresses a need. Provost Airini requested to wait and see what comes forward for Arts and Science. It was noted that Arts and Science is on a change trajectory where 22 positions have completed hiring, of those 22, 19 will be in place by July and of those 13 are tenure with the remaining being a balance of term and without term appointments. Where we do have a plan come forward imbedded in priorities- we are able to see change happen.

A member appreciated the openness and transparency on the newly launched Provost website to outline the various task forces and their mandates.

A member asked about the distribution of award money needed to be sent to central by the end of April. Is there a reason why this timeline does not line up with the academic calendar and how other units manage the deadlines? This question will be sent to Student Finance and Awards for response.

14.   Adjournment

(Dobson): The meeting was properly adjourned at 4:35 pm.

UNIVERSITY OF SASKATCHEWAN
Governance Office

Addendum to April 18, 2024 Minutes

MEMORANDUM

TO: University Council members

FROM: Dr. Marjorie Delbaere, Chair, University Council

DATE: April 29, 2024

RE: **Procedural Clarifications**

Dear members of University Council,

I am writing to provide an update on an item from the April 18, 2024 Council meeting agenda. After the discussion regarding agenda item number 10.3, "Siemens Electronics Design Automation (EDA) Chair", the University Secretary requested that I, and the Council Executive, review the compounded processes involved on the floor of Council during contemplation of this item. Although a review is atypical, it was felt that, given the multiple motions, lengthier-than-usual debate, and a potential lack of clarity in appropriate procedures, this review was warranted.

In particular, we were asked by the Secretary to review the process for calculation of majority when voting on a motion. Kerr and King, the agreed-to procedures for council meetings, outlines four different methods for calculating majority, while the only reference in our bylaws indicates one method for a majority calculation, but only for certain types of votes. In the former case, Kerr and King indicate that of the four methods for calculating majority, the "commonly accepted practice" is to use majority of votes cast, in which abstentions are not counted as votes cast. In the latter reference in the Council bylaws, majority of members present is the method used to calculate majority, in which abstentions are counted as votes cast.

This same issue regarding the calculation of majority arose for Council back in November 2021. At that time, the Chair of Council issued a memo indicating that, in general, a majority of votes cast is the appropriate calculation to use with motions brought forward to Council. Unfortunately, the Council bylaws were not updated to include this statement of majority calculation, resulting in the continued lack of clarity on this important matter. The current Executive Committee of Council had a robust discussion at their meeting on April 25 regarding the different methods for calculating majority and has settled on the "commonly accepted practice" of majority of votes cast, unless otherwise explicitly stated in the bylaws or procedures. This is both consistent with Kerr and King as well as with the memo issued by the Council Chair in November 2021. To ensure no further confusion surrounding the method for calculating majority for Council decisions, the Executive Committee requests that the Council Bylaws are

updated to reflect this decision. The following motion was passed by the Executive Committee of Council on April 25, 2024:

Motion (Augusta/Rayan): To endorse the use of majority votes cast (as defined in Kerr and King, 3rd ed.) as the default method of calculating a majority during Council votes, unless otherwise explicitly stated in the bylaws or procedures. It is also requested that this definition be stated explicitly in the Council Bylaws, until otherwise changed.

In light of this endorsement of the majority of votes cast method by the Executive Committee, as Chair, I believe that it is in the best interests of Council to revisit the motions considered under 10.3 at the April 2024 Council. The motions put on the floor were:

Original motion (Walsworth/Wotherspoon) It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering, as approved by the Board of Governors on April 9, 2024

Motion to defer (Card/Bradford) Motion to defer the motion on the table until the May 2024 meeting.

The motion to defer received the following votes: 27 In favour; 24 Opposed; 8 Abstentions. Under the majority votes cast definition, in which abstentions are not counted as votes cast, this motion was carried by a majority of 53%. The passing of the motion to defer also makes the subsequent vote to approve the Chair moot and will therefore be disregarded until the motion to approve returns to the May 2024 meeting.

At the May 2024 meeting, the original motion under 10.3 to approve the EDA Chair will be placed back on the agenda for further discussion and contemplation by Council. In the interim, members can direct comments and questions regarding the EDA Chair to Dr. Scott Walsworth, Co-Chair of the Joint Committee on Chairs and Professorships, or to the Governance Office governance.office@usask.ca .

I thank Council members for their active participation in the governance processes and procedures at USask and for their patience as we work towards increasing clarity and consistency.

Kind regards,

Marjorie Delbaere, PhD
Chair, University Council

Best and Brightest Scholarships

- The Best and Brightest Scholarships are the University of Saskatchewan's premiere entering awards. The centrally administered scholarships consist of:

  - Five Presidents' Best and Brightest Scholarships ($40,000)

  - Twelve Chancellor's Scholarships ($30,000)

  - Twelve University of Saskatchewan Entrance Scholarships ($24,000)

- Five awards (one Presidents' Best and Brightest and two each of the other awards) are Circle of Honour awards, preferentially awarded to Indigenous students

Best and Brightest Selection Process

- This year, the Scholarships and Awards Committee reviewed applications from **223 incoming high school students** with a **95%+ average** and selected recipients based on leadership and contributions to school and community life

- The applicant pool is limited to students from domestic high schools, but included 18 applicants from out of province

UNIVERSITY OF SASKATCHEWAN

BE WHAT THE WORLD NEEDS
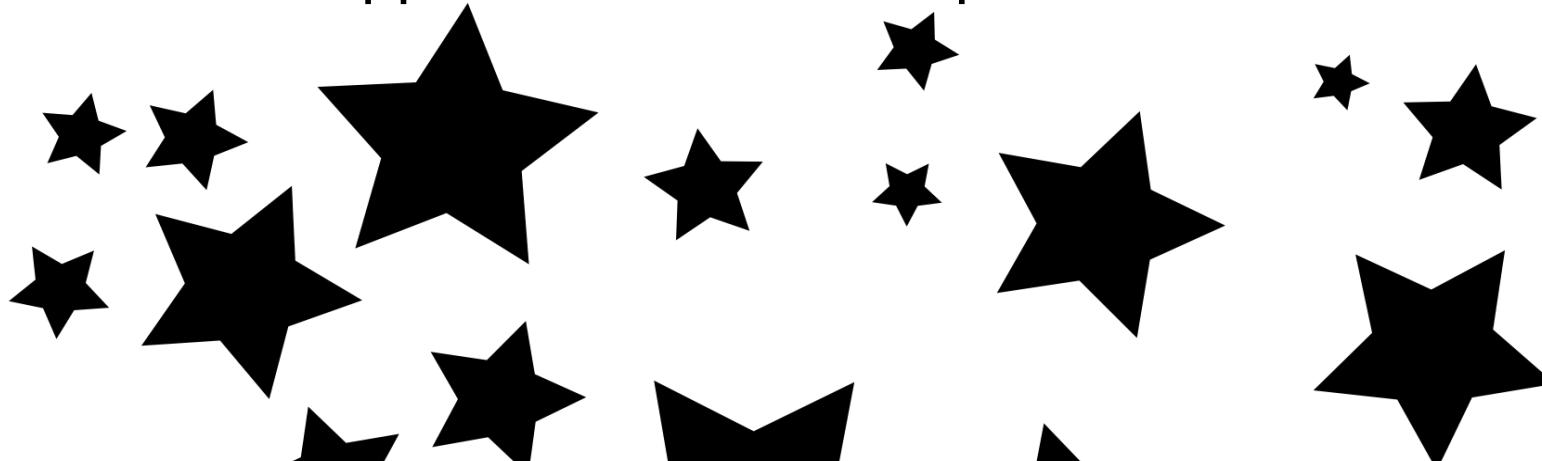
Best and Brightest - Recipients

- Of the **twenty-nine university-wide** Best and Brightest recipients:

  - Twelve are from seven different high schools in Saskatoon

  - The remaining sixteen are from fourteen communities in Saskatchewan, including three from Prince Albert

  - Five are Indigenous (Métis and First Nations)

  - One is from Alberta

  - All are exceptional leaders, learners, and future contributors to the University of Saskatchewan community

Best and Brightest Recipient Accomplishments

Recipients' activities involve:

- Conducted research on water contaminants, resulting in collaboration with faculty and government researchers

- Participated in political activism to support young, gender-queer youth in Saskatchewan, including through legal action

- Ran a baked goods business focused on providing desserts for those with dietary restrictions while donating revenues to the Saskatoon Food Bank

- Played a number of sports at a highly competitive level, including baseball at a national level, while maintaining a 95%+ average

UNIVERSITY COUNCIL

FOR INFORMATION

DATE OF MEETING: May 16, 2024

SUBJECT: Follow up- Requested Changes to March 21, 2024 Minutes

SUMMARY:

During the council meeting held on April 18, 2024, a concern was raised regarding a particular section of the March meeting minutes (page 7).

The Governance Office initiated discussions with concerned parties after the April meeting and a change was proposed to remove a word from the minutes. The original language and changed language are listed below:

Original:

A member commented on the seemingly laborious process to remove hateful messages from student reviews and inquired about a more streamlined process. The Vice-Provost of Students and Learning responded that the process seems to be working, but it open to ideas.

- Instructor reports comment to Department Head or Associate Dean
- The comment is then reported to the VP of Students and Learning for removal
- Conversation/ action is taken with the student

Changed:

A member commented on the laborious process to remove hateful messages from student reviews and inquired about a more streamlined process. The Vice-Provost of Students and Learning responded that the process seems to be working, but it open to ideas.

- Instructor reports comment to Department Head or Associate Dean
- The comment is then reported to the VP of Students and Learning for removal
- Conversation/ action is taken with the student

Further information will come forth in Business Arising of the May meeting, regarding clarity around processes concerning comments on student feedback forms.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: May 16, 2024

SUBJECT: **Doctor of Philosophy in Public Health**

MOTION: *It is recommended that Council approve the Doctor of Philosophy in Public Health program, effective September 2024.*

PURPOSE:
University Council has the authority to approve new degrees and degree-level programs.

CONTEXT AND BACKGROUND:
The College of Graduate and Postdoctoral Studies and the School of Public Health are proposing a new Doctor of Philosophy (PhD) program in Public Health.

A PhD program in Public Health was envisioned when the School of Public Health was first established. The new program will provide a research-focused program that emphasizes the Public Health Agency of Canada's (PHAC) domains of public health.   There is a growing demand for training and education in public health, and this program will position students to pursue a wide range of learning in a variety of public health disciplines.

The proposed program would be the first PhD in Public Health in Saskatchewan and would be one of just a handful of stand-alone programs in Canada.   Students would complete a minimum 12 credit units of coursework along with the completion of the candidacy process, an original research project, and a defense of dissertation.

A variety of pathways for admission are being proposed for the new program – a standard admission following completion of a Master's degree from a recognized university in a relevant discipline, transfer from a master's degree, as well as direct-entry option. The admissions requirements for each pathway are consistent with CGPS standards. Once up and running, the School of Public Health anticipates having between 15 and 25 doctoral students over ant given 4-year period.

CONSULTATION:
This change was reviewed by the Graduate Programs Committee on March 13, 2024 and determined that were some editorial changes needed as well as confirmation that the consultation process had been finalized. With GPC's support, the proposal was presented to the Academic Programs Committee at its April 24, 2024 meeting. The committee raised a number of concerns at that time about graduate student supervision, consultation, and collaboration with other departments. The proponents presented responses to the questions in writing and at the May 8, 2024 APC meeting. With their questions answered, the committee voted to recommend that Council approve the new program.

ATTACHMENTS:

1.   **PhD in Public Health**
2.   **School of Public Health response to APC questions with supporting information**

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

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: **306-966-5751**
Email: **grad.studies@usask.ca**

M E M O R A N D U M

To: Academic Programs Committee of Council

From: **Graduate Programs Committee, CGPS**

Date: April 17, 2024

Re: PhD in Public Health

The College of Graduate and Postdoctoral Studies is recommending the approval of a new PhD program in Public Health, delivered through the School of Public Health (SPH). The proposed PhD program would be the first doctoral program offered by the SPH and will align with the strategic priorities set by Health Canada and the Canadian Public Health Association. The proposed program will provide advanced training to students to pursue advanced careers in the growing field of Public Health and will train students in targeted areas (e.g., substance use and mental health, public health inequities and marginalized populations, quantitative public health) not offered anywhere else in Saskatchewan. The first student intake is expected for September 2024.

The proposed program includes options for standard, transfer from master's, and direct-entry admission, and expects to have 15 – 25 students enrolled over any given 4-year period. The program will require a minimum of 12 credit units of coursework and will include requirements for candidacy assessment and completion of a dissertation and defense.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the proposed program at its meeting on March 13, 2024. The committee found the proposed program to be well rounded with a clear rationale for the need and fit of the program within SPH. The committee met with program proponents who spoke with the committee and addressed concerns about funding and supervisory workload, employment of graduates, areas of research focus, and admission types. The committee recommended approval of the proposal with the following motion:

Motion: "To recommend approval of the PhD in Public Health, conditional on minor editorial edits, transfer policy alignment and consultation processes finalized"
Cottrell/Yang – CARRIED unanimously

The proponents addressed the required edits as confirmed by the Graduate Programs Committee Chair, Dr. Mark Eramian.

Attached please find the program proposal for the PhD in Public Health.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: PhD in Public Health

Degree(s): Doctor of Philosophy in Public Health

Field(s) of Specialization: Public Health

Level(s) of Concentration:

Option(s): N/A

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail):
Michael Szafron, School of Public Health, 306 966-5468, michael.szafron@usask.ca
Barb Fornssler, School of Public Health, 306-966-7894, barb.fornssler@usask.ca
Jaswant Singh, College of Graduate and Postdoctoral Studies, jaswant.singh@usask.ca

Date of implementation: July 1, 2024

Proposal Document

Please provide information which covers the following subtopics. 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:**

While public health in Canada, as a discipline, has been important over the past decades in addressing a wide range of health issues in the population, with the onset of the COVID-19 pandemic, the field, as an entity, has been at the forefront of research and practice, not only in Canada, but also the world. Despite the University of Saskatchewan (USask) being leaders in the world with respect to vaccine development and research, the USask School of Public Health (SPH) does not have a PhD program in the Public Health. Building on the strengths of our Master of Public Health program, accredited by the Agency for Public Health Education Accreditation (APHEA), the proposed PhD in Public Health will provide a research-driven PhD option at the USask that emphasizes the Public Health Agency of Canada (PHAC) domains of public health.

Public health is the organized effort of society to keep people healthy and prevent injury, illness and premature death (PHAC, 2022). Public health efforts are primarily focused on a broad spectrum of activities including disease surveillance, health promotion, disease and injury prevention, and health protection. Although these activities form the basis of public health research, in reality, public health is engrained in virtually all health disciplines including epidemiology, biostatistics, virology/biology/ vaccinology/immunology, public health care systems and approaches, evaluation of various medical treatments/programs/service delivery, unintentional accidents (falls, motor vehicle accidents, gun violence, drownings), occupational health, global health, climate change, adopting healthy cities along with advocacy and promoting awareness. The depth and breadth of public health provides a unique opportunity for the School of Public Health (SPH) at the USask to leverage its position as a leader in public health and offer advanced training for future public health practitioners and academics. A new PhD in Public Health program will enhance training opportunities, collaboration among students/faculty, and bolster the program to be a leading Public Health Graduate Program in Canada. The PhD in Public Health program will attract both domestic and international students, enhance course enrollment in the School of Public Health (SPH), and provide well-educated and prepared individuals to tackle public health challenges, especially amongst the Prairies, and elsewhere within Canada.

In addition to the training opportunities provided by the SPH, students in the proposed program will have access to multiple collaborative training and scholarly opportunities hosted across the health sciences at USask. These offerings include interprofessional education initiatives to foster and demonstrate interprofessional learning competencies, interdisciplinary research clusters supporting a wide range of research topics to address pressing health concerns, the annual life and health sciences research expo that includes prizes for outstanding student scholarship, and the newly launched miyo maskihkêwiyiniwak (Good Medicine People) initiative that provides a culturally safe space for students, faculty and staff to gather and learn together while improving the relationship between the healthcare system and First Nation, Métis & Inuit people.

The proposed PhD in Public Health program is a timely and strategic offering, building upon the recent demand and importance. For example, Health Canada recently announced its priorities for 2023-2024 which included addressing issues related to palliative and end-of-life care, home and community care, mental health and substance use (including the overdose crisis), primary care (including digital and virtual care), addressing chronic pain, and health human resources (Health Canada, 2023). These follow the priorities set by the Canadian Public Health Association that will focus on 1) strengthening public health systems and practice, 2) advance Truth and Reconciliation with Indigenous Peoples, 3) advance social justice, anti-oppression and anti-racism, 4) promote population mental wellness, 5) promote

action on the ecological determinants of health, and 6) enhance engagement and organizational sustainability (CPHA, 2022).

The PhD in Public Health program will provide advanced training to students providing the requisite skills for advancing their careers or in pursuing academia. The proposed program would be the first PhD in Public Health in Saskatchewan. The program will be key to training and retaining health practitioners/ academics in Public Health, and vital to ensuring the health and wellbeing of the province. The growing interest in public health research has been noticeable; SPH receives over 1000 applications to the Master's course-based program alone, and our Biostatistics, Epidemiology and Vaccinology PhD programs have accepted 150% more students in the past year. Having a PhD in Public Health program in place will also allow students at USask to continue their public health journey by enrolling in a PhD emphasizing new and targeted areas of Public Health training (e.g., Substance use and mental health, public health inequities and marginalized populations, and quantitative public health). These areas of focus will foster enhanced collaboration opportunities across the health science disciplines at USask by providing SPH students the structure and background for strong contributions to advanced practices in public health scholarship.

References:
Canadian Public Health Association (2022). Strategic plan 2021-2025. https://www.cpha.ca/strategic-plan-2021-2025
Health Canada (2023). https://www.canada.ca/en/health-canada/corporate/transparency/corporate-management-reporting/report-plans-priorities/2023-2024-departmental-plan.html

1b. 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 SPH shares the USask's vision of achieving excellence in research, discovery, and application (knowledge generation). The aims of the proposed PhD in Public Health program align with both USask's and SPH's priority and strategic plans. The proposed PhD program aligns perfectly with the USask signature areas of **Health and Wellness** and **Indigenous Engagement and Scholarship**, with a **One Health** approach to wellbeing. For example, the proposed PhD program aligns with the **Health and Wellness** signature area by drawing on research that combines public health, population health, epidemiology, occupational health, biomedical and clinical studies, Indigenous wellness and worldviews, global health, and the social sciences to increase public health knowledge, skills and competencies, and advocacy efforts. **Indigenous Engagement and Scholarship** is being developed as a certificate program in the SPH, and courses will be offered for students wanting to focus on this area or simply take a course to learn of Indigenous history. Exposure to these courses as part of the PhD program will enhance learning opportunities and outcomes for students. Students will learn of Indigenous ways of knowing that will contribute to wellbeing and inform approaches for addressing systemic racism and colonialism that contributes to poor health outcomes. The proposed PhD program also aligns with the **One Health** signature area by acknowledging the complex interplay between animals, humans and the environment. These relationships influence both the biomedical and sociocultural drivers of wellness and are impacted by the social determinants of health. This was very evident during the COVID-19 pandemic and in prior epidemics (e.g., SARS, Flu) where animals spread diseases to humans due to changing environments (e.g., habitat loss, changing climates). The PhD in Public Health program will take advantage of our faculty's involvement with VIDO with respect to both biomedical research, field epidemiology, and social research (e.g., vaccine uptake). There are multiple challenges including poor

access to water and food, environmental degradation, climate change, global health, decreased capacity of health care systems, poverty, and emerging disease, that are all intricately linked, and shape health population health outcomes, both in SK and in Canada, but globally. The proposed PhD program will offer courses and research opportunities to work in these signature areas, furthering USask's mission and reach. This PhD program will further promote the importance of public health in Canada and internationally, improve visibility, attract high quality students, improve graduate student training, and serve the community.

1c. 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 proposed PhD program is intended to attract three key student demographics: students with an interest in advanced graduate research in Public Health, students with an interest in public health in marginalized communities, and mature students or returning health professionals. Our priority is to host a program that meets the needs of public health practitioners and researchers.

Students with an interest in research: The demand of public health training is estimated to be as high as it has ever been in Canada due to the emergence of COVID-19 which has affected all aspects of the economy, health care, society and the environment. The proposed PhD program will provide an opportunity for students to pursue a wide range of disciplinary learning, enhancing the opportunities for public health practitioners, and filling gaps in programming that are not currently available in School of Public Health at USask.The current PhD programs in SPH are Vaccinology and Immunotherapeutics, Epidemiology, and Biostatistics (a collaborative initiative between the SPH and the Departments of Community Health & Epidemiology and Mathematics & Statistics). This limits opportunities for students interested in public health research to engage in more applied studies, and in areas that are not covered by the existing PhD programs in SPH (e.g., evaluation of health care services and programs, occupational health, substance use care) as they are heavily focused on quantitative methods rather than qualitative. Additionally, the PhD in Public Health program will serve to transition students from the master's level to the PhD level, increasing research capacity in the SPH and USask. The proposed PhD program will attract students across Saskatchewan, elsewhere in Canada, and across the world. There is also a great demand from health care professionals wanting to learn of research including industry and government in Canada and elsewhere.

Students with an interest in public health in marginalized communities: The public health approach to the PhD program complements the SPH commitment to Indigenization and enhanced engagement with Indigenous Determinants of Health. Reconciliation is a critical objective for Saskatchewan, Canada and for the University of Saskatchewan. SPH PhD students who take either individual courses or engage a focus area (multiple courses on the topic) are empowered to co-develop solutions to the health and wellness issues experienced by marginalized communities across the country. For example, there is a growing demand in Canada and internationally for highly trained researchers and professionals with disciplinary and/or interdisciplinary expertise in Indigenous health and wellness. The proposed PhD program will provide an opportunity to enhance non-Indigenous domestic and international students' understanding of the field of Indigenous Health and consequently will be of interest to many stakeholders in the field of public health and Indigenous health and wellness.

Mature Students and Returning Health Professionals: The proposed PhD program will uniquely complement the experience and knowledge of mature and returning students. Mature students

frequently provide an experiential perspective in the classroom and are more likely to choose employability-focused programs with a clear understanding of their future career path. Practicing allied health professionals and returning public health professionals will inform course content with real-world examples and policy concerns. The PhD program will support public health professionals and allied health practitioners in their career advancement, networking, and bring innovation to their public health practices. Enhanced training and development opportunities, such as this PhD program, can support employee retention and empower future health leaders, two key aims of public health core competencies in Saskatchewan and across Canada. Addressing public health research will offer a unique learning opportunity for these students as courses and research opportunities to consider a broad range of perspectives that often fall outside of formalized structures in the health system. The proposed PhD program will enable researchers and practitioners to make significant contributions to various fields, resulting in improvements in public health delivery and practice in Canada and beyond. Courses that comprise the majority of the PhD program will be delivered online or on-campus with hybrid and asynchronous options to facilitate program access. The SPH at USask has led the development of hybrid and asynchronous learning models through its Master of Public Health program and looks forward to fostering these approaches at the PhD level.

1d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

This PhD program would be the first Public Health doctoral program in Saskatchewan. The focus is on flexibility for faculty and students to access a wide variety of courses and subject areas, to provide a broad range of disciplinary engagement that will attract students interested in public health. As noted in section 3 of this proposal, PUBH 804 "Foundations in Public Health" provides all incoming SPH students in public health with an essential overview of the 2024 PHAC core competencies, reflecting current aims in Public Health and fostering student engagement aligned with their interests. Utilizing the PHAC competencies as common ground allows SPH to integrate diverse background training and experience fostering innovation in the field of Public Health while aligning with other health science disciplines.

There are only a few Public Health PhD programs in Canada. The three current PhD programs in Public Health are at the University of Toronto, the University of Alberta, and the University of Montreal (program is in French language only). There are topically similar PhD programs in Canada that include public health and related fields in their course curriculums, such as the University of Ottawa (Population Health), Dalhousie University (Health), McMaster University (Global Health), McGill University (Epidemiology and Biostatistics), University of Waterloo (Public Health Sciences), Queen's University (Public Health Sciences), University of British Columbia (Population and Public Health), University of Guelph (Population Medicine) and the University of Lethbridge (Population Studies). However, the proposed PhD in Public Health at USask would emphasize topical and timely focus area streams, including Substance use and Mental Health, Social Justice in Public Health, Public Health Inequities and Marginalized Populations, and Quantitative Public Health (inclusive of biostatistical and epidemiological training). These topic areas complement the existing and growing expertise of SPH faculty and certificate program opportunities that exist or are being developed by SPH. These topic areas align with and complement the 2024 core competencies of Public Health in Canada.

The only similar PhD program at USask is the PhD program in Community and Population Health Sciences (CPHS) in the Department of Community Health and Epidemiology (CH&E) in the College of Medicine. Due to the similarities between public health and population & community health, the proposed PhD program has similarities with the CPHS PhD. However, the proposed PhD program differs

from the CPHS PhD just as public health differs from population & community health. While the two are different, they can be viewed as opposite sides of the same coin and are complementary. Hence the proposed PhD and the CPHS PhD are also complementary, each designed to address similar health challenges but each from unique perspectives. Key differences between the two programs are the research areas of the faculty and our proposed PhD has a broad focus of public health, follows the PHAC core competencies of public health, and provides training in policy, research, and public health practice. SPH anticipates that the proposed program's primary source of students will be graduates from SPH's existing Master of Public Health (MPH) program. Many MPH graduates have expressed an interest in specializing in a public health topic from their MPH training, but SPH currently does not offer an advanced degree that allows the students to develop this specialization. Hence SPH's MPH program is anticipated to be a feeder program for the proposed PhD.

2. Admissions

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

Three pathways to admission in the proposed PhD program are detailed below and aligned with other PhD programs at USask including A) Standard Admission, B) Transfer from incomplete Master's Degree Admission, and C) Direct Entry from a completed Bachelor's Degree Admission.

Standard Admission Requirements:
- Master's degree (or its equivalent) from a recognized university in a relevant academic discipline.
- A cumulative weighted average of at least a 70% (USask grade system equivalent) in the coursework required in their master's program.
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- A letter of support from the applicant's proposed doctoral supervisor.
- A statement/letter of intent: a two-to-three-page document stating research and academic interests, along with related experience.

Transfer from incomplete Master's Degree Admission:
- Students may be allowed to transfer into the PhD program directly from a Master's program after the end of the first year and no later than end of the second year of the Master's program.
  - Transfer students must have completed at least 9 credit units (CU's) of coursework at the 800-level (at Usask, or equivalent from a recognized university).
  - Have an average of at least 80% at the graduate level (Usask grade system equivalent).
  - Provide evidence of research achievement (e.g., evidence of significant contribution to a peer-reviewed publication or adjudicated research report)
  - Provide a statement/letter of intent: This is a two-to-three-page document stating research and academic interests, along with rationale for transfer to PhD level of study.

- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- A letter of support from the applicant's proposed doctoral supervisor.
- The student must have demonstrated substantial promise as measured by academic accomplishments, the acquisition of discipline-specific knowledge, and the potential for research, as assessed by the advisory committee.

Direct Entry from a completed Bachelor's Degree Admission:
With the recommendation of the PhD in Public Health Advisory Committee, PhD admission is available to exceptional students who show outstanding promise and potential for academic research. To apply for direct entry applicants must have:
- A Bachelor's Degree Honours (or its equivalent) from a recognized university in a relevant academic discipline.
- A cumulative weighted average of at least 80% in the last two years of undergraduate study (i.e. 60 credit units of course work).
- Provide evidence of research achievement (e.g., evidence of significant contribution to a peer-reviewed publication or adjudicated research report)
- Provide a statement/letter of intent: This is a two-to-three-page document stating research and academic interests, along with rationale for transfer to PhD level of study.
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- A letter of support from the applicant's proposed doctoral supervisor.
- The student must have demonstrated substantial promise as measured by academic accomplishments, the acquisition of discipline-specific knowledge, and the potential for research, as assessed by the advisory committee.

Assessment Process for Non-Standard Admission:
To transfer into the SPH PhD program from a Master's program or directly after a completed Bachelor's honours degree, a student must successfully complete the qualifying process. The qualifying process consists of the student presenting to the members of a committee (i.e. the student's PhD advisory committee upon successfully completing the qualifying process) an existing published peer-review article that is focused on foundational knowledge relevant to their proposed area of research. The qualifying presentation consists of the student completing a 20-minute verbal presentation about the existing peer-reviewed article and addressing questions about the article posed by advisory committee members. The process should ideally be no more than 2 hours in length and mirrors the process of a master's level thesis defence. The article on which the qualifying process is based would be selected by

the student's advisory committee and approved by the PhD in Public Health Program Advisory Committee.

Please note that requirements for program completion (E.g. Candidacy and Program Completion) are detailed in Section 3 below.

3. Description of the program

Based on the existing strengths within the SPH, PhD in Public Health students will have the opportunity to pursue research in specific public health fields covering a variety of interdisciplinary topics —from addressing health inequities in marginalized population to health promotion and program evaluation. The PhD in Public Health program will enhance training opportunities, collaboration among students/faculty and prepare graduates to tackle public health challenges in Canada and internationally.

The proposed PhD program consists of completing a minimum of 12 credit units (c.u.): 6-c.u. will be required courses, and 6 c.u. will be elective courses complementing the student's area of research. Coursework is followed by completion of the candidacy process; engaging in and completing project research; receiving permission to write; completing a pre-defense; and successfully defending the dissertation.

The courses associated with the program and a description of the candidacy process are further described in Section 3a of this proposal.

3a. What are the curricular objectives, and how are these accomplished?

The overarching aim of our proposed PhD in Public Health program is to provide students with applied research and analytical skills needed for Public Health work in academia and professional practice. The specific objectives of the program are to:
1. Attain knowledge to formulate expertise in a specific public health area;
2. Develop advanced research skills that are needed to address emerging topics in the public health area of expertise;
3. Collaborate across health science disciplines to integrate diverse perspectives in research and practice;
4. Learn about, and implement, ethical practices in public health research; and
5. Foster respect, empathy, and inclusion for improved health outcomes for individuals, in community, and in health systems.

The proposed PhD program requires students to complete a minimum of 12 CU's of graduate coursework followed by other milestones including completion of the candidacy process, an original research project, and defense of the dissertation. Similar to the approved V&I PhD program, we will offer the PhD in Public Health based on faculty expertise.

As the SPH PhD in Public Health grows, we anticipate the development of focus areas into formal program streams. These future streams 'unique areas of focus' are outlined in the table below to emphasize the potential for program growth and expansion over time. Currently three areas of focus have been identified in SPH, which means students may opt to focus their program of study toward Substance Use and Mental Health, Public Health Inequities and Marginalized Populations, or Quantitative Public Health. As the expertise of SPH's faculty evolves, SPH will further develop the PhD

program to include formal streams in these areas. Unique Areas of Focus are included below to demonstrate the potential for the program to evolve and adapt to future public health challenges.

The PhD in Public Health coursework must minimally consist of 1) PUBH 804 Foundations in Public Health, 2) One advanced research methods course approved by the student advisory committee, and 3) Course electives relevant to the student's area of focus and approved by the student advisory committee. Curricular objectives are outlined in the table below. Our shared vision in the School of Public Health is that Public Health in Canada will evolve over time, this is why potential options for future focus areas are provided in this application. Having an adaptable program allows for the most current and pressing needs in Canada to be integrated in ongoing programs.

Curricular Objectives		
	Required Courses	**Elective Courses**
PhD in Public Health	PUBH 804: Foundations of Public Health+ Advanced research methods course* GPS 960.0 Introduction to Ethics and Integrity GPS 961.0 - Ethics and Integrity in Human Research, if research involves human subjects GPS 962.0 - Ethics and Integrity in Animal Research, if research involves animal subjects PUBH 990.0 - Public Health Seminar PUBH 996.0 - Research Dissertation	Minimally two 3-c.u. courses as determined by the student advisory committee*
+ If a student has already taken PUBH 804, the student advisory committee will approve a substitute course * To be approved by the student advisory committee.		
Unique Areas of Focus (Potential Options for Future Streams)		
	Substance Use and Mental Health	PUBH 847.3 Studies in Addictions PUBH XXX.3 Advanced Concepts in Harm Reduction (Special Topics offering 2024 summer)
	Public Health Inequities & Marginalized Populations	PUBH XXX.3 Social Justice & Public Health Outcomes (In development) PUBH XXX.3 Maternal and Infant Health (In development) ERES 810.3 Indigenous Research Epistemology and Methods JSGS808.3 Ethical Leadership & Democracy in Public Service Courses offered through the Western Dean's Agreement (e.g. SPPH 579 at UBC: Collecting, analyzing and using public health data in Indigenous Communities)
	Quantitative Public Health	PUBH 811.3 Biostatistics for Public Health II PUBH 842.3 Current Biostatistical Methods and Computer Applications PUBH 843.3 Advanced Topics in Analytical Epidemiology Level III

		PUBH 846.3 Analytic Methods in Epidemiological Research II

Candidacy Process

The purpose of the candidacy process is to determine whether the student has a substantive knowledge of the field of public health. Within the first 24 months of a student's registration in their PhD program, they must:

1. Complete all program requirements except the research forming the basis of the student's dissertation.
2. After the student completes all the course requirements, they will prepare the literature review portion of their PhD research proposal/dissertation and defend it. The literature review should end with the proposed objectives and associated research questions for the PhD research. Upon the student's performance during this meeting, the advisory committee can recommend additional coursework or other learning opportunities that the student needs to complete before beginning the final stage of the process.
3. The final stage of the Candidacy process is a student must successfully defend their complete PhD research proposal.

Note: In the Candidacy process the defence consists of the student completing a 20–25-minute presentation on their prepared written document and then answering questions related to the literature needed for the area of research. The process should ideally be no more than 2 hours.

3b. 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.

Since 2012, the SPH at USask has been a leader in **multi-modal course delivery** for public health. The SPH offers courses available on campus, online or a combination of both (hybrid). This model allows for both synchronous and asynchronous course delivery. This is one reason for the success and high enrollment in our current graduate programs, specifically the Master of Public Health program where students can enroll in courses from a distance. The SPH has extensive experience offering course programming in these formats: in-person (face-to-face), remote livestream (Zoom facilitated attendance), and asynchronous online (Canvas modules with recorded lectures). The SPH courses are usually offered via all three delivery methods for students to enhance access and program learning outcomes. The proposed PhD program will draw on this strength in the SPH to provide multiple learning engagement options that will appeal to a diversity of learners at USask for full and part-time graduate students.

3c. Provide an overview of the curriculum mapping.

The curriculum of the PhD program aligns with the core competencies of public health in Canada (PHAC 2007). Each of the seven competency areas are identified and accompanying learning outcomes are provided in the table below. Competency is defined as the ability to apply knowledge in practice. Primarily the SPH PhD program will draw on existing courses in our current graduate programs while ensuring the flexibility for student committees to provide the range of course options required for proficiency across domains of public health. **Elective courses** will each align differently with the public health competency domains, so these outcomes are not indicated in the table below. It is preferred by

SPH Faculty that committees ensure PhD students are addressing at least four of the seven domains of public health in their elective coursework. The **required courses** of PUBH 804 alongside the advanced research methods class, will ensure competency across public health domains and elective courses will provide the opportunity to practice and enhance the skills related to those competencies. Curriculum mapping is outlined in the table below

Curriculum Mapping			
Domain of Public Health	**Courses**		
	PUBH 804 3cu	**Advanced Methods 3cu**	Elect. Course 6cus
1. Public Health Sciences *Category includes key knowledge and critical thinking skills related to the public health sciences: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries.			
1.1 Demonstrate knowledge of the following concepts: the health status of populations, inequities in health, the determinants of health and illness, strategies for health promotion, disease and injury prevention and health protection, as well as the factors that influence the delivery and use of health services.	X		
1.2 Demonstrate knowledge about the history, structure and interaction of public health and health care services at local, provincial/territorial, national, and international levels.	X		
1.3 Apply the public health sciences to practice.	X		
1.4 Use evidence and research to inform health policies and programs.	X	X	
1.5 Demonstrate the ability to pursue lifelong learning opportunities in the field of public health.	X	X	
2. Assessment & Analysis *Category describes the Core Competencies needed to collect, assess, analyze and apply information (including data, facts, concepts and theories). These competencies are required to make evidence-based decisions, prepare budgets and reports, conduct investigations and make recommendations for policy and program development.			
2.1 Recognize that a health concern or issue exists.	X	X	
2.2 Identify relevant and appropriate sources of information, including community assets and resources.	X	X	
2.3 Collect, store, retrieve and use accurate and appropriate information on public health issues.	X	X	
2.4 Analyze information to determine appropriate implications, uses, gaps and limitations.	X	X	
2.5 Determine the meaning of information, considering the current ethical, political, scientific, socio-cultural, and economic contexts.	X	X	
2.6 Recommend specific actions based on the analysis of information.	X	X	
3. Policy & Program Planning, Implementation & Evaluation *Category describes the Core Competencies needed to effectively choose options, and to plan, implement and evaluate policies and/or programs in public health. This includes the management of incidents such as outbreaks and emergencies.			
3.1 Describe selected policy and program options to address a specific public health issue.	X	X	
3.2 Describe the implications of each option, especially as they apply to the determinants of health and recommend or decide on a course of action.	X		
3.3 Develop a plan to implement a course of action taking into account relevant evidence, legislation, emergency planning procedures, regulations and policies.	X	X	
3.4 Implement a policy or program and/or take appropriate action to address a specific public health issue.	X	X	
3.5 Demonstrate the ability to implement effective practice guidelines.	X		

3.6 Evaluate an action, policy or program.	X	X		
3.7 Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.	X	X		
3.8 Demonstrate the ability to fulfil functional roles in response to a public health emerg.	X			
4. Partnerships, Collaboration & Advocacy *Category captures the competencies required to influence and work with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimizes performance through shared resources and responsibilities. Advocacy–speaking, writing or acting in favour of a particular cause, policy or group of people–often aims to reduce inequities in health status or access to health services.				
4.1 Identify and collaborate with partners in addressing public health issues.	X	X		
4.2 Use skills such as team building, negotiation, conflict management and group facilitation to build partnerships.	X	X		
4.3 Mediate between differing interests in the pursuit of health and well-being, and facilitate the allocation of resources	X			
4.4 Advocate for healthy public policies and services that promote and protect the health and well-being of individuals and communities.	X			
5. Diversity & Inclusiveness *Category identifies the socio-cultural competencies required to interact effectively with diverse individuals, groups and communities. It is the embodiment of attitudes and practices that result in inclusive behaviours, practices, programs and policies.				
5.1 Recognize how the determinants of health (biological, social, cultural, economic and physical) influence the health and well-being of specific population groups.	X			
5.2 Address population diversity when planning, implementing, adapting and evaluating public health programs and policies.	X	X		
5.3 Apply culturally relevant and appropriate approaches with people from diverse cultural, socioeconomic and educational backgrounds, and persons of all ages, genders, health status, sexual orientations and abilities.	X	X		
6. Communication * Category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.				
6.1 Communicate effectively with individuals, families, groups, communities and colleagues	X	X		
6.2 Interpret information for professional, non-professional and community audiences.	X	X		
6.3 Mobilize individuals and communities by using appropriate media, community resources and social marketing techniques.	X	X		
6.4 Use current technology to communicate effectively.	X	X		
7. Leadership *Category focuses on leadership competencies that build capacity, improve performance and enhance the quality of the working environment. They also enable organizations and communities to create, communicate and apply shared visions, missions and values.				
7.1 Describe the mission and priorities of the public health organization where one works, and apply them in practice	X			
7.2 Contribute to developing key values and a shared vision in planning and implementing public health programs and policies in the community.	X	X		
7.3 Utilize public health ethics to manage self, others, information and resources.	X	X		
7.4 Contribute to team and organizational learning in order to advance public health goals.	X			
7.5 Contribute to maintaining organizational performance standards.	X			
7.6 Demonstrate an ability to build community capacity by sharing knowledge, tools, expertise, and experience.	X	X		

3d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses reflect the domains of public health and core competencies of the profession to enhance understanding, innovation, and the application of learning outcomes.

- Synthesis of knowledge is fundamental for the proposed PhD program. Students in the PhD program will enroll in their desired stream to enhance their understanding of their chosen topic area. Students will not only be able to synthesize existing and acquired knowledge, but they will also demonstrate this synthesis as part of carrying out course related projects, and through their comprehensive exams and thesis. Students may also demonstrate knowledge synthesis through participation in the Annual Life & Health Sciences Research Expo or engaging interprofessional education opportunities hosted in the health sciences along with other knowledge exchange events at USask.

- Analysis pertains to various activities including analytical assessments of public health issues and analyses of public health problems through statistics (epidemiology and biostatistics). Analytical skills are at the forefront of existing public health courses offered in SPH. Students will learn how to use statistics to solve real world problems and are embedded in current SPH courses including SPH electives. Additionally, through courses offered in other departments, students can also take additional elective courses (e.g., CHEP 818 Advanced Qualitative Health Research Methods in Population and Public Health, CHEP 820 An Introduction to Critical Realism its Methodology and Practice, CHEP 814 Closing the Gap: Global Health and Social Inequities, INDG 871 Indigenous Women: Feminism, Politics, and Resistance, INDG 833 Indigenous Genocide, ANTH 804 Medical Anthropology) to improve their skills.

- Application is a focus of this PhD program. Students will apply the methods and knowledge acquired to address real-world problems that produce tangible solutions. This work will be done in the form of class activities and through student's thesis activities.

- Critical Thinking is required throughout the PhD program. To complete the assignments and final projects in the different courses, participants will be required to apply appropriate public health knowledge and associated methodologies. Also, critical thinking will be required to satisfactorily complete the qualifying process and thesis defense.

- Problem Solving is an essential component of all required and elective courses in the PhD program. Each of the core courses identified above contains descriptions related to solving problems.

3e. Explain the comprehensive breadth of the program.

The proposed PhD program allows students to develop skills and core competencies, while also exploring the complexities, depth and breadth of various public health research areas. Throughout their courses and thesis, students will utilize relevant information (e.g., literature) that is related to their areas of interest, meeting the criteria in the *Public Health Sciences Domain*. Learning and applying research methods towards their thesis demonstrates the core competency of *Assessment and Analysis*. Additionally, by combining their knowledge of the literature and the findings from their thesis, students

will be able to propose solutions that address current public health issues, demonstrating competence in *Policy and Program Planning, Implementation and Evaluation* domain. A key feature of the PhD program is the translation of research evidence and analysis towards knowledge translation. Students will have the opportunity to present and write their results through conference presentations and manuscripts, as well as potential opportunities to present for stakeholders who may be part of student's studies. It is possible that students may also conduct verbal and written interviews. These knowledge translation avenues, either oral or written, meet the *Communication* competence. Students will also be encouraged to work with stakeholders as part of their thesis and collaborate with other students and faculty, meeting the competency in Partnerships, Collaboration and Advocacy. As part of the PhD program, students will also learn leadership skills. This encompasses working with others and taking a lead role in research activities. This meets the *Leadership* domain which also includes aspects related to communication (need to be a strong communicator to be a leader). APHEA promotes high quality, socially accountable and ethical education practices to develop public health workforces throughout the world.

The proposed PhD program will prepare students to take leadership positions, whether this is within the health care sector or advancing to future Post-Doc and Professor opportunities. The opportunities afforded within the PhD program will position students with the skills and experience needed to address public health challenges in Saskatchewan, within Canada and beyond, and will further situate the School of Public Health as a leader in public health research in Canada. The PhD program will train students on theory (theoretical models and frameworks), knowledge generation from the scientific literature, data collection and analyses, communication and knowledge translation activities, all required for jobs in the health care sector and within academia. Thus, students will be directly applying their skills and knowledge to improve health outcomes for communities and the larger population. This program is designed to allow individuals from a variety of backgrounds, disciplines and life circumstances to complete the PHD program including graduate students, public health practitioners, and allied health professionals.

3f. 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.

Goal 1. Pursuit of truth and understanding: The PhD program requires that students apply critical and creative thinking to problems, including analysis, synthesis, and evaluation. This achievement requires openness to different ways of learning and knowing that are pursued collectively and independently across coursework and in their thesis. Students must possess intellectual flexibility, the ability to manage change, open-mindedness with the unfamiliar, and an enthusiasm for life-long learning.

Goal 2. Pursuit of knowledges: Students must achieve comprehensive knowledge of their subject area, discipline, or profession. They must understand how their subject area may intersect with related disciplines, perspectives, and worldviews different including Indigenous views (for those enrolled in the Indigenous stream or those taking public health Indigenous courses). Moreover, students must understand how their subject area, discipline or profession connects to and impacts individuals, communities and the larger population. Students must utilize and apply their knowledge with respect to all individuals, regardless on their perspective in generating knowledge and how scientific understanding is considered as part of decision-making and planning processes.

Goal 3. Pursuit of integrity and Respect: Students should exercise intellectual integrity and ethical behaviour in a collaborative and collegial manner. Students will recognize that the pursuit of

knowledges along with truth and understanding in public health means embracing the recognition of difference as a strength for addressing moral and ethical issues across worldviews and disciplinary training. They will recognize and think through moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews. Moreover, students should recognize the limits to one's knowledge, skills and understanding, and act in accordance with these limits. Finally, students should develop understanding and appreciation for their own perspectives, strengths and worldview, while demonstrating mutual and reciprocal respect for the diverse perspectives, strengths and worldviews of others and their communities.

Goal 4. Pursuit of Skills and Practices: Students should develop and apply appropriate skills of research, inquiry and knowledge creation and translation. Students should communicate clearly, substantively and persuasively in different academic, professional, and cultural contexts. Students should be able to locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness. Sharing the application of evidence-based approaches to care through the PhD program, and through students' thesis, promotes the acquisition of substantive and persuasive communication for change in the translation of this knowledge.

Goal 5. Individual and Community Pursuits: Students should commit to positive growth and change for oneself and for local, national and global communities. They should act with confidence and strength of purpose for the good of oneself and the different communities represented on our campuses. Students should embrace responsibilities to oneself and others in ways that are authentic and meaningful. Finally, students should share knowledge as acts of individual and community responsibility. The proposed PhD program will improve public health practices and activities and contribute to greater feelings of community and wellbeing.

3g. Describe how students can enter this program from other programs (program transferability).

Please see Section 2 Admissions for detailed information regarding transferability. In short, we are aligned with CGPS policy regarding minimal requirements for entry to program. Individuals from programs outside USask should meet these PhD program entrance requirements.

3h. 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.

We will evaluate the success of the program via enrolment in the PhD program and satisfaction of students who complete the PhD program. These outcomes can be assessed through enrollment numbers and satisfaction surveys/exit interviews of PhD students. During the four years of the PhD program, students will be asked to provide feedback to the program director at the end of year 1, at program exit and a year following completion of the PhD program. This feedback will provide a description of the program strengths and weaknesses with the aim of improving the structure of the program (ongoing assessment for improved performance is preferred). Also, we will track enrolment over the first five years of the program to determine if we are attracting enough students to the PhD program. This information will also inform the focus areas and potential development of streams of specialization in the future.

3i. 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 proposed PhD program is a research-based program. Consequently, accreditation or certification is not required. Note that the courses we are using for the PhD program include courses from our MPH program accredited by the Agency for Public Health Education Accreditation (APHEA). The PhD program will not interfere with APHEA accreditation but will complement the content.

4. Consultation

4a. 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?

The proposed PhD program complements the Master of Public Health Thesis option currently offered in the School of Public Health, as well as other health related graduate programs across USask and elsewhere in Canada. Similar to the Collaborative Biostatistics Program, the SPH envisions many opportunities for shared course initiatives and additional collaborations with other Health Sciences on campus. The broad focus of public health, particularly among our areas of focus, provides training in policy, research, and public health practice. There is increased recognition of the importance of public health as a primary prevention approach across a wide range of disciplines including medicine, nursing, social work, dentistry, psychology, kinesiology, pharmacy and nutrition, rehabilitation sciences, and policy. Students enrolled in any allied health field will benefit from this Public Health led PhD Program since the field of public health provides the theoretical, methodological, and applied research skills to address pressing health issues across fields of professional specialization and broadly in our communities. While each allied health profession provides unique and specialized practices, the field of public health addresses the connections between these fields of care and across the continuum of care by taking account of larger population health drivers identified as social determinants of heath.

The SPH anticipates the proposed PhD program will also increase thesis program uptake among graduate students and increase research capacity of the SPH. It is anticipated that many graduate students will seek admission into the PhD in Public Health program that is grounded in the public health competencies of Canada and receive the advanced training in public health. Given the PhD is a terminal degree, students can seek additional training as a Post-Doctoral Fellow at the USask following doctoral training completion, or access post-graduate programs at other institutions. National level health agencies are expanding in alignment with pressing health needs and the leadership potential for PhD trained graduates in the field is apparent. This is an opportunity for SPH graduates to fulfil the USask vison of being what the world needs. The world needs PhD trained Public Health researchers and practitioners.

4b. 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.

Consultation Completed:
- School of Public Health – Academic Programs Committee to reviewed and provided approval of the PhD program in December 2023.
- Gwenna Moss Centre of Teaching and Learning –
  - Sara Dzaman, Educational Development Specialist. Provided feedback regarding PhD program structure in July 2023.

- Dr. Walter Siquera; Dean of the College of Dentistry
- Dr. Solina Richter; Dean of the College of Nursing
- Dr. Loleen Berdahl; Executive Director, Johson Shoyama Graduate School of Public Policy
- Dr. Adam Baxter-Jones; Interim Associate Provost, Health Sciences (Letter pending)
- Dr. Sylvia Abonyi; Department Head, Community Health and Epidemiology; College of Medicine (Email, Zoom meeting & Proposal edits integrated)

Consultation Emails Sent:
- Dr. Joel Lanovaz; Dean of the College of Kinesiology
- Loleen Berdahl; Executive Director, Johnson Shoyama Graduate School of Public Policy
- Dr. Jane Alcorn; Dean of the College of Pharmacy and Nutrition
- Dr. Ken Wilson; Department Head, Indigenous Studies
- Dr. Janet Tootoosis; Vice-Dean Indigenous Health, College of Medicine

4c. 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.

The PhD in Public Health does not require resources from colleges outside the sponsoring unit. However, the opportunity to collaborate with allied health professions and generate collaborative relationships to enhance student learning outcomes is essential for future successes in public health both academically and professionally. Drawing on the SPH experiences in the Collaborative Biostatistics program (an initiative between the SPH, Department of Community Health and Epidemiology, and Department of Mathematics and Statistics), multiple biostatistics courses are already offered for SPH students which complements the focus area of quantitative public health. The recently approved certificate in substance use health and wellbeing led by Dr. Barb Fornssler in SPH will complement the focus area of substance use and mental health at the PhD level. Additionally, Dr. Amanda Froehlich Chow is developing a certificate program focused on Indigenous Public Health. Dr. Froehlich Chow consulted with and received approval for SPH students to take ERES 810.3, complementing the focus area of Public Health Inequities and Marginalized Populations. We look forward to enhancing collaborations, developing additional courses to be hosted in the SPH, and fostering the advancement of topical streams as the PhD in Public Health program matures.

4d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

Appropriate resources are available to support learning outcomes in the PhD program. No additional resources are required beyond the scope of existing materials utilized in the SPH.

4e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

Please see section 4b for consultation information. Additional consultation with accreditation bodies is not applicable.

5. Budget

5a. 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).

All classes for the proposed PhD program, except potential elective courses, are part of the normal teaching assignments of SPH faculty. The potential for students to request registration in courses outside SPH as electives was included with the program consultation identified in section 4b of this proposal. Importantly, courses required for completion of the proposed PhD program are already offered as part of other SPH programs (e.g., MPH Thesis) so would be offered regardless of whether individuals are enrolled in the proposed PhD program or not. Teaching assistants are normally hired to assist faculty with course instruction as a standard practice in the SPH programs. While individuals enrolled in this PhD program may require additional time from faculty, this is anticipated to be within the usual workload fluctuations associated with the course or student instruction and no additional resources beyond those already allocated will be required.

5b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

No new courses are being offered for the sole purpose of this PhD program. Since no additional courses are being added and the courses are all offered for our existing programs, no existing courses or programs need to be eliminated to make available the faculty time needed to teach the courses within the PhD program.

5c. How are the teaching assignments of each unit and instructor affected by this proposal?

The courses forming the proposed PhD program are part of faculty's current annual teaching assignments. While the students in this PhD program will marginally increase the class sizes, we do not anticipate the increase to be beyond the current maximum class sizes that are already factored in as part of our current process for assigning teaching duties.

5d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

The courses forming the proposed PhD program are primarily offered through SPH, no additional resources are required to support the proposed PhD program. The proposed program will help ensure that the courses in the program have higher enrolments, thus generating additional revenue and better utilizing existing resources.

5e. 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.

The proposed PhD program will not be offered in a distributed context.

5f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.

The PhD in Public Health is not interdisciplinary as defined by USask and is located in the School of Public Health. Students may inquire about availability of elective courses with other departments/colleges, but enrolment is at the discretion of the host college or department and not required.

5g. 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?

SPH does provide scholarship funding to each of its programs. The PhD in Public Health Program students will be able to apply for this scholarship money. The SPH offers teaching assistantships to its senior graduate students (not a scholarship). These students will also be able to apply to the scholarships offered by CGPS.

PhD students will be encouraged to apply for graduate student awards once they have been admitted to their program. Awards will be allocated by the respective Public Health Program Committee. The amount of funding available and value of each award will vary annually. Once students have entered their program, they may apply to the program committee for any funding available. Scholarships are usually awarded on the basis of academic merit. Students will also be encouraged to apply for tri-council scholarships.

To promote accessibility to the program, the program is offered through several modalities (face-to-face and online, live-streamed and asynchronous). Allied health professionals may also be able to access professional development funds to support their enrollment in the proposed PhD program.

5h. 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).

The tuition for the proposed program will follow the tuition model provided by the USask thesis-based programs. In 2023-24, the projected doctoral tuition rates are $1,644.00 per term for both domestic and international students. In 2023-24, the projected total tuition cost for the entire PhD program would be $19,728 for domestic and international students, respectively. Tuition rates will be adjusted accordingly for the 2024-25 academic year based on USask guidelines.

5i. 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 new resources are needed to support the program; thus, no new incremental costs are necessary. While there will likely be some increase in indirect costs due to a higher student headcount, we expect that any increase in indirect costs will be offset by an increased proportion of unrestricted provincial operating grant revenue (due to student headcount).

5j. 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? Whatt is the maximum enrolment, given the limitations of the resources allocated to the program?

Based on expressed interest in the program, we estimate the PhD program will have between 15-25 doctoral students over any given 4-year period. There is no minimum enrolment requirement since the proposed PhD program draws on existing courses in the SPH or cognate offerings.

5k. 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?

As detailed in section 5h, the tuition rates for doctoral students are $1,644.00 per term for both domestic and international students. In 2023-24, the projected total tuition cost for this 4-year PhD program would be $19,728 for domestic and international students, respectively. Assuming a minimum of 15 students in the PhD in Public Health program over a given 4-year period, we can expect a minimum yearly tuition of $73,980.

5l. 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?

Since the program uses currently allocated resources, the program will generate additional tuition revenue without increased incremental costs. There is therefore no enrolment number that must be met for the program to be independently sustainable. The proposed PhD program is intended to utilize existing resources and increase enrolments in existing courses.

5m. 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).

Since the proposed PhD program utilizes courses currently offered through SPH, there are no anticipated incremental costs associated. The proposed PhD program will help ensure that the courses in the program have higher enrolments, thus generating additional revenue and better utilizing existing resources.

5n. 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 indicate any anticipated surpluses/deficits associated with the new program

Since the proposed PhD program utilizes courses currently offered through SPH, there are no anticipated incremental costs associated. The program will be revenue-generating to support the School's multi-year financial sustainability plan.

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 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

University of Saskatchewan
Financial Implications - New or Major Revision of Existing Program Proposal

Program Information:

1 Name of the program:

PhD in Public Health

2 Sponsoring unit (department/college/school):

School of Public Health

3 Is this an interdisciplinary program? If yes, provide details:

No, this is not an interdisciplinary program

4 Is there a formal agreement required with any parties external to USask for this program?

No

Enrolment Expectations:

5 What is the projected student enrolment in the program initially, and over time, and on what evidence is the projection based?
Comment upon whether the program is primarily designed to: a) cater to graduates of sponsoring college/school/USask, b) meet a provincial demand (as presented in the SK Growth Plan), c) meet national demand, or d) meet an international demand?

We anticipate an enrollment of 10 students initially (based on 7 students currently waiting for the program to be approved) and up to 25 students over a four-year period.

6 What is the minimum number of students needed for this program to be viable? Please provide support for calculation.

There is no minimum number of students required since the proposed PhD program draws on existing courses (38) in SPH that are currently available.

7 What is the maximum enrolment, given the limitations of the resources allocated to the program?

A maximum of 25 PhD students, over any given four-year period is our anticipated maximum enrollment.

8 How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as result of this new program?
Is the expectation that total enrolment for USask would increase as a result of this new program? *Especially comment if any new courses are being created.*

We anticipate the enrolment of students in SPH to increase by approximately 15-25 students over a given four year period. The total enrollment fort Usask will increase correspondingly as result of this new program. No new courses are being created.

Faculty and Staff:

9 Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc)?
If not, will you be looking to hire? If hiring, what positions and FTE are needed?

Yes we have sufficient numbers of appropriately qualified faculty and staff to support the program. The proposed program provides new opportunities for existing faculty to enhance research collaborations and outputs while offering appropriate research program training for Public Health PhD students.

10 Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal?

The courses for this program are already offered in our graduate program (38 courses) and are already assigned to be taught through SPH's Assignment of Duties guidelines. New faculty in SPH are not currently at their teaching and student advising capacity. Hence they can absorb any additional advising requirement. The SPH courses that are potential courses for the proposed program are currently undersubscribed and hence have room for additional graduate students.

11 Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list.
No courses or programs are being eliminated.

Resource Implications

12 Are there any capital or start-up costs anticipated, and how will these costs be covered?
Costs can include new space, renovations, equipment, computer hardware and software, marketing and promotion, faculty recruitment, curriculum development, etc. Please provide the exact amounts on sheet titled "Budget".

There are none. Courses in SPH are offered in hybrid format with many students preferring the online learning environment. This allows for increased enrollment without additonal capital or start-up costs.

13 Explain budget allocations and how the unit resources will be reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements)?

The program relies on already budged resources.

14 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. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.
It is not offered in a distributed context.

15 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

16 List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset incremental program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions.

Not applicable

Tuition and Student Cost:

17 What tuition will the program be charging (Will the program utilize a special tuition model or existing tuition categories)? *Note: As per the Tuition & Fees policy, authority for tuition approval is delegated to the Provost on behalf of the Board of Governors*

This program follows the tuition model provided by USask thesis-based programs. In 2023-24, the projected doctoral tuition rates are $1,644.00 per term for both domestic and international students. In 2023-24, the projected total tuition cost for the entire PhD program would be $19,728. Tuition rates will be adjusted accordingly for the 2024-25 academic year based on USask guidelines.

18 If this is an interdisciplinary program, please explain the proposal for how tuition could be shared amongst the participating colleges/schools? ? (please provide supporting documents)
Not applicable

19 What is the total annual cost of the program for a student (tuition and fees included, if any)?
Tuition is $1644 per term ($4,932 per academic year) for both domestic and international students and will be adjusted accordingly with Usask standards.

20 Will there be a tuitiion deposit for this program? if yes, what is the planned rate?
Please visit the Fee Review Committe website for information on the prosesses to set-up a tuition deposit
Not applicable

21 Compare the proposed total annual cost of the program per student (both domestic and international) with that of similar programs at USask or other relevant institutions (i.e. U15).
PhD student tuition is the same for domestic and international students at Usask. Annual total tuition cost is $4,932. This is consistent with similar programs at Usask.

22 What provisions are being provided for student financial aid and to promote accessibility of the program? What scholarships will students be able to apply for, and what proportion of students would be eligible?

SPH provides a number of scholarships to its graduate students. PhD program students would also be eligible for the CGPS graduate scholarships.

University of Saskatchewan
Financial Implications - New or Major Revision of Existing Program Proposal

Instructions:

1. Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

	Academic Year					Comments
	Year 1	Year 2	Year 3	Year 4	Year 5	
Revenue						
Tuition						
New domestic students	5	3	3	3	6	Domestic and International students pay the same tuition amount at Usask for PhD programs. Projections are based on maximum enrollment in the program. All students both domestic and international are taken into account here.
Domestic students continuing in the program	0	5	8	11	9	Assumption is that 10 Students will graduate in Year 4, allowing for 10 new admissions in year 5. It is possible the program will meet the maximum enrollment target earlier than year 4.
Total # of domestic students (headcount)	5	8	11	14	15	
Domestic tuition rate per credit unit, *if known*						
Domestic tuition rate per student	$ 4,932.00	$ 5,129.28	$ 5,334.45	$ 5,547.83	$ 5,769.74	
Total tuition revenue - domestic	$ 24,660.00	$ 41,034.24	$ 58,678.96	$ 77,669.61	$ 86,546.14	
New international students	5	2	2	2	4	
Int'l students continuing in the program	0	5	7	9	6	
Total # of international students (headcount)	5	7	9	11	10	
Int'l tuition rate per credit unit, *if known*						
International tuition rate per student	$ 4,932.00	$ 5,129.28	$ 5,334.45	$ 5,547.83	$ 5,769.74	
Total tuition revenue - international	$ 24,660.00	$ 35,904.96	$ 48,010.06	$ 61,026.12	$ 57,697.42	
Total Tuition Revenue	$ 49,320.00	$ 76,939.20	$ 106,689.02	$ 138,695.73	$ 144,243.56	
Student fees (specific to course or program) *use total amount, not per student*						
Application Fee	$ 400.00	$ 200.00	$ 200.00	$ 200.00	$ 400.00	SPH application fee at Usask is $40 per student based on Application Fees of $40.
(Choose from drop down menu)						
Other *(list in Comments)*						
Total Student Fees	$ 400.00	$ 200.00	$ 200.00	$ 200.00	$ 400.00	
External funding support *(list in Comments)*						
Internal re-allocation *(list in Comments)*	$ (49,320.00)	$ (27,619.20)	$ (29,749.82)	$ (32,006.71)	$ (5,547.83)	1 Year Tuition Lag
Total Revenue	$ 400.00	$ 49,520.00	$ 77,139.20	$ 106,889.02	$ 139,095.73	
Costs						
Start-up costs						All costs are already covered in exiting programs
New space/renovations *(classroom, office, laboratory, workshop, etc.)*	0					
Equipment, including IT *(e.g. hardware, software, lab material)*	0					
Faculty Recruitment	0					
Marketing and Promotion, *if not using centralized services*	0					
Curriculum Development, *if not using centralized services*	0					
Other start-up costs	0					
Total Start-up Costs	$ -					
Salary and benefits (if hired new)						No new salary or benefits are required
Faculty	$ -	$ -	$ -	$ -	$ -	
Sessionals or limited term instructional support	$ -	$ -	$ -	$ -	$ -	
Students (Teaching and/or Marking Assistants)	$ -	$ -	$ -	$ -	$ -	
Staff	$ -	$ -	$ -	$ -	$ -	
Honoraria	$ -	$ -	$ -	$ -	$ -	
Total New Salary and Benefits	$ -	$ -	$ -	$ -	$ -	
Other Operational Costs						
Scholarships and bursaries	$ -	$ 4,932.00	$ 7,694.00	$ 10,669.00	$ 13,870.00	
Marketing and promotion	$ -	$ -	$ -	$ -	$ -	
Materials and supplies	$ -	$ -	$ -	$ -	$ -	
Travel	$ -	$ -	$ -	$ -	$ -	
Equipment and IT	$ -	$ -	$ -	$ -	$ -	
Other costs *(list in Comments)*	$ -	$ 23,673.60	$ 13,257.22	$ 14,279.92	$ 15,363.22	48% TuitionLevy
Total Other Operational Costs	$ -	$ 28,605.60	$ 20,951.22	$ 24,948.92	$ 29,233.22	
Total Costs	$ -	$ 28,605.60	$ 20,951.22	$ 24,948.92	$ 29,233.22	
Estimated Surplus or Deficit*	$ 400.00	$ 20,914.40	$ 56,187.98	$ 81,940.11	$ 109,862.51	
per student	$ 40.00	$ 1,394.29	$ 2,809.40	$ 3,277.60	$ 4,394.50	

* If deficit in any given year, explain how it will be managed:
Internal Re-allocation is the 1 Year Tuition Lag
Other Costs is the 48% Tuition Levy on increased tuition

Co Wanda Martin, College of Nursing
University of Saskatchewan
Health Science Building - 1A10
107 Wiggins Road
Saskatoon, SK, S7N 5E5
www.saskpha.ca
@saskpha

April 04, 2024

Dr. Barbara Fornssler,

School of Public Health

Dear Dr. Fornssler:

I am writing on behalf of the Saskatchewan Public Health Association to express our support for the Ph.D. in Public Health at the University of Saskatchewan. Members of our association are passionate about public health research and contribute greatly to progression of public health knowledge. They are also keenly aware about the need to increase capacity in public health research in this province and throughout Canada.

SPHA is a non-profit, non-governmental organization founded in 1952, with the mission to promote the health of Saskatchewan people and their environment through education, advocacy, and empowerment. We are a volunteer organization with approximately 80 members. Our membership includes community health nurses, health educators, public health inspectors, medical health officers, epidemiologists, educational psychologists, nutritionists, environmental health officers, health researchers, dentists, researchers, community program planners, project coordinators, health administrators, and community health directors.

SPHA is concerned with all aspects of the social and ecological determinants of health and recognizes that there is a continual need for progressing the knowledge of reducing significant disparities in health for Canadians. We foresee this program as a flexible option for trainees to explore the wide array of topics available for investigation, while also providing a fundamental skill set required to learn the overall implications of their work on public and population health. SPHA as an organization has been exploring how we can collaborate with researchers and others on advocacy efforts to address these health gaps. SPHA is a member of the Canadian Public Health Association, which has released relevant policy statements related to trainees, including recommendations for emergent gaps in knowledge.

We wish you success in your application, and look forward to continuing collaboration with the School of Public Health on important public health issues.

Sincerely,

Thilina Bandara, President

Re: New PhD in Public Health

Berdahl, Loleen <loleen.berdahl@usask.ca>
Mon 3/18/2024 1:00 AM
To:Fornssler, Barb <barb.fornssler@usask.ca>
Cc:Mutwiri, George <george.mutwiri@usask.ca>

Hi Barb,

Thank you for this information. I don't have any questions at this time. It looks like an interesting program.

All the best,
Loleen

▸▸▸

Loleen Berdahl *(she/her)*
Executive Director
Johnson Shoyama Graduate School of Public Policy
University of Saskatchewan and University of Regina
LinkedIn | Instagram | Facebook | Twitter

JOHNSON
SHOYAMA

Join our cohort of public policy problem-solvers

Note: I typically reply to email between 7-8 am and 5-6 pm CST, Monday-Friday, within three working days. Out of respect for your work-life balance and my own, I avoid sending or responding to non-urgent emails before 7 am and after 6 pm CST Monday-Friday and on weekends.

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

From: Fornssler, Barb <barb.fornssler@usask.ca>
Date: Friday, March 15, 2024 at 5:13 PM
To: Berdahl, Loleen <loleen.berdahl@usask.ca>
Cc: Mutwiri, George <george.mutwiri@usask.ca>
Subject: New PhD in Public Health

Good morning Dr. Berdahl,

I hope this email finds you well. I'm writing today because the School of Public Health is developing a PhD in Public Health program.

One of the key elements of developing the program is to connect with department heads and deans outside the SPH, to ensure there is awareness of the program and engage a dialogue or address any questions you may have. We do not anticipate that the program will impact your department, but we do hope the program will enhance opportunities for collegial exchange and collaboration.

I have attached the most recent PhD program proposal to provide additional information about the envisioned structure and rationale for the offering. The only element not included here is the budget section of the proposal that our financial officer is still developing.

I'm available to meet and discuss further by zoom, or exchange emails to address any questions or concerns. Otherwise, an email response is sufficient to indicate that you are aware of these activities.

Thank you very much for your time and consideration. I look forward to hearing from you.

Best your way,

Barb

Barbara Fornssler PhD (she/her)

Assistant Professor, School of Public Health, University of Saskatchewan
KTE CRISM Prairies

Phone: 306-966-7894 Email: Barb.Fornssler@Usask.ca

RE: New PhD in Public Health

Richter, Solina <solina.richter@usask.ca>
Sat 3/16/2024 8:37 PM
To:Fornssler, Barb <barb.fornssler@usask.ca>
Cc:Mutwiri, George <george.mutwiri@usask.ca>

Dear Barb

Thanks for sharing. I have reviewed it and it looks well developed.

I am acknowledge that I am aware of the development. Best of luck in the further development.

Solina

From: Fornssler, Barb <barb.fornssler@usask.ca>
Sent: Friday, March 15, 2024 8:49 AM
To: Richter, Solina <solina.richter@usask.ca>
Cc: Mutwiri, George <george.mutwiri@usask.ca>
Subject: New PhD in Public Health

Good morning Dr. Richter

I hope this email finds you well. I'm writing today because the School of Public Health is developing a PhD in Public Health program.

One of the key elements of developing the program is to connect with department heads and deans outside the SPH, to ensure there is awareness of the program and engage a dialogue or address any questions you may have. We do not anticipate that the program will impact your department, but we do hope the program will enhance opportunities for collegial exchange and collaboration.

I have attached the most recent PhD program proposal to provide additional information about the envisioned structure and rationale for the offering. The only element not included here is the budget section of the proposal that our financial officer is still developing.

I'm available to meet and discuss further by zoom, or exchange emails to address any questions or concerns. Otherwise, an email response is sufficient to indicate that you are aware of these activities.

Thank you very much for your time and consideration. I look forward to hearing from you.

Best your way,

Barb

Barbara Fornssler PhD (she/her)

Assistant Professor, School of Public Health, University of Saskatchewan
KTE CRISM Prairies

Phone: 306-966-7894 Email: Barb.Fornssler@Usask.ca

RE: New PhD in Public Health

Siqueira, Walter <walter.siqueira@usask.ca>
Fri 3/15/2024 12:46 PM
To:Fornssler, Barb <barb.fornssler@usask.ca>
Cc:Mutwiri, George <george.mutwiri@usask.ca>

Dear Barb,

How are you? I hope you are doing well. Thank you very much for your email and for providing this exciting information. I have read the proposal and have no concerns. I wish you, George and all colleagues from SPH good luck with this new program. If you need anything from me or the College of Dentistry, please let me know.

Cheers,
Walter

Walter Siqueira, **DDS, MBA, PhD, FCAHS**
Dean and Professor
IADR Distinguished Scientist

University of Saskatchewan
College of Dentistry
Ph: 306-966-1920
www.usask.ca/dentistry

BE WHAT THE WORLD NEEDS

From: Fornssler, Barb <barb.fornssler@usask.ca>
Sent: Friday, March 15, 2024 10:11 AM
To: Siqueira, Walter <walter.siqueira@usask.ca>
Cc: Mutwiri, George <george.mutwiri@usask.ca>
Subject: New PhD in Public Health

Good morning Dr. Siquera,

I hope this email finds you well. I'm writing today because the School of Public Health is developing a PhD in Public Health program.

One of the key elements of developing the program is to connect with department heads and deans outside the SPH, to ensure there is awareness of the program and engage a dialogue or address any questions you may have. We do not anticipate that the program will impact your department, but we do hope the program will enhance opportunities for collegial exchange and collaboration.

I have attached the most recent PhD program proposal to provide additional information about the envisioned structure and rationale for the offering. The only element not included here is the budget section of the proposal that our financial officer is still developing.

I'm available to meet and discuss further by zoom, or exchange emails to address any questions or concerns. Otherwise, an email response is sufficient to indicate that you are aware of these activities.

Thank you very much for your time and consideration. I look forward to hearing from you.

Best your way,

Barb

Barbara Fornssler PhD (she/her)

Assistant Professor, School of Public Health, University of Saskatchewan
KTE CRISM Prairies

Phone: 306-966-7894 Email: Barb.Fornssler@Usask.ca

Doctor of Philosophy (Ph.D) in Public Health

Admission Requirements

- Master's degree, or equivalent from a recognized university in a relevant academic discipline.
- A cumulative weighted average of at least a 70% (USask grade system equivalent) in the coursework required in master's program.
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- A letter of support from the applicant's proposed doctoral supervisor.
- A statement/letter of intent: a two-to-three-page document stating research and academic interests, along with related experience.

Degree requirements

Students must maintain continuous registration in the 996 course
- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 - Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 - Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 12 credit units of courses, including:

- PUBH 804.3 - Foundations of Public Health*
- 3 credit units in an advanced research methods course approved by the student's advisory committee
- 6 credit units of elective courses approved by the student's advisory committee
- PUBH 990.0 - Public Health Seminar
- PUBH 996.0 - Research Dissertation
- Doctoral candidacy assessment
- Dissertation defence

*If PUBH 804.3 has previously been completed, the student's advisory committee will approve a substitute course.

Doctor of Philosophy (Ph.D) in Public Health

Admission Requirements

Transfer from Master's to PhD

Students may be allowed to transfer into the PhD program directly from a Master's program after the end of the first year and no later than end of the second year of the Master's program. To be eligible for transfer, students must:
- have completed at least 9 credit units of coursework at the 800-level (at USask, or equivalent from a recognized university) and must have achieved a minimum average 80% (USask grade system equivalent), with no grade below 70%.
- have demonstrated substantial promise as measured by academic accomplishments, the acquisition of discipline-specific knowledge, and the potential for research, as assessed by the advisory committee.
- Provide evidence of research achievement (e.g., evidence of significant contribution to a peer-reviewed publication or adjudicated research report)
- Provide a statement/letter of intent: This is a two-to-three-page document stating research and academic interests, along with rationale for transfer to PhD level of study.
- A letter of support from the applicant's proposed doctoral supervisor.

Degree requirements

Students must maintain continuous registration in the 996 course
- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 - Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 - Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 12 credit units of courses, including:

- PUBH 804.3 - Foundations of Public Health*
- 3 credit units in an advanced research methods course approved by the student's advisory committee
- 6 credit units of elective courses approved by the student's advisory committee
- PUBH 990.0 - Public Health Seminar
- PUBH 996.0 - Research Dissertation
- Doctoral candidacy assessment
- Dissertation defence

*If PUBH 804.3 has previously been completed, the student's advisory committee will approve a substitute course.

Doctor of Philosophy (Ph.D) in Public Health

Admission Requirements

Direct Entry

With the recommendation of the PhD in Public Health Advisory Committee, PhD admission is available to exceptional students who show outstanding promise and potential for academic research.

- An honours degree or equivalent, from a recognized university in a relevant academic discipline.
- A cumulative weighted average of at least 80% in the last two years of undergraduate study (i.e. 60 credit units of course work).
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- Student must have demonstrated substantial promise as measured by academic accomplishments, the acquisition of discipline-specific knowledge, and the potential for research, as assessed by the advisory committee.
- Provide evidence of research achievement (e.g., evidence of significant contribution to a peer-reviewed publication or adjudicated research report)
- Provide a statement/letter of intent: This is a two-to-three-page document stating research and academic interests, along with rationale for transfer to PhD level of study.
- A letter of support from the applicant's proposed doctoral supervisor.

Degree requirements

Students must maintain continuous registration in the 996 course
- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 - Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 - Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 12 credit units of courses, including:

- PUBH 804.3 - Foundations of Public Health*
- 3 credit units in an advanced research methods course approved by the student's advisory committee
- 6 credit units of elective courses approved by the student's advisory committee
- PUBH 990.0 - Public Health Seminar
- PUBH 996.0 - Research Dissertation
- Doctoral candidacy assessment
- Dissertation defence

*If PUBH 804.3 has previously been completed, the student's advisory committee will approve a substitute course

Dear Academic Programs Committee,

Thank you for taking the time to review our PhD in Public Health proposal and the time to speak with us about our proposal. Please find below our responses to each of your four sets of questions about our proposal and corresponding presentation with you.

1. *Given the importance of the relationship between CHEP and SPH to deliver this program (the PhD program utilizes CHEP courses for electives and you indicated the possibility of leveraging their expertise on student advisory committees), can you please provide an indication of how you intend to work together with them, given the concerns they have raised about the similarities in your programs and their concerns that their feedback wasn't meaningfully incorporated into the program proposal.*

   A time for candor: Throughout the program approval process, we have tried keeping the focus on our proposed PhD in Public Health program and out of the realm of past conflict between CHEP and SPH. Our proposal and our responses to the Academic Programs Committee (APC) of University Council were in this spirit. Having said this, we recognize the disconnect (and the resulting confusion) between CHEP's letter to APC and what we shared in our proposal and in our meeting with APC. We would like to apologize to the APC for the historical dynamic between CHEP and SPH being brought to APC. At the formation of the SPH, events unfolded to create animosity between CHEP and SPH. The individuals from SPH involved in those events have long since left SPH. In fact, approximately two-thirds of SPH's faculty were hired after those events transpired and have no issue with CHEP.

   The School of Public Health (SPH)'s course complement and faculty expertise ensures the School can deliver a thriving PhD in Public Health Program without resources from any other academic unit. SPH's ability to implement the PhD in Public Health program does not depend on SPH's relationship with Department of Community Health and Epidemiology (CHEP). We currently have more than 30 CGPS approved graduate courses reflecting the Public Health Agency of Canada (PHAC) Domain of Public Health. These courses include Epidemiology, Biostatistics, Program Planning & Evaluation, Health Promotion, Health Policy, Environmental Health, Leadership, and Substance Use & Well-being. We are developing several additional graduate courses that will be offered in the upcoming academic year (e.g. Qualitative Research Methods in Public Health and Health Systems). Note: At the time we submitted our proposal, we could not include the information about the Qualitative Research Methods in Public Health course as Dr. H. McKenzie had not started her faculty appointment in SPH. She has now started her position and has been assigned to develop and teach the Qualitative Research Methods in Public Health course during the 2024-25 academic year.

   Regarding "*can you please provide an indication of how you intend to work together with them*"

   Productive collaborations are built on trusting relationships, and they take time. We have begun the process of restoring relationships with CHEP but this is still a work in progress. For example, Dr. Mutwiri met with Dr. Abonyi (CHEP department head) in January 2024 initiate discussions on a wider collaboration between the two units. At this meeting, Dr. Mutwiri informed Dr. Abonyi about SPH developing a new PhD in Public Health program. Following this meeting, Dr. Mutwiri was invited to a CHEP faculty meeting in February 2024 where he, again, mentioned that SPH is developing a PhD in Public Health Program. Then in March 2024, the proposal was shared with Dr. Abonyi. Dr. Abonyi

provided written comments on our proposal that we considered and revised the proposal as appropriate. In addition to changes to the proposal, we provided a detailed response to each of the comments from Dr. Abonyi. An example of our spirit to work with CHEP: we added some of their courses as course options for students in the PhD in Public Health program. These were meant to be examples not an exhaustive list. Our good will was used against us as evidence of overlap in the emailed CHEP letter to APC. We do not fully understand why CHEP continues to take an adversarial position with respect to the SPH. We want to assure APC that the SPH can offer a flourishing PhD in Public Health program without any involvement from CHEP, or from any other academic unit. Having said this, we anticipate our proposed PhD program will offer many opportunities for interdisciplinary collaboration, but the viability of the program is not dependent on this collaboration.

Regarding "*concerns they [CHEP] have raised about the similarities in your programs*"

In any health sciences work, not just Public Health, some overlap is expected between different groups working on the same health issue. The health issue is common (and hence the overlap) but the approaches are different and from the lens of that particular group. Not surprisingly there would be some overlap in programs addressing public health issues. However, there are key differences between our proposed PhD in Public Health and CHEP's PhD program. Two of our faculty who have gone through the CHEP PhD program have provided letters supporting that our PhD in Public Health is different from the CHEP PhD (included in package, items 1 & 2). Additionally, the Public Health Agency of Canada (PHAC) competencies of Public Health are the foundation of our PhD program. In 2024, PHAC updated its public health competencies, and we designed our proposed PhD program in response to all PHAC's competencies. There is no other PhD program at USask that is built with the PHAC competencies as a foundation. Having a PhD program built upon the expanded list of PHAC public competencies provides SPH the unique opportunity to have the SPH accredited by APHEA (and by extension the PhD will be accredited as well). Our MPH program has been accredited by APHEA since 2014 and is the first step in SPH's accreditation as a School. We initially included this information in our program proposal, but we removed it because we did not want to change the focus from our program to accreditation.

Regarding "*their concerns that their feedback wasn't meaningfully incorporated into the program proposal*"

We did update our proposal based on the CHEP comments that were constructive and focused on our proposed program. On March 15th, Dr. Abonyi was sent our proposal as part of the consultation process. On April 5th, Dr. Abonyi provided written comments on our proposal. Dr. Mutwiri and Dr. Fornssler met with Dr. Abonyi and Dr. Leiss on April 10th. Based on this meeting and the written comments, we updated our proposal and sent it the Graduate Program Committee (GPC) of CGPS on April 16. On April 17, GPC informed us that our updated proposal addressed GPC's questions and they voted for our proposal to be sent to APC. In the communication from GPC, GPC stated "*Since the edits are to the description, importance, and impact of the program, rather than to the program itself, Mark Eramian (GPC Chair) has cleared this to move forward to APC.*".   These edits included our updates in response to CHEP comments on the proposal. By 1 p.m. on April 18th, we provided Dr. Abonyi a copy of our updated proposal with any changes related to CHEP comments highlighted in

green and a detailed letter outlining how we responded to each of CHEP's comment. This letter has been provided as part of this package (correspondence and letter included in package, item 3). By considering each of CHEP's comments, making updates to our proposal, and providing a detailed response letter to CHEP, we in SPH believe that we have meaningfully consulted with CHEP.

2. *Given the proposed rapid increase in graduate students requiring supervision, and the indication that you may utilize faculty from other colleges, can you please demonstrate that you will have the capacity to supervise your existing and new graduate students.*

The following table contains information regarding the current graduate supervision of SPH faculty and the faculty's capacity to supervise additional students over the next 4 years.

Name	PhD Students	MSc Students	MPH-Thesis	New in next 4 years
Mutwiri, George	3 Co-supervised (1 expected to finish within a year)	1	0	1
Alphonsus, Khrisha	1	0	2	2
Bandara, Thilina	0	1	1	2
Crizzle, Alex	1 (expected to finish within a year)	0	0	3
Farag, Marwa	0	1	0	3
Froehlich Chow, Amanda	5 (3 expected to finish within the next 3 years)	0	3	0
Fornssler, Barb	1 co-supervised	0	1 co-supervised	2
Lepnurm, Rein	1 co-supervised	0	0	0
MacKinnon, Janice	0	0	0	0
Madampage, Claudia	0	0	0	0
McKenzie, Holly	0	0	0	2
Szafron, Michael	3 co-supervised (all expected to finish within a year)	1	5; 3 co-supervised	3
Tikoo, Suresh	3	0	0	1
Joint Faculty				
Vatanparast, Hassan	1 co-supervised (expected to finish within a year)	0	1 co-supervised	1
Petrucka, Pammla	1 co-supervised (expected to finish within a year)	0	1 co-supervised	1
Joint Faculty				
Griebel, Philip	1	0	0	0
Total	17*	4	14	21**

* M. Szafron is co-supervising a PhD student with G. Mutwiri, H. Vatanparast, and P. Petrucka. B. Fornssler is co-supervising a PhD student with G. Mutwiri. M. Szafron is co-supervising an MPH-thesis student with each of B. Fornssler, H. Vatanparast, and P. Petrucka.

** SPH has minimum expectations for the number of graduate students supervised in year (see the following table).

The previous table contains the number of graduate students currently supervised by SPH faculty and the estimated minimum capacity over the next four years. SPH faculty currently has the capacity to supervise its existing graduate students as listed in the table. As these students graduate, SPH faculty's capacity to supervise additional graduate students will increase. Over the next four years, we estimate SPH faculty will have the capacity to supervise 21 PhD students in the proposed PhD in

Public Health program (based on the following table that details the minimum number of graduate students expected of each SPH faculty member, by career stage). When considering SPH's expectations for graduate student supervision, SPH faculty has capacity for 21 new graduate students beyond the number already being supervised.

	Up to Renewal of Probation for at the Assistant Professor Rank	After Renewal of Probation at the Assistant Professor Rank	Tenured Assistant Professor	Associate Professor	Full Professor
Thesis-based Graduate Student Supervisor Expectations	2-4	2-5	2-6	3-7	4-8

Our proposed program design is flexible and allows for adjunct professors and associate faculty from other colleges and schools to supervise students in the PhD in Public Health Program. Having said this, the success of the proposed PhD program does not depend on these other sources of supervision.

3. *There were a number of units that you sought feedback from who did not provided feedback or responses (namely with Dr. Ken Wilson and Dr. Janet Tootoosis) or whose feedback was not a clear endorsement of the program (Nursing). You had indicated a willingness to follow up for their feedback and follow up for a more formal response supporting the program. Could you please do that. Given the intended collaborative nature of the program, it is vital that those potential partners are aware and ready to support.*

> We have received a letter (included in the package, item 4) from Dr. S. Richter, Dean of College of Nursing, that clearly indicates enthusiastic support for our proposed PhD program. We have a history of collaboration with the College of Nursing. In fact, we are currently developing a joint MN-MPH program.

> We have received an email from Dr. K. Wilson. He said that as acting department head of Indigenous Studies, he would not be an appropriate person to provide a letter of support for our proposal. Dr. Wilson ended his email with a comment that he did not have any issue with the core idea of a PhD in Public Health.

> We received an email that Dr. Tootoosis would not respond to our consultation request. Consequently, we decided to consult with Dr. Angela Jaime, Vice Provost Indigenous Engagement (included in the package, item 5). She has provided a letter of support and also some content on Indigenous health that we have included in the revised proposal.

> We anticipate that collaborations will enrich the experiences of students and researchers in our proposed PhD in Public Health. However, the viability of our program is not dependent on collaborations. We are confident that the proposed program will be as successful as are our other four (4) existing programs in SPH.

4. *A final question was posed after you left – you mentioned in your presentation that there may be the opportunity for community partners to participate on an advisory committee.   In your consultations*

with community partners, did you mention this as a possibility and have community partners expressed a willingness to provided that kind of support?

We have attached a letter of enthusiastic support from one of our key community partners, the Northern Intertribal Health Authority (NITHA) (included in package, item 6). Due to time constraints, we have not been able to secure letters of support from our other community partners. Having said this, we do have a history of collaborating with community partners. Through our MPH practicum program, we work with community partners to provide public health field experiences (refer to the attached list of partners, item 7). We plan to leverage these existing relationships for our PhD in Public Health program.

The following community-based organizations and leadership have verbally confirmed interest and support for a PhD in Public Health with Dr. Fornssler, along with their willingness to collaborate for the benefit of training students regarding community-based approaches to program development, service delivery, and general practice experience:
- Prairie Harm Reduction (E.D. Kayla DeMong),
- Canadian Association of People who Use/d Drugs (SK Representative Board Member,
    Brandi Abele)
- Salvation Army Crossroads (Housing Director, Roger Yenkins)
- Hard Knox Talks, Mental Health and Substance Use Digital Platform (Daniel Hearn, Host and
    Producer)

We want to let APC know that some of our community partners are already supervising/ participating on the advisory committees of our graduate students. Dr. M. Andkhoie from the First Nations and Inuit Health Branch (FNIHB) of Health Canada is an adjunct professor in SPH and is currently an advisory committee member for a student in one of our PhD programs. Dr. N. Ndubuka from the Northern Inter Tribal Health Authority (NITHA) is an adjunct professor in SPH, supervising a PhD student in SPH and is on 2 SPH PhD student advisory committees.

In summary, the structure of our proposed program is flexible. This flexibility allows for the student's program of study and advisory committee to be tailored to meet the needs of the student as well as the research project. The flexible structure gives the student's advisory committee the ability to connect the student with courses that align with the student and research needs and to engage with experts in the public health area. While the program's design allows for collaborations with experts, course work, and research experiences outside SPH, the viability of our proposed PhD in Public Health program does not depend on these external collaborations.

Thank you for taking the time to review our responses to the questions you have posed. We hope we have answered your questions. We look forward to meeting with you to discuss our PhD in Public Health proposal.

Sincerely,

Michael Szafron & Barb Fornssler

9 May 2024

RE: Proposed PhD in Public Health

To whom it may concern:

As a graduate of the USask CH&E program and a current faculty member in the School of Public Health (SPH), I believe I hold a unique and well-informed perspective on the for a PhD in Public Health within SPH. I would like to emphasize that I thoroughly enjoyed my time as a doctoral student in CH&E. Throughout my doctoral program in CH&E, I acquired diverse skills and knowledge that have been crucial in building relationships and developing a successful research program.

In my opinion, the proposed PhD in Public Health differs mainly in terms of the research areas associated with the Public Health Pillars embedded within the school. This program will allow students to explore population health research and programming from various competency perspectives, including policy development, planning and management, communication, and systems approaches. Additionally, the PhD in Public Health will emphasize an applied and field-based approach, enabling students to develop concrete plans for implementing their knowledge in on the ground, community settings. There are also specialized streams available within the proposed PhD (such as Mental Health and Substance Use, and Cultural Wellness) and our faculty will ensure that students have opportunities for field-based experiences in these areas during their program.

Currently, SPH has a number of PhD students who have started their studies with the hope of completing their doctoral degree in the field of Public Health; I am supervising many of these students. In the meantime, these students have enrolled in the SPH Epidemiology program, even though most of the courses offered do not align with their interests or professional expertise. This situation poses a challenge for me as a supervisor, as I want to support students in developing their skills, nurturing their passion, and fulfilling their dreams of earning a PhD in Public Health; however, unfortunately I am limited in my ability to do so because SPH does not offer a PhD in Public Health. In the past, SPH has used the Special Case PhD program in CGPS to accommodate students seeking a special case PhD in Public Health. This is no longer sufficient or sustainable with the significant demand of students wanting to complete their doctoral studies in Public Health. This clearly demonstrates the urgent need for SPH to establish a permanent PhD program in Public Health.

Sincerely,

Amanda Froehlich Chow, PhD, MSc, B.A. (Hon.)
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Thilina Bandara

Assistant Professor, School of Public Health, University of Saskatchewan

—

Thilina Bandara
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He/Him
thilina.bandara@usask.ca

5 MAY 2024

Dear Reader,

I am writing to you today with regards to the proposal for a PhD in Public Health at the School of Public Health. I am an Assistant Professor in the School, but for the purposes of this letter, I write to you as also an alumni of the MPH program at this School ('12), and an PhD alumni of the Department of Community Health and Epidemiology ('19).

I want to emphasize that this program is necessary for not only the School but the University, in general. I understand that questions have arisen regarding the perceived similarities between this proposed program and the PhD in Population Health Sciences at CH&E. As an alumni of that program, I would like to comment that the proposed program at the School is indeed unique as it:

a.) Focuses on the Public Health Agency of Canada's competencies of public health in a way that the CH&E program does not

b.) Provides a clear on-ramp into research for our own Master's of Public Health Thesis students

c.) Leverages the School unique expertise in Health Policy and Quantitative Research

d.) Provides a unique experience for students to engage applied contemporary topics in public health (Substance use, equity and social justice, for example) in way that the CH&E Population Health Sciences program does not

Lastly, this program fills a tremendous gap for our Faculty who aren't specialized in Epidemiology, Biostatistics and/or Vaccinology to provide PhD training to students interested in a myriad topics that require attention in public health, including qualitative, and/or system-level research.

As someone who has experience across multiple programs in question, I am confident in the ability of this program to flourish at the U of S, bringing more resources and expertise to the University in the very important field of public health.

Sincerely,

Thilina Bandara

Re: New PhD in Public Health

Fornssler, Barb <barb.fornssler@usask.ca>

Thu 4/18/2024 1:05 PM

To:Abonyi, Sylvia <sylvia.abonyi@usask.ca>
Cc:Leis, Anne <anne.leis@usask.ca>;Mutwiri, George <george.mutwiri@usask.ca>;Szafron, Michael <michael.szafron@usask.ca>

📎 2 attachments (148 KB)

PhD in Public Health AllFeedback_April_16_Send.docx; Response to Proposal Comments_April 17_Final.docx;

Hi Sylvia,

Thank you for following up here and please find the revised proposal that was sent to CGPS for APC review attached to this email. The green highlight in the proposal document identifies the areas that were changed from the last time it was reviewed.

In addition, we prepared a comment response document to provide additional information regarding how we addressed the comments. Our response document was just finalized at end of day yesterday and this slowed our return of the materials. I've added Michael Szafron as SPH Grad Chair to this email since we collaborated on the identified revisions.

Again, thank you and Anne for the feedback on the proposal and the opportunity to discuss the changes. We hope to continue discussion as the program moves forward.

All my best,
Barb

Barbara Fornssler PhD (she/her)

Assistant Professor, School of Public Health, University of Saskatchewan
KTE CRISM Prairies
Phone: 306-966-7894 Email: Barb.Fornssler@Usask.ca

From: Abonyi, Sylvia <sylvia.abonyi@usask.ca>
Sent: Thursday, April 18, 2024 11:58 AM
To: Fornssler, Barb <barb.fornssler@usask.ca>
Cc: Leis, Anne <anne.leis@usask.ca>; Mutwiri, George <george.mutwiri@usask.ca>
Subject: Re: New PhD in Public Health

Dear Barb,
Just following up on the status of the SPH PhD in Public Health program proposal revision as I see the April 16 deadline to APC has passed. We would appreciate receiving a copy of the revised document being submitted to APC as agreed when we met on the 10th to discuss our comments on the draft document.
Sincerely,
Sylvia

Sylvia Abonyi, Ph.D.
Department Head and Associate professor/Department of Community Health and Epidemiology
Research Faculty/SPHERU

Summary of changes to proposal:
Overall, we've edited to clarify the unique content of the SPH PhD program and more importantly, removed statements regarding CH&E's graduate programs. In the attached document all changes made are identified with green highlight, indicating significant revision. Any areas where revision was not undertaken has an accompanying explanation or rationale provided in this document. Comments are addressed by document section.

We would also like to reiterate our thanks to CH&E for taking the time to review this document thoroughly, provide comments, and additionally meet with SPH faculty to discuss the proposal. Particularly with such a short timeline for turn around. Thank you. This effort has resulted in a stronger proposal document that better articulates the SPH program qualities and further acknowledges areas of similar work for future collaboration.

We look forward to continuing this important discussion with CH&E.
Kindest regards,
Barb, Michael, & George

Title: PhD in Public Health
Comment: From the proposal it looks like the specialization is quantitative public health.
Response: There is no specialization at this time, only the PhD in Public Health. The streams identified below are areas for future development. This was a CGPS suggestion. We hope the revised proposal clarifies this aspect.

Section 1: Academic justification
Comment: CHEP is a leader in population and public health research through faculty impact research, the MSC and PHD training and the presence on the ground in SK with the residency program in public health and MHOs
Response: We have changed the wording in our opening paragraph to focus on the SPH proposed program rather than characterize other programs at USask. Our emphasis now falls on describing what the SPH program can offer regarding a focus on public health competencies.

Comment: Upon reading the proposal it seems that unfortunately there is much overlap with the PhD in Population Health Science, hence maybe not as original in terms of content as claimed at first sight.
Response: We have adjusted the language used.

Comment: CHEP Community and Population Health Science (CPHS) Ph.D. and M.Sc Program priority areas.
Response: The areas of interest identified are also addressed in multiple health science and additional disciplines at USask. They also align with USask's signature areas.

Section 1b: USask priority areas
Comment: Aligned with the research areas and foci of CHEP faculty research and graduate student thesis projects.
Response: We've reworded this section to ensure that the program aligns with the USask priority areas.

Section 1c: Student demographics

Comment: These demographic profiles are also reflected in the CPHS graduate student body and applicant pool.
Response: The demographic profile is that for many graduate programs at USask. We have added that we anticipate a majority of students to be our MPH graduates.

Comment: As far as we are aware this is not functioning exclusively as a Ph.D in Epidemiology, but is training students across a broad array of methodologies with research topics such as those this document describes for the proposed Ph.D. in Public Health.
Response: The PhD in Epidemiology is an approved program by CGPS and all students in the program have to meet the approved program requirements.

Comment: Which is a joint program with Math & Stats and CHEP. Courses and graduate student supervision are provided through all three units.
Response: We have clarified this structure in the proposal.

Comment: This is how CPHS graduate programs are oriented.
Response: We have changed this wording to reflect public health not population health.

1D. Similar and competing programs
Comment: Again, this claim may only apply to the title but not the content.
Response: We have restricted our comments to the proposed PhD in Public Health and do not characterize other programs as somehow lacking in public health content.

Comment: These are all research areas of CHEP faculty who have supervised Ph.D. and M.Sc. graduate student research projects connected to their research programs.
Response: There is overlap in some of the expertise amongst SPH and CHEP faculty. Hence it is understandable that there may be some overlap in the pursuit of equity and other values shared between CHEP and SPH.

Comment: Titles of recently completed PhD theses as examples of areas meeting SPH program focus areas.
Response: Thank you for sharing these examples. There is no shortage of work to be completed in public health. SPH is eager to further contribute to the scholarship at USask addressing areas of health inequity, marginalization, and systemic barriers to well-being in our communities.

Comment: There are not sufficient distinctions. The description of the proposed SPH Ph.D. program is very similar to what is offered in the CPHS graduate programs.
Response: The program structure of our PhD in Public Health is similar to many PhD programs on campus. In terms of academic content, we changed the proposal to reflect the differences between the SPH and CH&E PhD programs are based on the differences between public health and population and community health.

Comment: The CHEP CPHS graduate programs are explicitly attentive to these competency areas, which date back to 2008. We are aware they are currently being updated with the support of the National Collaborating Centres for Public Health (NCCPH). Competency areas we have heard that are under consideration include community engagement, lived experience, Indigenous-specific -these are all areas of strength in the department that are already reflected in the CPHS graduate programs.
Response: We removed the corresponding clause.

Additional Follow-up: We have addressed the concerns you have raised. We were also advised to retain focus on the proposed program of study, rather than expanding into descriptions of existing USask programs. .

Section 3 Description of Program
Comment: This is the structure of the CPHS Ph.D. program
Response: We have aligned our program with the 12cu structure. At Usask the standard seems to be either 9cu or 12cu across programs.

Comment: This is a course in the masters level public health program. How will this meet the needs of students at an advanced level?
Response: This is a graduate level course introducing foundations in public health. The advisory committee of students are responsible for ensuring that any additional course requirements are at an appropriate advanced academic level.

Comment: As this is core to the proposed PhD program, and 804 is where all targeted competency areas are mapped, how will this new program ensure a substitute course would provide these at a sufficiently advanced level? What substitutions are available to students?
Response: The allowance to take a different course will only apply to individuals who previously completed the 804 requirement at the masters level. The advisory committee of students are responsible for ensuring that a substitute course for 804 is at an appropriate advanced academic level.

Comment: It is not clear what is meant here by future options. The content mentioned here is described in the proposal as being part of the Ph.D program for which approval for immediate launch (July 1, 2024) is planned.
Response: I hope that this is better clarified in the body of the proposal document now and via our conversation on Zoom. Thank you for noting this aspect was not clear so we could adjust and further explain the future plans.

Comment: Qualitative and mixed methods? How will you direct individuals with interests and question in public health that do not lend themselves to an exclusively quantitative methodology?
Response: I believe this comment came from our lack of clarification on the future program streams idea. The proposed PhD is being developed precisely to enhance qualitative and other approaches to public health work, so the quantitative stream would be something selected in the future if a student wished to specialize in this area.

Comment: How the proposed candidacy process will ensure that all PhD students demonstrate an overall mastery of the key theories, models and concepts relevant to the field of public health and related competencies.
Response: The process described in the proposal document aligns with the new CGPS procedures requested for candidacy assessment. As we discussed during the zoom call, it may have caveats and we are indeed relying on the committee members to ensure that knowledge of key theories, models and concepts are demonstrated by students before they advance.

Comment: Does the curriculum mapping as indicated only rely on 2 courses, one of which being taught at the MSc level? Where will the electives contribute to the curriculum?

Response: Overall, the proposed program puts the expertise with the committee as a way to be responsive to the development of future streams, rather than relying on a pre-determined program of study. The potential elective courses will vary according to student topic area which is why they remain unmapped in the proposal. However, we do envision committees using the curricular mapping to ensure the electives chosen will cover any gaps in these areas.

3d Opportunities for synthesis, analysis etc

Comment: Examples of course numbers, seminars or activities could substantiate the provided description. Only CHEP 818 is mentioned.
Response: Thank you for this comment and we've now included additional information in this section, listing additional CHEP courses and others, along with course titles for external readers to better understand the content.

3e Comprehensive breadth of the program

Comment: The content here could easily be applied to the CPHS graduate programs. What makes this proposed program distinct?
Response: We have included more information regarding the potential for accreditation of the PhD program with APHEA (Agency for Public Health Education Accreditation) both earlier in the proposal and here as a key element of distinction. The Master of Public Health Program is the only APHEA accredited program in Canada.

3f Learning charter alignment section
Comment: Not sure how the answers are different than any other PhD program such as CPHS program
Response: We are demonstrating how the program aligns with the USask learning charter, so there are definitely other programs that share these characteristics.

3i accreditation section
Comment: How will the PhD program be different from what already exists? How MSC level courses will meet the needs of students at an advanced level?
Response: We hope we have better addressed this concern in earlier sections of the document. This section is specifically addressing potential accreditation with APHEA based on existing courses.

4a How the program relates to existing programs…
Comment: This completely ignores the advanced (Ph.D. level) population and public health training that has been offered in CHEP for more than 20 years. Graduates have gone on to successful careers in academic, public health, government, and health portfolios in NGOs.
Response: Thank you for drawing attention to this section that certainly required additional revision. We have removed the statement that this kind of program is not otherwise available at USask.

4b Consultation
Thank you for noting the new chair of the biostatistics program – Barb will send the revised proposal for review.

4c Including evidence of consultation and approval

Comment: The application seems to minimize the need for advanced electives. How the certificates already established and proposed will fulfill the expectations of advanced content? CHEP 818 is not mentioned here.

Response: We hope the fuller explanation of potential courses and collaborations address this concern. We are seeking to demonstrate the capacity to host the PhD program fully within the SPH, particularly with the future development of additional courses (For example, Dr. Fornssler's special topics course 'Advanced concepts in harm reduction' that will be put forward for full approval in the coming academic year). We also want the proposal to reflect the importance of additional collaboration across disciplines and departments. This is a balance that we hope is now better articulated throughout the proposal.

April 30th, 2024

Dear Academic Program Committee

Re: Proposed PhD program in Public Health

The College of Nursing and the School of Public Health (SPH) have a long history of collaboration concerning teaching and sharing graduate courses. We have an understanding that graduate students from the College and the School can take graduate courses from both academic units. For example, several College of Nursing doctoral students have completed SPH's advanced biostatistics graduate courses and several SPH graduate students have taken the College of Nursing graduate qualitative research methods course (NURS 893: Qualitative Research Methods).

The spirit of this sharing of courses and the synergies between Nursing and Public Health have led to the College of Nursing and the School of Public Health designing a joint Master of Nursing of Public Health degree program. Currently, this joint MN MPH program is in the final phases of development. The nature of this degree program allows students from either academic unit to seamlessly complete courses in both academic units.

The College of Nursing welcomes future possibilities of collaboration between Nursing and Public Health. SPH's proposed PhD program will provide additional ways for our two units to collaborate in research and teaching. The College of Nursing has expertise in qualitative research and welcomes sharing this expertise with future PhD in Public Health students through graduate teaching (like NURS 893: Qualitative Research Methods) and joint research ventures.

The COVID-19 Pandemic has both, demonstrated the need for more Public Health trained professionals and has identified gaps in Public Health education, in the province, across Canada, and throughout the world. The SPH's proposed PhD program has been designed to meet these needs and close these gaps in Public Health education. It is a competency based program (based on the Public Health Agency of Canada's public health competencies) designed with flexibility in mind. There is no program like it in Saskatchewan. The College of Nursing fully endorses the SPH's proposed PhD in Public Health program.

You're sincerely.

Dr. Solina Richter
College of Nursing
University of Saskatchewan

UNIVERSITY OF SASKATCHEWAN

Office of the Vice-Provost, Indigenous Engagement
244 Peter MacKinnon Building, 107 Administration Place
Saskatoon SK   S7N 5A2   Canada
Email: **indigenous@usask.ca**
Web: **https://indigenous.usask.ca**

May 3, 2024

Letter of Support

It is my pleasure to offer this letter of support for the proposal of the PhD program for the School of Public Health. The hope for the program will be to advance research, community engagement and the betterment of healthcare for Indigenous peoples locally and nationally. I believe that the support of this program will further lift the needs for Indigenous peoples who face barriers in healthcare.

The University of Saskatchewan was gifted ohpahotân|oohpaahotaan (Lets fly up together), the Indigenous Strategy from the peoples of this Treaty 6 Territory. Through the work of uplifting the strategy, it is responsibility of each department, college and schools to uplift the strategy. Uplifting ohpahotân|oohpaahotaan and embedding the seven fundamental commitments (Safety, Wellness, Stewardship, Right Relations, Representation, Creation and Renewal) will ensure the School of Public Health and the new PhD program will be an accountable space for Indigenous students and prepare non-Indigenous students in public health professions to meet the needs of Indigenous clients. The implementation of ohpahotân|oohpaahotaan will lead the University of Saskatchewan to systemic change within the institution.

It is my pleasure to support the creation of the PhD program in the School of Public Health. This step forward toward addressing inequities in public health, training, research and advancing safe and accountable spaces for Indigenous people will benefit all people.

Angela M. Jaime

Angela M. Jaime, Ph.D. (Pit River) (she/her)
Vice Provost Indigenous Engagement
University of Saskatchewan
angela.jaime@usask.ca

The University of Saskatchewan is on Treaty 6 Territory and the Homeland of the Métis.
We respect the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Northern Inter-Tribal Health Authority Inc.

May 6, 2024

Prof George Mutwiri
Executive Director & Professor
School of Public Health, University of Saskatchewan.

Re: **Letter of support for PhD in Public Health Program, School of Public Health, USask**

On behalf of the Northern Inter-Tribal Health Authority (NITHA), I am pleased to offer this letter of support for the proposal to establish a PhD in Public Health program at the School of Public Health (SPH), University of Saskatchewan. It is reassuring to note that the proposed PhD in Public Health program would emphasize topical and timely focus area streams, including Substance use and Mental Health, Social Justice in Public Health, Public Health Inequities and Marginalized Populations, and Quantitative Public Health. This level of advance training will provide NITHA and partner communities the opportunity to advance research that will improve Indigenous health and wellbeing.

NITHA is a First Nations' partnership organization comprised of four tribal councils in northern Saskatchewan: Prince Albert Grand Council (PAGC), Meadow Lake Tribal Council (MLTC), Peter Ballantyne Cree Nation (PBCN) and Lac La Ronge Indian Band (LLRIB). Together, we provide health care services and delivery (including nursing, public health, and primary care treatment) in 33 First Nation communities in northern Saskatchewan, serving over 55,000 people. As a dynamic and evolving healthcare organization, we provide diverse healthcare services that were not feasible for each Partner to provide alone. Establishing the PhD in Public Health program at SPH will foster the advancement of two key NITHA elements namely:

1. Surveillance, Evaluation and Research, and
2. Capacity building.

These elements are essential in achieving NITHA's vision: *Partner communities will achieve improved quality health and well-being, with community members empowered to be responsible for their health.*

Over the years, we continue to collaborate with SPH in the implementation of the Practicum Placement program for master's in Public Health students. We are keen on building upon the existing relationship with SPH and enhancing the field experience for PhD in Public Health students.

NITHA will create an opportunity for PhD students to network with allied health professions and public health practitioners to gain competence and achieve their learning outcomes. We will also facilitate opportunities for PhD students to participate in research that will address health inequities in Northern Saskatchewan Indigenous communities.

We look forward to working together and strengthening the existing relationship.

Sincerely,
NORTHERN INTER-TRIBAL HEALTH AUTHORITY

Tara Campbell

Tara Campbell, BCom, MPA, CHRL, CFNHM
Executive Director

World Health Organization (Main Office in Geneva)

Public Health Agency of Canada (Main office in Ontario)

Public Health Agency of Canada (PHAC), Manitoba Saskatchewan Regional Operations (MBSK RO)

Outbreak Management Division, Public Health Agency of Canada

Public Health Sudbury & Districts (Knowledge and Strategic Services)

Office of the Chief Medical Officer of Health, Public Health Ontario Ministry of Health

Saskatchewan Health Authority

TB Prevention and Control Saskatchewan (Saskatchewan Health Authority)

Saskatchewan Health Authority; Primary Health Care Saskatoon

Saskatchewan Health Authority (Primary) and City of Prince Albert (Secondary)

Saskatchewan Health Autoririty (Pain Management)

Internattional Practicum placements at the University of West Indies (In collaboration with Prof. Vatanparas

Internattional Practicum placements in Africa (In collaboration with Prof. Pammla Petrucka, College of Nurs

Alberta Health Services, Primary Care & Chronic Disease Management

AIDS Programs South Saskatchewan (APSS)

Planned Parenthood Regina

St. Paul's Hospital, Healing Arts Program, Mission Office

College of Dentistry, USask

Saskatoon Council on Aging Inc.

Health Promotion - Student Wellness Centre, University of Saskatchewan

College of Nursing, USask

School of Rehabilitation Science, College of Medicine, UofS

School of Rehabilitation Science and Department of Family Medicine, University of Saskatchewan

Centre for Forensic Behavioural Science and Justice Studies (CFBSJS), University of Saskatchewan

Northern Inter Tribal Health Authority (NITHA)

Saskatoon Community Clinic

Wellness Wheel Medical Clinic (Saskatchewan)

Jobs, Economy and Northern Development - Government of Alberta

Government of Alberta Ministry of Jobs, Economy and Trade- Safe Fair and Healthy Workplaces- OHS Preven

School of Public Health, USask

Saskatchewan Public Health Association

Pulmonary Hypertension Association of Canada

Saskatchewan Prevention Institute

Alberta Health Services (Health Economics)

Saskatoon Sexual Health

Department of Protective Services, University of Saskatchewan

University of Saskatchewan College of Medicine, Provincial Department of Anesthesiology

First Nations Built Environment Research Group (College of Nursing, USask)

The Salvation Army – Bethany Home (Saskatoon)

The Salvation Army – Crossroads Emergency Shelter (Saskatoon)

BCCDC – BC Centre for Disease Control

BCCDC – Population and Public Health (Vancouver Island)

BC Hepatitis Network

Prairie Harm Reduction (Saskatoon)

Hard Knox Talks (Collaboration with Dr. Barb Fornssler, SPH Faculty, USask)

Community Health and Epidemiology - USask

Pewaseskwan (the Indigenous Wellness Research Group) at the University of Saskatchewan

Vatanparast Nutrition Epidemiology Laboratory (VNEL)

National Collaborating Centre for Infectious Diseases (Manitoba)

Alberta Health Services; Central Zone Addictions & Mental Health

Vaccine and Infectious Disease Organization (VIDO)

Ministry of Health – Environmental Health Unit (Saskatchewan)

SOFIA House Inc. (Regina)

University of Toronto, Centre for Sustainable Health Systems

Station 20 West in Saskatoon (Collaboration with College of Nursing, USask)

Saskatchewan Population Health and Evaluation Research Unit (SPHERU)

RESOLVE SK

Access and Equity Services, USask

Department of Veterinary Pathology, Western College of Veterinary Medicine, University of Saskatchewan

University of Saskatchewan, Department of Psychiatry

Westside Community Clinic, Saskatoon

University of Saskatchewan – community partner Métis Nation - Saskatchewan

Healthy Campus Saskatchewan, USask

Johnson Shoyama Graduate School of Public Policy and the Canadian, Centre for the Study of Co-operatives

University of Regina & Saskatchewan Health Authority

Saskatchewan Brain Injury Association

College of Medicine, University of Saskatchewan

Department of Agricultural and Resource Economics, University of Saskatchewan

All Nations Hope Network

University of Regina & University of British Columbia

University of Regina

St. Paul's Hospital, Saskatoon, SK

Sage Sustainable Solutions Consulting

Indigenous Services Canada - First Nations and Inuit Health Branch Saskatchewan

Métis Nation-Saskatchewan

Indigenous Services Canada

Saskatchewan Polytechnic, Center for Health Research, Improvement and Scholarship

Department of Psychology, St. Thomas More College

Cancer Colorectal Canada (Quebec)

Nucleus Research Training and Consultancy Service, Addis Ababa, Ethiopia (Collaboration with Dr. Nigatu R

OXFAM, UK

Saskatoon Fire Dept.

, University of Saskatchewan

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: May 16, 2024

SUBJECT: **New Concentration with separate admissions requirements – Master of Science in Large Animal Clinical Sciences – Remote Swine Medicine Residency**

MOTION: *It is recommended that Council approve the new Large Animal Clinical Sciences Remote Swine Medicine Residency Program (with separate admissions requirements), effective May 2025.*

PURPOSE:
University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

CONTEXT AND BACKGROUND:
The College of Graduate and Postdoctoral Studies and the Western College of Veterinary Medicine is proposing a new concentration for the Master of Science in Large Animal Clinical Science. The new concentration will be in Remote Swine Medicine Residency and will have separate admissions requirements from other concentrations in the M.Sc in Large Animal Clinical Science.

The proposed concentration will provide clinical training in swine medicine and will be completed remotely by placing students in approved swine veterinary practices across Canada. This program will fill a gap at USask and within Canada of clinical training in swine medicine. It is anticipated that applicants to this program will mainly be foreign-trained veterinarians who are either Canadian citizens or Permanent Residents.

Given the need for students in this program to work in remote locations with little support, applicants to this program will need to meet a higher than minimum standard of English proficiency, which is included in the admissions requirements for this program. These changes to the admissions qualifications from other clinical residencies for the M.Sc. in Large Animal Clinical Sciences require Council's approval.

CONSULTATION:
This change was reviewed by the Graduate Programs Committee on September 27, 2023 and there were some clarifications requested, which were provided by October 11, 2023. With GPC's support, the proposal was presented to the Academic Programs Committee at its November 29, 2023 meeting. The committee raised concerns at that time about the intention to use the interview process to assess English proficiency. As a result, the proponents worked with the language centre regarding English proficiency levels. As a result, the proponents proposed, and the GPC approved a higher than minimum

standard English proficiency requirement for this program. With those changes, the proposal was brought back to APC at its April 24, 2024 meeting, and the committee voted to recommend that Council approve the program with the different admission qualifications from other clinical concentrations.

ATTACHMENTS:

1.   **M.Sc. in Large Animal Clinical Science - Remote Swine Medicine Residency concentration**

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

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: **306-966-5751**
Email: **grad.studies@usask.ca**

M E M O R A N D U M

To: Academic Programs Committee of Council

From: **Graduate Programs Committee, CGPS**

Date: April 1, 2024

Re: Remote Swine Residency Concentration revisions

The College of Graduate and Postdoctoral Studies is recommending the approval a new Remote Swine Residency concentration for the M.Sc. project-based in Large Animal Clinical Sciences. The proposed concentration will fill a current gap for clinical training in swine medicine at USask and will be completed remotely by placing students in approved swine veterinary practices in Canada. The expected implantation date for these changes is May 1, 2025.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed and approved the proposed concentration at its meeting on September 27, 2023, noting strength of the rationale, clear need for the swine element in the program and the innovative approach to resourcing.

Motion: To recommend approval of the of the Remote Swine Residency concentration, pending clarification about wording for admission requirements, concentration, and admission appeal process"
Ferrari/Morrison – CARRIED unanimously

The proponent addressed the items requiring clarification as confirmed by the Graduate Programs Committee Chair, Dr. Mark Eramian, on October 11, 2023.

The proposal was reviewed by the Academic Programs (APC) on November 29, 2023. APC noted a concern about the intention to use the interview to assess English proficiency and advised that the correct mechanism for requiring a higher than minimum proficiency in English is to seek an exception to the English Proficiency Policy.

To gain an understanding of the practical implications of higher that minimum English proficiency scores, the proponent and CGPS connected with the Language Centre, who provided a detailed descriptions of English proficiency levels and mapped levels to English proficiency standardized exams, including TOEFL and IELTS.   It was determined that remote swine residency students should be advanced proficient users of English. The proposal was revised accordingly and no longer includes assessment of English proficiency in the interview.

CGPS Faculty Council has delegated authority to the Graduate Programs Committee to approve higher than minimum standards to English Proficiency. The Graduate Programs Committee reviewed the proposed changes and approved the revisions with the following motion:

Motion: "To recommend approval of the revisions to the English Proficiency admission and selection requirements, including higher than minimum standard English Proficiency scores, for the Remote Swine Residency concentration for the M.Sc. project-based in Large Animal Clinical Sciences."
Martin/Fazel – CARRIED unanimously

Attached please find the revised proposal for the Remote Swine Residency concentration for the M.Sc. project-based in Large Animal Clinical Sciences

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

E290 Administration Building
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Telephone: (306) 966-6253
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academic_programs@usask.ca

UNIVERSITY OF SASKATCHEWAN
Governance Office

PROPOSAL IDENTIFICATION

Title of proposal: Major program modification: LACS Remote Swine Medicine Residency concentration

Degree(s):   Master of Science - project

Field(s) of Study: Large Animal Clinical Sciences

Level(s) of Concentration:
      Remote Swine Residency

Option(s): none

Degree College: WCVM

Contact person(s) (name, telephone, fax, e-mail): John Harding, Professor LACS, 306-966-7070, 306-291-9565, john.harding@usask.ca

Proposed date of implementation: May 1, 2025

Proposal Document

Please provide information which covers the following subtopics. 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.

Academic Justification:

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

The department of Large Animal Clinical Sciences (LACS) has offered clinical residencies for many years in medicine, surgery, field service, and beef and dairy practice. These are 3- or 4-year programs that combine advanced clinical training leading to board certification and academic/research training linked to a Master of Science (project) degree. The clinical training component is conducted through the Veterinary Medical Centre (VMC) at WCVM, either in the large animal clinic or on farm through field service. Clinical training may be focused on horses, beef or dairy cattle,

small ruminants (sheep, goats), or exotics (lamas, alpacas, emu, etc) depending on the student.

Presently, LACS does not offer a clinical residency in swine medicine, mainly due to the near complete absence of swine clinical caseload at the VMC. Unlike the other livestock commodities, pigs are typically raised in highly biosecure farms. Pigs that leave the farm are not brought back, thus, cannot be transported to a vet clinic for treatment. Furthermore, the VMC no longer has swine herd health clients, as former clients have left the business or obtained the services of private veterinarians.

The proposed remote swine medicine residency concentration will be a public-private partnership whereby the research and academic training will be conducted by the university and the clinical training will be completed remotely by placing students in approved swine veterinary practices in Canada. The clinical training will be supervised jointly by board certified faculty at WCVM and a senior veterinarian at the swine practice. This partnership leverages the expertise and diverse clientele of specialist swine veterinarians that residents would never access if the program was strictly Saskatoon-based. The proposed remote swine medicine residency is a new approach that is unprecedented in North America, therefore, a valuable addition to the University. It will serve as a template for other food animal species, if desired in the future.

b. ***Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans****.*

The proposed Remote Swine Medicine Residency program is a new concentration that fits within our existing MSc (project) residency program. It is aligned with the mission of the Department of Large Animal Clinical Sciences: *"to educate veterinary students, conduct research, and publish scholarly work on the health and management of large animals with the ultimate goal of sustaining and improving the health and prosperity of Canadian society".* Moreover, it aligns with all 4 objectives of the WCVM's strategic plan (Table 1).

Table 1. WCVM's strategic objectives (2019)

1. Ensure the long-term sustainability and growth of the college
2. Strengthen and expand the WCVM's research mission
3. Enrich and expand the student experience
4. Advance and promote our clinical expertise, training and outreach
From: https://wcvm.usask.ca/the-college/about.php#StrategicPlan

The field research conducted by the remote swine medicine residents will be collaborative in nature, supported by swine industry, and involving the participation of pork producers and swine veterinarians across western Canada. It is focused on developing tools to benchmark and improve swine health in Canadian Farms. As such, it aligns well with the WCVM Research vision *"To be a national and world leader in research related to the health and welfare of livestock, companion animals and wildlife, through our involvement in multi-disciplinary and collaborative research that leads to the creation of new knowledge to help prevent and treat diseases in animals that impact public health, food safety, environmental stewardship and sustainability, and is in accordance with our veterinary oath.*"

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

The Remote Swine Medicine Residency concentration targets foreign-trained veterinarians (FTV) who are Canadian citizens or Permanent Residents who have a strong background in swine and are working in the industry in non-veterinary roles. There are many individuals of this demographic presently working on farms, in veterinary practices, or in allied and supporting businesses. Many are of Filipino, Mexican, South American or east European descent, with professional skills that require upgrading to be eligible for veterinary licensure in Canada. In Alberta, Saskatchewan and Manitoba, the Veterinary Medical Associations (VMAs) all offer limited-scope licensure to veterinarians in their speciality when board certified as specialists. The Remote Swine Medicine Residency will train FTV to become board certified in swine health management through the American Board of Veterinary Practitioners (ABVP), thus enabling a limited scope veterinary licensure in swine medicine in these provinces.

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

There are no similar programs in Saskatchewan or Canada. The CVMA is apparently developing a "fast-track" licensure program for FTV working in Canada in private practice but the details are not yet available, and it is not an academic program. Based on the information presently available, it will not lead board certification or a MSc degree. The other four veterinary colleges in Canada (UCVM, OVC, FMV, UPEI) do not offer swine medicine residencies. UPEI offers a Maser Vet Science degree but it is not specific to swine. OVC offers a DVSc degree in swine health management but it is not remotely delivered and does not lead to board certification. The UCVM has no clinical program. The Iowa State University is the only other North American university offering an ABVP[1] approved swine residency but it is not remotely delivered, nor targeting FTV's specifically.

Admissions:

The [Admission Framework](#) document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on https://programs.usask.ca/programs/admission-requirements.php

a. *What are the admissions requirements of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?*

The Remote Swine Medicine Residency will have the following admission requirements. Points a) to d) are identical to our existing VMC residency concentration. Point e) is a requirement of the ABVP and increases the likelihood that the residents will succeed. Point f) is an objective way of assessing competence in basic knowledge of swine

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[1] ABVP – American Board of Veterinary Practitioners, the certifying body of livestock/companion animal veterinary specialists. The remote swine medicine residency will be approved by the ABVP prior to July 2024.

medicine and production prior to starting the residency. Points g-i) will be used to assess the candidates' interest in the program, education and quality of swine experience.

a) D.V.M. or equivalent from a recognized college or university
b) Canadian citizen or Permanent Resident
c) Eligibility for restricted, educational licensure to practice veterinary medicine in the province of clinical training
d) Language Proficiency Requirements: Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
   a. A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
   b. Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores* are as follows:
      i. TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
      ii. IELTS: a minimum score of 7.5 out of 9 in each area and overall
e) A cumulative weighted average of at least 70% (USask grade system equivalent) in the last two years of study.
f) Solid background in swine medicine and production gained in <u>one </u>of the following ways:
   • At least five (5) years of documentable experience in swine practice or industry (min. 2 yrs in Canada/USA)
   • Completion of an MSc degree, plus at least one (1) year of swine practice or related swine industry experience;
   • Completion of a PhD degree in a swine-related area, along with documented evidence of consulting or work experience (intern/externships) in the swine industry.
g) Passing of the ABVP-swine health management entry examination
h) Cover letter expressing/explaining interest in the program
i) Resume or CV, detailing all post-secondary education, work experiences, certifications, professional or community activities.
j) Letter of support from a supervisor, or veterinarian licensed to practice in Canada

*Acceptable test scores:

	IELTS	TOEFL
Average	**7.5**	**100**
Reading	7.5	22
Listening	7.5	22
Speaking	7.5	22
Writing	7.5	22

b. ***What are the selection criteria – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice****?***

The candidates will be ranked based on the following:

- ABVP Swine health entry examination score
- English proficiency (scores)
- Letters of support
- Interview performance (conducted after application is received)

c. ***What are admission categories – regular admission, special admission, and Indigenous equity admission?***

Regular admission only

d. ***What are the admission models – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?***

Ranked competitive and regionally allocated (to align with available training sites and industry funding)

e. ***Intake - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?***

There will be a maximum of 6 students in the program at any time, one for each of the six remote clinical training sites selected the program. The total number of students in the program may change in the event the number of training sites changes (increases or decreases). During the first year of the program (July 2024 start), it is anticipated that up to five students may enter the program. The remaining students will enter in subsequent years. All students will internationally trained veterinarians.

f. ***What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?***

Candidates will begin the 3-year residency on July 1st.

Step 1: A residency application package comprising of the following must be received by the Department by December 31st of the prior year (i.e. 6 months before starting program).

- Resume/CV specifically detailing education, work experiences, publications, presentations, volunteer work.
- Proof of Canadian citizenship or Permanent Residency status
- Cover letter expressing/explaining interest in the residency program

- Letter of support from a supervisor or Canadian veterinarian
- Official transcripts (undergraduate DVM or graduate level) with key from University explaining grades. A notarized English translation must be provided if not in English.

Step 2: An application to write the Swine Health Entry examination must be made to the ABVP on or prior to January 15th. The examination will be written within a 6-8 week period (date to be set each year by the ABVP) and is typically in early February. It has been remotely delivered through Prolydian for the last several years. Hopefully this will continue but there is a possibility that it reverts back to being delivered in person at the American Association of Swine Veterinarian (AASV) Annual Meeting in late February or early March each year.

Step 3: Candidate selection

- All applicants who have written the ABVP Swine Health Entry examination will be interviewed before March 31st by WCVM swine medicine faculty to assess background knowledge, and soft skills (communication and interpersonal skills). Applicants will be ranked within the cohort of applicants.
- Candidates will submit confirmation of their ABVP Swine exam grades to the Department as soon as they are made available in early April.
- Final selections will be made by April 30th, at which time the candidates will be notified and their application to CGPS finalized and submitted. All selections are contingent on confirming a suitable clinical training site.
- The residency starts July 1st (ABVP timeline), the academic term starts Sept 1st.
- All residencies must be approved by the ABVP.

g. ***Which office will manage the admission process – TLSE, college, department, or a combination?***

Department of Large Animal Clinical Sciences

h. ***Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.***

The program has been under development since January 2022, and was announced to the Canadian swine veterinary community in October 2022 during formal presentations at regional meetings. Since then, I have engaged with the pork industry to secure their financial support, swine veterinarians who will be the clinical hosts/supervisors, the AB, SK and MB Vet Medical Associations to review bylaws permitting licensure through board certification, and potential applicants. I have also marketed the program by way of an interview with Farmscape.ca (https://farmscape.ca/f2ShowScript.aspx?i=28026&q=WCVM+Program+offers+Foreign-Trained+Veterinarians+Opportunity+for+Canadian+Certification) and have individually contacted the large pork producers in western Canada to help recruit potential FTV applicants. We presently have four potential applicants committed to write the ABVP swine health entry exam in February 2024, and have 4 potential clinical training sites confirmed. I have upcoming presentations at the Canadian and Western Canadian Swine Veterinary meetings in October. I am actively recruiting additional applicants for 2025 entry.

Because the program requires a fairly specialized individual and the support of a Canadian swine veterinarian, the longer-term marketing strategy will include direct communications with swine industry and potential candidates, the development of a website, targeted electronic and print media .

i. Admissions Appeal – what will this process be.

All admission appeals will be referred to CGPS as per institutional policy.

j. Transfer Credit – when will this be assessed and by which office?

Transfer credit will be assessed by the department LACS on a case-by-case basis after admissions has been completed, in accordance with CGPS policy:
https://cgps.usask.ca/policy-and-procedure/Academics/Coursework.php#55TRANSFERCOURSECREDIT

Description of the program:

a. What are the curricular objectives, and how are these accomplished?

The curricular objectives are to provide advanced clinical training that allows the students to qualify to write ABVP board certification examinations in swine health management, and to provide research training and experience by the completion of a non-thesis, Master of Science - Project (MSc-project) degree that collectively will enhance the delivery of evidence-based swine veterinary medicine.

These will be accomplished by participation/completion in the following:
- Clinical training (minimum 100 weeks over 3 years): the delivery of swine veterinary medicine services under the supervision of ABVP board certified specialists in swine health and an on-site experienced swine veterinary supervision with minimum 5 years experience,
- Minimum 10 formal diagnostic investigations conducted on swine farms and reported as per ABVP requirements,
- 30 credit units of academic coursework focused on enhancing clinical training and research skills,
- A prescribed research project providing opportunity to develop skills and knowledge related to project design, data collection, analyses and reporting.

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.

The program will largely be delivered remotely (distributed) with students placed in clinical training sites in Alberta, Saskatchewan, and Manitoba. Clinical training will be experiential in nature with students working with veterinary teams in a practice setting 60-70% of their time. Students are expected to be on farm working with pigs and producers 2-3 days per week. This will be supplemented with remotely delivered (online) courses during the academic year, or in-person field courses offered over 3-4 days at a

central location for all students (Saskatoon, Winnipeg, etc). Progress in clinical training will be monitored closely by the on-site co-supervisor and faculty resident supervisors. Deficiencies and progress will be discussed and reported to the student twice yearly (June, Dec) along with necessary remediation plans.

Research training will also be experiential in nature with students working on a prescribed project based out of their clinical training location. The project will be focused on the development of tools to enhance swine health and the delivery of swine veterinary medicine. These tools may continue to be used or further developed after completion of the residency program. The research project will be supplement by formal research training (courses, seminars) in applicable research and analytical techniques. Research progress will be monitored by the faculty supervisor and department graduate advisory committee.

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

Not applicable

d. ***Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.***

Students will be emersed in *synthesis, analysis, application, critical thinking, problem-solving* because their clinical and research training are conducted in the field with animals and people (no simulators) in real-life situations.

e. ***Explain the comprehensive breadth of the program.***

Daily clinical activities will be directed by the clinical supervisor to ensure training is diverse, across a wide range of subject areas including medicine, surgery, anesthesia, ultrasound, pathology, population medicine, nutrition, pharmacology, behaviour/welfare, husbandry and reproduction and environmental control. The students are required to log activities in these subject areas biannually.

Clinical activities will also include formal diagnostic investigations into disease outbreaks or production problems occurring in their client farms. During the 3 year residency period, 10 case summaries or 2 case reports (or a combination of both types) will be prepared and submitted as part of the Advanced Clinical Practice courses. In addition, the students will participate in case rounds, a biweekly discussion of interesting cases with faculty and other resident in the program.

In terms of courses, the Swine Medicine residents will follow a "lockstep" curriculum with 12 cu developed to clinical practice and 18 cu devoted to non-clinical and research-related courses. This balance of clinical and non-clinical/research courses is identical to LACS' existing VMC residency program. Clinical courses include Advanced Clinical Practice (4 cu) to be taken each year of the program (with a concurrent increase in student expectations each year). Non-clinical/research courses include and Current Topics in Swine Medicine (2 cu per year), Clinical Trial Design (VLAC 811), Statistics for Clinical Research (VLAC 812) which are offered annually by the department, as well as 3-4 topic-based swine-specific elective courses to be developed: Advanced swine production and disease, Swine Nutrition, Swine behaviour and welfare, Swine business

and human resources. The curriculum is designed to supplement their clinical training with more basic and theoretic content.

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

The Remote Swine Medicine residency embraces all 5 of the University's Learning Pursuits, described in the Learning Charter (https://teaching.usask.ca/documents/vptl/LearningCharter.pdf). The program targets foreign-trained veterinarians, who for some reason or another, have journeyed to Canada from homelands abroad. The clinical training, research and coursework in this residency is specifically designed to upgrade their skills and knowledge to allow veterinary licensure in Canada. This will allow them to return to their full professional capacity. In developing the program over the last 18 months, I have received amazing moral and financial support from the swine industry, veterinary profession, academia and private individuals. The wide support and generosity exhibited towards assisting foreign-trained veterinarians has been outstanding, and speaks to the first learning pursuit: Truth and Understanding. The swine medicine residency is all about managing change, instilling a culture of life-long learning, and thinking creatively to solve problems whether disease problems on individual farms or structural issue such as addressing the shortage of swine veterinarians in Canada which this residency attempts to address.

The second pursuit is that of knowledge. The residency will provide specialist training leading to board certification in swine health management. The ABVP is the professional organization that certifies animal and livestock specialists in North America. The expected outcome for the residents is to pass their certifying examinations, thus, the curriculum is designed to fulfill this objective. By definition, specialists required a comprehensive understanding of their subject area and profession. Veterinarians are governed by the veterinary medical associations (VMAs) in the provinces in which they practice. VMAs are regulatory bodies with a mandate to protect the public.

Ethics and personal integrity (third pursuit) are woven into the foundation of the veterinary profession. This is directed towards individuals and society, as well as animals. I believe it difficult to teach personal integrity as it is inherent to oneself. However, through experiential learning and proper mentorship, it is possible to lead by example. The selection of the clinical co-supervisors is critical to the success of the clinical training program. These individuals have been hand selected based on their expertise, as well as being tole models in the profession in terms of ethics and integrity. From a technical standpoint, the anticipated course in animal welfare will delve into some the ethical issues facing the swine industry, and the swine disease course will explore ethical concerns such as mass euthanasia, antimicrobial resistance, and mass prophylactic medication strategies.

The fourth pursuit, aims to develop and apply appropriate research skills and practices. The swine medicine residency includes the provision of research training through course work as well as the development and execution of a field-based research project. The research projects will require broad industry consultation and participation, allowing residents to expand their networks beyond the boundaries of their clinical practice site. They aim to develop tools to enhance swine health that can be used after successful completion of the residency program and board certification. There is an expectation that the research results will be translated by way of a peer review manuscript, but more

importantly, there will be opportunities to translate research results at regional veterinary and industry meetings as well as through various media outlets. Importantly, the deliverables of the research will assist producers better manage their herds so translation to that cohort will be in real-time as the tools are developed.

The heart of the swine residency program is captured in the <u>University's fifth learning pursuit, Individuals and Community</u>. The bullet point: "Committing to positive growth and change for oneself and for local, national and global communities" exemplifies the FTV residents that will be enrolled in the program. These individuals will be mature students who are committing to a new career path, returning to a learning environment, and accepting a significant decrease in financial compensation. While there is tremendous opportunity for personal growth for these individuals, it is not without personal commitment and sacrifice. As Canadian citizens or permanent residents, these individuals are committed to staying in Canada upon completion of program and will therefore contribute to the swine veterinary profession on a local and national scale. Finally, the last bullet point under this pursuit, "Sharing knowledges and exercising nîkânîwin / nihta niikaaniiw (i.e., leadership) as acts of individual and community responsibility" aligns with my motivation to develop this program. I acknowledge that my background is privileged based on my nationality and socio-economic upbringing. Developing the Swine Medicine Residency is my opportunity for me to share my knowledge and to give back to a community of individuals who have journeys that are much different than my own.

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

Entrance or transfer from other programs would be difficult because of the specialist nature of the program and the rigid admission requirements. The program is specific to a very select group of individuals. This is a unique residency program, so transfers from other Canadian or US universities are unlikely. Moreover, transfer from the WCVM VMC residency program is also unlikely because a strong background in swine medicine is required, which is not typical of those students.

h. **Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe**

The short-term success of the residency program will be judged on the basis of the percentage of students who fulfil the requirements of their MSc-project degree within the 3-year timeline, and who successfully pass their ABVP certifying examinations within 5 years of passing the ABVP entrance examination (sufficient time to allow two attempts). The longer-term success of the program will be based on its sustainability. This relies on the procurement of sustainable funding, continued need and interest in the program by foreign-trained veterinarians, recruitment of clinical trainers and instructors, and acceptable short-term success rates.

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 Remote Swine Medicine residency program needs to be approved by the ABVP. This process is ongoing. WCVM has had an ABVP approved swine residency program in

the past that was inactivated several years ago pending development of this new remote residency targeting foreign trained veterinarians. To reactivate the residency, I must describe provide the ABVP with similar information as provided herein, as well as a detailed description of the clinical training sites and the anticipated residents. I anticipate submitting this application in October 2023.

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?**

The Remote Swine Medicine Residency concentration relates most closely with the exiting VMC residency in field service. While separate concentrations within the same graduate program, the main differences are the livestock species of interest and the remote (distributed) learning feature of the swine medicine residency. The Department of Small Animal Clinical Sciences also offers residency programs in a variety of disciplines, that work in conjunction with the VMC. Similarly, the Department of Veterinary Pathology offers a residency program that works in conjunction with the Prairie Diagnostic Services Inc. The only other ABVP approved swine health residency is located at the Iowa State University, and it is more closely related to our VMC concentration.

Courses developed and offered to swine medicine residents will made available to other large animal residents and research students at WCVM. This is already happening. Last year, we developed and delivered two special topics courses (VLAC 898) that will become core offerings in the swine medicine residency curriculum. In each of these courses, graduate students from other large animal disciplines were enrolled. The same will apply to other courses as they are developed and offered. That said, the swine medicine residency is specialized with board certification as the primary outcome. It will not naturally lead to other programs on campus 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.**

Consultations to date have been extensive, including the LACS department, the WCVM executive, College administration, WCVM faculty, College of Ag Bioresources, the Prairie Swine Centre, and the CGPS.

Department: initial introduction of swine medicine residency program to new department head shortly after taking office in Nov 2022, presentation to the department graduate oversight committee (Feb 2023), and formal presentation to at department meeting in March 2023.

College administration/WCVM Executive: multiple consultations with the Dean (starting Oct 2022), and various member of College administration including development officer regarding fund raising activities and establishment of the SMART Trust fund (starting July 2022), associate dean research and WCVM research office regarding Mitacs and NSERC Alliance research funding (June 2023), and financial managers regarding

budgeting, residency payroll and administration (starting Dec 2022). The program was presented to the WCVM Executive committee (Sept 13, 2023) with explanation of why the major program modification is required.

WCVM Faculty: A presentation to faculty was made on Sept 18, 2023 to obtain feedback and answer any concerns. A summary of this meeting is included in the College Statement (attached) submitted by Dr. Lynn Weber, ADR, WCVM.

College Ag Bioresources: An introductory email and conversation with ADR Dr. Trever Crowe on Sept 11th was followed up by email to larger groups of AgBio faculty involved in swine training and research. A letter of support from the head of the Dept. Animal Poultry Science is provided.
Prairie Swine Centre Inc.: initial discussions with the CEO Dr, Murray Pettit starting spring 2023 followed on in Sept 2023 by email and phone. A letter of support is attached.

CGPS: initial email to Assoc. Dean Ryan Walker Dec 2022, followed by a number of virtual meetings with Dr. Walker and staff beginning Jan 2023. Discussions continued to July 2023 when a final decision that a major modification request was required.

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 requirements when including courses from other colleges.***

No courses from other units are envisioned at this time. Instructors for some courses may be required. These might include faculty from other departments/colleges, retired faculty, or industry leaders. They will be recruited when course syllabi are developed closer to their delivery.

Other resources required may include meeting spaces for the field courses. Rooms within WCVM or at the Prairie Swine Centre will be used depending on availability for any 3-4 field courses based out of Saskatoon.

No other university resources are envisioned at this time. Pre-requisites do not apply.

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

I have conducted broad industry and professional consultation during the last 12-18 months related to funding, VMA licensure, clinical training sites, recruitment of potential FTV applicants, etc. A brief list is below to exemplify the nature of these consultations.

Professional: presentations at the Western Canadian Association of Swine Veterinarian (WCASV) and Ontario Association of Swine Veterinarian (OASV) annual meetings in Oct 2022; update presentations to WCASV and CASV scheduled for Oct 2023; article published in CASV newsletter (Dec 2022). Presentation to WCASV Liaison group (WCASV executive, pork boards, CASV, CVOs) in Nov 2022, Discussion with CVMA Workforce Shortage project (Feb2023) with subsequent posting on CVMA website (https://www.canadianveterinarians.net/policy-and-outreach/priority-areas/veterinary-workforce-shortage/).

Veterinary Colleges: Discussions with swine faculty/lecturers at the University of Guelph (OVC) staring Sep 2022, and University of Calgary starting Oct 2022.

Veterinary Medical Associations: Discussion with the Veterinary Medical Associations (VMAs) in SK and AB in Nov 2022 to review existing bylaws/guidelines pertaining to the licensure of board certified specialists. Discussions beginning Jan 2022 with MB VMA and a presentation to the board in Dec 2022 following extensive consultation and review of new proposed bylaws enabling licensure after board certification in Manitoba (bylaw passed general vote in Feb 2023). Discussions with all VMAs included details on educational licensure of FTV during their clinical training program.

Canadian Food Inspection Agency: CFIA consulted in Dec 2022 confirming accreditation of FTV swine residents after board certification and VMA licensure.

Industry: Discussions with individual donors began May 2022 with first contributions made before year end. Discussions with industry began with Manitoba Pork in Nov 2021 which guided the development of the current funding model. Discussions continued with MB, SK and AB Pork Boards leading to their confirmation of sponsorship ($50K each) in July 2023. This followed discussion and confirmation of funding from the Western Canadian Swine Health Alliance (WCSHA) in Jan 2023, and a presentation at the 21st Century Forum in April 2023.

Research: Initial discussions with Mitacs personnel regarding matching funding for research project starting Nov 2022, with several follow up discussions and completion of a research budget with assistance of WCVM research office in July 2023.

Potential FTV applicants: Correspondence with individual potential applicants beginning Oct 2022 following WCASV presentation. Formal information session (virtual Zoom) with 11 individuals in Dec 2022. Additional correspondence and development of study plans for ABVP entry examination spring/summer 2023. Four candidates presently preparing to write examination in Feb 2024.

ABVP: Initial discussions with the Swine Health Management leadership in the spring 2023 and the ABVP administrative office regarding residency reactivation in August 2023 followed by written notice of the timeline to apply for re-activation of residency in Sept 2023.

Budget:

The [Financial Implications Form](#)
must be completed to determine the cost impact of the proposed program. Information about budget and financial implications appears in that form.

Jennifer Beck emailed Sept 11, 2023 who responded and provided the financial implications form shortly thereafter. The completed form was returned by email to her office on 21-Sep-2023.

College Statement

Please provide here 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.**

Letter from Dr. Lynn Weber, ADR, WCVM attached.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
    - o Letters of support from:
        - ▪ Prairie Swine Centre – attached
        - ▪ Large Animal Clinical Sciences – attached
        - ▪ Department of Animal and Poultry Science - provided
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.

Required for all submissions:

☐ Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).

☐ Budget forms, including tuition.

☐ Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes marked in red
   - o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.

☐ Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.

☐ Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

☐ New Course Proposal Form

Degree requirements for the new Swine Medicine Residency are similar to those for the VMC concentrations. In total, 30 credit units are required, 18 cu in clinical practice and

12 cu in elective courses. Except for short courses completed in Saskatoon twice per year, the degree will be completed out of province.

Clinical Practice - core courses (12 cu)
Advanced Clinical Practice I, II, III: VLAC 891.4, 892.4, 893.4 (one course per year)
These are all existing (approved) courses

Electives (topic based) (18 cu)
Electives taken in years 1-3 will be selected by the student based on topic, background expertise and research needs. They may include regular catalogue offerings (such as VLAC 811 Clinical Trial Design and VLAC 812 Statistics for Clinical Researchers), VLAC 841 Current Topics in Swine Medicine: (repeated annually), special topics (such as VLAC 898 Advanced Swine Production and Disease), courses to be developed or offered by other universities on specific topics such as nutrition, business, principles of farm animal welfare. Course may be taught remotely during the fall and winter academic terms, or as in-person field courses taught over a 2-4 full days at a centralized location.

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:
Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a *Proposal for Curricular Change* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
1	Consultation with other colleges re: impact or similar programs	N/A	AgBioresources (Sep 2023) Prairie Swine Centre (PSC) (Sep2023)	AG: Discussion with Trever Crowe (ADR). <mark>Letter of support from Tim Mutsvangwa (Head, APS)</mark> PSC: Murray Pettitt
2	Financial Sustainability/Tuition Review	*Budgetary and Financial Implications Worksheet*	Jennifer Beck	Via Email, completion of Financial Implications Form, further consultation anticipated upon submission
3	Consultation with Manager, Admissions and Transfer Credit	*Admissions Template*		
4	Budget Consultation with Institutional Planning and Assessment	*Budgetary and Financial Implications Worksheet*		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	*Budgetary and Financial Implications Worksheet*		
6	Secure College Faculty Council Approval	• *Proposal for Academic or Curricular Change Form* • Completion of *Physical Resource and Space Requirement Form* • Completion of *Library Requirement Form* • Completion of *ICT Requirement Form* • Completion of *New Course Creation Form* • Completion of *Catalogue Entry*	No physical resources required Online access required as per all students No ICT requirements required Core courses are existing Elective courses will be developed as required To be done by CGPS	Presentation to WCVM Faculty Council Sep 18, 2023.
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)		

8	Consultation with Registrar	*Consultation with the Registrar Form*		

Large Animal Clinical Sciences
Master of Science (M.Sc.) - Project-option
Remote Swine Concentration

Admission Requirements
- D.V.M. or equivalent from a recognized college or university
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - a) A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - b) Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
    - TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
    - IELTS: a minimum score of 7.5 out of 9 in each area and overall
- 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)
- Canadian Citizen or Permanent Resident
- Eligibility for restricted, educational licensure to practice veterinary medicine in the province of clinical training
- Background in swine medicine and production, gained in <u>one</u> of the following ways:
  - a) At least five (5) years of documentable experience in swine practice or industry, with a minimum of 2 years in Canada or the USA.
  - b) Completion of an MSc degree, plus at least one (1) year of swine practice or related swine industry experience;
  - c) Completion of a PhD degree in a swine-related area, along with documented evidence of consulting or work experience (intern/externships) in the swine industry.
- Successful completion of the ABVP-swine health management entry examination
- Cover letter expressing/explaining interest in the program
- Resume or CV, detailing all post-secondary education, work experiences, certifications, professional or community activities
- Letter of support from a supervisor or veterinarian licensed to practice in Canada

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies **Academic Policies** for more information.

Degree Requirements

Students must maintain continuous registration in the 992 course.
- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects
- VLAC 990.0
- VLAC 992.0

A minimum of 30 credit units:
- 12 credit units pertaining to clinical competency in swine medicine, as approved by the advisory committee. Clinical training will take place in remote locations in Alberta, Manitoba, or Saskatchewan.
- 18 credit units pertaining to research and discipline-specific, foundational knowledge, as approved by the advisory committee

University of Saskatchewan
Financial Implications - New or Major Revision of Existing Program Proposal

Requirements:

Of primary importance to the University of Saskatchewan is that academic programs:
- be of high quality
- be in demand by students and the public
- use resources efficiently.

This form identifies the relevant financial implications that should be summarized in your proposal and is to be completed for all new programs and major revisions
(that require new resources).
Please ensure that this form is completed and reviewed with Office of Institutional Planning & Assessment **prior** to submission of the program proposal to the
Academic Programs Committee of Council.

Program Information:

1 Name of the program:
   Remote Swine Medicine Residency Program (concentration)

2 Sponsoring unit (department/college/school):
   Large Animal Clinicl Sciences, WCVM

3 Is this an interdisciplinary program? If yes, provide details:
   No

4 Is there a formal agreement required with any parties external to USask for this program?

   Yes   Agreements with clinical training sites will be developed outlining their specific responsibilities

Enrolment Expectations:

5 What is the projected student enrolment in the program initially, and over time, and on what evidence is the projection based?
   Comment upon whether the program is primarily designed to: a)   cater to graduates of sponsoring college/school/USask,   b) meet a provincial demand (as presented in the SK Growth Plan),
   c) meet national demand, or d) meet an international demand?
   Enrolment is limited by the number of remote clinical training sites we have available (presently 6 or 7). This is the maximum intake at any one time. The residency program is 3 yrs so these sites could
   accept new residents when a previous resident completes their 3 year training period. The program fulfills a provincial and national demand related to the veterinary workplace shortage, particularly in

6 What is the minimum number of students needed for this program to be viable? Please provide support for calculation.
   One to get started, although two would be more sustainable.

7 What is the maximum enrolment, given the limitations of the resources allocated to the program?
   6 or 7 at any given time, based on the number of clinical training sites.

8 How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as result of this new program?
   Is the expectation that total enrolment for USask would increase as a result of this new program? *Especially comment if any new courses are being created.*
   No change in enrollment anticipated in other University programs, including LACS. Total enrolment at Usask will increase by the number of residents entering the program.

Faculty and Staff:

9 Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc)?
   If not, will you be looking to hire? If hiring, what positions and FTE are needed?
   Yes, Drs Costa and Harding are solely responsible for delivery of this program. No hires are anticipated.

10 Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal?
    Dr. Costa (early career faculty) is now responsible for all of the
    undergraduate level teaching in the DVM program (formerly
    taught by Dr. Harding). This has freed up Dr. Harding to teach
    and direct the swine medicine residency program.

11 Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list.
    No

Resource Implications

12 Are there any capital or start-up costs anticipated, and how will these costs be covered?
    Costs can include new space, renovations, equipment, computer hardware and software, marketing and promotion, faculty recruitment, curriculum development, etc. Please provide the exact
    amounts on sheet titled "Budget".
    No. The entire program is funded by industry, private contributions matched by federal research grants (Mitacs, NSERC Alliance).

    Explain budget allocations and how the unit resources will be reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms
    laboratory/clinical or other instructional space requirements)?
13 No significant departmental or college allocations are anticipated (space, calssrooms, labs, etc). There will be minor administrative inputs of the graduate secretary required during the admissions
    procedure and administering the grad progam. The residents will be grad students and added and will be assigned a grad co-chair in the department.

    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. Please describe the resources available
14 and committed to the program, both in terms of one-time costs and ongoing operating costs.
    The program will be distributed. The costs of set up are
    minimal. Student fellowships are provided by industry
    contributions matched by Mitacs and NSERC. Resources
    required to deliver field courses will be paid by the SMART Trust
    from indusry contributions. Direct research costs will be
    covered by Mitacs and NSERC Alliance. Costs of diagnsotic
    investigations will be provided by the WCVM SMART Trust as
    required.

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

    NA

16 List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset incremental program costs. Please identify if any indicated funding is contingent on
    subsequent approval by a funding authority and/or future conditions.

    Private/corp donors: $500K pledged, $125K received
    Clinical training sites: $72K per site over 3 years ($24k/yr) x 4 sites expected initially = $288K total (pledged, will be committed as residents and training sites are confirmed)
    Industry stakeholders: $200K total committed, $50K received
    Mitacs: $200K (1:1 match) - requires grant application to be submitted fall 2023
    NSERC Alliance: $400K (2:1 match) - requires grant application to be submitted fall 2023

Tuition and Student Cost:

    What tuition will the program be charging (Will the program utilize a special tuition model or existing tuition categories)? *Note: As per the Tuition & Fees policy, authority for tuition approval is*
17 *delegated to the Provost on behalf of the Board of Governors*

    Existing tuition rates for Uof S MSc students are anticipated. Does any of this return to the College or Department? All students are Canadian citizens or Permanent Residents
18 If this is an interdisciplinary program, please explain the proposal for how tuition could be assessed?
    NA

19 What is the total cost of the program for a student (tuition and fees included, if any)?
    Tuition and Student Cost: ~4700 per year plus student fees (off campus)
    Vet Medical Associationlicence fees (educational) approx
    ABVP cresentially and certification exam application fees: $590 + $680 USD = $1750 CAD
    Standard out of pocket and living expenses. No textbooks required. Each student will own a personal computer.

20 Compare the proposed total cost of the program per student (both domestic and international) with that of similar programs at USask or other relevant institutions (i.e. U15).
    There are no other similar programs offered in North America. No cost compaison is possible.

21 What provisions are being provided for student financial aid and to promote accessibility of the program? What scholarships will students be able to apply for, and what proportion of students would
    be eligible?
    Students will receive a $40K fellowship per year from the WCVM that is consistent with what other VMC residents are paid. The fellowships will be provided from research funds, and failing that, from
    the SMART Trust. Plans are underway to also have bursaries developed to further support students.

UNIVERSITY OF
SASKATCHEWAN

University of Saskatchewan
Financial Implications - New or Major Revision of Existing Program Proposal

Instructions:

1. Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in
    order to ensure long-term financial sustainability.

	Academic Year					Comments
	Year 1	Year 2	Year 3	Year 4	Year 5	
Revenue						
Tuition						
New domestic students	4	6	7	3	1	
Domestic students continuing in the program	0	0	0	0		
Total # of domestic students (headcount)	4	6	7	3	1	
Domestic tuition rate per credit unit, *if known*						
Domestic tuition rate per student	$ 5,096.40	$ 5,351.22	$ 5,618.78	$ 5,899.72	$ 6,194.71	Assume 5% increase annually
Total tuition revenue - domestic	$ 20,385.60	$ 32,107.32	$ 39,331.47	$ 17,699.16	$ 6,194.71	
New international students	0	0	0	0	0	
Int'l students continuing in the program	0	0	0	0	0	
Total # of international students (headcount)	0	0	0	0	0	
Int'l tuition rate per credit unit, *if known*	0	0	0	0	0	
International tuition rate per student	$ -	$ -	$ -	$ -	$ -	
Total tuition revenue - international	$ -	$ -	$ -	$ -	$ -	
Total Tuition Revenue (with lag)		$ 20,385.60	$ 32,107.32	$ 39,331.47	$ 17,699.16	
Total Tuition Revenue (without lag)	$ 20,385.60	$ 32,107.32	$ 39,331.47	$ 17,699.16	$ 6,194.71	
Student fees (specific to course or program)						
Excursion *(use total amount, not per student)*						
Lab *(use total amount, not per student)*						
Other *(list in Comments)*						
Total Student Fees						
External funding support *(list in Comments)*	$ 304,000.00	$ 435,700.00	$ 382,300.00	$ 218,800.00	$ 74,000.00	For research: Industry $200K (committed), Mitacs $200K (to apply), NSERC Alliance $400K (to apply for), Clinical training sites: $24K/student/year; SMART Trust donations (up to $50K per year over 5 years)
Internal re-allocation *(list in Comments)*						
Total Revenue	$ 324,385.60	$ 467,807.32	$ 421,631.47	$ 236,499.16	$ 80,194.71	
Costs						
Start-up costs						
New space/renovations *(classroom, office, laboratory, workshop, etc.)*	0					
Equipment, including IT *(e.g. hardware, software, lab material)*	0					
Faculty Recruitment	0					
Marketing and Promotion, *if not using centralized services*	0					
Curriculum Development, *if not using centralized services*	10000					
Other start-up costs	2000	Website development				
Total Start-up Costs	$ 12,000.00					
Salary and benefits (if hired new)						
Faculty	$ -					
Sessionals or limited term instructional support	$ -					
Students (Teaching and/or Marking Assistants)	$ -					
Staff	$ 30,000.00	$ 31,000.00	$ 32,000.00	$ 33,000.00		research assistant
Honoraria						
Total New Salary and Benefits	$ 30,000.00	$ 31,000.00	$ 32,000.00	$ 33,000.00	$ -	
Other Operational Costs						
Scholarships and bursaries	$ 160,000.00	$ 240,000.00	$ 280,000.00	$ 120,000.00	$ 40,000.00	40K per student per year
Marketing and promotion	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	
Materials and supplies	$ 6,000.00	$ 6,000.00	$ 6,000.00	$ 6,000.00		Lab supplies for research
Travel	$ 53,000.00	$ 63,000.00	$ 68,000.00	$ 48,000.00	$ 5,000.00	Research travel + field courses ($5K/student per year)
Equipment and IT	$ 6,000.00					Computers x4 for resaerch
Other costs *(list in Comments)*	$ 23,000.00	$ 36,000.00	$ 45,500.00	$ 27,000.00	$ 11,000.00	Diagnostic investigation supplements ($5K per student per year)+KT
Total Other Operational Costs	$ 250,000.00	$ 347,000.00	$ 401,500.00	$ 203,000.00	$ 58,000.00	
Total Costs	$ 292,000.00	$ 378,000.00	$ 433,500.00	$ 236,000.00	$ 58,000.00	
Estimated Surplus or Deficit*	$ 32,385.60	$ 89,807.32	$ (11,868.53)	$ 499.16	$ 22,194.71	
per student	$ 8,096.40	$ 14,967.89	$ (1,695.50)	$ 166.39	$ 22,194.71	

* If deficit in any given year, explain how it will be managed:
The projected deficits in yrs 3 and 4 are based on the curde estimated number of studetns starting each year that may change. If we do run into deficits, they will be covered by increased contributions from the SMART Trust, over the $50K contribtion that is presently budgted. There is presently an unrestricted $75K in the Trust that could be drawn from.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Carolyn Augusta, member, Academic Programs Committee

DATE OF MEETING: May 16, 2024

SUBJECT: **Change to Academic Calendar 2024-25**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of April 24, 2024, the Academic Programs Committee approved a change to the Academic Calendar for 2024-25 to extend the Spring 2025 term within the College of Nursing by one week to allow sufficient time to schedule required clinical placements.

The Academic Programs Committee confirmed with Registrarial Services that this change is possible and can be supported by our systems without additional costs to students.

ATTACHMENTS:
1. College of Nursing Academic Calendar changes
2. Letter from Registrarial Services

UNIVERSITY OF SASKATCHEWAN
College of Nursing
NURSING.USASK.CA

College of Nursing
Health Sciences Building A-Wing 1A10, Box 6
107 Wiggins Road, Saskatoon, Saskatchewan S7N 5E5
Telephone: (306) 966-6221 Facsimile: (306) 966-6621

M E M O R A N D U M

TO: Academic Programs Committee

FROM: Dr. Mary Ellen Labrecque, Associate Dean Academic

DATE: April 1, 2024

RE: College of Nursing Academic Calendar changes

The Saskatchewan government has requested the college of nursing increase the number of students admitted to our BSN and PDBSN programs: to increase BSN enrollment and meet the growing demand for registered nurses in Saskatchewan. The increase in enrollment requires an increase in clinical placements and the number of clinical student groups. This is particularly challenging in the spring clinical rotations where placements are condensed into 8 weeks versus the 12 weeks for clinical rotations in term 1 and 2 of the academic year. Therefore, we are requesting an extension to the Spring 2025 term by one week. These additional days are essential to ensure all students complete their clinical hours during the term and progress through the program and onto graduation in a timely manner.

This request has been made in consultation with college leadership.

The request will be made as part of the academic calendar updates annually.

Requested change:

From current session dates of 8 weeks in 2025:
Thursday May 1, 2025 – Monday June 30, 2025

To proposed session dates for 2025:
Thursday May 1, 2025 – Saturday July 5, 2025

UNIVERSITY OF
SASKATCHEWAN

Registrarial Services
Teaching, Learning and Student Experience
E1 - 105 Administration Place
Saskatoon SK   S7N 5A2   Canada
Telephone: 306-966-1212
Admin Fax: 306-966-6730

25 March 2024

Re: Calendar Date Extension for College of Nursing

Registrarial Services (University Registrar's Office) staff and myself met with Associate Dean Academic Dr Mary Ellen Labrecque to discuss possible operational implications of changing the end date of the program and incorporating those dates into the existing approved Academic Calendar.

It was agreed that to facilitate student experience, changing the end date to 5 July would be acceptable and can be accommodated. Registrarial Services sup[ports this request.

Sincerely

Jason Doell
Assoc Registrar and Director

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Rachel Sarjeant-Jenkins, Vice Chair, Governance Committee
DATE OF MEETING:	May 16, 2024
SUBJECT:	**College of Law Faculty Council Bylaws Revisions**
COUNCIL ACTION:	**Request for Decision**
	It is recommended by Governance that Council approve the changes to the College of Law Faculty Bylaws as attached, effective immediately.

PURPOSE:

Revisions to Faculty Council Bylaws require approval by University Council at the recommendation of the Governance Committee of Council. These changes were brought as a notice of motion to Council on April 18, 2024.

SUMMARY:

The College of Law is looking to change their Teaching and Learning Committee from an ad hoc committee to a formal committee within their faculty council. The Governance Committee met on April 9, 2024, with Dr. Heaven, Associate Dean, College of Law to review the revisions and voted in favour of the changes.

ATTACHMENTS:
1. Summary of College of Law Faculty Bylaws Revisions
2. Revised College of Law Faculty Bylaws

February 2024 Revisions:

Standing Committees (University Council Authority)

Addition:

5.11: Teaching and Learning Committee

    A.   Terms of Reference - The Teaching and Learning Committee enhances and supports teaching and learning at the College of Law by providing relevant information and opportunities to College of Law instructors and making relevant recommendations to Faculty Council. The Committee also coordinates peer review of teaching procedures at the College of Law.

    B.   Membership - The Dean appoints members as necessary.

    C.   Quorum - Quorum is the Chair and one other faculty member of the committee.

    D.   Chair - The Dean appoints the Chair.

College of Law Bylaw

Adopted February 29, 2024

Introduction

1. This bylaw describes aspects of governance of the College of Law. To the extent there is any inconsistency between this bylaw and any previous resolution of the Faculty Council or other committee of the College of Law, this bylaw prevails. Matters of student evaluation generally are regulated by the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning* as supplemented and modified by the College of Law Assessment Regulations. In the event of a conflict between the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning* and the College of Law Academic Regulations, the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning* prevails.

Types of Authority

2. College of Law faculty members exercise decision-making authority in three main ways:

- As part of the College of Law Faculty Council ("Faculty Council"), which derives its authority from the University Council and the *University of Saskatchewan Act, 1995*;

- As faculty members exercising decision-making authority in collegial processes under the collective bargaining agreement between the University and the Faculty Association; and

- As members of the faculty assisting or being consulted by the Dean or Associate Deans of the College of Law as they fulfill their administrative responsibilities.

This bylaw is primarily concerned with facilitating the workings of Faculty Council, but for the purpose of clarity also includes matters outside of Faculty Council.

Faculty Council

3. The Faculty Council of the College of Law is continued, with membership in accordance with the University Council Bylaws, Part Three, article V, 1.[i] Faculty members on leave retain their right to participate in meetings.

3.1 Faculty Council has the power to recommend changes in its membership to the University Council by obtaining the majority approval of Faculty Council.

3.2 Faculty Council has the power to amend this bylaw. Amendments to this bylaw require a two-thirds majority of those present.

3.3 In addition to other duties it takes on itself, Faculty Council fulfills the duties assigned to it by Part 3, article V, 2 of the University Council Bylaws, specifically the duties:

      (a)   to make recommendations to University Council concerning the requirements for admission to programs offered by the college;

      (b)   to establish and report to University Council on the number of students who may be admitted to the college and to report to University Council on the number of students admitted each year;

(c)   to make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;

(d)   to establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;

(e)   subject to the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning*, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college;

(f) to make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by Faculty Council, and to hear appeals of such decisions;

(g)   to approve candidates for degrees, diplomas and certificates;

(h)   to approve candidates for scholarships, prizes, and other awards and honours;

(i) to establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct; and

(j) to consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.

3.4 Faculty Council meets at least three times each year to receive reports from the Dean and Faculty Council committees.

3.5 Faculty Council may be called to meet by the Dean, the Dean's designate, or by a signed petition of at least twelve members of the Faculty Council.

3.6 The Chair of Faculty Council is the Dean, and in the Dean's absence is the Dean's designate, and in both their absences is another member of Faculty Council as agreed to by the majority of members at the meeting.

3.7 At least one week before the date of a Faculty Council meeting, the Chair will distribute any materials that the faculty requires to consider a matter before it. Such materials include the agenda for the meeting, as well as any relevant reports, recommendations and motions. Faculty Council may alter any agenda at the start of the meeting, or at any other time. The agenda must be approved at the beginning of each meeting.

3.8 A quorum of Faculty Council is one-half of those professors, associate professors, assistant professors, and full-time lecturers, who are not on leave. Members on leave may attend and vote, but do not count for quorum purposes.

A simple majority of those present is required for approval of motions, unless otherwise stated in this bylaw.

3.9 "Confidential" Faculty Council meetings may be held. Students may be excluded from these meetings at the discretion of the Chair. The related portion of the minutes may remain confidential at the discretion of the Dean.

3.10 Faculty Council carry out those responsibilities defined in *The University of Saskatchewan Act, 1995,* the *Council Bylaws and Regulations*, and other University regulations.

3.11 Faculty Council must keep a record of its proceedings and this record is open to any member of the faculty council. A copy of the proceedings must, upon request, be furnished by its secretary to the chair of University Council and to the president of the University as required by Part 3 article V.2.D of the University Council Bylaws.

Committees

4. Ad Hoc Committees - Faculty Council or the Dean has the authority to appoint *ad hoc* committees as necessary.

0. Standing Committees (University Council Authority)

The committees listed in this section are established as standing committees of Faculty Council for the purpose of carrying out responsibilities flowing from University Council. Each standing committee must keep minutes. Committee minutes and reports must be filed with the Dean's office.

5.1 Indigenous Engagement

A. Terms of Reference – The Indigenous Engagement Committee may make recommendations to Faculty Council to enhance the student experience for Indigenous students within the College.

B. Membership – The Dean appoints members as necessary. Membership includes students, but student membership is never greater than faculty membership less one.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

5.2 Admissions

A. Terms of Reference – The Admissions Committee reviews applications for the J.D. program and makes offers of admission to applicants as appropriate.

B. Membership – The Dean appoints members as necessary. When considering matters of broad policy, membership includes student members. In such circumstances, student membership is never greater than faculty membership less one. When considering individual applicant or student matters, membership does not include students. .

C. Quorum –Quorum is two members.

D. Chair – The Dean appoints the Chair.

5.3 Board of Examiners

A. Terms of Reference – The College of Law takes collective responsibility for assigning marks to students. This committee may accept, reject or alter marks

submitted to it. It makes recommendations for student graduation and promotion. It has the duties and authorities granted to it under the College of Law's Academic Regulations, including determining faculty action to be taken where students have not met either the promotion standard or the supplemental standard as established by the College of Law's Academic Regulations. The Board of Examiners receives recommendations from the Studies Committee on most issues.

B. Membership – Members of the Board of examiners are:

(i) all individuals teaching a course for which a student is awarded a mark at the College of Law in the current academic year; and

(ii) all probationary or tenured professors, associate professors, assistant professors whether or not they are teaching.

C. Quorum - Quorum is ten members.

D. Chair – The Associate Dean Academic or designate chairs the Board of Examiners.

5.4   Curriculum

A. Terms of Reference –The Curriculum Committee reviews the existing curriculum at the College of Law as necessary, and makes recommendations to the Faculty Council for changes as appropriate.

B. Membership – The Dean appoints members as necessary. Membership includes two students, but student membership is never greater than faculty membership less one.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

5.5   Ethics and Discipline

A. Terms of Reference –The Ethics and Discipline Committee deals with ethical issues among students generally and with individual student discipline matters.

B. Membership – The Dean appoints members as necessary. When considering matters of broad policy, membership includes student members. In such circumstances, student membership is never greater than faculty membership less one. When considering individual student discipline matters, membership does not include students.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

5.6   Graduate Studies and Research

A. Terms of Reference – The Graduate Studies and Research Committee deals with admissions, financial support, and policies in respect of graduate programs in Law and matters relating to research at the College of Law.

B. Membership – The Dean appoints members as necessary.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Associate Dean, Research and Graduate Studies is the Chair.

5.7   Orientation

A. Terms of Reference – The Orientation Committee organizes a program to orient incoming J.D. students to the study of law at the College of Law.

B. Membership – The Dean appoints members as necessary. Membership includes students, but student membership is never greater than faculty membership less one.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

5.8   Speakers

A. Terms of Reference – The Speakers Committee facilitates a program of speakers addressing the College of Law on a variety of academic and practice topics.

B. Membership – The Dean appoints members as necessary. Membership includes students, but student membership is never greater than faculty membership less one.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

5.9   Studies

A. Terms of Reference – The Studies Committee is responsible for individual student matters including scholarships, prizes and bursaries. It reviews the academic progress of all J.D. students and makes recommendations to the Board of Examiners or Faculty Council as appropriate. It has the duties and authorities granted to it under the College of Law's Academic Regulations It also makes recommendations to Faculty Council regarding the College of Law Academic Regulations.

B. Membership – The Dean appoints members as necessary.

C. Quorum – Quorum is the Chair and one other faculty member.

D. Chair – The Associate Dean Academic is the Chair.

5.10   CLASSIC Committee

A. Terms of Reference - The committee meets at least once per term to discuss various matters involving CLASSIC and College of Law Students. The committee (i) assists CLASSIC with efficient and effective delivery of student opportunities, including through facilitating flow of information between CLASSIC and the College of Law, (ii) facilitates reports to faculty council relating to student programming involving CLASSIC, (iii) assists both CLASSIC and the College of Law with identifying and meeting new and ongoing needs and obligations of both parties.

B. Membership- The Dean appoints members as necessary. Membership shall be:

(i) the Dean;

(ii) a CLASSIC representative, as selected by CLASSIC;

(iii) two faculty members, one of whom will be, if possible, a faculty member directly involved in CLASSIC-related academic programming; and

(iv) up to one student member.

C.   Quorum- Quorum is 50% of the membership other than the student member (if any), and must include the person under (ii) and one person under (i) or (iii).

D. Chair – the Dean appoints the Chair.

5.11   Teaching and Learning Committee

A.   **Terms of Reference - The Teaching and Learning Committee enhances and supports teaching and learning at the College of Law by providing relevant information and opportunities to College of Law instructors and making relevant recommendations to Faculty Council. The Committee also coordinates peer review of teaching procedures at the College of Law.**

B.   **Membership - The Dean appoints members as necessary.**

C.   **Quorum - Quorum is the Chair and one other faculty member of the committee.**

D.   **Chair - The Dean appoints the Chair.**

6.   Standing Committees (Collective Agreement authority)

The committees listed in this section are established for the purpose of carrying out collegial responsibilities under the collective bargaining agreement between the University and the Faculty Association. Each standing committee must keep minutes. Committee minutes and reports must be filed with the Dean's office.

6.1   Promotions

A. Terms of Reference – A separate Promotions Committee is established for each faculty member being considered for promotion. The committee is responsible for carrying out its functions as described in the USFA Collective Agreement Article 16.

B. Membership – Members comprise the Dean and all tenured faculty whose rank exceeds the employee being considered for promotion, as determined by the USFA Collective Agreement, Article 16.3.2.[ii]

C. Quorum – Quorum is 2/3 of the committee taken to the nearest integer as determined by the USFA Collective Agreement, Article 16.5.2.[iii]

D. Chair – The Dean chairs the Committee, as determined by the USFA Collective Agreement, Article 16.3.2.

6.2   Renewals and Tenure

A. Terms of Reference – The Renewals and Tenure Committee makes recommendations to the University about renewals and tenure of faculty.

B. Membership – Members comprise all tenured members of the College of Law and the Dean of Law, as determined by the USFA Collective Agreement, Article 15.9.2.[iv] The USFA Collective Agreement provides that "(t)he structure and composition of the committees that consider renewal of probationary appointments shall be the same as the committees which consider the award of tenure".[v]

C.Quorum – Quorum is 2/3 of the committee taken to the nearest integer as determined by USFA Collective Agreement, Article 14.5.3.[vi]

D.Chair – The Dean chairs the Committee, as determined by the USFA Collective Agreement, Article 15.9.2.

6.3 Search

A.Terms of Reference – The Search Committee makes recommendations to the University about the hiring of faculty, as determined by the USFA Collective Agreement, Article 13.5.1.

B.Membership – Members comprise all probationary or tenured faculty as determined by USFA Collective Agreement, Article 13.5.1[vii]

C.Quorum - Quorum is as determined by the USFA Collective Agreement, Article 13.5.1

D.Chair – The dean or designate as determined by the USFA Collective Agreement, Article 13.6.1[viii]

6.4 Recruiting

A.Terms of Reference – The Recruiting Committee is a sub-committee of the Search Committee. It assists with the recruitment of faculty and chairs, but not students.

B.Membership – The Dean appoints members as necessary.

C.Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

6.5 Salary

A.Terms of Reference – The Salary Committee makes recommendations to the University about the salary of faculty members.

B.Membership – The Dean appoints members as necessary.

C.Quorum – Quorum is 50% of the membership.

D.Chair – The Dean appoints the Chair.

6.6 Sabbatical

A.Terms of Reference – The Sabbatical Committee makes recommendations to the University about sabbaticals for faculty members.

B.Membership – The Dean appoints members as necessary.

C.Quorum – Quorum is 50% of the membership.

D.Chair – The Dean appoints the Chair.

7. Standing Committees (administrative authority)

The committees listed in this section are established for the purpose of assisting the College of Law Dean and Associate Deans in carrying out their administrative duties and for facilitating their consultation with faculty members carrying out collegial

responsibilities processes under the collective bargaining agreement between the University and the Faculty Association. Each standing committee must keep minutes. Committee minutes and reports must be filed with the Dean's office.

The Dean, in consultation with faculty members, has the authority to appoint committee members and, where not specified in this section, committee chairs.

7.1   Alumni Association

A. Terms of Reference – The Alumni Association Committee devises ways of building and developing relationships with former students of the College of Law and the College of Graduate Studies in Law, for the purpose of helping those individuals contribute to the well-being of the College of Law.

B.Membership – The Dean appoints members as necessary. The Committee may include people who have worked at the College of Law, at the College of Law library, and those who have taught classes, coached moot teams or otherwise contributed to the success of the College of Law.

C. Quorum – Quorum is 50% of the membership.

D.Chair – The Dean appoints the Chair.

7.2   Endowment

A. Terms of Reference –The Endowment Committee monitors and approves expenditures from the College of Law Endowment Fund.

B. Membership – The Dean appoints members as necessary.

C. Quorum – Quorum is 50% of the membership.

D.Chair – The Dean appoints the Chair.

7.3   Information Services

A. Terms of Reference – The Information Services Committee makes recommendations to Faculty Council as necessary regarding the most appropriate methods of meeting the College's information services needs.

B. Membership – The Dean appoints members as necessary.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

7.4   Faculty Support

A.Terms of Reference – The Faculty Support Committee helps faculty members progress through the tenure and promotion processes.

B.Membership – The Dean appoints members as necessary.

C. Quorum – Quorum is 50% of the membership.

D.Chair – The Dean appoints the Chair.

7.5 **Law Library Endowment Advisory Committee**

    A. Terms of Reference – The Law Library Endowment Advisory Committee:

receives a report at the end of each fiscal year as to expenditures made from the Law Library Endowment; reviews and, where appropriate, comments upon expenditures from the Law Library Endowment proposed for the coming fiscal year; advises and, where appropriate, makes recommendations to the Head of the Law Library about activities or programs which will enhance collections, facilities, or services provided by the Law Library, and which may be appropriately funded from the Law Library Endowment; and receives reports about the activities and programs provided by the Law Library or the University Library.

    B. Membership – The Dean; two faculty members appointed by the Dean; one student member; one representative from (and appointed by) the Law Foundation of Saskatchewan; and one representative from the University Library, to be appointed by the Dean of the University Library.

    C. Quorum – Quorum is the full membership.

    D. Chair – The Dean is the Chair.

8. Representatives

The Dean, in consultation with faculty members, has the authority to appoint College of Law representatives to the following bodies:

8.1 Campus Legal Services;

8.2 Community Legal Services for Saskatoon Inner City Inc. (CLASSIC);

8.3 Those faculty councils whose membership includes a member of the College of Law;

8.4 Pro Bono Students Canada;

8.5 The Public Legal Education Association of Saskatchewan (PLEA);

8.6 Other bodies or organizations as determined by the Dean or Faculty Council.

9. College Administration

The College of Law administration consists of the Dean of Law, the Associate Dean Academic and the Associate Dean Research and Graduate Studies.

9.1 Dean of Law

    9.1.1 The appointment of the Dean shall be in accordance with University policy and regulations.

    9.1.2 The duties of the Dean include:

        (a) to give leadership to the College;

        (b) to co-ordinate and direct the administration of the College;

        (c) to promote the image of the College within the University, the community, the profession, and the corporate sector;

        (d) to act on employment, renewal of probationary appointment, tenure, promotions, salary reviews, and other matters as required by the Collective

Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association;

(e)   to call and chair meetings of Faculty Council;

(f) to make final decisions on matters of budget and space allocation;

(g)   to be an ex-officio member of all Faculty Committees;

(h)   to recommend appointments of the Associate Deans;

(i)   to serve on the University Senate, the University Council, the President's Advisory Committee (PAC), Deans' Council and on other appropriate University Committees pertaining to the affairs of the College or University;

(j) to participate in teaching, research or other scholarly activities, and to participate in or contribute to the practice of the legal profession at a level appropriate for the Dean position; and

(k)   to manage assignment of duties and faculty sabbatical leaves.

9.1.3 The Dean should approach his or her duties in a spirit of fairness, openness, and accountability to the College community. In particular, the Dean should, to the extent appropriate and possible, consult Faculty Council and affected faculty members before assigning teaching and administrative duties. In making such decisions, the Dean should also pay due regard to the applicable Workload Guidelines.

10.   Independence and Conflict of Interest

The College of Law is subject to the University of Saskatchewan's Conflict of Interest Policy generally and the provisions of the University of Saskatchewan - University of Saskatchewan Faculty Association Collective Agreement for conflict of interest relative to collegial matters.

ᵢ **1. Membership of the Faculty Councils**

    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) Vice-president Research*

    (d) The Vice-president Finance and Resources*

    (e) The Vice-president University Advancement*

    (f) The Vice-provost Teaching and Learning*

    (g) The Associate Vice-president Student and Enrolment Services*

    (h) The 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

    (j) The Dean of Graduate Studies and Research

    (k) The Dean, University Library or designate*

    (l) The University Secretary *

    (m)   The Registrar*

    (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*

B.... Faculty Council of the College of Law

See 1.A., sections (a) to (o). Add (or nominee) after each of 1.A. (f-h)

    (p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Law;

    (q) Research Director of Indigenous Law Centre;

    (r) Programs Director of Indigenous Law Centre;

    (s) Law Librarian or Assistant Law Librarian;

    (t) One student representative of the Indigenous Law Students' Association;

    (u) Five student representatives of the Law Students' Association.

    (v) One student from a graduate degree program in Law.

[ii]**16.3.2** <u>College Promotions Committee.</u> **Each non-departmentalized College shall have a promotions committee for each rank made up of all persons tenured in the College whose rank is above that of the employee being considered for promotion with the Dean as chair, irrespective of the Dean's rank or tenure, except that the Dean shall not be present if the Dean's own promotion is considered. The following shall not be members of College Promotion Committees: the Dean of Graduate Studies and Research, the Vice-President Academic and Provost, the President, or any person designated as chair of the University Review Committee. Where there are fewer than five eligible members, excluding any on leave, the University Review Committee shall co-opt tenured faculty members of appropriate rank from related Colleges to bring the membership of the Committee up to a minimum of five.**

[iii]**(ii) a quorum shall be two-thirds of the members of a promotions committee taken to the nearest integer. Employees on leave or excluded because of conflict of interest shall not be counted in order to determine the size of a committee nor to determine if a meeting has a quorum. However, an employee on leave who is a member of a committee may, if present, participate and vote in the meetings of the committee;**

[iv]**15.9.2** <u>College Renewals and Tenure Committee.</u> **Each non-departmentalized College shall have a renewals and tenure committee consisting of all tenured members of the College with the Dean of the College as chair, except that the College Renewals and Tenure Committee shall not include the Dean of Graduate Studies and Research, the Vice-President Academic and Provost, the President or any person designated as chair of the University Review Committee. Where there are fewer than five eligible members, excluding any on leave, the University Review Committee shall co-opt tenured faculty members from related Colleges to bring the membership of the Committee up to a minimum of five.**

[v]**14.2** <u>Committees on Renewal</u>. **The structure and composition of the committees that consider renewal of probationary appointments shall be the same as the committees which consider the award of tenure (Article 15).**

[vi]**14.5.3** <u>Voting Procedures</u>. **The following voting procedures shall be used by department, College, and University committees that consider renewal of probationary appointments:**

> **(i) each member of a committee, including the chair, shall have one vote. Members may vote on a particular candidate only if they have taken part in the committee's deliberations on that candidate;**

> **(ii) a quorum shall be two-thirds of the members of a committee taken to the nearest integer. Employees on leave or excluded because of conflict of interest shall not be counted in order to determine the size of a committee nor to determine if a meeting has a quorum. However, an employee on leave who is a member of a committee may, if present, participate and vote in the meetings of the committee.**

> **(iii) the decision on renewal of a probationary appointment shall be by simple majority of the vote of those voting. The vote of any member abstaining shall not be counted in support of either the affirmative or negative view. A tie vote means that the motion is lost. The vote shall be taken in response to the question: "Shall renewal be recommended?";**

> **(iv) any member of a committee who is of the immediate family of a candidate shall be disqualified from attending the deliberations of the committee concerning the case and from voting on the question;**

> **(v) each committee shall have the right to rule a member ineligible to vote or to require the member's withdrawal from the deliberations of the committee if it considers a serious conflict of interest to exist;**

> **(vi) employees shall withdraw as members of College or University Review Committees when these committees receive or review the recommendations of Department or College Committees of which they have been members.**

[vii]**13.5.1** <u>Search Committee</u>. **There shall be a Search Committee established in each department and non-departmentalized College chaired by the Department Head or Dean whenever a vacancy in the academic staff exists. The Committee shall consist of all employees holding probationary, continuing status or tenured**

appointments in the department or College. Where there are fewer than five members of the department, the College Review Committee shall co-opt faculty members from cognate departments to bring the membership of the Committee up to a minimum of five. An employee on leave who is a member of the Committee may, if present, participate and vote in the meetings of the Committee. The quorum shall be a majority of eligible members. Employees excluded because they are on leave or because of conflict of interest (Article 10.9) shall not be counted in order to determine the size of the Committee or the quorum. The Committee may delegate its work to a subcommittee provided that the Committee itself approves all recommendations made to the Appointments Committee (see below). The Search Committee and the head or Dean shall seek suitable candidates for the vacancy by means of advertising and distribution of notices of vacancy in accordance with published University Procedures. The Committee shall review the academic credentials, scholarly work, teaching experience, letters of recommendation, and any other relevant information about the candidates for the position and subsequently vote by secret ballot on the question "Shall appointment be recommended?". Where the vote is positive, a recommendation for appointment shall be forwarded to the Appointments Committee with the recorded vote. Where the appointee requires hospital privileges to perform the assigned duties, the Search Committee shall consult with the Physician Vice-President or designate of the Physician Vice-President representing the board of the health region prior to the vote.

viii13.6.1 <u>Search Committee</u>. The Search Committee shall be chaired by the Dean or the Dean's designate and when the Search Committee deems it appropriate it may forward to the Appointments Committee a recommendation to consider two candidates for the appointment of Department Head.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Rachel Sarjeant-Jenkins, Vice Chair, Governance Committee
DATE OF MEETING:	May 16, 2024
SUBJECT:	**Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee**
COUNCIL ACTION:	**Request for Decision**
	It is recommended by Governance that the Program Approval Support Team, Academic be dissolved as a formal sub-committee under APC, effective immediately.

PURPOSE:

The Program Approval Support Team, Academic was established to review the program approval process with the intention of creating efficiencies and clarity of the process for internal stakeholders and proponents. At the time, it was thought that this Team should be a formal part of the governance structures to provide APC with an oversight role in the approval process.

After reviewing the work of PASTA over the last year, it has been determined that a formal sub-committee is not an effective structure to ensure alignment of the administrative processes and offices that support program development. PASTA has no decision-making authority and has not met in over a year, though it has operated as a virtual communication group through email.

On March 27, 2024, APC voted to recommend that the PASTA be disestablished as a subcommittee of APC and that the work continue within the administrative structures of the university. The Governance Committee met on April 9, 2024, and also voted in favour for the disestablishment of PASTA.

BACKGROUND:

A comprehensive review of the practices and touchpoints of the Academic Approval Process in 2020-21 revealed that USask had anywhere between four to ten levels of review and approval depending on the nature of the proposal.

Following the review, PASTA streamlined the approval process, through the development of a process map, new forms, and a secondary pathway for program approvals to be a part of a Course and Programs Catalogue Addendum.

The work of PASTA has created a solid foundation for a path forward in the Academic Approval Process and has accomplished their main goals. Given the recent financial structure reorganization and the implementation of MS TEAMS and SharePoint for more efficient cross-department communication, it is recommended that PASTA be formally removed as a subcommittee of APC, with a revised administrative process put in place to continue the streamlined efforts.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Rachel Sarjeant-Jenkins, Vice Chair, Governance Committee
DATE OF MEETING:	May 16, 2024
SUBJECT:	**Governance Terms of Reference (membership) Revisions**
COUNCIL ACTION:	**Request for Decision**

It is recommended that Council approve the Terms of Reference (membership) changes for the Governance Committee effective September 2024.

SUMMARY:

As part of the Committee of Council review, the Governance Committee is proposing the following amendments to the Governance Committee Membership. Given that the Governance Committee is focused on Council Governance, the committee felt it was appropriate that all voting members of the committee were members of Council.

The adjustments include:

1. Adjusting the wording of the President's Designate to ensure they are a member of Council.
2. Adding the note that if the student representative is the appointed member of Council, they would have voting privileges on the committee.
3. Following feedback received from Council members after the Notice of Motion, the Governance Committee added a designate note for the APC and PPC Chairs if they are not members of Council.

ATTACHMENTS:

1. Governance Committee Terms of Reference Revisions

GOVERNANCE COMMITTEE

Membership

Three elected members of Council, one of whom will be Chair
~~President's designate~~ A GAA Member of Council appointed by the President
Chair of Council
Chair, Academic Programs Committee of Council or APC committee designate*
Chair, Planning and Priorities Committee of Council or PPC committee designate*

Ex Officio (non-voting)
University Secretary
President

Student members (non-voting unless the appointed member is a member of Council)
GSA President or designate
USSU President or designate

*Should the chair of this committee not be a member of Council, a committee designate who is a member of Council will be named.

Committee Coordination
Governance Office

The Governance Committee is responsible for:

1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.

2) Reviewing the Bylaws of Faculty Councils and recommending to University Council, Colleges and Schools changes to their Bylaws.

3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.

4) Recommending to Council regulations and procedures for Council and Council committees.

5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.

6) Nominating the members and chair of the Nominations Committee of Council to University Council.

7) Providing advice to the Chair of Council on the role of the Chair.

8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.

9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.

10) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

11) Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.

12) To review and approve editorial (not substantive) revisions to the University Council Bylaws (e.g., corrections to title changes for senior administrative positions, spelling, formatting, proofing...), and report them to Council on an annual basis. Such revisions will not change the reading of the Bylaws, their potential interpretations, meanings, or significance.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Rachel Sarjeant-Jenkins, Vice Chair, Governance Committee

DATE OF MEETING: May 16, 2024

SUBJECT: **Nominations Committee Terms of Reference Revisions**

COUNCIL ACTION: **Request for Decision**

It is recommended by Governance that Council approve the Terms of Reference changes for the Nominations Committee effective September 2024.

 SUMMARY:

Over the past year, the Nominations Committee of Council has undertaken considerable effort to advance the principles of equity, diversity, and inclusion (EDI) in its processes to live up to the principles of the *Equity, Diversity, and Inclusion Policy* of the University of Saskatchewan.

This has included such efforts as:
- Requesting a statement from individuals wanting to serve on various committees on their experience with and commitment to EDI.
- Requesting information from individuals wanting to serve on various committees on if they identify with various underrepresented groups.
- Undertaking discussion and development on EDI as a committee.

However, they recognize that additional work is required. As such, at the March 12, 2024, meeting of the Nominations Committee, a motion was passed to amend clause (i) in the note section to read:

> *(i)   In nominating individuals to Council and other university committees, a full consideration will be given to achieve equity, diversity, and inclusion in representation. The Nominations Committee of Council will revise and adapt its approach to*

fulfilling this commitment on a regular basis.

The Nominations Committee has suggested this change as it requires the committee consider EDI in its decision-making process of putting forward nominees, but it also requires the committee to challenge their existing approach to ensure the entire process is best suiting the university's needs and living up to the institutional commitments on EDI.

The Governance Committee discussed the proposed changes and voted in favour of this at their April 9, 2024, meeting.

In addition, as part of the full review, the Governance Committee is suggesting an amendment to clause (g) in the note section. The adjustment is to follow current practice of filling leaves for greater than six months as well as adding clarification that members' terms cannot be extended past their elected time frame.

Attachments:
1. Nominations Committee Terms of Reference

IV. NOMINATIONS COMMITTEE

Membership

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)
President
Chair of Council

Committee Coordination
Governance Office

The Nominations Committee is responsible for:

1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.

2) Nominating members of Council or the GAA to serve on other committees on which Council or GAA representation has been requested.

3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.

4) Nominating Sessional Lecturers to Council committees as required.

5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.

6) Nominating individuals to serve on search and review committees for senior administrators.

7) Designating individuals to act as representatives of a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Note: (a) Members of the Nominations Committee will be permitted to serve on other Council committees.

(b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees: Academic Programs Committee or Planning and Priorities Committee.

(c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.

(d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.

(e) The Nominations Committee will solicit nominations widely from Council and the General Academic Assembly.

(f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider regular turnover, the composition of committee membership, and the alignment of Council terms.

(g) The Nominations Committee will nominate term replacements for Council Committee members taking sabbatical, administrative or other leaves of ~~one year or~~ greater than six months, equivalent to the length of the leave. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame. ~~Council members going on leave of greater than six months in the final year of their term on Council may choose to take a leave from their Council position and complete the three-year term upon return from their leave, or to resign from their Council position.~~

(h) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.

(i) In nominating individuals to Council and other university committees, a full consideration will be given ~~the Nominations Committee will strive~~ to achieve a balance of equity, diversity, and inclusion in representation. The Nominations Committee of Council will revise and adapt its approach to fulfilling this commitment on a regular basis.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Rachel Sarjeant-Jenkins, Vice Chair, Governance Committee

DATE OF MEETING: May 16, 2024

SUBJECT: **PPC Terms of Reference (including membership) Revisions**

COUNCIL ACTION: **Request for Decision**

It is recommended by Governance that Council approve the Membership and Terms of Reference changes for the Planning and Priorities Committee effective September 2024.

SUMMARY:

Over the past several months, Planning and Priorities members completed a thorough review of the committee's Terms of Reference. Minor adjustments were made to the content; however, the review was more of a reorganization and grouping of content. Additional EDI language was added as well as a more formal commitment to reconciliation throughout the work of PPC.

In addition, PPC has been struggling to either gain or maintain quorum throughout the course of a meeting (currently 50% +1 of voting members). Consultations surrounding quorum solutions were discussed at both the Executive and Governance Committees of Council. After further thought and discussion, the Planning and Priorities Committee would like to align quorum with that of Council (40%), with at least five members (majority) of the General Academic Assembly as appointed by Council.

Members of Planning and Priorities voted in favour of these changes at their April 3, 2024, meeting. The Governance Committee thoughtfully discussed the changes and rationale for adjustments to meeting quorum and voted in favour of the proposed changes at their April 9, 2024, meeting.

ATTACHMENTS:

1. Planning and Priorities Membership Revisions
2. Planning and Priorities Terms of Reference Revisions

Planning and Priorities Membership Revisions

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

> One Dean appointed by Council
> One undergraduate student appointed by the USSU
> One graduate student appointed by the GSA
> One Sessional Lecturer

Ex Officio Members
Provost and Vice-President, Academic or designate
Vice-President, Administration and Chief Operating Officer or designate
Vice-President, Research or designate
Vice-Provost, Indigenous Engagement or designate
Chief Financial Officer, Office of the President (non-voting member)
President (non-voting member)
Chair of Council (non-voting member)

Resource Officers (Non-voting members)
Deputy Provost
Director of Resource Allocation and Planning
Director of Assessment and Analytics
Chief Information Officer and Associate Vice-President Information and Communications Technology
Executive Director, International – Office of the Vice President Research

Office Coordination
Governance Office

Quorum for Planning and Priorities Committee meetings is 40%, with at least five members (majority) of the General Academic Assembly as appointed by Council.

Terms of Reference Revisions- Planning and Priorities Committee (PPC)

Terms of Reference Revisions

The Planning and Priorities Committee of University Council is responsible for:

1. ~~Conducting~~ Recommending and reporting to Council on university–wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration. ~~Provost and Vice-President Academic.~~

2. Undertaking the review and recommending to Council on:

   - Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.

   - Community engagement plans & priorities

   - Matters referred to it from other committees

   - Establishment and disestablishment (including through amalgamation or separation), ~~or amalgamation~~ of any college, school, department or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council. ~~the academic programs committee.~~

   - Establishment and disestablishment (including through amalgamation or separation), ~~or review~~ of any institute or centre at the University. ~~in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.~~

   - Affiliation or federation ~~of~~ with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council. ~~with the University, in consultation with APC.~~

~~2.   Evaluating college and unit plans and reporting the conclusions of those evaluations to Council.~~

3. Recommending to Council on academic priorities for the University.- moved to #2

4. Recommending to Council on outreach and engagement priorities for the University.- moved to #2

~~5.   Seeking advice from other Council committees to facilitate university-wide academic planning.~~

6. Undertaking the review and recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the academic programs committee.- moved to #2

7. Undertaking the review and recommending to Council on the establishment, disestablishment, or review of any institute or centre at the University in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.– moved to #2

8. Undertaking the review and recommending to Council on proposed or continuing affiliation or federation of other institutions with the University, in consultation with APC.– moved to #2

9. Balancing academic and fiscal concerns in forming its recommendations.- now #5

10. Providing advice to the President on budgetary implications of government funding requests and reporting to Council.- reworded in #3

11. Considering the main elements of the comprehensive budget and financial reports and reporting to Council.- reworded in #3

12. Integrating and recommending to Council on matters referred to it from other Council committees.- moved to #2

13. Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time-to-time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.- reworded in #3

14. Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial- Now #4

15. Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the committee- now #6

PPC Revised Terms of Reference

1) Recommending and reporting to Council on university–wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration.

2) Undertaking the review and recommending to Council on:
   - Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.
   - Community engagement plans & priorities.
   - Matters referred to it from other committees.
   - Establishment and disestablishment (including through amalgamation or separation) of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council.
   - Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university
   - Affiliation or federation with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council.

3) Reviewing the physical and budgetary plans for the university and make recommendations respecting those matters to the President or Board, such as:
   - Main elements of the comprehensive budget.
   - Budgetary implications of government funding requests.

- Operating and capital budgetary matters, including infrastructure and space allocation issues.
- Administrative structural changes and reorganizations.

The Planning and Priorities Committee will report to Council on the general nature of the feedback and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.

4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

5) Balancing academic and fiscal concerns in forming its recommendations.

6) Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the Committee.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Rachel Sarjeant-Jenkins, Vice-Chair, Governance Committee
DATE OF MEETING:	May 16, 2024
SUBJECT:	**Council Bylaw Election Revisions**
COUNCIL ACTION:	**Request for Decision**
	It is recommended that Council approve the changes made to the election process of the Council Bylaws as attached, effective immediately.

PURPOSE:

To provide greater clarity on Council elections, procedural revisions to the Council Bylaws are being proposed (as attached). In addition, the Governance Office is developing a procedural document in to guide the election process.

SUMMARY:

Given questions raised during Council elections for 2023/24, a review of the Council Bylaws was conducted by the Governance Office and reviewed thoroughly at the Governance Committee over the past several months. In summary, proposed changes include the following:

1) Clarifying that faculty members (including the dean) can stand for election in both of the college representatives and members-at-large categories. The election for the college representative will occur first followed by a call for nominations and election for members at large.
2) Making explicit that the student associations are responsible for their own elections – per *The Act*.
3) Making explicit the practice of delegating elections of faculty and students in the federated and affiliated colleges to those colleges.
4) Making explicit that Council members terms cannot be extended if they take a leave during their elected term.
5) Moving the standing committee responsibility in advising the University Secretary to the Governance Committee to reflect current practice.

ATTACHMENTS:

1. Council Bylaw Election Revisions Markup
2. Council Bylaw Election Revisions Clean Copy

Colour Legend:
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Added

II.   ELECTION OF FACULTY MEMBERS TO COUNCIL (page 5 of Current Council Bylaws)

1.   The University Secretary will oversee the call for nominations and election of faculty members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.

2.   Per sections 57(2) to (5) of *The University of Saskatchewan Act, 1995*, the academic vice president of the undergraduate students' union, and the academic vice president of the graduate students' association, respectively, shall oversee the elections of student members of Council mentioned in 53(2)(h).

3.   Nominations and elections of faculty and student members of federated and affiliated colleges to University Council are delegated to those colleges.

4.   The Act defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian." For the purposes of Council and General Academic Assembly (GAA) membership, faculty members who are appointed on a full-time basis but are on an approved reduced appointment are still eligible to serve. Certain approved leaves also grant eligibility to serve (e.g., sabbatical/administrative leaves, maternity/parental leaves, or educational leaves).

5.   A faculty member may choose to stand for election as a college (including the University Library) faculty representative, and/or as a faculty member at large, per Section 53 of *The University of Saskatchewan Act, 1995*. There are two faculty positions per college; there are 54 members at large.

       The college representative call for nominations and election will occur first followed by a call for nominations and election for the member at large position.

~~3.   A faculty member may choose to stand for election under one of the following sections:~~

~~(a)   Section 53(2)(b), [53(2)(d) - in the case of Librarian]~~

~~"one faculty member representing each college or affiliated and federated college who is a member of the college and who has been elected by the members of the college;"~~

~~(b)   Section 53(2)(c), [53(2)(e) - in the case of Librarian]~~

~~"one representative, in addition to the member mentioned in clause (b), representing each college or affiliated and federated college who is either:~~

~~(i) the Dean of the college, or a member of the college, who has been elected by the members of the college; or~~

6.   Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.

7.   Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters. ~~for positions referenced in sections 53(2)b, c, d, e, and i.~~

8.   If there are more than two nominations for the college representatives there will be an election for both positions on one ballot.

9.   If two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.

10.   Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, at the time of the election such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.

~~6.   If there is a nomination or nominations under section 53(2)(c), or 53(2)(e), the Dean of the college or Dean, University Library, as the case may be, will be so informed and asked if they wish to stand for election under this section.~~

11.   If insufficient nominations are received ~~for faculty members at large under Section 53(2)(i)~~ to fill the vacant positions, then those valid nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.

12.   If after the second call for college representative nominations are closed and there is a vacant position, as per Sec 53 of the Act, the dean shall be a college representative. If there is more than one vacant position, then the dean shall also ensure another college faculty member is appointed.

13.   If after the second call for faculty members at large are closed an there are vacant positions, the Nominations Committee of Council will be asked to appoint faculty members to fill the vacant positions for a one-year term.

~~In the event that insufficient nominations are received to fill the vacant positions for faculty members at large under Section 53(2)(i) following a second call for nominations, the Nominations Committee of Council will be asked to nominate faculty members to fill the vacant positions for a one-year term.~~

~~9.   In the event that no nominations are received by the deadline for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then a second call for nominations will be sent.~~

10. ~~If after two calls for nominations no candidate comes forward for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then the Dean or the college committee charged with nominations will be asked to ensure that a candidate is nominated. The Secretary will run the election in the event that more than one nominee comes forward for a position from that process.~~

~~13.~~14. A vacancy on Council for a college representative ~~under Section 53 (2) (b) or (c), a Librarian under Section 53 (2) (d) or (3)~~ or a faculty member at large ~~under Section 53 (2) (i)~~ shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election. Council members taking sabbatical, administrative or other leaves of greater than six months, will be filled equivalent to the length of the leave during the annual election. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame.

III.   PROCEDURAL BYLAWS OF COUNCIL

3. Selection and Removal of the Chair and Vice-Chair (page 7 of Current Council Bylaws)

(a)   The Chair and Vice-Chair will be selected as hereinafter provided.

(b)   Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.

(c)   A Council member is nominated for the position of Chair when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief description of the nominee stating the nominee's qualifications for the position of Chair of Council.

(d)   Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.

(e)   All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of Council. The Chair of the Governance ~~Nominations~~ Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chair's decision will be final.

(f)   In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Governance ~~Nominations~~ Committee will select the Chair by lot.

(g)   In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to

nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.

(h)   The Nominations Committee will nominate a member of Council to serve as Vice-Chair.

(i)   The Chair and Vice-Chair will normally hold office for a period of 2 years.

(j)   Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.

(k)   If the Chair is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chair. A vote of 2/3 of the members of Council present and voting shall be necessary for the passage of such a motion. In the event such a motion is passed, an election will be held for a new Chair according to the procedures laid out in these bylaws.

4. Council Membership (page 8 of Current Council Bylaws)

(a)   Annual elections for Council will be completed by March 31. Changes to deadlines and timelines regarding elections, should they be necessary, shall be determined by the Governance Committee in consultation with the University Secretary.

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

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

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

(e)   A vacancy occurs on Council when:

   I. a member resigns from Council by submitting their intentions in writing to the Secretary;
   II. A member or ceases to be an employee of the University, or
   III. A member is unavailable to attend meetings of Council for a period of greater than six months during their term.

(f)   All Council members, other than *ex officio* members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

NOMINATIONS COMMITTEE (page 19 of [Current Council Bylaws](#))

Membership

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)
President
Chair of Council

Committee Coordination
Governance Office

The Nominations Committee is responsible for:

1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.

2) Nominating members of Council or the GAA to serve on other committees on which Council or GAA representation has been requested.

3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.

4) Nominating Sessional Lecturers to Council committees as required.

5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.

6) Nominating individuals to serve on search and review committees for senior administrators.

7) Advising the University Secretary on matters relating to Council elections.

8) Designating individuals to act as representatives of a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Note: (a) Members of the Nominations Committee will be permitted to serve on other Council committees.

(b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees: Academic Programs Committee or Planning and Priorities Committee.

(c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.

(d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.

(e) The Nominations Committee will solicit nominations widely from Council and the General Academic Assembly.

(f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider regular turnover, the composition of committee membership, and the alignment of Council terms.

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(g) The Nominations Committee will nominate term replacements for Council members and Council committee members taking sabbatical, administrative or other leaves of greater than six months, equivalent to the length of the leave. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame

(h) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.

(i) In nominating individuals to Council and other university committees, a full consideration will be given to achieve equity, diversity, and inclusion in representation. The Nominations Committee of Council will revise and adapt its approach to fulfilling this commitment on a regular basis.

GOVERNANCE COMMITTEE (page 16 of Current Council Bylaws)

Membership

Three elected members of Council, one of whom will be Chair
A GAA Member of Council appointed by the President
Chair of Council
Chair, Academic Programs Committee of Council
Chair, Planning and Priorities Committee of Council

Ex Officio (non-voting)
University Secretary
President

Student members (non-voting unless the appointed member is a member of Council)
One graduate student appointed by the GSA
USSU President or designate

Committee Coordination
Governance Office

The Governance Committee is responsible for:

1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.

2) Reviewing the Bylaws of Faculty Councils and recommending to University Council, Colleges and Schools changes to their Bylaws.

3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.

4) Recommending to Council regulations and procedures for Council and Council committees.

5) Advising the University Secretary (or designate) on matters relating to faculty councils and University Council elections.

6) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.

7) Nominating the members and chair of the Nominations Committee of Council to University Council.

8) Providing advice to the Chair of Council on the role of the Chair.

9) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.

10) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.

11) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

12) Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.

13) To review and approve editorial (not substantive) revisions to the University Council Bylaws (e.g., corrections to title changes for senior administrative positions, spelling, formatting, proofing...), and report them to Council on an annual basis. Such revisions will not change the reading of the Bylaws, their potential interpretations, meanings, or significance.

Clean Copy of Changes:

II. ELECTION OF FACULTY MEMBERS TO COUNCIL

1. The University Secretary will oversee the call for nominations and election of faculty members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.

2. Per sections 57(2) to (5) of *The University of Saskatchewan Act, 1995*, the academic vice president of the undergraduate students' union, and the academic vice president of the graduate students' association, respectively, shall oversee the elections of student members of Council mentioned in 53(2)(h).

3. Nominations and elections of faculty and student members of federated and affiliated colleges to University Council are delegated to those colleges.

4. The Act defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian." For the purposes of Council and General Academic Assembly (GAA) membership, faculty members who are appointed on a full-time basis but are on an approved reduced appointment are still eligible to serve. Certain approved leaves also grant eligibility to serve (e.g., sabbatical/administrative leaves, maternity/parental leaves, or educational leaves).

5. A faculty member may choose to stand for election as a college (including the University Library) faculty representative, and/or as a faculty member at large, per Section 53 of *The University of Saskatchewan Act, 1995*. There are two faculty positions per college; there are 54 members at large.

   The college representative call for nominations and election will occur first followed by a call for nominations and election for the member at large position.

6. Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.

7. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters.

8. If there are more than two nominations for the college representatives there will be an election for both positions on one ballot.

9. If two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.

10. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, at the time of the election such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.

11. If insufficient nominations are received to fill the vacant positions, then those valid nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.

12. If after the second call for college representative nominations are closed and there is a vacant position, as per Sec 53 of the Act, the dean shall be a college representative. If there is more than one vacant position, then the dean shall also ensure another college faculty member is appointed.

13. If after the second call for faculty members at large nominations are closed and there are vacant positions, the Nominations Committee of Council will be asked to appoint faculty members to fill the vacant positions for a one-year term.

14. A vacancy on Council for a college representative or a faculty member at large shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election.

III.   PROCEDURAL BYLAWS OF COUNCIL

1. <u>Quorum for Meetings</u>

(a) The quorum for regular and special meetings will be 40%.

2. <u>The Duties of Chair and Vice-Chair</u>

(a) The duties of the Chair will be carried out by the Vice-Chair when, for any reason, the Chair is unable to discharge these duties.

(b) If the Vice-Chair is required to act as Chair for more than one month, the Nominations Committee shall present to Council for approval the name of a person to be acting Vice-Chair until the Vice-Chair is able to resume the position of Vice-Chair.

(c) If the Chair, the Vice-Chair, and the acting Vice-Chair are all unable to discharge the duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time.

(d) The Chair will preside over all meetings of Council. The Chair's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.

(e) The Chair will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.

(f) The Chair will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion.

(g) The Chair may seek the guidance and assistance of the governance committee with respect to matters pertaining to the role of the Chair.

(h) The Chair will be the spokesperson for Council in communications with the Board, the Senate, the General Academic Assembly, and the public. In this respect, the role of the Chair is to explain the activities and to communicate the policies of Council.

3. <u>Selection and Removal of the Chair and Vice-Chair</u>

(a) The Chair and Vice-Chair will be selected as hereinafter provided.

(b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.

(c) A Council member is nominated for the position of Chair when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief description of the nominee stating the nominee's qualifications for the position of Chair of Council.

(d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.

(e) All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of Council. The Chair of the Governance Nominations Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chair's decision will be final.

(f) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee will select the Chair by lot.

(g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.

(h) The Nominations Committee will nominate a member of Council to serve as Vice-Chair.

(i) The Chair and Vice-Chair will normally hold office for a period of 2 years.

(j) Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.

(k) If the Chair is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chair. A vote of 2/3 of the members of Council present and voting shall be necessary for the

passage of such a motion. In the event such a motion is passed, an election will be held for a new Chair according to the procedures laid out in these bylaws.

4. Council Membership

(a) Annual elections for Council will be completed by March 31. Changes to deadlines and timelines regarding elections, should they be necessary, shall be determined by the Governance Committee in consultation with the University Secretary.

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

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

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

(e) A vacancy occurs on Council when:

    I. a member resigns from Council by submitting their intentions in writing to the Secretary;
    II. a member or ceases to be an employee of the University, or
    III. a member is unavailable to attend meetings of Council for a period of greater than six months during their term.

(f) All Council members, other than ex officio members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

5. Council Meetings

(a) Council meetings will be open except when Council decides to have them closed.

(b) Council will meet monthly during the academic term (September - June) except in February. The Chair can call a meeting during a month when a meeting is not normally scheduled.

(c) Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chair.

(d) Special meetings of Council can be called by the Chair or by petition of 20% of the members of Council.

(e) A motion to amend the Bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.

(f) Except as provided in Bylaws (e) and (h), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at

which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chair.

(g) The requirement of bylaw (f) may be suspended upon vote of two-thirds of the members present and voting at a meeting.

(h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.

(i) In the event of an emergency situation as declared jointly by the President and Chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.

(j) The meetings of Council and of committees of Council will be conducted in accordance with the rules of order contained in Procedures for Meetings and Organizations, Third Edition by Kerr and King.

Unless Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Rachel Sarjeant-Jenkins, Vice Chair, Governance Committee

DATE OF MEETING: May 16, 2024

SUBJECT: **Additional Council Bylaw Revisions**

COUNCIL ACTION: **Request for Decision**

It is recommended that Council approve all updates to the Council Bylaws as attached, effective immediately.

SUMMARY:

Over the past several months the Governance Committee has been reviewing the full Council Bylaws and Regulations. In addition to all the previous motions brought forward to Council, a few remaining changes require approval. These changes include:

1) Minor adjustment to APC's Terms of Reference to update wording as 'quota' is no longer a relevant term.
2) Removing the Executive Committee's Strategic Executive Subcommittee as this committee was formed in 2019; however never met.

Note: Revisions to PPC Centres Subcommittee Terms of Reference have been removed as the current PPC Centres subcommittee would like to review in more detail.

Attachments:

1. Additional Council Bylaw Revisions Markup

Colour Legend:
~~Deleted~~
Added

COUNCIL COMMITTEES

ACADEMIC PROGRAMS COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.
One Sessional Lecturer
One undergraduate student appointed by the USSU
One graduate student appointed by the GSA

Ex Officio
Vice-Provost, Teaching, Learning, and Student Experience
University Registrar
Vice-President, Finance & Resources or designate (non-voting member)
President (non-voting member)
Chair of Council (non-voting member)

Resource Personnel (Non-voting members)
Assistant Vice-Provost, Strategic Enrolment Management
Associate Provost, Institutional Planning and Assessment
Associate Registrar, Academic

Committee Coordination
Governance Office

The Academic Programs Committee is responsible for:

1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.

2) Evaluating the fit of academic program proposals with University priorities; reviewing financial sustainability of proposals for new academic programs and program deletions; and recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.

3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.

4) Considering outreach and engagement aspects of programs.

5) Consulting with PPC on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.

6) Consulting with PPC on proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program.

7) Consulting with PPC on proposed or continuing affiliation or federation of other institutions with the University.

8) Reporting to Council on the academic implications of ~~quotas and~~ enrolment plans, changes, and admission standards.

9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.

10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.

11) Recommending to Council classifications and conventions for instructional programs.

12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.

14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

EXECUTIVE COMMITTEE

Membership

Chair of Council, who shall be Chair
Vice-Chair of Council
Chairs of Council Committees

Committee Coordination
Governance Office

The Executive Committee is responsible for:

1) Setting the agenda for Council meetings.

2) Receiving and determining the disposition of written motions from individual members of Council. The Executive Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Executive Committee and Council.

3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.

4) Coordinating the work of Council committees.

5) Advising the Chair of Council on matters relating to the work of Council.

6) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Strategic Executive Subcommittee

Membership:
- Chair of University Council (chair)
- Chairs of the Research, Scholarly, and Artistic Work, Planning and Priorities and Academic Programs Committees of Council
- Provost & Vice-President Academic
- Associate Provost, Institutional Planning and Assessment
- Vice-President, Finance and Resources
- Other individuals, including Council chairs, Council members, and members of the University administration can be invited as guests, as required
- Governance Office

This Subcommittee will meet a minimum of 2 times per year, or otherwise as needed.

This Subcommittee will consider the development of strategic academic initiatives in support of the University Plan. This Subcommittee will facilitate communication channels in this context, and provide advice and counsel on the progress of these initiatives through Council oversight.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Veronika Makarova, Chair, Nominations Committee

DATE OF MEETING: May 16, 2024

SUBJECT: **Omnibus Committee Nominations**

DECISICION REQUESTED: That Council approve the attached slate of nominations for the
                                                      2024-25 Committees of Council, effective July 1, 2024.

SUMMARY:
Each year, the Nominations Committee reviews the membership of Council committees and submits a
list of nominees to Council for approval. The attached report for Council's consideration and approval
contains this year's nominees for the committees of University Council.

Through the Governance Office, the committee issued a call-for-interest to the General Academic
Assembly, inviting volunteers to Council and Collective Agreement Committees. Volunteers are
considered first in determining the list of nominees. The Nominations Committee attempts to include
individuals who are broadly representative of disciplines across the university, and prioritizes equity,
diversity, and inclusion in representation. This prioritization of EDI principles is in line with the terms of
reference for the Nominations Committee as set out in the Council Bylaws.

In recommending committee chairs, the Nominations Committee considers experience, leadership,
continuity, and commitment as key attributes of chair nominees. A call went out to all current
committee members to ascertain who would be interested in serving as chair, and this information was
provided to the Nominations Committee to help inform decision making. Council committee chairs are
nominated for one-year terms and are eligible for renewal up to a maximum of three years of service.
Chair nominations are also included in the attachment.

NEXT STEPS:
Nominations to address the vacancies on the committees set forth in the collective agreement between
the Faculty Association and the University of Saskatchewan are anticipated to come to Council at its
June meeting. Sessional Lecturers will be nominated to Council committees in September once the
Sessionals employee list is available.

The Governance Committee is responsible for nominating members of the Nominations Committee.

ATTACHMENTS:
2024-25 List of Council Committees and Nominees (nominees highlighted in yellow)

2024-25 List of Council Committees and Nominees

Academic Programs Committee

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair. One sessional lecturer.

Voting members of the committee:
Council Members

Carolyn Augusta (chair)	Edwards School of Business	2024-27
Janet Okoko	Education	
Keith Da Silva	Dentistry	
Janet Luimes	Nursing	2024-27
Paul Jones	SENS	2024-27

General Academic Assembly Members

Brent Bobick	WCVM	
Jan Gelech	Arts and Science	
Cari McIlduff	Medicine	
Stella Spriet	Arts and Science	
Regina Taylor-Gjevre	Medicine	2024-27
Lori McKee	Education	2024-27

Ex Officio and Other Members

	USSU representative
	GSA representative
TBD	Sessional Lecturer
Jerome Cranston	Vice-Provost, Students and Learning
Russ Isinger	Associate Vice-Provost and University Registrar

Governance Committee

Three elected members of Council, one of whom will be chair. Council chair, PPC chair, APC chair, President's designate.

Voting members of the committee:
Council Members
  Roy Dobson (chair)   Pharmacy and Nutrition
  Susan Detmer   WCVM
  Paul Jones   SENS   2024-27

General Academic Assembly Members
None.

Ex Officio and Other Members
  Marjorie Delbaere   Chair, University Council
  Carolyn Augusta   Chair, APC
  Vicki Squires   Chair, PPC
  TBD   President's designate

Planning and Priorities Committee

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. One sessional lecturer. One dean appointed by Council.

Voting members of the committee:
Council Members

Vicki Squires (chair)	Education	
Rainer Dick	Arts and Science	
Claire Card	WCVM	
Jay Kalra	Medicine	
Christian Willenborg	Agriculture and Bioresources	
Angela Lieverse	Arts and Science	2024-27
Jaswant Singh	CGPS/WCVM	2024-27

General Academic Assembly Members

Volker Gerdts	VIDO/WCVM	
Tim Hutchinson	Library	
Venkatesh Meda	Engineering	2024-27
Peter Doig	Dentistry	2024-27

Ex Officio and Other Members

	USSU representative	
	GSA representative	
TBD	Sessional Lecturer	
Brooke Milne	Dean appointed by Council	2024-27
	Provost and Vice-President, Academic (or designate)	
	Vice-President, Research (or designate)	
	Vice-Provost, Indigenous Engagement	
	Vice-President, Administration (or designate)	

Research, Scholarly, and Artistic Work Committee

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Voting members of the committee:
Council Members
Eric Lamb (chair)   Agriculture and Bioresources
James Nolan   Agriculture and Bioresources
Chris Zhang   Engineering   2024-27
Gordon Sarty   Arts and Science   2024-27

General Academic Assembly Members
Lingling Jin   Arts and Science
Lisa Birke   Arts and Science
Robert Green   Arts and Science
Andrejs Kulnieks   Education
Stephan Milosavljevic   Medicine   2024-27

Ex Officio and Other Members
                               USSU representative
                               GSA representative
Baljit Singh   Vice-President, Research
Debby Burshtyn   Dean, College of Graduate and Postdoctoral Studies
Charlene Sorenson   Dean, University Library (or designate)

Scholarships and Awards Committee

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Voting members of the committee:
Council Members

Jason Perepelkin (chair)	Pharmacy and Nutrition	2024-27
Lori Bradford	Engineering	
Kyle Anderson	Medicine	2024-27
Veronika Makarova	Arts and Science	2024-27

General Academic Assembly Members

Juxin Liu	Arts and Science	
Randi Strunk	Engineering	
FangXiang Wu	Engineering	2024-27
Amanda Lalonde	Arts and Science	2024-27
Kerry Mansel	Pharmacy and Nutrition	2024-27

Ex Officio and Other Members

	USSU representative
	GSA representative
	Representative from Indigenous student unit
	Vice-Provost, Students and Learning (or designate)
Debby Burshtyn	Dean, College of Graduate and Postdoctoral Studies (or designate)

Teaching, Learning and Academic Resources Committee

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, normally one of whom will be chair. One sessional lecturer.

Voting members of the committee:

Council Members

Ralph Deters (chair)	Arts and Science	
John Gjevre	Medicine	
Stephen Urquhart	Arts and Science	
Kate Congreves	Agriculture and Bioresources	2024-27
Natasha Hubbard Murdoch	Nursing	2024-27

General Academic Assembly Members

Greg Malin	Medicine	
Alec Aitken	Arts and Science	
Sara Donkers	Medicine	
Kelly Foley	Arts and Science	
Natacha Hogan	Agriculture and Bioresources	2024-27
Ken MacKenzie	Arts and Science	2024-27

Ex Officio and Other Members

	USSU representative
	GSA representative
TBD	Sessional Lecturer
Jerome Cranston	Vice-Provost, Students and Learning

Joint Committee on Chairs and Professorships

Voting members of the committee:

Scott Walsworth (chair)	Provost and Vice-President, Academic (or designate)	
Lori Bradford	Member of Council appointed by Council	2024-27
Grant Devine	Member of the Board of Governors appointed by the Board	
TBD	Member of RSAW	
Julian Demkiw	University Secretary (or designate)	
	Vice-President, Research (or designate)	
	Vice-President, University Relations (or designate)	
	Vice-President, Administration (or designate)	

UNIVERSITY COUNCIL

Joint Committee on Chairs and Professorships (JCCP)

REQUEST FOR DECISION

PRESENTED BY: Scott Walsworth, Co-Chair, Joint Committee on Chairs and Professorships (JCCP)

DATE OF MEETING: May 16, 2024

SUBJECT: Siemens Electronics Design Automation (EDA)Chair

DECISION REQUESTED: It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering.

PURPOSE: The Siemens EDA Chair will perform research and teaching in the area of electronic design automation including tools and methods for integrated circuit (IC) design and verification, and algorithmic techniques including artificial intelligence and machine learning. Through this collaboration, the University can build capacity to align with the Saskatchewan Growth Plan and workforce strategy. Along with Siemens EDA's growth vision, towards ensuring that there is workforce-ready talent available with the required expertise.

This is a limited term chair with the intention to recruit an early career researcher to bring expertise in the area of EDA to the University of Saskatchewan.

DISCUSSION SUMMARY: The creation of the Siemens EDA Chair has been discussed with, and endorsed by, the donor, the Office of the Vice-President Research, and Vice President University Relations. **Consistent with donor acceptance [policy,](#) University Relations office is responsible for coordinating fundraising, gift acceptance, and gift processing.** This initiative was approved first by the Joint Committee on Chairs and Professorships and approved by the Board of Governors on April 9, 2024. A motion to defer was passed by University Council on April 18, 2024. The revised motion was approved by JCCP on May 8, 2024.

FURTHER ACTION REQUIRED: With approval of the Board of Governors and subsequently approval of University Council, the terms of reference will be implemented immediately.

ATTACHMENT: Terms of reference for the Siemens EDA Chair.

UNIVERSITY OF SASKATCHEWAN

Siemens EDA Chair
Terms of Reference

Purpose:	Electronic Design Automation (EDA) is a large, and fast-growing industry that develops software used for electronic chip design. The Siemens EDA Chair will perform research and teaching in the area of electronic design automation including tools and methods for integrated circuit (IC) design and verification, and algorithmic techniques including artificial intelligence and machine learning. **All research and teaching conducted under the auspices of the Siemens EDA Chair will be done for purposes that align with the values of USask as outlined in the USask Living Our Values statement.**
	The Chairholder will develop and teach one undergraduate EDA and one graduate EDA course, and supervise a group of MSc, PhD candidates, Undergraduate Research Interns, Visiting Students and Postdoctoral Fellows, to train the highly qualified personnel needed to sustain and expand the strong vision that brought Siemens EDA to Saskatchewan. Through this collaboration, the University can build capacity to align with Siemens EDA's growth vision and ensure that there is workforce-ready talent available with the required expertise.
Accountability:	All terms of reference must align with the *Guidelines for Chairs and Professorships.*
Chair Type:	Limited term chair
Background:	**This gift was initiated by Amit Gupta, Vice President of Siemens and University of Saskatchewan alumnus, with the idea to benefit the Saskatchewan economy by training students in this industry right here at home.**

Siemens Industry Software Inc. EDA, a division of Siemens Canada, is interested in creating a robust pipeline of talent specific to the electronic design automation space. Currently, they hire from out of province, but as a company that is headquartered here in Saskatoon, at Innovation Place, the desire to enhance and support local talent is important.

Source and Amount of Funding: Siemens Industry Software Inc. EDA has generously agreed to make a gift of CAD$1,000,000, to be paid over a period of five (5) years, to the University of Saskatchewan (herein called the "Gift"). The payment schedule is anticipated to be as follows:

- $200,000 by August 31, 2024
- $200,000 by August 31, 2025
- $200,000 by August 31, 2026
- $200,000 by August 31, 2027
- $200,000 by August 31, 2028

The first payment will be received when the chairholder search is successful, anticipated to be August 2024. The above payment schedule may be adjusted if a successful candidate is not found by August 2024.

Subsequent payments will match the above schedule and will be preceded by the completion of an annual review by the Management Committee on the chairholder's activities.

Search Committee: The provost and vice-president academic, or designate, the vice-president research, or designate, and the Dean, College of Engineering, in consultation with the appropriate department or faculty within the College of Engineering, shall appoint a search committee for selection of an appropriate candidate. The search committee will, where appropriate, align with provisions of the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association and include the provost and vice-president academic or designate, the vice-president research, or designate, the dean, College of Engineering, and the department head as appropriate. The dean, College of Engineering will serve as chair.

A representative of Siemens EDA will serve on the search committee as an ex-officio member. The funder will have input into the qualifications and suitability of the candidate but will have no vote in the search process. Final decision of successful candidate rests with the University of Saskatchewan.

Chairholder responsibilities: The holder of the Chair will submit reports and an annual lay summary of scholarly and financial activities in accordance with university practices to the Dean of the College of Engineering. The reports will outline accomplishments of the Chairholder in keeping with the Chair's purpose and objectives. Reporting structure and templates can be found in the Guidelines for Chairs and Professorships.

Term of Chair: The Siemens EDA Chair will be appointed to a tenure-track position. The chair title will be for a five-year limited term, with opportunity for renewal.

Renewal:	All renewals of Chairholders must follow the renewal process outlined in Section 5.0 of the Guidelines for Chairs and Professorships.
Review:	The Chairholder's scholarship progression will be reviewed at least biennially. A financial review will occur annually. The Chairholder will submit a final report at the end of their term.
Management Committee:	The Dean, College of Engineering will be responsible for establishing a Management Committee to oversee the Chair.

A representative from Siemens EDA will be invited to sit on the committee as an ex-officio member.

Oversight responsibilities shall include the following:
1. Oversee the activities of the Chair;
2. Oversee management of the fund to ensure compliance with the terms of the trust deed and the on-going financial integrity of the initiative;
3. Approve annual budgets;
4. Receive annual financial statements of the trust fund;
5. Receive and review the biennial scholarly report, the annual financial report and the final report on the activities of the Chairholder; and
6. Provide a copy of the required scholarly, financial and final reports to the co-chairs of the Joint Committee on Chairs and Professorships

Removal of Chairholder:	Any allegations related to a breach of one or more of the University policies made against a Chairholder should follow appropriate university policies and procedures related to the nature of the breach. This includes, but is not limited to, policies related to research, financial stewardship, and/or employment. Should the appropriate process conclude and determine that the Chairholder has breached a University Policy or failed to meet an expectation as a faculty member, the provost and vice president academic and vice president research will determine appropriate measures regarding the continuation of the Chairholder which may include termination from the Chair. The final determination will be communicated to the Chairholder, and the Dean, College of Engineering.
Eligible Expenditures:	Expenditures will be in alignment with Section 2.0 of the *Guidelines for the Establishment of Chairs and Professorships*.

The Gift will be used to support this position along with related expenditures and supporting activities. Activities may

Eligible Expenditures cont'd: include but not limited to: salary and benefits of the professor, stipend for the chair (as appropriate), course teaching release, start-up funds, research support, and grant matching opportunities. Other relevant purposes directly related to the Chairholder's activities may be determined by the management committee.

Insufficient Funds: Should there be insufficient funds to cover the costs of the chair, the excess cost will be covered by the College of Engineering.

In the event that circumstances make the Siemens EDA Chair no longer practical or desirable, the Management Committee, in consultation with Siemens EDA, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

The Dean of the College of Engineering recommends acceptance based on the above terms.

_____   March 13, 2024
Carey Simonson   Date
Dean, College of Engineering

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.

_____   March 13, 2024
Scott Walsworth   Date
Vice-Provost, Faculty Relations

The Office of the Vice-President, Research recommends acceptance based on the above terms.

_____   March 13, 2024
Dawn Wallin   Date
Associate Vice President, Research

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.

_____   March 13, 2024
Cheryl Hamelin   Date
Vice-President, University Relations

PRESIDENT'S REPORT TO COUNCIL
May 2024

USask delegation in Germany to strengthen international partnerships

Senior leaders from USask, along with leadership from Innovation Saskatchewan, travelled to Germany this month to continue forging strong global partnerships for the university.

The delegation's agenda centered on activities that built and strengthened ties with government, top research institutions, and private industry. Discussions with these groups focused on topics ranging from quantum technologies to agriculture and sustainability.

The mission featured meetings with world-class institutions including Goethe University, the German Academic Exchange Service (DAAD), and the Eberswalde University for Sustainable Development. The engagements are part of USask's efforts to elevate new and existing student exchange programs and spearhead joint research innovations.

The tour also featured a one-of-a-kind forum that USask co-hosted alongside the Saskatchewan Germany Office, Innovation Saskatchewan, and the Embassy of Canada. The forum blended critical topics spanning continents and provided a unique opportunity for groups in government, academia, and industry to come together to respond to these international challenges. Guest speakers included representatives from world-leading organizations, including the University of Bonn, IBM Quantum, Nuclidium AG, Bayer AG, and LenioBio GmbH.

The international trip underscores USask's commitment to be what the world needs and reflects the institution's efforts to nurture and foster a global network that champions innovation.

USask to celebrate distinguished honorary degree recipients

From one of the youngest female Nobel Prize Laureates, and a Man Booker Prize recipient, to community champions of charity and industry, USask will spotlight four extraordinary individuals this spring by awarding them the institution's highest honour.

At this year's USask Spring Convocation at Merlis Belsher Place from June 3-7, the university will award honorary degrees to renowned philanthropists and business leaders Gordon and Jill Rawlinson, as well as Man Booker Prize-winning author Yann Martel, and Nobel Prize-winning scientist Dr. Emmanuelle Charpentier (PhD).

I am honoured to be able to shine the spotlight on the remarkable career achievements of the following individuals:

Dr. Emmanuelle Charpentier (PhD)
(Honorary Doctor of Science)

Emmanuelle Charpentier has been recognized world-wide for her groundbreaking research that laid the foundation for the revolutionary CRISPR-Cas9 genome engineering technology, widely used daily by University of Saskatchewan researchers all across campus. She has received numerous prestigious international awards and honours, including the Nobel Prize in Chemistry in 2020, and is an elected member of national and international scientific academies.

Charpentier is the founding, scientific and managing director of the Max Planck Unit for the Science of Pathogens and honorary professor at Humboldt University, Berlin, Germany. Charpentier has also held several research associate positions in the U.S.: The Rockefeller University, New York University Medical Center and Skirball Institute of Biomolecular Medicine, New York, and St. Jude Children's Research Hospital, Memphis. She received her education in microbiology, biochemistry and genetics at the University Pierre and Marie Curie and the Pasteur Institute in Paris, France.

Yann Martel
(Honorary Doctor of Letters)

Yann Martel is best known as the author of the novel *Life of Pi*, the No.1 international bestseller (translated into 50 languages) and the 2002 winner of the Man Booker Prize – described as the world's leading literary award for a single work of fiction. The novel was made into an award-winning feature film by celebrated director Ang Lee and has also been adapted for the stage in New York and London. Martel has also written the collection of short stories *The Facts Behind the Helsinki Roccamatios*, the novels *Self, Beatrice & Virgil*, and *The High Mountains of Portugal*, as well as the collection of letters, *101 Letters to a Prime Minister*. Martel studied philosophy at university, then travelled and worked at odd jobs as he became a writer.

Martel, who served as a visiting scholar in the University of Saskatchewan's Department of English from 2005-2007, was named a Companion of the Order of Canada in 2021 – one of the country's highest civilian awards – for his "contributions to literature and his philanthropic commitment to

the betterment of his region" and earned the Queen Elizabeth II Platinum Jubilee Medal in Saskatchewan in 2022. Martel generously supports numerous community health care and cultural organizations, from the Remai Modern art gallery and Shakespeare on the Saskatchewan to the Friendship Inn and the Sanctum Care Group.

Born in Spain in 1963, Martel moved to Saskatoon in 2003. He lives with writer Alice Kuipers and their four children.

Gordon Rawlinson and Jill Rawlinson
(Honorary Doctor of Laws)

Gordon and Jill Rawlinson personify what it means to be community builders, with a remarkable record of philanthropy and business success, generously donating in support of health care, education, the arts, as well as Indigenous achievement. Gordon was raised in Prince Albert and earned a Bachelor of Commerce degree (with distinction) from the University of Saskatchewan. He is a member of the Order of Canada, is a recipient of the Saskatchewan Order of Merit, and serves on the Dean's Advisory Council at the Edwards School of Business. He built a successful radio broadcast company, today consisting of three radio stations in Saskatoon, three in Regina and one in Calgary. Rawlco Radio stations have been recognized for their community service through events like the C95 Radio Marathon for Breast Cancer Research celebrating 25 years; the Z99 Radiothon in support of the Neo-natal Intensive Care Unit at the Regina General Hospital (now in its 37th year); and CJME's Santa's Anonymous supporting the Salvation Army (in its 55th year).

Jill grew up on a farm near Redvers, Sask. She received the Governor General's Academic Award in high school and holds a Bachelor of Arts degree. She serves as chair of their family's philanthropic foundation, the Lily Street Foundation. Through their foundation, Jill and Gordon have directed their support towards health care, education, and the arts including: the Rawlco Centre for Mother Baby Care at the Regina General Hospital; the Vaccine and Infectious Disease Organization (VIDO) at USask; the EA Rawlinson Centre for the Arts in Prince Albert; the Rawlinson Centre for Indigenous Business Students; the Gordon Rawlinson Finance and Trading Room at the Edwards School of Business, and the United Way and food banks in Saskatoon and Regina.

Gordon and Jill are proud parents of Edward and Katherine and have four wonderful grandchildren.

USask agriculture research receives $25 million boost from Governments of Canada and Saskatchewan

The federal and provincial governments have announced an investment of $25 million for continued support of 15 strategic research chairs at USask College of Agriculture and Bioresources through the Sustainable Canadian Agricultural Partnership.

Funding is provided through the **Strategic Research Program** and is focused on supporting crop genetic improvement, livestock development, food and bioproducts development and soils and environment.

The Sustainable Canadian Agricultural Partnership is a five-year, $3.5-billion investment by Canada's federal, provincial and territorial governments that supports Canada's agri-food and agri-products sectors. This includes $1 billion in federal programs and activities and a $2.5 billion commitment that is cost-shared 60 per cent federally and 40 per cent provincially/territorially for programs that are designed and delivered by provinces and territories.

Hopson's USask legacy will live on

There are many reasons why he will be missed, but Jim Hopson's ability to create community is one that will be admired and emulated for years to come. It is that importance of community that Hopson, as a leader, a supporter, and a friend of USask, will leave a lasting impression on Huskie Athletics.

Hopson died April 2 in Regina after a long battle with colon cancer. He was 73. Always the fighter, Hopson underwent more than 40 chemotherapy treatments and two surgeries. A celebration of Hopson's life was held on May 3 at the Conexus Arts Centre in Regina and flags on the USask campus flew at half-mast in his honour.

His leadership skills were on full display in 2005 when he took over a struggling Saskatchewan Roughriders organization as team president and CEO and quickly turned it into one of Canada's most recognizable brands in a decade. It was that combination of business and work ethic and his football experience that spurred me to ask him in 2019 to become a valued member of the Huskie Athletics Board of Trustees, comprised of key community and university leaders to engage community expertise to ensure Huskie Athletics maximizes its potential and capitalizes on its long history of success.

The Board of Trustees is tasked with shepherding Huskie Athletics into being the best sports program on Canada's U SPORTS landscape, with many post-secondary institutions adopting similar growth strategies.

Hopson was born and raised in Regina and graduated from the University of Regina with an education degree and went on to the University of Oregon to earn his master's degree. His commitment to youth development was evident as he spent many years as a teacher, principal, and school administrator in Regina. His list of honours and plaudits is long. Hopson was inducted into the Canadian Football Hall of Fame as a builder in 2019 and added to the Roughriders Plaza of Honour in 2018. The U of R alumni association presented him with a Lifetime Achievement Award in 2015. He also received the Saskatchewan Centennial Medal and the Queen Elizabeth Diamond Jubilee Medal.

He served 10 years as president/CEO of the Riders from 2005-15, overseeing the Canadian Football League (CFL) club's rise to national prominence while setting a high bar for other franchises in merchandise and ticket sales. His efforts with the Riders are seen as a template for other CFL franchises to emulate.

He will be missed.

BE WHAT THE WORLD NEEDS

Provost's Report to Council

May 2024

Hello Council Chair, members, and visitors. Bonjour.
tānisi. hãn. ëdłanet'e? taanishi. aniin
[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the University Plan 2025.

USask professor receives prestigious 3M National Teaching Fellowship
Congratulations to University of Saskatchewan (USask) Professor Dr. Loleen Berdahl (PhD), who has received the 3M National Teaching Fellowship—the most prestigious national teaching award in Canada. She is the first woman from USask to receive the award.

Dr. Berdahl, the executive director of the Johnson Shoyama Graduate School (JSGS) of Public Policy and a professor in the USask College of Arts and Science political studies department, leveraged her decade of experience in a public policy think tank before transitioning to academia to intentionally design learning experiences that reflect the needs she once identified in her own academic journey. Her innovative approach has transformed educational experiences and prepared students for successful careers across various fields.

The Society for Teaching and Learning in Higher Education (STLHE) and 3M Canada recognized Dr. Berdahl and nine others for their exceptional contributions to teaching and learning in Canadian post-secondary education. It is not the first noteworthy recognition that Dr. Berdahl has received. In addition to being the recipient of three USask teaching awards, including the Distinguished Teacher Award (formerly titled the Master Teacher Award), she has been awarded the Canadian Political Science Association Prize for Teaching Excellence, the American Political Science Association Policy Excellence in Mentoring Award, and the Lieutenant Governor's Post-Secondary Teaching Award for Outstanding Teaching.

Dr. Berdahl is the 11th USask professor to receive the 3M National Teaching Fellowship since its inception in 1986. She joins previous USask winners: Dr. Vince Bruni-Bossio (PhD), interim associate provost strategic priorities and associate professor, management and marketing, Edwards School of Business, in 2022; Dr. Jay Wilson (EdD), professor of curriculum studies, in 2017; Dr. Fred Phillips (PhD), professor of accounting, in 2011; Dr. Baljit Singh (MVSc, PhD), professor of veterinary biomedical sciences, in 2009; Dr. Ernie Walker (PhD), professor of archaeology, in 2007; Dr. John Thompson (PhD), professor of sociology, in 2005; Dr. Rick Schwier (EdD), professor of curriculum studies, in 2005; Dr. Len Gusthart (PhD), professor of kinesiology, in 2002; Dr. Mel Hosain (PhD), professor of civil engineering, in

1994; and Dr. Ron Marken (PhD), professor of English, in 1987. In addition, Dr. Colin Laroque (PhD), professor of soil science, joined the fellowship in 2013 and joined USask in 2014.

Nine USask faculty members named distinguished professors

[Nine USask faculty members have been awarded the title of distinguished professor](#), a designation that honours and celebrates outstanding achievements in research, scholarly, and artistic work. This year's distinguished professors are Dr. Gregg Adams (DVM, PhD), Dr. Barry Blakley (DVM, PhD), Dr. John Gordon (PhD), Dr. Jim Handy (PhD), Dr. Jill E. Hobbs (PhD), Dr. Vikram Misra (PhD), Dr. Vivian R. Ramsden (PhD), Professor Susan Shantz, and Dr. Terry Wotherspoon (PhD).

Congratulations to our esteemed colleagues who have been awarded the distinguished professor designation during the 2023/24 academic year. In our University Plan 2025, USask has articulated the bold ambition to be the university the world needs. These nine distinguished professors now join those recognized previously for having made a significant impact locally, nationally, and internationally through their outstanding research, scholarly, and artistic work.

Professors emeriti and current USask faculty members who hold academic qualifications corresponding with an appointment at the rank of full professor are eligible for appointment to the distinguished professor position. Recipients of this lifetime award become distinguished professors emeriti upon retirement. [More information about the Distinguished Professorship Program, including a list of past recipients, is available online](#).

Horizons Project celebration held at USask on April 25

In April 2021, the Government of Saskatchewan announced one-time funding of $31 million to USask to support pandemic and post-pandemic recovery, aligning with government priorities articulated in [*Saskatchewan's Growth Plan*](#). Through the [Horizons Project](#), this one-time investment was allocated to 27 strategic initiatives that have helped strengthen USask's future and its contributions to the province.

In celebration of the project accomplishments, USask hosted a celebratory event on April 25, 2024. The event was attended by USask leaders, members of the Board of Governors, faculty and staff members involved in the Horizons Project initiatives, and officials from the Government of Saskatchewan Ministry of Advanced Education. More than 120 individuals were present to hear from Provost and Vice-President Academic Airini, Elder Norman Fleury, Minister Gordon Wyant, Dr. Vince Bruni Bossio (PhD), interim associate provost strategic priorities, and representatives from the 27 initiatives.

Event highlights:

- The Entrepreneurship and Startup Incubator (Opus) reported that since its establishment it has assisted 24 startups, supported 61 mentees and connected them with 46 mentors, engaged more than 130 stakeholders, and hosted more than 67 hours of programming. With Opus' support, USask startups have accessed more than $842,000 in external funding.

- The Micro-Credentials Initiative reported its success in developing eight micro-credentials in five distinct areas since winter 2024. With a cost per micro-credential of $500-$2,000, the team is anticipating more than 200 learners this year. The team also celebrated that USask is the only university across Canada that is validating real competency through its micro-credential programming.

- The Living Skies Post-Doctoral Fellowship Program spoke of its distinct features (cohort and team-based approach, mentorship, and interdisciplinary focus) and its success in receiving 85 postdoctoral fellow applications and hiring 33 postdoctoral fellows. There are currently 28 active postdoctoral fellows in the program as of April 15, 2024.

- In addition to the cumulative effect of the investment decisions from an economic, educational, social, and foundational viewpoint, USask is forecasting a total financial return of 166 per cent on restricted and unrestricted revenue by 2026, and 120 per cent when considering operational revenue only.

- USask reported that $4.4 million was released by project leaders to be reallocated to other existing Horizons Project initiatives. This process involved extensive program management to assess the spending of funds combined with a collaborative, one-university approach.

- In total, 98 per cent of project funding was spent by the April 30, 2024, deadline, and two per cent of funding will be spent over the next year to support the continuation of a few projects to completion.

A full recording of the Horizons Project celebratory event will be made available on the [Horizons website](#) in the coming weeks.

Government of Saskatchewan invests in veterinary programs at USask

[The Government of Saskatchewan is supporting veterinary programs at USask by providing $13.2 million to the Western College of Veterinary Medicine (WCVM) in 2024/25](#)—an increase of $667,000. The provincial government's commitment to veterinary education, research, and clinical service was reaffirmed on April 19, 2024, during an announcement at the regional veterinary college on the USask campus.

The funding will support high-quality veterinary medicine education in the province as well as the government's commitment to continue to support 25 seats for Saskatchewan students in the college's Doctor of Veterinary Medicine (DVM) program.

The additional five seats are designated for students who have background and experience in agriculture and plan to eventually work in rural or mixed-animal practice following graduation. This designation will encourage more WCVM graduates to consider careers supporting Saskatchewan's diverse livestock industry, which is driven by cattle and swine production. The province has the second-largest beef cattle herd in Canada, exporting $207 million worth of live cattle in 2023.

The provincial government's investment increase comes at a time of immense pressure on the veterinary community. Several factors—including a rapid increase in pet ownership, a rise in veterinary professionals reaching retirement age, and a limited number of graduates each year—have led to a shortage of veterinarians and registered veterinary technologists (RVTs) across Canada. The shortage is especially apparent in rural communities where veterinary clinics provide essential services for livestock producers and the agriculture industry.

New degree at USask aims to address dental hygienist shortage

[The College of Dentistry is introducing a new dental hygiene program](#), addressing critical workforce shortages while enhancing oral health care for residents across the province. The aging dental hygiene workforce in Saskatchewan, along with the increase in population, underscores the urgent need to cultivate and expand the next generation of dental hygienists.

A 2023 survey conducted for the Canadian Dental Association found that nearly 500,000 dental appointments over two months had been cancelled across Canada due to staff shortages. According to a 2022 report by the American Dental Association, 31 per cent of dental hygienists plan to retire within the next five years. With only one existing certificate program in the province, the demand for dental hygienists far exceeds the current number of hygienists entering the workforce.

The college aims to address the shortage with the creation of a Bachelor of Science in Dental Hygiene program that will admit 18 students annually, beginning this fall. The program's design includes an innovative evening class schedule that will run from 5 pm to 10 pm. This will accommodate individuals

with full-time commitments, allowing them to pursue their education without sacrificing their employment. The new dental hygiene program is direct entry, meaning students may enter from high school, subject to meeting admissions requirements.

ohpahotân | oohpaahotaan symposium held on April 19
On April 19, 2024, the fifth bi-annual [ohpahotân | oohpaahotaan symposium](#) was held at Marquis Hall, with more than 250 people in attendance.

In the summer of 2021, the university was gifted the ohpahotân | oohpaahotaan Indigenous Strategy. Since then, considerable consultation and growth has taken place in colleges and units across campus. Dr. Angela Jaime (PhD), vice-provost, Indigenous engagement, and her team lead the sharing of the plan with the USask community and the fulfilment of the seven commitments: safety, wellness, stewardship, representation, right relations, creation, and renewal.

The focus of the symposium was the commitment stewardship, looking at how the university has made strides in shepherding the plan, and how all members of the USask community have a role as stewards of ohpahotân | oohpaahotaan. Policies and projects that demonstrate good stewardship were discussed at the symposium, such as [deybwewin | taapwaywin | tapwewin](#) and the oyateki project. One of the important initiatives that was discussed was the adoption of the [smudge and ceremony policy](#). Appreciation was shared for members across USask for their role in these and other key initiatives. A new [report detailing where USask is in the process of stewardship](#) is now available on USask's Indigenous Engagement [website.](#)

USask community members gather in advance of Red Dress Day
All members of the USask community were invited to gather in The Bowl on May 3, 2024, in advance of Red Dress Day on May 5, to show their support for ending violence against Indigenous women, girls, and 2SLGBTQQIA+ people.

Red Dress Day—also known as the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People—is observed annually on May 5. The day in Canada was inspired by Métis artist Jaime Black's REDress Project, an art installation that featured empty red dresses in various environments to represent missing and murdered Indigenous women.

Schulich Leaders celebrated during luncheon
On April 17, 2024, a luncheon was held at Marquis Hall to recognize and celebrate the current Schulich Leaders on the USask campus. This event was an opportunity to highlight the Schulich Leaders as outstanding students and for the students to network with fellow Schulich Leaders and college deans.

A Schulich Leader is a student who has been selected to receive $120,000 or $100,000 to pursue an undergraduate degree in STEM (science, technology, mathematics, and engineering). In addition to this large financial award, they join a network of Schulich Leaders and benefit from student enrichment opportunities throughout the year. USask has welcomed 24 Schulich Leaders to campus since 2012.

Review Committees: Updates
Thank you to all college- and school-based committees and committee chairs for deliberations on renewal, tenure, and promotion files. The 2023/24 University Review Committee (URC) reviewed a total of 65 case files for renewal, tenure, and promotion: four renewal files, 28 tenure files, 28 promotion to full professor files, and five promotion to associate professor files. Of the 65 cases files, two were promotion appeals. Congratulations to all those who received renewal, tenure, and/or promotion.

The 2023/24 President's Review Committee (PRC) received 66 salary review recommendations from 11 colleges and schools across campus. A total of 12 appeals were submitted for PRC's consideration. Of the 66 recommendations received, 48 were provided with an award. Of the 12 appeals, three were provided with an award from PRC. This year, PRC had a total of 30.5 special increases to award; 35

faculty members received a 0.5 award and 13 faculty members received a full award. A total of 22 faculty members obtained the maximum of two special increases (Department + College + PRC).

Thank you to the vice-provost faculty relations, Prof. Scott Walsworth, and the team for coordinating the review of URC and PRC files.

Update on the Flexible Learning Initiative
The Flexible Learning Initiative began in January 2024. Flexible learning aims to provide students with choices in how, where, and when they engage in learning, enabling more personalized pathways into and through a program.

The initiative has defined flexible learning at USask and will set goals and a plan to achieve them. The project has begun by identifying and defining USask's current state, including return on investment analysis, assessment of opportunities and challenges with internal stakeholders (e.g., colleges, administrative units), and an assessment of needs and interests of external stakeholders (e.g., current and prospective students). We will use this information to communicate about our successes and assess and design a plan to address capacity to deliver. More information about USask's Flexible Learning Initiative is available online.

Edwards Executive Education moving to new downtown location
Edwards Executive Education, an off-campus site of USask's Edwards School of Business, is relocating this summer. Strategically located in the heart of downtown Saskatoon, the new facility will be located on the sixth floor of the T&T Towers at 340 3rd Ave North, replacing the current downtown space at the K.W. Nasser Centre. The relocation enables Edwards to continue its mission of providing exceptional training, professional development, and custom-built courses while fostering a culture of innovation and collaboration.

Since 1981, Edwards Executive Education has trained thousands of individuals, representing hundreds of businesses, government agencies, and not-for-profit organizations, to develop their personal and professional management and leadership competence. The programming offered by Edwards Executive Education reflects the current trends and challenges that Saskatchewan's leaders face. Employers and individuals seeking to expand their knowledge in a vibrant, fast-paced, and engaging learning environment can take advantage of flagship programs like Effective Executive, Labour Management Relations, Leadership Development Program, and much more.

Join members of the USask community in commemorating Asian Heritage Month in May
Asian Heritage Month at USask honours the legacy and contributions of members of the Asian communities that span East Asia, South East Asia, South Asia, Western Asia, and Central Asia. It is a time to listen to and learn about these broad and diverse communities that span across our campus, province, and beyond. Everyone is welcome to join USask during the month of May for activities and learning opportunities about Asian Heritage Month.

The 2024 theme for the inaugural panel event for Asian Heritage Month at USask was "Locating 'Asian' communities at USask: Complexities, challenges, and opportunities." The event was held on May 1 and was moderated and emceed by Dr. Jerome Cranston (PhD), vice-provost, students and learning, and Dr. Hyunjung Shin (PhD), assistant professor, Department of Curriculum Studies, College of Education. Vice-President Research Dr. Baljit Singh was the panel respondent. Many thanks to Dr. Cranston and to Dr. Shin for serving as the co-chairs of USask's Asian Heritage Month Committee, and to all committee members for their dedication and good work. More information about Asian Heritage Month, including news stories and upcoming events, can be viewed online at spotlight.usask.ca.

UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manācihitowinihk / ni manachīhitoonaan/ let us lead with respect

Meaningful Impact

JSGS hosts sixth annual Houston Lecture
The Johnson Shoyama Graduate School of Public Policy (JSGS) hosted the sixth annual Houston Lecture on April 24, 2024, as a way to bring together thought leaders, academics, students, and community members to discuss and share knowledge on current issues related to inequality and health and social policy in Canada. The Houston Lecture is made possible by a generous donation from Stuart and Mary Houston and the Houston Family Trust.

Featured guest speaker Dr. Patricia O'Campo, Tier 1 Canada Research Chair in Population Health Intervention Research at the Dalla Lana School of Public Health, University of Toronto, spoke about how each year an ever-greater number of Canadians are unable to secure quality affordable housing. This crisis grabs the attention of the media, politicians, researchers, and advocates, yet the housing crisis persists. At the same time, for at least three decades, housing and housing as a human right have been the subject of research on the social determinants. Dr. O'Campo shared what has been learned from this research about designing and implementing solutions to ensure that all Canadians have affordable, safe, and high-quality housing.

The recording of the Houston Lecture will be available on JSGS's YouTube page and via the Houston Lecture Series page.

USask celebrates launch of Canada's freshwater monitoring network
Led by USask in partnership with eight other Canadian universities, The Global Water Futures Observatories (GWFO) is a network of freshwater monitoring and observation stations placed strategically across Canada. GWFO consists of 64 instrumented basins, lakes, rivers, and wetlands, 15 deployable measurement systems, and 18 state-of-the-art water laboratories, which collectively serve as a national scientific freshwater observation network for Canada's critical freshwater systems.

An April 17, 2024, event celebrating the launch of the GWFO was hosted by USask and the Global Institute for Water Security (GIWS), with additional gatherings at the University of Windsor and the University of Waterloo set to join virtually. Water experts, government officials, and GWFO researchers from USask, the University of Windsor, the University of Waterloo, Wilfrid Laurier University, and McMaster University were scheduled to present and provide an overview of GWFO facilities during the launch event.

The GWFO initiative received more than $15 million from the **Canada Foundation for Innovation's Major Science Initiative** in 2022. The observatory network will have the infrastructure to develop and provide consistent open-access water data that will help provide a water early warning system and inform models and policy decisions surrounding water security and sustainability.

Productive Collaboration

USask researchers explore new cell target for cystic fibrosis treatment
USask researchers are exploring the role of a newly identified cell type in cystic fibrosis (CF), which could lead to effective new types of treatment. Researchers led by the College of Medicine's Dr. Juan Ianowski (PhD) in the Department of Anatomy, Physiology and Pharmacology, and Dr. Julian Tam (MD) in the Division of Respirology, Critical Care and Sleep Medicine, recently published a paper in the ***American Journal of Respiratory and Critical Care Medicine*** highlighting the function of pulmonary ionocyte cells in CF.

CF disease is a genetic condition caused by mutations in the cystic fibrosis transmembrane conductance regulator (CFTR) protein. Because some potential treatments of CF involve targeting and modifying the CFTR function at the genetic level in sick airway cells, the specific role various types of cells play in CF disease—like the pulmonary ionocyte—is critical for creating targeted treatments. This newly identified cell type is now being explored by Ianowski and Tam's team of researchers.

Pulmonary ionocytes, a recently discovered and rare lung cell type, were identified as existing in small numbers—fewer than one per cent of the airway surface cells in the lungs. Ianowski and Tam's research suggests that these cells play a crucial role in the pH levels of airway surface liquid (ASL).

Distinguished Learners

Edwards School of Business celebrates student achievement
In March 2024, the Edwards School of Business celebrated Indigenous achievement. Edwards recognized Leona-Grace Cook, Sienna McKenzie, and Brendan Youngchief for their resiliency, leadership, and academic achievement. Congratulations to the students.

Also in March 2024, the Enactus University of Saskatchewan team received three first-place awards at the Enactus Canada Regional Exposition in Calgary. The students were the recipients of the TD Entrepreneurship Challenge for their Re-Colour project (an innovative initiative aimed at diverting waste from landfills by upcycling used crayons); The Canadian Tire Corporation Environmental Sustainability Challenge for their Build-a-Business project (a four-week entrepreneurship program for people with intellectual disabilities); and the Desjardins Youth Empowerment Challenge for their Giving FWRd project (a food waste reduction program that creates and distributes ready meals from excess food waste). The team's exceptional performance has earned them a coveted position in the upcoming national round of competitions, set to take place in Toronto from May 14-16, 2024, where the team will compete for the national titles. Congratulations to Enactus University of Saskatchewan on these achievements.

Transformative Decolonization Leading to Reconciliation

ITEP teacher candidates celebrate culture with students at wâhkôhtowin School
USask Indian Teacher Education Program (ITEP) teacher candidates organized an Indigenous cultural

day, held on March 29, 2024, at the Saskatoon Public School division's wâhkôhtowin School. The Bachelor of Education teacher candidates are in the College of Education's field experience program, through which they spend time learning from in-service educators in Saskatchewan K-12 schools.

Elementary students had the opportunity to gain first-hand experience by participating in activities and learning sessions scheduled throughout the day. The students in Grades 4 through 8 created bead artwork, ribbon skirts, and ribbon shirts, made bannock and chokecherry sauce, learned how to harvest leaves for muskeg tea and other medicines, practiced jigging, and listened to the power of storytelling and the history of the powwow.

Global Recognition

USask partnership with Ukraine advances global conservation efforts
A USask research partnership is embracing ties with Ukraine to address global ecosystem health—a challenge further complicated by the Russian invasion. Home to one of the largest populations of Ukrainians outside of Ukraine, the social and cultural fabric of the Canadian Prairies holds deep ties to this country.

A lesser-known link between Saskatchewan and Ukraine is some similarity in their ecosystems and vegetation. In both countries, these natural assets are endangered by human activities and land-use considerations. Parallels between Saskatchewan and Ukraine are paving the way for researchers to examine the benefit of grassland and wetland conservation globally.

Dr. Vladimir Kricsfalusy (PhD), associate professor in USask's School of Environment and Sustainability (SENS), is leading a two-year project between USask and the National Academy of Sciences of Ukraine's Institute of Ecology of the Carpathians (IEC) to build on a decade of international collaborative ecosystem research. With support from USask's International Research Partnership Fund, this project aims to forecast the negative consequences of climate change within endangered ecosystems and to support future conservation efforts in both countries. His team includes Dr. Ivan Danylyk (DSc), director of the IEC, as well as a visiting PhD student from Ukraine, an undergraduate exchange student from Germany, and several USask-based graduate students.

Transformative decolonization leading to reconciliation	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
Productive collaboration	A university in which research and innovation are inspired by and accountable to community partners.
Meaningful impact	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
Distinguished Learners	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
Global recognition	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

REVIEWS, SEARCHES, APPOINTMENTS

Searches:

- Dean, College of Engineering

- Vice-Provost, Strategy Realization

- Principal, USask Prince Albert Campus

See [here](#) for information.

Appointments:

- Dr. Shahedul Khan has been appointed head of the Department of Mathematics and Statistics, College of Arts and Science, effective July 1, 2024, and up to June 30, 2029.

- Dr. Linda Chelico has been appointed head of the Department of Biochemistry, Microbiology, and Immunology, College of Medicine, effective July 1, 2024, and up to June 30, 2029.

- Dr. Sarah Hoffman has been appointed as head of the Department of Philosophy, College of Arts and Science, effective July 1, 2024, and up to June 30, 2027.

- Dr. Doug Clark has been appointed as acting executive director, School of Environment and Sustainability, beginning July 1, 2024, and up to June 30, 2025.

- Dr. Chris Todd has been appointed head of the Department of Biology, College of Arts and Science, effective Jan. 1, 2025, and up to Dec. 31, 2027.

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

Report to Faculty Council

Date: April 30, 2024

Tanisi-aniin boozhoo - hello to the esteemed members of the CGPS Faculty Council,

I am delighted to provide an update on the closing activities of the Graduate Students' Association (GSA) at the University of Saskatchewan 2023-2024 year. Over the past several months, the GSA has been diligently working on various initiatives aimed at enhancing the experience of graduate students and ensuring the smooth functioning of our organization.

First and foremost, the GSA has been focused on "getting our house in order." This includes conducting thorough financial audits to ensure transparency and accountability in our financial management. As a result of these audits, we have identified areas for improvement and have taken steps to optimize our financial processes. Notably, we have sought out investment opportunities that promise slight changes with the potential for significant long-term impacts. One such example is the discovery of bank account options that not only offer financial benefits but also effectively pay for themselves over time. Additionally, we are proud to announce the establishment of investments totaling $15,000 per year, which will further support our mission and initiatives.

In addition to financial matters, the GSA has been actively engaged in filling several key positions, including hiring, award, and other committees. These appointments are crucial on our campus and having graduate student representation is vital in ensuring the intersectional and interdisciplinary operations of our communities.

Additionally, I am thrilled to announce the resounding success of our recent Gala event. The Gala, which took place on April 27, 2024, was an evening filled with celebration, camaraderie, and purpose. Attendees enjoyed a delightful evening of entertainment, fine dining, and networking opportunities, all while supporting the mission and initiatives of the GSA. The event not only surpassed our fundraising goals but also served as a platform to showcase the talent and dedication within our graduate student community.

One of the highlights of the Gala was the announcement of the newly elected executives for the 2024-2025 term. After a rigorous selection process, we are pleased to introduce the individuals who will lead the GSA into its next chapter. Their diverse backgrounds, skills, and passion for serving the graduate student body will undoubtedly drive positive change and innovation within our organization. We extend our heartfelt congratulations to the newly elected executives and express our gratitude to all candidates who participated in the election process. Please see our new executive below:

David Ohene-Amoako
President

Jennifer Amarualik-Yaremko
Vice-President Indigenous Engagement

Lindsay Carlson
Vice-President Finance and Operations

Reza Golpayegani
Vice-President of External Affairs

Nickson Joseph
Vice-President Academic and Student Affairs

As we embark on this new era under the leadership of our elected executives, we remain steadfast in our commitment to advancing the interests of graduate students at the University of Saskatchewan. Together, we will continue to strive for excellence, inclusivity, and empowerment within our community.

In closing, for the last time, I would like to express my heartfelt gratitude to each member of the CGPS Faculty Council for their time, dedication, and support of USASK graduate students. If it wasn't for us graduate students, you wouldn't be here, if it wasn't for you, we wouldn't be here. Together, we make this institution work.

"We are the ancestors of the future, and what we do now will shape the world for generations to come"

Kinanâskomitinowow – miigwech – Thank you- I am grateful for all of you.

Kayla Benoit

Outgoing President 23-24'

Graduate Students' Association

GRADUATE STUDENTS' ASSOCIATION

GSA

GRADUATE STUDENTS' ASSOCIATION · U of S ·

ANNUAL AWARD *Gala*

REPORT TO UNIVERSITY COUNCIL

Last Year's Results

GSA AWARDS IN 2023

This Year's Results

GSA AWARDS IN 2024
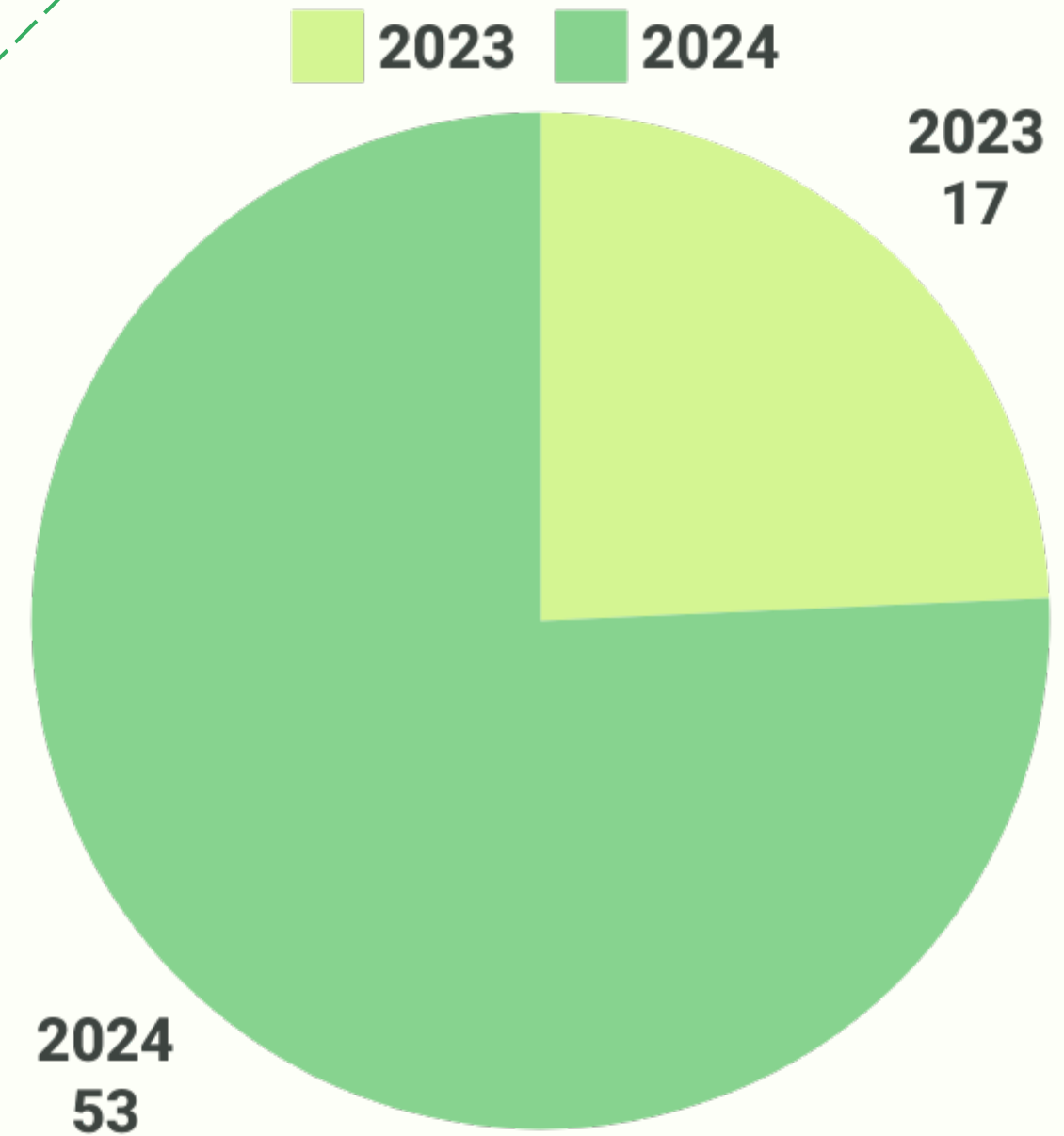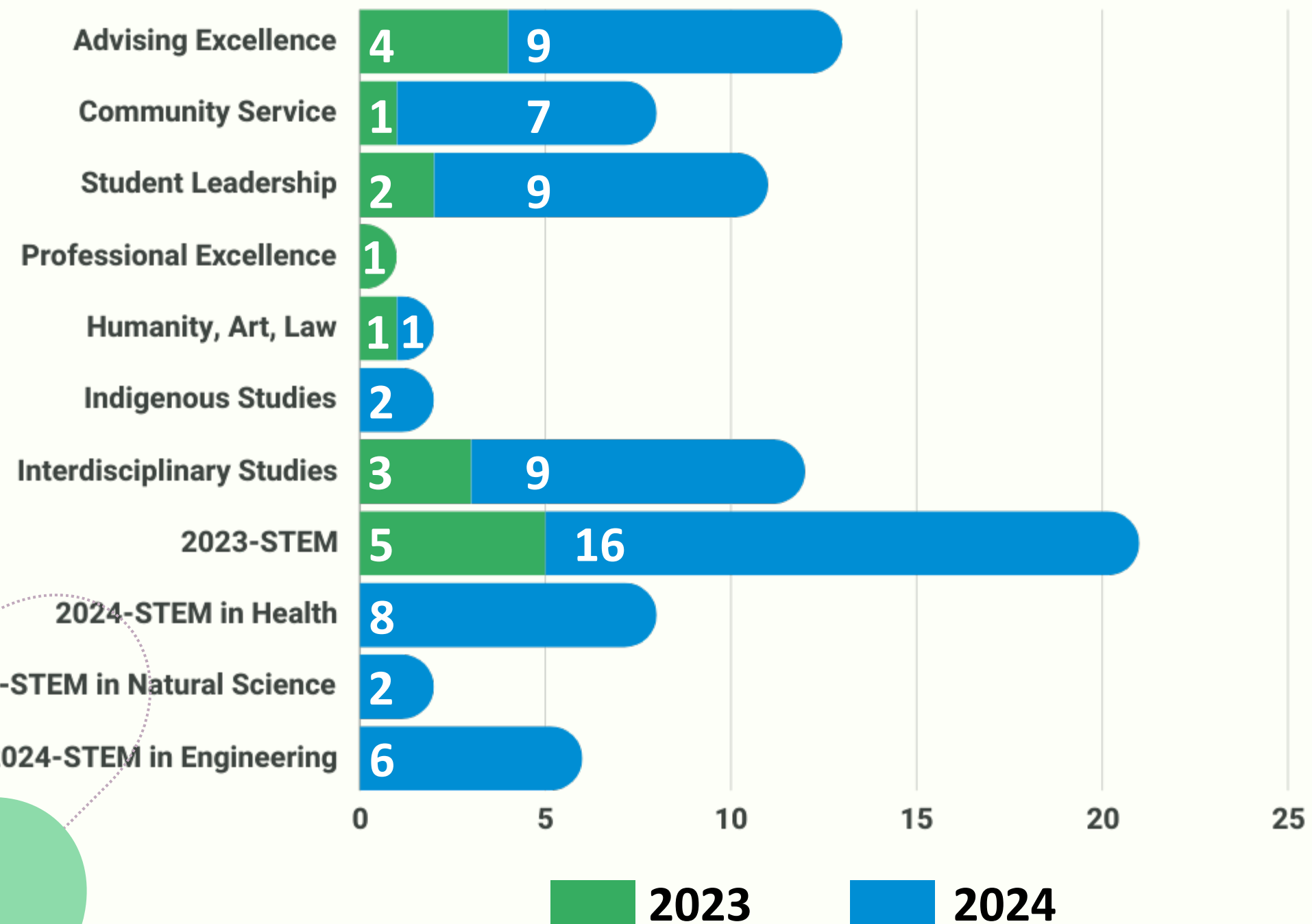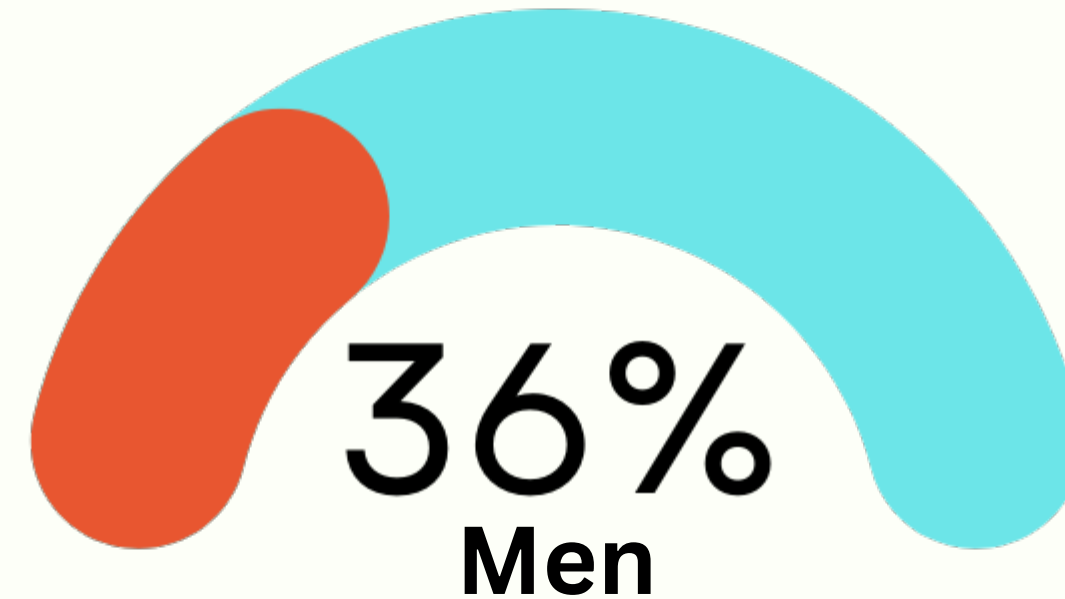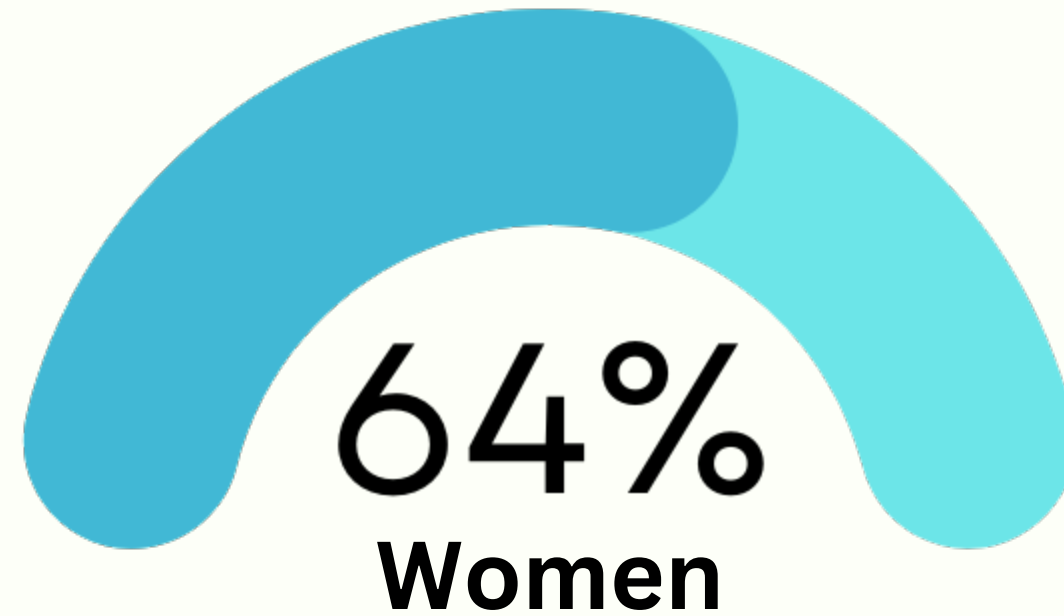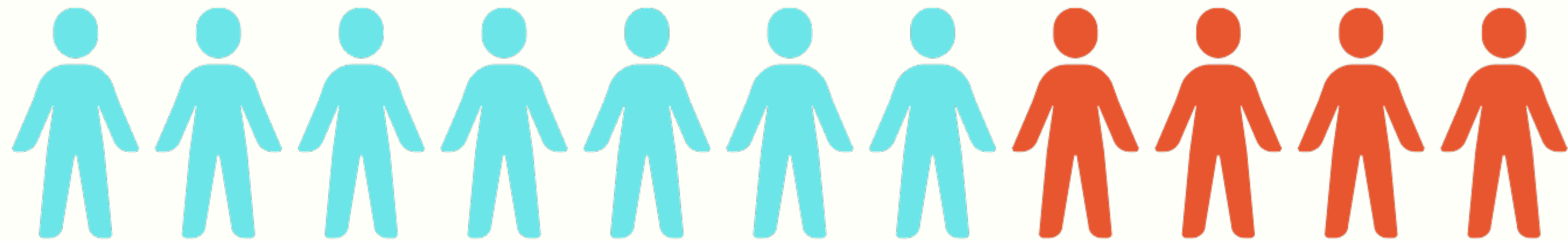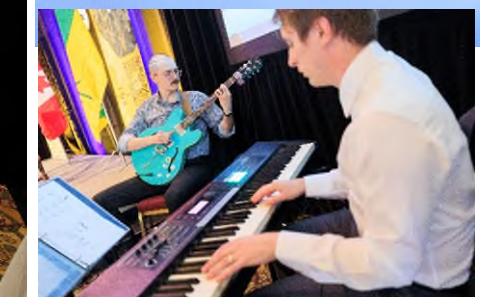
2024 GSA AWARD Gala

Kayla Benoit

Interim President
VP-Indigenous and Engagement

Ramin Mohammadi

VP-Finance and Operation

Sristy Sumana Nath

VP- Academic and Student Affairs

Abbas Fazel Anvari

VP-External Affairs

Paul Trujillo

GSA Office Manager

2024 GSA AWARD Gala

2024

GSA AWARD
Gala

GSA

GRADUATE STUDENTS' ASSOCIATION · U of S

thank you

BE WHAT THE WORLD NEEDS

MAY 2024
University Council
Report

Land Acknowledgement

As an organization of Indigenous and Non-Indigenous students,we acknowledge that we gather on Treaty 6 territory,the homeland of the Cree, Saulteaux, Blackfoot, Métis, Dene and Dakota people. We acknowledge the harm that colonial institutions, such as the University of Saskatchewan, have done. We remember that there were centuries of governance and education on this land before the settlers arrived and that these forms of education and governance are continuing today. We honour and reaffirm our relationships with one another and the land that we are on as we work to dismantle the systematic barriers to education that First Nations, Métis, Inuit and other marginalized people face.

Introductions
USSU EXECUTIVES 2024-2025

**President
Krunal Chavda
(he/him)**

**VP Operations and Finance
Moses Ahiabu
(he/him)**

**VP Academic Affairs
Elisabeth Bauman
(she/her)**

**VP Student Affairs
Upkar Singh
(he/him)**

Centre Coordinators

Pride Centre Coordinator Danielle Powell (she/they)

Women's Centre Coordinator Alandra Flynn-James (she/they)

Help Centre Coordinator Angel Onijagbe (she/her)

Food Centre Coordinator Amy Remeshylo (she/her)

Safe Walk and Student Crew Coordinator Akanksha Ganguly (she/her)

USSU Report

May is always exciting for the University of Saskatchewan Students' Union. We bid farewell to some of our lovely outgoing executives while we welcome the new executives elected by students. After an amazing year, Ishita Mann, Nishtha Mehta, and Gurbaz Singh's term ended on a very positive note. The new executives of USSU are Krunal Chavda (President), Moses Ahiabu (VP Operations & Finance), Elisabeth Bauman (VP Academic Affairs), and Upkar Singh (VP Student Affairs). The USSU also onboarded three new centre coordinators: Danielle Powell for the Pride Centre, Alandra Flynn-James for the Women's Centre, and Angel Onijagbe for the Help Centre. We are very happy to have them with us and look forward to working with them.

Our predecessors focused mainly on student empowerment, wellness, and accessibility. We remain committed to working towards their initiatives by focusing on three main crucial areas....

Advocacy - Making sure Students' voices are heard at various levels, from the university to the federal level.	**Awareness** - Creating awareness about all the resources and supports available to students.	**Alliance** - Creating a shared alliance between students, administration, faculty, and external institutions.

We look forward to working with the university administration, faculty, and students to create the best student life experience possible on campus.

Thank you,
Krunal Chavda
President - University of Saskatchewan Students' Union