UNIVERSITY OF SASKATCHEWAN

UNIVERSITY COUNCIL
Agenda – March 20, 2025

Location: Convocation Hall (PMB 120)
Time: 2:30 - 4:30pm

Call to Order

1. **Agenda**
   1.1. Adoption of the Agenda
   1.2. Council Motions

2. **Chair's Opening Remarks-** Dr. Vicki Squires, Council Chair, College of Education

3. **Minutes**
   3.1. Approval of Minutes – January 30, 2025

4. **Business Arising**
   4.1. Responsible Conduct of Research Follow Up- Dr. Darcy Marciniuk, Associate Vice President Research, Dr. Diane Martz, RCR Specialist and Dr. Trever Crowe, RCR Research Integrity Officer

5. **Nominations Committee**
   5.1. Item for Information: Call for Interest Updates

6. **Academic Programs Committee**
   6.1. Request for Decision: Master of Public Health Nursing
   6.2. Item for Information: 2025-2026 Academic Calendar Changes (College of Dentistry)
   6.3. Item for Information: Minor Editorial Changes to Academic Courses Policy

7. **Planning and Priorities Committee**
   7.1. Item for Information: Provisional Centre for Canadian Sustainable Digital Agriculture

8. **Governance Committee**
   8.1. Request for Decision: Nomination Committee of Council Vacancy

9. **Research Scholarly and Artistic Works**
   9.1. Item for Information: Mid-Year Update from Vice President Research

10. **Joint Committee on Chairs and Professorships**
    10.1. Request for Decision: Beef Cattle Health Chair

11. **Reports**
    11.1. President

11.2.　　Acting Provost and Vice-President Academic

11.3.　　Graduate Students Association (GSA)

11.4.　　University of Saskatchewan Student's Union (USSU)

12. **Other Business**

13. **Question Period**

In addition to bringing forward questions during the course of a meeting, council members are encouraged to submit questions on agenda items or 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 (vicki.squires@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 questions during the course of the meeting. Questions from the floor are also welcomed and encouraged.

14. **Adjournment**

Next Council meeting is on April 17, 2025- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the April meeting is March 26, 2025. A full list of submission deadlines can be found online.

Zoom Link:

Join Zoom Meeting:
https://usask-ca.zoom.us/j/97820019083?pwd=F9E9Pe7qkcBcP5dXcbvOytCz6Xxaac.1

Join by Telephone:
Local Saskatoon Zoom Dial-in Number: (639) 638-7474
Other Zoom Dial-in Numbers: https://usask-ca.zoom.us/u/aqF7MEYDC

Join by Video Conferencing Device (SIP):
97820019083@zoomcrc.com

Meeting ID: 978 2001 9083
Passcode: 27840021
Telephone Passcode: 27840021

UNIVERSITY OF SASKATCHEWAN

University Council Agenda Motions
March 20, 2025

Academic Programs Committee

6.1 Request for Decision: Master of Public Health Nursing

Motion: *It is recommended by the Academic Programs Committee that Council approve the Master of Public Health Nursing program effective May 2026.*

Governance Committee

 8.1 Request for Decision: Council Committee Vacancy

Motion: *It is recommended by the Governance Committee that Council approve the nomination to fill the vacancy on the Nomination Committee effective immediately.*

Joint Committee on Chairs and Professorships

 10.1 Request for Decision: Beef Cattle Health Chair

Motion: *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Beef Cattle Health Chair in the Western College of Veterinary Medicine.*

USask University Council Meeting Minutes
Thursday January 30, 2025
2:30-4:30pm
Convocation Hall and Zoom

Call to Order

The meeting was called to order at 2:33 pm.

The Chair, Dr. Vicki Squires, began with a Land Acknowledgement.

No members of the media identified themselves.

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

1. **Adoption of the agenda**

    1.1 **Adoption of the Agenda**

Motion: (Shin/Dutchyn): *That the agenda be approved as circulated.*

CARRIED

2. **Chair's Opening Remarks**

Chair Squires welcomed everyone to the first University Council meeting of 2025 noting the many developments in global and national politics since the last meeting.

Chair Squires mentioned the conversation the Council Chairs had at the President's Executive Committee last week, discussing Equity, Diversity and Inclusion agendas on campus, especially given the recent Trump proclamations and the changes made at several Alberta campuses including the University of Alberta. The Council Chairs discussed the change at U of A and now University of Lethbridge and a similar change at University of Calgary. Fortunately, Canadian campuses are not facing the pressures as American universities to remove diversity policies.

Given there was not a tribute at this meeting, the Chair reminded University Council members the process for how a tribute is organized. Tributes can come from a former colleague, department head or dean directly to the governance office. The current contact is Danielle Rudulier who will work with that department or college on logistics such as contacting the family, determining who will give the tribute, and when the tribute will come forward to Council. The Chair encouraged colleagues and units to consider putting forth possible tributes as a way to pay respects as a university for an esteemed colleague.

3. Minutes

Motion: (Willenborg/Singh): *That the minutes of December 19, 2025 be approved as circulated.*

CARRIED.
Abstentions: Freywald, Achenbach

4. Business Arising

4.1 CGPS Correspondence with Immigration

Information is in the agenda package. There were no questions.

4.2 Randomization in NSID's

Information is in the agenda package. There were no questions.

5. Academic Programs Committee

Carolyn Augusta, Chair of presented the committee's items as outlined in the agenda package.

5.1 Request for Decision: CHEM 801.6 and CHEM 802.3 Increase to Minimum Passing Grade

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones)*: It is recommended by the Academic Programs Committee that Council approve the minimum pass score for CHEM 801 and CHEM 802 effective May 2025.*

CARRIED

5.2 Request for Decision: Johnson Shoyama Graduate School for Public Policy: New Graduate Certificates and Certificate Terminations

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones)*: It is recommended by the Academic Programs Committee that Council approve the new certificates and certificate terminations from the Johnson Shoyama Graduate School for Public Policy as noted below effective May 2025.*

CARRIED
Abstention: Freywald

5.3 Request for Decision: Johnson Shoyama Graduate School for Public Policy: Termination of the Public Policy Transfer from Master's to PhD Program

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones)*: It is recommended by the Academic Programs Committee that Council approve the termination of the Transfer from a Master's to PhD program in Public Policy effective May 2025.*

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

5.4 **Request for Decision: Johnson Shoyama Graduate School for Public Policy: Termination of the Graduate Certificate in Science and Innovation Policy**

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones)*: It is recommended by the Academic Programs Committee that Council approve the termination of the Graduate Certificate in Science and Innovation Policy effective May 2025.*

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

5.5 **Request for Decision: Master of Physical Therapy Replacement Program**

5.6 **Master of Physical Therapy Admission Qualifications**

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones)*: It is recommended by the Academic Programs Committee that Council approve the Master of Physical Therapy Replacement Program effective May 2025.*

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

*Motion (*Augusta/Jones*) It is recommended by the Academic Programs Committee that Council approve the additional admission requirements for the Master of Physical Therapy Program effective May 2026.*

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

5.7 **Request for Decision: Certificate in Introductory Agriculture**

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones)*: It is recommended by the Academic Programs Committee that Council approve the Certificate in Introductory Agriculture effective May 2025.*

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

5.8 **Request for Decision: Master of Nursing: Nurse Practitioner Replacement Program**

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones)*: It is recommended by the Academic Programs Committee that Council approve the Master of Nursing: Nurse Practitioner Replacement Program effective May 2026.*

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

    5.9   **Item for Information: Internationally Educated Teachers Certificate Revisions**

There were no questions.

    5.10   **Item for Information: College of Engineering- First Year Program Changes**

There were no questions.

    5.11   **Item for Information: College of Engineering- Civil Engineering Upper Year Program Changes**

There were no questions.

    5.12   **Item for Information: College of Arts and Science/College of Graduate and Postdoctoral Studies WGST Field of Study Change to GENS**

There were no questions.

6.   Planning and Priorities Committee

Dr. Christian Willenborg, Chair of the PPC committee presented the committee's items as outlined in the agenda package. Dr. Angela Jaime presented on item 6.2

    6.1   **Item for Information: Provisional Centre for Bioproduct Development and Commercialization**

There were no questions.

    6.2   **Item for Information: ohpahotân | oohpaahotaan: Indigenous Strategy Update**

Dr. Willenborg introduced the item. Dr. Angela Jaime presented the slides that were shown at PPC and encouraged members to reach out for a fulsome presentation by her unit. It is everyone's responsibility to uplift the Gift.

There were no questions.

7.   Executive Committee

Julian Demkiw, Chief Returning Officer notified members of the results for the call-for-nomination that went out in January.

8.   Research, Scholarly and Artistic Work Committee

Dr. Eric Lamb, Chair of the RSAW Committee presented the committee's item as outlined in the agenda package.

    8.1   **Item for Information: Annual Report on Breaches of the Responsible Conduct of Research (RCR) Policy**

Dr. Lamb explained to Council that RSAW receives a report annually. It was noted that there is a concerning number of allegations. The RCR committee is suggesting that the campus community needs to be more proactive and ensure researchers are well educated on the policy.

A member asked what resources are in place for new faculty and new researchers to help with this situation as well as what protections are in place for complainants. Vice Provost Scott Walsworth replied that the Provost's Office has restarted the new faculty orientation session and a quarter of the time in the session is dedicated to the research office. He also noted that each College also has an onboarding process. Associate Dean Graduate and Postdoctoral Studies Jaswant Singh mentioned the student/supervisor agreements that also address RCR pieces. A follow up is to take place with RCR committee for further information on the protections for complainants.

A member asked for more information on the text matching tools. Associate Dean Graduate and Postdoctoral Studies Jaswant Singh commented that the intent of exploring the acquisition of text matching tools is to be proactive and is for protection in submitting manuscripts. The process of choosing text matching tools is ongoing and updates to campus will be provided.

9. **Reports**
   9.1 **Report of the President**

President Stoicheff was away. The full report is in the agenda package.

   9.2 **Report of the Acting Provost**

Acting Provost Bruni-Bossio provided an update on the study permit applications. The province received more PALs than expected; in turn, USask received approximately 800 more PALs than expected. Dr. Bruni-Bossio noted a working group has been brought together and are working on international recruitment to mitigate the damage to our reputation caused by immigration changes as much as possible.

The Acting Provost addressed a pre-submitted question regarding an update to the EDI work. Dr. Bruni-Bossio explained that the external environment has changed; however, Canada continues to not be as constrained as the US. The Acting Provost reminded members that it is important to continue asking who we are. What is our identity at USask? We as a community continue to uphold our values.
Deputy Provost Patti McDougall let members know that an update was provided at PPC; additionally, an annual report will be brought forward in June on the **EDI strategy.** Dr. McDougall expressed that USask is in the first of 3 stages; setting the foundation and activity is continuing to take place around the policy. Dr. McDougall welcomed members to reach out at any time on how to be engaged in the work. In addition, a meeting with the Canadian and German U15 collaboration took place last week on EDI strategy.

A member asked for clarification on the EDI website. Who is part of the EDI Champions and how would a member get involved? The Deputy Provost noted this group is a gathering of interested stakeholders across campus and will update the website to provide information regarding how others can get involved.

A member asked what the USask statistic is of International Students not arriving. USask is continually working to deepen the relationship with international students. One of the mechanisms to encourage international

students' arrival and registration is a tuition deposit of $1000 for Grad and UG students which is directed towards their tuition when they arrive. Additionally, recruitment and advertising efforts are ongoing.

How do PALs work for extending a current graduate student? Dean Burshtyn noted that the process has been continually shifting. If a graduate student is changing a program at the same institution or going beyond program length of study no PAL is required at this time. More information can be found in the FAQ area of the **CGPS PAWS Channel.**

9.3   Report of the GSA President

A formal report can be found in the agenda package.

President David Ohene-Amoako provided members with an update on the success of the holiday hangout as well as noting that a record number of applications were received for the GSA-CGPS Bursary. President Ohene-Amoako mentioned that the GSA is looking for a new manager.

In conclusion, President Ohene-Amoako brought to light the recent murder of Alfred Okyere who was planning to start classes at USask. USask has reached out to the family and has been supporting where we can as well as working to ensure safety. ISSAC hosted a gathering for those impacted by the event for this student connected to the family.

There were no questions.

9.4   Report of the USSU President

The full report is in the agenda package.

President Krunal Chavda mentioned the welcome back events in January planned by the USSU and noted there have been some policy changes around USSU scholarships.

President Chavda brought awareness to members on the state of academia, noting increasing tensions between faculty and students. These tensions impact the overall student experience of students. President Chavda expressed that USask is doing great in many ways but encourages faculty to be more involved with students. There is more to the teaching and learning than just in the classroom. Suggestions included more opportunity for interaction, for example the curling events that used to take place. USask could work on the experience side with students and faculty. A socially and emotionally strong campus is important in addition to academically strong.

There were no questions.

10.   Other business

There was no other business.

11.   Question period

A member asked for an update on the faculty complement planning process. Acting Provost Bruni-Bossio explained to members that there is not an institutional wide plan for faculty complement planning. The task force was created to establish principles and guidelines to assist Deans with their decision-making processes as every unit is responsible for their own complement planning. The provost receives the information from the units for final approval. The guiding principles have not been finalized given the shift in leadership; however, they will be brought to Council once they are finalized.

A member asked for an update on Strategic Enrolment Management (SEM). They Deputy Provost mentioned that conversation and consultation has been had at the Planning and Priorities Committee (PPC). USask is currently on level 1 of the planning where conversations in the Colleges and Schools are to come in February/March to discuss growth that can be afforded based on teaching, space, and other resources. Members can anticipate this will be coming through the governing bodies as it progresses.

A member noted that there is no institutional definition of what 'completion' means in the class delivery portion of the Academic Courses Policy. How would this get clarified? This question will be taken back to the Governance Committee given this is a policy of Council.

Secretary Demkiw reminded members that the Presidential Search is underway. Community input is currently being collected to help inform and develop the position profile for the new President. The plan is to have a posting ready in March.

12.   Adjournment

(Deters): The meeting was properly adjourned at 3:46 pm.

UNIVERSITY COUNCIL

FOR INFORMATION

DATE OF MEETING: March 20, 2025

SUBJECT: Call for Interest Updates

SUMMARY:

The Nominations Committee is preparing for their work in the month of April and May. The call for interest to join a University Council committee will be sent out to all members of University Council and the General Academic Assembly. The Nominations Committee encourages members to get involved on a committee that supports the work of Council.

The call for interest survey will open on March 31, 2025 and will close on April 18, 2025.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: March 20, 2025

SUBJECT: **Master of Public Health Nursing**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the Master of Public Health Nursing effective May 2026.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a new Master of Public Health Nursing degree program which is intended to advance the bachelor-prepared Registered Nurse to fill leadership roles in population and public health. This innovative program will be administered and coordinated by the College of Nursing, with courses and thesis supervision shared across the College of Nursing and the School of Public Health. Implementation of this program will be a part of the 2025-26 University Catalogue Addendum, with the first student intake in Fall 2026.

CONSULTATION:

The Graduate Programs Committee in CGPS reviewed the proposal at its meeting on November 13, 2024. The committee discussed the collaborative nature of the proposed program and made suggestions for minor edits to the proposals. The proponents made revisions and clarified that they will not be seeking accreditation for this program. The revisions were approved by the committee chair on November 25, 2024.

The College of Graduate and Postdoctoral Studies and the College of Nursing brought forward the proposal to the Academic Programs Committee of Council (APC) on December 18, 2024, January 29, 2025, and March 5, 2025. Members had the opportunity to review the proposal, ask questions and participated in a thorough discussion on this program at multiple meetings. Clarification was sought on the program requirements, name of the degree as well as the partnership with the School of Public Health. APC members were provided with satisfactory proposal edits including a name change to increase recognition of the degree as well as a Memorandum of Agreement between the College of Nursing and School of Public Health. APC voted in favour of this new degree program at the March 5, 2025, APC meeting.

ATTACHMENTS:

1. Master of Public Health Nursing

Master of Public Health Nursing Program

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

M E M O R A N D U M

To: Academic Programs Committee of Council

From: **Graduate Programs Committee, College of Graduate and Postdoctoral Studies (CGPS)**

Date: February 26, 2025

Re: Master of Public Health Nursing program

The College of Graduate and Postdoctoral Studies is recommending approval of a new Master of Public Health Nursing program. The program was initially proposed under the name Master of Nursing and Public Health and has been changed to increase local, national, and international recognition of the degree. The Master of Public Health Nursing degree will advance the bachelor-prepared Registered Nurse to fill leadership roles in population and public health. This innovative program will be administered and coordinated by the College of Nursing, with courses and thesis supervision shared across the College of Nursing and the School of Public Health. Implementation of this program is expected for the 2025-26 University Catalogue Addendum, with the first student intake in Fall 2026.

A Memorandum of Agreement (MOA) between the College of Nursing and the School of Public Health has been prepared and reviewed by the College of Graduate and Postdoctoral Studies, the College of Nursing, the School of Public Health, the Strategic Finance office, and the Office of the Provost and Vice-President Academic. The MOA is out for signatures and will be included once signed. The new program name was endorsed by the chair of the Graduate Programs Committee of CGPS following the committee's approval of the initial proposal (see memo dated December 10, 2024, for details). The proposal and Consultation with the Registrar form have been adjusted with the new program name.

Attached please find the proposal for the new Master of Public Health Nursing program.

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

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M E M O R A N D U M

To: Academic Programs Committee of Council

From: **Graduate Programs Committee, CGPS**

Date: December 10, 2024

Re: New Master of Nursing and Public Health program

The College of Graduate and Postdoctoral Studies is recommending approval of a new Master of Nursing and Public Health (MNPH) program. The proposed program will provide Registered Nurses with opportunities to gain advanced education in both Nursing and Public Health, responding to a need for Registered Nurses in leadership positions to have public and population health knowledge. This new innovative program will be administered and coordinated through the College of Nursing, with courses and thesis supervision shared across the College of Nursing and the School of Public Health. The proposal includes the addition of one new course. The first cohort of students will start in September 2026.

The Graduate Programs Committee reviewed the program and course proposals at its meeting on November 13, 2024. The committee discussed the collaborative nature of the proposed program and made suggestions for minor edits to the proposals. The proponents made revisions and clarified that they will not be seeking accreditation for this program. The revisions were approved by the committee chair on November 25, 2024. The proposals was approved with the following motions:

Motion: To recommend approval of the Master of Nursing and Public Health Program pending edits to the proposal. **Martin/Yang – CARRIED unanimously.**

Motion: To approve the new course proposal NURS 850.3 Applied Research Methods pending minor edits to the proposal (to be cleared by the chair). **Heavin/McIntyre – CARRIED unanimously**

Attached please find the proposal for the new Master of Nursing and Public Health program.

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

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Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Master of Public Health Nursing

Degree(s): **Master of Public Health Nursing**
Option(s): Thesis-based Master's
Degree College: College Graduate and Postdoctoral Studies

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

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Jaswant Singh, PhD
Associate Dean,
College of Graduate and Post-Doctoral Studies
306-966-7410
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Proposed date of implementation: September 2026

Proposal Document

Please provide information that 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:

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

With the number of students increasing, the labour market cannot always handle the influx of graduates each year, resulting in some people being unemployed or under-employed in their field of choice. Additional professional courses to achieve an advantage in the labour market are expensive. A degree offered by the College of Nursing and the School of Public Health is one means to prepare better and meet the needs of University of Saskatchewan students. For example, master's prepared Registered Nurses are often required for leadership positions within the acute care setting. Still, there are no options for community health nurses at a leadership level to acquire specialty content, and therefore, many nurses choose the Master of Public

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Health (MPH) route. Nurses are, thus, not obtaining advanced nursing knowledge, which places them at a disadvantage for a Nursing doctorate. The Master of Public Health Nursing program provides students with the opportunity to be educated in more than one field, thereby increasing their chances of better employment opportunities, with program completion in less time and at a reduced cost, as opposed to when students complete these programs individually. Employers fully recognize the importance and expertise of Public Health Nurses, but there are few opportunities for formal education in this specialty area. Furthermore, as we have witnessed with COVID-19, nurses need to be nimble, with many being deployed to public health positions for immunization and infection control. We are entering a new era of healthcare needing to respond to the health effects of climate change and public health emergencies. Public and population health knowledge will be essential to the nursing response. A Master of Public Health Nursing degree will be attractive to nurses across Canada and beyond, making this a valuable addition to USask to be the university the world needs.

The College of Nursing and the School of Public Health feel strongly that the Master of Public Health Nursing thesis-based program is a new distance learning degree. The program will be administered and coordinated through Nursing, and the academic lead will be the Nursing Graduate Chair. The Master of Public Health Nursing program is shared between the College of Nursing and the School of Public Health. It cannot be a field of study (major) in the current Master of Nursing thesis-based program because more credit units are required than in the Nursing thesis program (but fewer than in the School of Public Health thesis program), and courses and supervision are shared across the two units. Given the financial, academic, and administrative differences, the Master of Public Health Nursing degree does not fit within any existing programs. As a hybrid of the two disciplines, the Master of Public Health Nursing degree will not seek accreditation from accrediting bodies. We propose a new degree within the existing context across two academic units. Neither unit has the expertise alone to deliver the knowledge to prepare nurses for a changing future.

The Master of Public Health Nursing degree would be beneficial to:

i. Increase collaboration between the College of Nursing and the School of Public Health
ii. Increase student success rates and employment rates in the public health field within a competitive public health workforce
iii. Increase interest and involvement of Registered Nurses in public health and population health research at the University of Saskatchewan
iv. Provide an opportunity to pursue teaching positions or doctorate degrees in either the College of Nursing or School of Public Health at the University of Saskatchewan
v. Recruit Registered Nurses from across the country to apply for this unique degree at the University of Saskatchewan
vi. Align the University of Saskatchewan's efforts to integrate Health Sciences programs
vii. Build nursing leadership in public health.

2. Considering 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.

This program aligns with the university's plan to be the university the world needs, particularly around *boundless collaboration*. A Master of Public Health Nursing program demonstrates how the university builds and enhances scholarly strength and vibrant collaboration as the College of Nursing and the School of Public Health come together for a common goal. With this new

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degree, Registered Nurses can optimize their scope of practice to meet the needs of population health and public health. Clinically trained professionals will have advanced knowledge and skills in population health and data sciences. This degree will prepare Registered Nurses interested in enhancing their research skills and prepare them for professional practice, public health leadership, and increased healthcare effectiveness. Future graduates will demonstrate crucial nursing perspectives in public health leadership roles. Previous clinical nursing experience increases credibility and trust when leading and managing others in the health care system. The graduates will increase their focus on population health, health promotion, and disease prevention as leaders in the healthcare system. The graduates will also reinforce pandemic preparedness through an increased number of Registered Nurses who have public health education. The advanced degree adds value to *inspired communities.* This program addresses a real-world need and places the University of Saskatchewan as a leader in this area.

The College of Nursing plans to increase the number of thesis and PhD students. The recent trend has been 10-15 thesis students per year. The initial target enrollment for the Master of Public Health Nursing is five new students per year, increasing to eight per year after the first year. We anticipate that this new program will not detract from the number of students but will help to meet the goals of increasing the number of thesis students. Currently, there is supervision capacity in the College of Nursing. Still, the Master of Public Health Nursing program students will have a nursing or public health supervisor and a committee member from the alternate program to ensure balanced representation between nursing and public health.

3. 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 student demographic would be Registered Nurses returning for graduate studies. As with the current MN program, this Master of Public Health Nursing program would be open to domestic or international students who hold nursing registration in their home jurisdiction. Students can apply directly from their Bachelor of Nursing or Bachelor of Science in Nursing program or could be in practice before applying.

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

There are no U15 MN programs with a public health major or focus. No universities currently offer this specific degree program in Canada, making this program advantageous to the University of Saskatchewan. Lakehead University has a program that is most similar to this proposed program. It is an MPH specializing in nursing, focused on nurse practitioners. There was a dual degree at the University of British Columbia (UBC), but students had to complete 30 specific credits in each program and pay tuition for both programs. UBC had 1-3 applicants each year, and the program structure required significant administrative work to manage course exemptions and personalized pathways, making it too demanding to manage. This proposed program differs from the Lakehead University program in that there is a thesis, better-preparing students for doctoral work, and seven courses (21 credits) in existing courses and programs, offering a cost-effective option. This proposed program differs from the UBC program in that it has fewer required credits and no complicated electives to negotiate, significantly reducing the administrative workload. The UBC students reported that the requirements for the dual degree were too demanding, and the double application process and high tuition made it unattainable (personal communication, L. McCune, Feb. 29, 2024). Table 1 provides details of programs we identified that are similar in outcome to our proposal.

Table 1 MN/MPH Programs

University	Program	Tuition	Years	Course Structure
University of Saskatchewan	**Master of Public Health Nursing**	**$2,200 per term**	**Full-time: 2 years**	**21 credit units (7 courses) with a thesis. The curriculum consists of both MN and MPH core courses.**
University of British Columbia	MPH/MSN - no longer accepting applications	$10395	3 years	Thesis in Nursing and a practicum in the MPH program. Admitted separately to both schools. Student completed 30 specific credits in each program (15 courses plus practicum and thesis). Paid tuition in both programs for the first three terms of the degree. After the principal amount for full-time study is reached, a small fee each term until graduation.
Lakehead University	Master of Public Health with Specialization in Nursing with Nurse Practitioner electives	$3057 per term for the first year $2728 after the first year	Full-time: 2 years	7 full-course equivalents (FCEs), of which 3.5 FCEs are required courses, 2.0 FCEs are elective courses, and 1.5 FCEs consist of a 400-hour Practicum in an area related to Nursing. Must take two specific courses (0.5 FCE each for a total of 1.0 FCE) as electives (HESC 5017: Nursing Philosophy/Theory and HESC 5216: Nursing Leadership) Non-thesis
Johns Hopkins School of Nursing	DNP Executive/ MPH Dual Degree	$1,683 per credit (140,104 USD)	3 years online	88 credits with 448 practice hours
Emory University	MSN-MPH Dual Degree	$24,259/ Semester	3 years	The curriculum consists of both Master of Science in Nursing and Master of Public Health core and specialty content. Can be completed in six or seven semesters of full-time study.

2. Admissions

What are the admissions requirements of this program?

- A four-year bachelor's degree in nursing, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

- A cumulative weighted average of at least 70% (University of Saskatchewan grade system equivalent) in the last two years of study (i.e. 60 credit units)

- Current registration as a Registered Nurse, Registered Psychiatric Nurse, or Registered Public Health Nurse from any country.

- The equivalent of three credit units in each of statistics and research methods at the undergraduate level, which will be evaluated case-by-case

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- This program will have one intake per year in the fall. Applications will open with all CGPS program applications.

- Language Proficiency Requirements:

  - The language of instruction and examination at the University of Saskatchewan is English. For students to understand, communicate and succeed in university programs, an acceptable level of academic English is required (including written, spoken, reading and listening components).

  - 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 – view eligible institutions

    - Meeting the minimum score requirements for one of the following language tests:

IELTS (**Academic Module**)
International English Language Testing System

- **Fully qualified**: Overall score of **7.0** with no score below 6.5 in each area

TOEFL iBT (**Internet-based**)
Test of English as a Foreign Language
Includes the **TOEFL iBT Special Home Edition**
Institutional TOEFL (ITP) is not accepted.
Our institution Code is 0980

- **Fully qualified**: Overall score of 94 with minimum scores of 22 in reading, listening and speaking, and 24 in writing

Required documents for admission:

1. Statement of Intent
2. Proof of current license as a Registered Nurse, Registered Psychiatric Nurse, Registered Public Health Nurse
3. Transcripts from all post-secondary institutions attended.
4. Up-to-date CV.
5. Three references.

Faculty members from the College of Nursing and School of Public Health will review each applicant's documents submitted for admission. They will decide which applicants have the strongest academic and writing ability and research potential, considering their experience in the Public Health sector.

3. Description of the program

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

The program meets the aims and objectives of the School of Public Health, applying a focus on nursing science. The goal is to strengthen public health nursing science and optimize nurses' scope of practice to meet population health needs. The students will be educated as practitioners and researchers, which will position them to apply for doctoral programs, work in local public health departments or at the provincial or national level public health programs and hold leadership positions in clinical care settings.

The objectives are to:

1)   Prepare public health nursing professionals for employment in their field of specialization.

2)   Advance nursing science in public health; and

3)   Engage in interdisciplinary education that addresses local and global concerns now and into the future.

These objectives will be accomplished through collaboration between the College of Nursing and the School of Public Health and by emphasizing high-calibre scholarly activity through personal solid mentorship.

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.

Modes of delivery: Either in-person or via distance learning. The College of Nursing and School of Public Health graduate programs offer distance education, with some students living in Saskatoon. The College of Nursing and School of Public Health deliver courses by distance, asynchronously, via the university learning management system (e.g., Canvas). In-person opportunities may be available synchronously for some courses via Zoom.

Students will be following the College of Nursing student policies and procedures.

Experiential learning opportunities: The thesis program is naturally experiential. The Master of Public Health Nursing program will expose students to public health professionals through class speakers and experience the applied nature of coursework assignments. There will not be any requirement to visit the campus in Saskatoon.

General teaching philosophy: Public health nursing is a distinct applied discipline based on collaborative relationships with individuals, families, and communities. Nurses and other public health professionals who will teach in the Master of Public Health Nursing program are committed to principles of social justice, equity, and inclusion and developing future professionals' core public health competencies in the full scope of nursing practice. The emphasis in teaching is on co-creating meaning and challenging assumptions. The approach to teaching is to walk alongside students as they develop their ability to think critically. This includes engaging in meaningful dialogue and developing strong communication skills.

c. Provide an overview of the curriculum mapping.

We selected courses to be part of the Master of Public Health Nursing program to equip students with the skills needed for advanced public health nursing practice and research. This includes understanding research and statistical methods, reviewing and synthesizing academic literature, formulating research questions and conducting applied research. The MPH course-based and thesis-based programs have the same eight core courses (24 cu), but the course-based program has five electives (15 cu) with a project (6 cu), while the thesis-based program has three electives (9 cu) and field research and practicum (9 cu). The MPH course-based program is 45 credit units and takes over 24 months. The thesis-based MPH program has 42 credit units, while the MN program has 15 credit units (four core courses and one elective) designed for 24 months. MN students typically take two courses each term in the first two terms, with one elective over the

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spring or summer term, while the MPH program has four courses in the first term and three courses in the second term with electives in the second year.

The program will be 21 credit units designed for 24 months, recognizing that undergraduate nursing programs have a foundation of health promotion and community health nursing (Table 2). See Table 3 for a sample schedule. We have added a competency portfolio to ensure graduates will have addressed gaps in knowledge, mainly as there are new national public health competencies in 2024 for our graduates to meet, which will be a requirement of the 990.0 seminar. The use of e-Portfolio is a new process for the College of Nursing is being implemented in the NURS 990 seminars in 2024/2025. The portfolio will consist of a list of public health competencies with notations by the learner as to how the competency was met, specific skills acquired for the competency, and in what context with what population. This may include classroom learning, the research process, or additional activities to fill potential gaps. The intent is to show growth over time and to demonstrate that graduates have met the public health competencies. Figure one identifies the courses for the programs, with the bolded courses being the Master of Public Health Nursing degree requirements. Portfolio completion will be a requirement of the new 990 course for this program and will be evaluated by the course lead.

Notably, the Master of Public Health offers a 42-credit unit thesis-based program in 24 months of full-time study, while the Master of Nursing is a 15-credit unit thesis-based program in the same time frame. We propose that 21-credit units fulfill the requirements for this degree because of the health foundation registered nurses would have upon entering the program. This is achievable through strategic supervision guiding applied public health research, where all courses feed into the thesis.
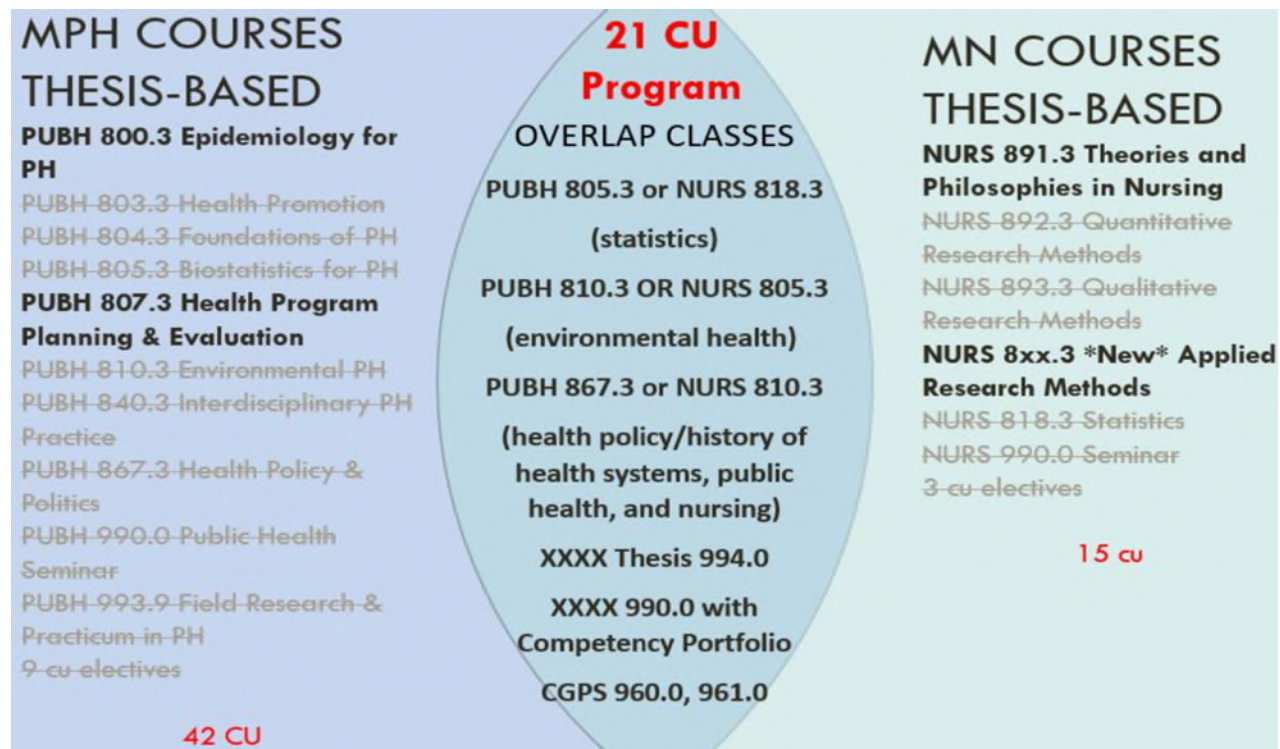

Figure 1 Course Mapping

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The students will decide which class they prefer for the courses with options, making choices based on personal interest and timetable consideration. Statistic courses NURS 818 and PUBH 805 are considered equivalent as students may only receive credit for one. The environmental health courses have different perspectives but cover similar core concepts. The health policy and history courses provide a broad understanding of health and health systems. NURS 805 and NURS 810 are cross-listed courses.

Table 2 Course Mapping

Course	Research Knowledge	Public Health Knowledge	Nursing Knowledge
PHNU 994.0 Thesis	x	x	x
PHNU 990.0 Seminar with Competency Portfolio	x	x	x
(1) NURS 891.3 Nursing Philosophies and Theories	x		x
(2) NURS 850.3 *new* Applied research methods	x		
(3) PUBH 805.3 Biostatics for Public Health **or** NURS 818.3 Applied Statistical Methods in Nursing	x		
(4) PUBH 800.3 Epidemiology for Public Health		x	
(5) PUBH 807.3 Health Program Planning & Evaluation		x	x
(6) PUBH 810.3 Environmental Public Health **or** NURS 805.3 Environmental Sustainability in Health		x	
(7) PUBH 867.3 Health Policy **or** NURS 810.3 History of Health Systems, Public Health, and Nursing in Canada		x	x

Table 3 Sample Schedule for Master of Public Health Nursing

Fall Term	Winter Term	Spring/Summer Term
Sample Schedule Year 1		
(1) NURS 891 (2) NURS 850.3 (3) PUBH 805 (unless N818 in winter) PHNU 990 GPS 960 & 961	(3) NURS 818 (unless P805 in Fall) (4) PUBH 800 (5) PUBH 807 PHNU 990 Start Proposal	(6) NURS 805 (unless P810 in fall) (7) NURS 810 (unless P867 in winter) Get Research Ethics Data Collection
Sample Schedule Year 2		
(6) PUBH 810 (unless N805 in spring) PHNU 990	(7) PUBH 867 (unless N810 in spring) PHNU 990	Complete and defend the thesis.

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

Course	Synthesis & Analysis	Application	Pursuit of Knowledge	Critical Thinking	Problem-Solving
PHNU 994.0 Thesis	x	x	x	x	x
PHNU 990.0 Seminar and Competency Portfolio		x	x	x	x
PUBH 810.3 or NURS 805.3 Environmental Health		x	x	x	x
PUBH 805.3 or NURS 818.3 Statistics	x	x			x
PUBH 867.3 Health Policy or NURS 810.3 History of Health Systems, Public Health, and Nursing in Canada	x		x	x	x
NURS 891.3 Nursing Philosophies and Theories	x		x		
NURS 850.3 *new* Applied research methods	x	x			x
PUBH 800.3 Epidemiology		x	x	x	x
PUBH 807.3 Health Program Planning & Evaluation		x		x	x

e. Explain the comprehensive breadth of the program.

This program strives to focus on the depth of nursing science while covering the breadth of population and public health competencies. The Competency Portfolio will encapsulate that breadth, as the graduate will be able to demonstrate how they have achieved the various competencies and what that means for their fitness to practice or to advance to PhD studies.

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

Table 4 maps where this program addressed the learning charter.

I.   Pursuit of Truth and Understanding—Critical thinking is central to nursing studies and emphasized in all nursing courses. Independent, experiential, and collaborative ways of knowing and doing are strong public health tenets.

II.   Pursuit of Knowledges - with a focus on the subject area and discipline, the combination of courses contributes to this learning goal. Various courses in the table below explore different worldviews and respect for individuals and communities.

III.   Pursuit of Integrity and Respect—Intellectual integrity and ethical behaviour are part of the CPGS courses and the research process. Moral and ethical issues are part of the philosophy and policy courses. The portfolio will also assist students in exploring the limits to their knowledge, skills, and understanding while recognizing their perspectives, strengths, and worldviews.

IV.   Pursuit of Skills and Practices—The program offers the development and application of research skills, inquiry, and knowledge creation and translation through the research and statistics courses and thesis. The portfolio also provides an opportunity to think through different academic, professional, and cultural contexts.

V.   Individual and Community Pursuits—Public health nursing is about supporting growth and change. Through NURS 810 (History of Health Systems and Public Health Nursing) or PUBH 867 (Health Policy) and other courses, students will recognize their responsibilities to themselves and others authentically and meaningfully.

Table 4 Mapping Learning Charter

Course	I. Pursuit of Truth and Understanding	II. Pursuit of Knowledge	III. Pursuit of Integrity and Respect	IV. Pursuit of Skills & Practices	V. Individual and Community Pursuits
PHNU 994.0 Thesis	x	x	x		x
PHNU 990.0 Seminar with Competency Portfolio	x	x	x	x	x
PUBH 810.3 or NURS 805.3 Environmental Health	x	x	x		x
PUBH 805.3 or NURS 818.3 Statistics			x	x	
PUBH 867.3 Health Policy or NURS 810.3 History of Health Systems, Public Health, and Nursing in Canada	x	x		x	x
NURS 891.3 Nursing Philosophies and Theories	x	x	x		x
NURS 850.3 *new* Applied Research Methods		x	x	x	
PUBH 800.3 Epidemiology	x	x		x	
PUBH 807.3 Health Program Planning & Evaluation	x			x	x
CGPS 960, 961		x		x	x

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

Students must apply, meet all admission criteria, and be selected. Transfer credit will be assessed after one term of study as per the CGPS policy 5.5.1. Students will not be permitted to transfer into this program from other nursing programs. Transfers will not be allowed because admission will be competitive. It would be unfair to allow students to transfer when some applicants were refused admission. We would allow students from other programs to apply for admission, and if offered admission, they may apply for transfer credit.

h. ***Specify the criteria for evaluating whether the program is successful within a timeframe clearly specified by the proponents in the proposal.***

- Increased enrolment
- Ability to match student to supervisor at the time of admission or within the first two terms
- Student completion within a reasonable timeframe
- Collaboration across departments and perhaps other colleges across campus
- Increased collaboration with the health authority
- Employability of graduates as recognized by the student exit survey

We will conduct process and summative evaluations at the end of the third intake (three entire cohorts of students completing the program—five years from the first intake).

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

No accreditation is necessary. This will be made clear to the students at the time of admission.

4. Consultation

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

The MPH degree is the most widely acknowledged professional qualification intended to prepare individuals for professional practice and leadership in public health. The MN program equips individuals with advanced nursing practice, leadership and management skills and prepares them for roles in education, research, and further doctoral study. Students enrolled in the Master of Public Health Nursing degree can choose from various courses within the School of Public Health and College of Nursing that cover core competencies outlined by the Public Health Agency of Canada. There is one new course being officed for this degree. The new program packages the courses to support the necessary nursing leadership and population health knowledge that is not provided by either existing course.

a) The degrees currently exist: MN offered by the College of Nursing and MPH provided by the School of Public Health. Students will benefit from completing this degree in less time and at a lower cost than completing both programs separately.

b) The proposed program will increase collaboration between the College of Nursing and the School of Public Health.

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    c) MPH students can take nursing-focused courses as electives for their MPH program (e.g. NURS 805 Environmental Sustainability in Health Care or NURS 810 History of Health Systems, Public Health, and Nursing in Canada and the new NURS 850 Applied Nursing Research).

2. List units that were consulted formally and summarize how the consultations were conducted and how concerns raised in consultations have been addressed. Attach the relevant communication in an appendix.

The research assistant conducted stakeholder consultations through 17 telephone interviews and one written submission. Altogether, there were 18 stakeholders from eight stakeholder categories: College of Registered Nurses of Saskatchewan, Public Health Agency of Canada, Saskatchewan Health Authority / Government, National Collaborating Centre for Determinants of Health, and Non-governmental Organizations such as Saskatchewan Cancer Agency and Heart & Stroke. The University of Saskatchewan units with individuals engaged in stakeholder consultations included the College of Nursing, School of Public Health, and Department of Community Health and Epidemiology. See Appendix A: List of Stakeholders. Telephone interviews lasted from 30 – 60 minutes long. The research assistant analyzed transcribed interviews using NVivo software and thematic analysis. A stakeholder analysis was exempt from ethics review by the Behavioural Research Ethics Board at the University of Saskatchewan.

Conclusions from stakeholder engagement for the Master of Public Health Nursing program:

The Master of Public Health Nursing degree program has the potential to produce advanced practice public health nurses who have integrated knowledge and training in epidemiology, biostatistics, leadership, health service administration and management, population-focused nursing interventions, policy development, environmental health and research and are capable of applying them to a diverse range of public health issues in interdisciplinary environments.

Concerns and how they are addressed:

a) There was c*oncern for students' ability to meet the core competencies of a public health professional and Master of Nursing competencies* – we introduced the portfolio to ensure the public health competencies are addressed. There are no MN competencies to address.

b) *Concerning redundancies in the program*, we have identified courses in the MPH that BSN-prepared RNs would be familiar with, such as health promotion, and selected the MPH courses that fill the knowledge gap for nurses.

c) *Concerns that the current MPH has a significant course load, so will there be room for electives in the new program?* We have selected fewer core courses for the Master of Public Health Nursing compared to the MPH, added the portfolio, and selected options for courses but no electives.

d) *Labour market considerations*—The thesis will be in applied public health. University of Saskatchewan faculty in the College of Nursing and the School of Public Health will supervise students and work with partners. This will introduce the student to local opportunities for future employment.

e) *How will you deal with students in the same class paying different tuition rates?* This is the current practice for students in the Nurse Practitioner and course-based programs. We have not experienced any concerns, as students recognize multiple differences in their programs.

Learnings from the stakeholder consultation:

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a) Key components of success include collaboration and good relationships between the College of Nursing and the School of Public Health.

b) A program coordinator will facilitate the student process and lead program evaluation.

c) A thesis-based program prepares students with skills that translate directly into the workforce and ensures student readiness for future advanced graduate work.

We also conducted consultations through email and online meetings.

- We consulted with Shiv Adapa, the IT College Coordinator – Nursing, University of Saskatchewan Enterprise Solutions, ICT. (See Appendix B and C). Mr. Adapa suggested we consult with the Gwenna Moss Teaching and Learning Centre.

- We consulted with Aditi Garg from the Gwena Moss Teaching and Learning Centre. Ms. Garg suggested we explore the GCPS Professional Skills, where we can get support for the portfolio (see Appendix D).

- We interviewed a Community Health and Epidemiology faculty member in the early stages of program development. We also consulted with Anne Leis, who was the director at the time. We consulted with Nazeem Muhajarine, Graduate chair, and Sylvia Alboni, Director of Community Health and Epidemiology. The letter is attached in Appendix D.

   3. ***Proposals involving courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please consider pre- and co-requisite requirements when including courses from other colleges***.

The nature of this program is that courses are from the College of Nursing and the School of Public Health. The Dean of the College of Nursing and the School of Public Health Executive Director have engaged in this process.

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

The library has a dedicated librarian for the College of Nursing and the School of Public Health. Both Erin Langman and Jessi Robinson would be available to support students. Dr. Martin met with the librarian on January 26, 2024, to discuss the library needs for the new degree. See Appendix E.

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

Consultations with stakeholders from the College of Registered Nurses of Saskatchewan (see Appendix F) and the professional licensing board were conducted, and positive feedback for the Master of Public Health Nursing degree was received.

5. Budget

   1. ***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).***

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There are nine courses requiring instructors, but six courses are required, so there are six courses that may have fewer students being added to the regular nursing program stream. All courses are offered in the Nursing or Public Health Program except for the newly developed course on applied research methods. Approximately ten faculty members will supervise graduate students based on the estimated enrolment. This number could fluctuate based on demand/interest. A student who might otherwise take the nursing thesis stream may opt for the Master of Public Health Nursing degree, so the additional student load may not be significant. However, the Master of Public Health Nursing degree may attract additional students for this unique degree offering. Therefore, we may see an increase in student numbers in the courses. The College of Nursing intends on growing the master's program, so this is withing the expected range of additional students.

> 2. **What courses or programs are being eliminated to provide time to teach the additional courses?**

The only new course is Applied Research Methods. We are not eliminating a course to provide time to teach the additional course.

> 3. **How does this proposal affect the teaching assignments of each unit and instructor?**

The courses for this Master of Public Health Nursing degree are part of the regular teaching load.

> 4. **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 proposed program budget and the budget breakdown per college are shown below.

Projected Revenue & Expenses	Program Total	CoN Total	SPH Total
Revenue			
Gross Tuition Revenue	$ 211,200.00	$147,840.00	$ 63,360.00
Minus: Estimated Tuition Sharing with Central	$ 101,376.00	$ 70,963.20	$ 30,412.80
Total Revenue	**$ 109,824.00**	**$ 76,876.80**	**$ 32,947.20**
Expenses			
Teaching Costs	$ 22,320.00	$ 13,020.00	$ 9,300.00
Adminstration Costs	$ 18,926.76	$ 18,926.76	$ -
Other Program Costs (Supervision, Grad Chair)	$ 31,000.00	$ 21,700.00	$ 9,300.00
Total Expenses	**$ 72,246.76**	**$ 53,646.76**	**$ 18,600.00**
Net Revenue	**$ 37,577.24**	**$ 23,230.04**	**$ 14,347.20**

Total gross program tuition revenue is based on an assumed tuition rate of $2,200 for six terms (per term per student) and a steady state of 16 students enrolled (intake of 8 per year). With these assumptions, gross tuition revenue is $211,200. The first year will consist of 8

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students only as the intake year, with a total gross program tuition of $158,400. This is the domestic student rate, as we are conservative in our budget estimates. We recognize the international student rates will be different due to the international differential. The proposed budget accounts for tuition sharing with Central at 48% of gross tuition, resulting in net tuition revenue of 52% to be split between the colleges (or $109,824). The resulting net tuition revenue is assumed to be allocated between both colleges on a 40/40/20 basis (40% enrolment, 40% supervision, and 20% instruction), resulting in an overall tuition split of 70% for the College of Nursing (CoN) and 30% for the School of Public Health (SPH). Net tuition revenue to the CoN and the SPH is estimated at $76,877 and $32,947, respectively. Please note, while not shown in the above table, a 1-year tuition lag is accounted for in the budget included on the financial implications form. Total incremental program expenses (rounded) are estimated at $72,247, of which $53,647 is attributed to the CoN and $18,600 to the SPH (74/26 split). The expenses reflect the incremental costs of the program for both the CoN and the SPH; that is, these costs will only be incurred once the program is up and running and are only attributable to factors relating to the new program, including additional teaching and supervision costs due to increased student enrollment and administration work related to the program only.

Graduate seminar classes will be offered in the existing online environment. Students will use the standard resources available to all nursing and public health graduate students.

Administration support for graduate programs is centralized within the College of Nursing. This office will support the Master of Public Health Nursing degree program and assign one graduate administrator. No additional resources are required. Students will follow the College of Nursing policies and procedures.

While this program has little additional cost, upon approval of this proposal, the College of Nursing will approach potential donors interested in public health nursing to support it. Donated funds would be used for student support and further program enhancement.

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

The College of Nursing and School of Public Health currently have distributed programs, so there will be no additional costs.

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

The two programs are nursing and public health. The only resources will be the teaching and supervision, which will be shared. Administration will be through the College of Nursing. There is supervision capacity between both departments for this program.

7. ***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 program accessibility?***

Thesis-based students can apply for all existing CGPS, College of Nursing, School of Public Health, and university awards. We will also work with the advancement team to seek donors or donations for this specialty.

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8. ***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).***

We propose charging tuition by term, as is currently done with the College of Nursing and the School of Public Health programs. The $2,200 tuition for the Master of Public Health Nursing degree program is higher than the current tuition for the College of Nursing thesis stream ($1,726), the CGPS tuition rate for thesis programs.

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

The costing of the Master of Public Health Nursing program was approached from an incremental cost perspective right from the start to align with the nature and structure of current programming. There are current resources in place that the Master of Public Health Nursing program will take advantage of, thereby eliminating (most) of the need for new resources and leading to cost savings. Moreover, this approach ensures that our costing and budgeting work is as accurate and realistic as possible (something that would not be true if we had estimated total costs assuming no current shared resources). Once the steady state of 16 students has been reached, the incremental delivery costs of the entire program are $72,247 (note this is a rounded figure). Assuming the program has six terms, this costs $12,041 per term. The estimated delivery cost for the College of Nursing is only $53,647 ($8,941 per term), and the cost for the School of Public Health is only $18,600 ($3,100 per term). There are no additional resources to teach the new course, as it will be open for all graduate students and will be included in the nursing assignment of duties.

10. ***What is the enrollment target for the program? How many years to reach this target? What is the minimum enrollment below that the program ceases to be feasible? Given the limited resources allocated to the program, what is the maximum enrolment?***

The initial target enrollment is 5 students per year. After the second intake, the target will increase to 8 new students per year (maximum of 16 enrolled at any one time). It will take approximately 4 years, providing time for cohorts to go through the program and to have promotional material for greater recruitment. The maximum enrollment will be 16 to ensure we maintain capacity of thesis supervisors. There is no minimum enrolment because all the courses will be combined with students in other program streams and open for graduate students across campus. We can offer this with as few as one student as it would be equivalent to providing a special topics course.

11. ***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 considered incremental (or new) revenue?***

We are projecting an increased enrollment of five students in the first year (eight once the program is fully rolled out) over and above the current combined enrolment for the College of Nursing thesis stream and the School of Public Health programs.

12. ***At what enrollment number will this program be independently sustainable? If this enrollment number is higher than the enrollment target, where will the***

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resources come from to sustain the program, and what commitments define the supply of those resources?

The enrollment target of 16 steady state will make this program sustainable. The program will be sustainable because it is interwoven with current programs.

13. Proponents are required to explain the total incremental costs of the program clearly. This is to be expressed as (i) the 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).

The costing of the Master of Public Health Nursing program was completed using an incremental costs perspective. By focusing on incremental costs, we ensured that the costing and budgeting work reflected the anticipated cost savings from taking advantage of existing college resources and was, therefore, as accurate and realistic as possible. As such, the total delivery costs of the program equal the incremental costs:

1) Total delivery costs of the program: $72,247

2) Existing resources applied against total cost: $0

3) Resource costs requiring additional funding: $72,247

14. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset 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.

There are no new funding sources and amounts. The program is expected to generate a deficit for the first 3 years, due, in part, to the tuition lag. Once the program is fully ramped up and the steady state of 16 students enrolled per year is reached (expected to be reached by year 4), the program is expected to generate an annual surplus. The deficits incurred in the first few years will be covered by college reserves.

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

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- 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.

*Please note that in the following consultation emails and letters, the use of the term "joint" is indicative of a collaborative program and does not denote a "joint program" per nomenclature.

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 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

Appendix A: Stakeholder List

Organization	Number of interviews
CRNS - College of Registered Nurses of Saskatchewan	1
PHAC - Public Health Agency of Canada	1
SHA/GOV - Saskatchewan Health Authority / Government Organization	1
RN Entrepreneur	1
NCCDH - National Collaborating Centre for Determinants of Health	2
Faculty - College of Nursing, School of Public Health, & Department of Community Health and Epidemiology	3
RN/MPH (student or alumni)	4
NGO (Sask Cancer Agency/ Heart & Stroke)	5
Total Interviews	**18**

Martin, Wanda

From:	Adapa, Shiv
Sent:	Tuesday, February 20, 2024 4:17 PM
To:	Brown, Jill
Cc:	Martin, Wanda
Subject:	RE: Information Technology Requirements for New Program Form

Hello Jill,

Thank you for reaching out. I would like to gather more information, how about Thursday Feb 22 or Friday Feb 23 at 1:30pm- 2:30pm?

In general ICT provide access to the main teaching tools, such as Canvas for supporting teaching, Panopto for lecture capture or other video needs, zoom for meeting at a distance and live lectures, textbook company integration, support for the podium computers in equipped classrooms, etc. ICT maintain the services and also provide training and support for using those services.
Not sure if these courses already exist. If so then you are already familiar with using Canvas and the other tools. I am assuming these are credit courses that will exist in Banner, which means the class list enrolment is also automatically handled for you for officially enrolled instructors and students. Instructors can still use the "+ People" link to add teaching assistants and graders as needed. If these are "non-credit" courses that are not managed by Banner then instructors must also add and remove students as needed.

We also recommend you contact the instructional designers in the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) as they can provide excellent assistance with that.

Your proposal may want to include things like:

- Consultation with GMCTE on the organization of the program
- Consultation with GMCTE on the best tools to use to support delivery of your program. For example if they identify that you need to have lecture capture to support people who may be taking the class remotely then you may need to schedule your classes in rooms that have the proper lecture capture equipment installed.
- Consultation with GMCTE about use of external resources to support your program, such as resources offered by textbook companies to supplement their textbooks or other online simulation or other educational resources applicable to your program.
- If you intend to use any of these external resources then they must be reviewed by our Technology Assessment team for security, confidentiality, contractual obligations and other considerations. GMCTE or ICT can help you start this process, if you intend to use tools that have not yet been approved. If you need these external tools start the approval process as early as possible as it may take months to complete.
- The ICT training team can assist with training our faculty and staff on using supported products like Canvas and Panopto. The instructional designers at GMCTE can help you identify what training may be needed.
- ICT's Service Desk can provide support for basic things like how to log in, changing passwords, etc. If necessary they can pass instructor inquiries about the products like Canvas to the Canvas support team.
- Naturally student questions related not to Canvas but to the course itself, like "Why did I get this mark on the exam" must go the the course instructor or teaching assistant.

But for the most part the support you need for programs from ICT is no different than the support you are getting right now with the existing courses so there should be no surprises unless you are substantially changing the course to use external tools that require the technology assessment.

Thanks,

Shiv Adapa
IT College Coordinator - Nursing

University of Saskatchewan
Enterprise Solutions, ICT
Ph: 306-966-5291

From: Brown, Jill <jill.brown@usask.ca>
Sent: Friday, February 16, 2024 2:37 PM
To: Adapa, Shiv <shiv.adapa@usask.ca>
Cc: Martin, Wanda <wanda.martin@usask.ca>
Subject: Information Technology Requirements for New Program Form

Hi Shiv,

Wanda has filled out the New Program Proposal form for a joint degree between nursing and school of public health. This New Program Proposal form says we need to fill out the ICT Requirements form (attached). The ICT Requirements form says to fill it out in consultation with Information and Communications Technology. Could we meet to go through the form and fill it out with you? If yes, please send us a few dates and times you are available.

Thanks! Have a great long weekend!

Jill

Appendix C

UNIVERSITY OF SASKATCHEWAN	**Information Technology Requirements for New Programs and Major Revisions**

This form is to be completed by the faculty member responsible for the program proposal in consultation with Information and Communications Technology. Contact ICT Client Services (phone 4827) for assistance.

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

1.   Proposal Identification
       Full name of program: MN/MPH Program

2.   Distance Education
       Does the new/revised program include courses that are delivered by 'distance education'? Yes No
       Face-to-face off-campus   Televised   Multi-mode   Independent Study
       Web-based   Other (specify)

3.   Network Requirements
       3.1   Does the program have any new special network requirements?
              No, network requirements are unchanged from existing program
              Yes, the program has the following new network requirements:
              Video transmission (specify)
              General Web and e-mail usage
              Large (10MB or more) file transfers
              Other (specify)

       3.2   Does the program require any new access to the Internet or the Canadian Research network?
              No, existing access and bandwidth (speed) are adequate
              Yes, additional network access is required
              Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

       3.3   Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?
              No, home access requirements are unchanged from existing program
              Yes, students will require new access to IT resources from home (please clarify the access required and how it should be provided):

4.   Software Requirements Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable.
N/A

5. Hardware Requirements
    Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading.

N/A

6. Computer Lab Access
    Does the program have new computer lab access requirements?
    <mark>Computer lab access requirements are unchanged from existing program</mark>
    General ('walk-in') access is required   hours/week/student
    Access for classes/tutorials is required   hours/week/student

    Estimated number of students in program:

7. Student IT Support
    Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends).
Log a ticket with ITSS for support. Itsupport.usask.ca.

8. Faculty IT Support
    Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other).
If any additional training is needed, will contact ICT training services.

9. Impact on Institutional Systems
    Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.
Unchanged from existing programs.

Date: February 22, 2024

Information and Communications Technology

Faculty Member (sponsoring college/dept) Wanda Martin, College of Nursing

Martin, Wanda

From:	Garg, Aditi
Sent:	Friday, February 23, 2024 11:52 AM
To:	Martin, Wanda
Subject:	Re: New program

Hi Wanda,

Thanks for chatting with me about your curriculum project today. It looks like you are well on your way to developing a program that will meet the public health needs of the nursing profession. I'd recommend that you add the GCPS Professional skills to your application https://sites.usask.ca/cgps-professional-skills/ and they also provide advice on portfolio systems that might be relevant.

Further, our curriculum guide has some one-page checklists which could help you figure out ways to navigate approval processes within your college and the university https://teaching.usask.ca/curriculum/curriculum-development.php

If your colleague who is developing the new common course would like to discuss embedding the graduate competencies or how to assess them, please feel free to connect them with me.

I look forward to hearing about the project as it progresses.

Best wishes,
Aditi

Aditi Garg, she/her
Educational Development Specialist, Sustainability
University of Saskatchewan, Treaty 6 Territory
1-306-966-5432
https://teaching.usask.ca/curriculum/sustainability.php

From: Martin, Wanda <wanda.martin@usask.ca>
Sent: February 22, 2024 16:11
To: Garg, Aditi <Aditi.Garg@usask.ca>
Subject: RE: New program

No…no overlap.
Thanks
W

From: Garg, Aditi <Aditi.Garg@usask.ca>
Sent: Thursday, February 22, 2024 4:06 PM

To: Martin, Wanda <wanda.martin@usask.ca>
Subject: Re: New program

Hi Wanda,

Thanks for reaching out. Please feel free to book a time using my calendar link below.

Just wondering, is this program overlapping in any way with the NP program? Some of my colleagues are working with them so I can bring them into the conversation if so.

Thanks,
Aditi

Aditi Garg, she/her
Educational Development Specialist, Sustainability
University of Saskatchewan, Treaty 6 Territory
1-306-966-5432
https://teaching.usask.ca/curriculum/sustainability.php

📅 Book time to meet with me

From: Martin, Wanda <wanda.martin@usask.ca>
Sent: February 22, 2024 16:02
To: Garg, Aditi <Aditi.Garg@usask.ca>
Subject: New program

Hi Aditi,
I am working on a joint MN/MPH program. I wonder if you might have time next week for a chat? You can see the program attached.
thanks

Wanda Martin, RN, Ph.D.
Associate Professor

University of Saskatchewan
College of Nursing
Ph: 306-966-5429

BE WHAT THE WORLD NEEDS

![University of Saskatchewan logo]

September 19, 2024

Dr. Wanda Martin, RN, PhD
College of Nursing
University of Saskatchewan
wanda.martin@usask.ca

Re: LOS for New Program Proposal

Thanks for sharing this proposal for a Master of Nursing and Public Health to be offered jointly by the College of Nursing and the School of Public Health. I also appreciated the opportunity to connect with you in person briefly about this. I am summarizing here the substance of what I shared in our conversation.

The rationale for this new joint degree program is well-articulated with a solid case for its significance. Collaborations such as this as are an important part of a renewed vision for population and public health teaching, research, service, and practice at the University of Saskatchewan, which we know is more critical now than ever.

I understand as part of the process to develop this proposal, one member of the CHEP faculty was interviewed, however, I would like to clarify that he was selected for and offered his perspective as a public health leader and researcher. Through this lens he identified this type of program as a good idea with a clear need for the training it would offer for professional practice.

With this context in mind, CHEP is supportive of the proposed program. We appreciate inclusive and transparent processes for strong planning that enables the success of new endeavours at the intersections of our collective interests in population and public health, both ensuring their fit with existing programs and faculty complements and informing strategic recruitment for future growth.

We will look forward to further conversation to identify opportunities in the proposed program for connection with what currently are being offered in CHEP graduate and Public Health and Preventive Medicine residency programs, to the mutual benefit of all our trainees and faculty.

Sincerely,

Sylvia Abonyi, Ph.D.
Professor and Department Head/ Community Health and Epidemiology
Research Faculty/Saskatchewan Population Health and Evaluation Research Unit
sylvia.abonyi@usask.ca

Appendix E

Library Requirements for New Programs and Major Revisions

This form is to be completed by the librarian assigned liaison responsibilities for the sponsoring college/department. Contact the appropriate librarian for assistance. Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

    1.1. Full name of program: Masters in Nursing/Masters in Public Health Joint Degree
    1.2. Short form (degree abbreviation): MN/MPH
    1.3. Sponsoring college/department: College of Nursing
    1.4. Degree level: Undergraduate ☐ Graduate: ☒

2. Current library collections, services, and spaces to support this program

    2.1. Current library collections
    [Highlight key relevant collections e.g. core books, journals, and serials; important electronic resources/databases, special collections, digital resources, I-Portal]

    The University of Saskatchewan Library already holds most of the materials needed by the students and faculty for the joint MN/MPH program because these programs exist separately.

    The University Library currently subscribes to large eBook packages from the publishers Elsevier (Clinical Key), McGraw-Hill (AccessMedicine, Access ObGyn, AccessPharmacy, AccessPediatrics, AccessSurgery), WoltersKluwer (Books@Ovid), Springer (SpringerLink), Sage (Sage Research Methods), and Wiley (Wiley Online Library). The Library also provides access to many other eBooks.

    The University of Saskatchewan Health Sciences Library also holds approximately 55,000 print books on health sciences topics. Those who need access to material that the Library holds only in print and who are studying or working outside of Saskatoon can ask that a portion be scanned and emailed to them or have the item sent out to them through the mail using Distance and Distributed Learning Services.

    The Library subscribes to multiple journals within both disciplines, including The Journal for Nurse Practitioners, The Clinical Advisor: For Nurse Practitioners, Evidence-Based Nursing, Journal of the American Association of Nurse Practitioners, Canadian Journal of Public Health, Journal of Public Health, American Journal of Public Health, Journal of Health Economics, and Annual Review of Public Health. In total, the University Library currently subscribes to approximately 30,000 electronic journals.

    The University Library also subscribes to many online literature databases. These cover biomedical literature (e.g., MEDLINE, Embase, Cochrane Library), databases specific to nursing, public health, and psychology (e.g., CINAHL, Nursing and Allied Health Database, Public Health

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Database, Global Health, PsycInfo), and the sciences more generally (e.g., Scopus, Web of Science).

The Library provides access to the point-of-care tools CPS, DynaMed, UpToDate Lexidrug, Nursing Central, RxFiles, and VisualDx, all of which are available as mobile apps. The Library's subscription fees include the use of the apps by University of Saskatchewan faculty, staff, and students.

Students and faculty can remotely access the Library's electronic resources by logging into the Library's website with their university network services ID (NSID) and password.

If a student or faculty member needs access to a journal article from a journal to which the Library does not subscribe, they can request it through interlibrary loan.
This service, offered free to students, faculty, and staff, provides users an email link to download the article within two business days of submitting the request.

2.2. Current library services
[Discuss relevant liaison support, academic skills support, specialized research support]

Liaison librarians collaborate with faculty in their disciplines to deliver information literacy instruction tailored to student needs. They also provide research support through online or in-person consultations with students, faculty, and staff in their liaison areas. In addition, library assistants throughout the library system provide a chat reference service.

The library also offers specialized services for student researchers including (but not limited to) support for secondary data access, GIS, research data management, and systematic reviews

2.3. Current library spaces
[Discuss study, collaborative, research, instructional spaces that may support program goals]

The Leslie and Irene Dubé Health Sciences Library provides many places to study and complete assignments: tables, group study rooms, quiet study carrels, and Learning Commons machines (computers loaded with productivity software).

3. Required revisions or additions to collections, services, or spaces to support this program

3.1. Required changes for library collections
[Surface issues such as new subject areas of acquisition that are needed, new electronic resources/databases required, access required to resources held elsewhere and identify any additional costs. Provide an estimated annual cost for library collections if additional resources are required.]

No additional journals or databases are needed.

3.2. Required changes for library services
[Highlight potential service challenges such as any required distance education service needs, additional academic skills supports required, training requirements to build expertise among library employees. Provide an estimated annual cost for library services if additional resources

are required. Rarely additional staffing may be necessary to support new programs. When required, cost estimates should include salary and benefits costs.]

Maximum student enrollment over the two-year program is 10 (with an intake of 5 students per year), with students enrolled in courses already existing within the MN and MPH programs. The program is thesis-based and, as such, may need additional one-on-one consultations with a librarian to carry out this work. While there are currently expected to be no additional reviews beyond what we typically see from the College of Nursing, depending on student and supervisor research interests, thesis projects could lean toward review synthesis work, increasing the consultation support needed from librarians. As the Library has two librarians covering the College of Nursing and the School of Public Health, this additional workload could be divided between the two librarians. In addition, the required course NURS 891.3 has been identified as one that generates one-on-one consults with a librarian. If synthesis review projects or student enrollment increases, supplementary librarian support would be required to manage consultations. Additional factors that may contribute to increased librarian support include the level of student familiarity with library research from their previous studies and the length of time between undergraduate and graduate school.

Within the MPH program, students complete a practicum in the summer after the first academic year, where an in-depth library research class is offered, which involves a mandatory assignment after each class. As the MN-MPH program is thesis-based, the students will not be completing a practicum, but the NURS/PUBH 990 course has been identified as one where information literacy instruction could be incorporated as an alternative. Currently, NURS 990 includes a 1-hour session with a librarian on various related to grad students and faculty, such as scoping reviews, research data management, predatory publishing, reference management tools, generic literature searching, or open-access publishing. Coordination would be needed between the two programs to ensure all MN-MPH students receive library instruction during their studies. The new Applied Research Methods course, currently in development, may or may not require librarian support and instruction.

While these students will have already completed an undergraduate degree in Nursing, they are unlikely to have completed a thesis as part of their previous studies. Additional factors that may impact their use of writing help services include the length of time they have been out of formal school before starting the program, the amount of writing they were expected to produce in their undergraduate degree, as well as the location of previous educational institutions (domestic vs. international). Depending on student demographics, they may need extensive writing support to successfully complete their coursework and thesis. In addition, students will be required to take a statistics course (PUBH 805.3 or NURS 818.3), which will increase the need for math skills support services. Currently, the library provides math support primarily for lower undergraduate courses. Finally, given that this degree is offered online, some additional student challenges may need to be factored in (e.g., not feeling like part of a cohort, or balancing the degree with part-time or full-time work), which may increase the need for related library programming. Currently, grad help programming provides support around topics like "Working with a Supervisor" and "Transitioning to Grad School."

The MN-MPH program requires the completion of a thesis, so there may be a slight increase in interlibrary loan costs, but the current interlibrary loan budget can accommodate these. Students will be located across the province, so there may be additional Distance and

Distributed Library Services costs, as the students may ask to have print library materials sent to them. However, these extra costs can also be accommodated within the current Library budget.

3.3. Required changes for library spaces
[Highlight any potential challenges around library space such as new/additional library technology requirements, new/additional library space requirements. Provide an estimated cost for library spaces if additional resources are required.]

As graduate seminar classes will be offered in the existing online environment, no changes to library spaces are required.

4. Summary assessment of library capacity and requirements to support the new program
[If appropriate, include the estimated budget required for library collections, services, or spaces to support this program annually.]

The Library can currently support this program as it combines two existing programs. The maximum student enrollment is small (10 seats total, intake of 5 students per year), and the additional instruction and consultation time can be spread out among the two librarians for the College of Nursing and the School of Public Health. No additional resources are needed, but this could change if synthesis review projects or student enrollment increases.

Date: March 28, 2024

Liaison Librarian: _Eri Laungner_

Dean, University Library: _le/Sorensen_

Faculty member for the sponsoring college/dept: _Wanda Martin_

Martin, Wanda

From:	Carole Reece - CRNS <creece@crns.ca>
Sent:	Tuesday, February 13, 2024 1:58 PM
To:	Martin, Wanda
Subject:	RE: joint MN/MPH degree

> **CAUTION:** External to USask. Verify sender and use caution with links and attachments. Forward suspicious emails to phishing@usask.ca

Wanda

I apologize for the delay in getting back to you.

This sounds like an exciting new program. I think the focus on public health is necessary more than ever now with the state our healthcare system. The focus on prevention and research in the public health will improve outcomes and identify resources to make for a healthier society. What an opportunity!

The CRNS will not require a program approval as the CRNS only has to approve entry-to-practice programs.

I look forward to your implementation and results of this new program.

Carole Reece, RN, MEd

Nursing Advisor, Nursing Practice

College of Registered Nurses of Saskatchewan

T: 1.306.359.4210

Website · Facebook · YouTube

Are you a Registered Nurse in SK? Join the CRNS Connects Facebook group — a private space for all CRNS members to connect, communicate and share.

The CRNS acknowledges that we operate on Treaty 4 territory and additionally act in the public's interest on Treaty 2, 5, 6, 8 and 10. We acknowledge the truth of our past, its place in our present and the ongoing impact it has on our future.

Please respect confidentiality - If you are not the intended recipient, please delete this message and notify the sender.

From: Julie Szabo - CRNS <jszabo@crns.ca> **On Behalf Of** President - CRNS
Sent: Friday, January 26, 2024 2:39 PM

To: Carole Reece - CRNS <creece@crns.ca>
Cc: Cindy Smith - CRNS <csmith@crns.ca>
Subject: FW: joint MN/MPH degree

Hi Carole, please see the email below that came to the President email inbox. I will not forward to the President unless Cindy directs me to.

Thank you and have a good weekend.

Jules

Julie Szabo
Executive Assistant (S) - she/her

Message Me • Video Call Me • 1.306.359.4233

From: Martin, Wanda <wanda.martin@usask.ca>
Sent: Friday, January 26, 2024 2:27 PM
To: President - CRNS <president@crns.ca>
Subject: joint MN/MPH degree

> CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Carole
You may recall an interview last regarding the proposed Joint MN/MPH degree at the College of Nursing, University of Saskatchewan. We have applied your thoughts, along with others to develop the proposed program

The joint program is meeting the aims and objectives of the School of Public Health, applying a Nursing Science focus. The goal is to strengthen nursing science and optimize nurses' scope of practice to meet population health needs. The students will be educated as practitioners and researchers, and will be well positioned to apply for PhD programs or to work in local public health departments or at the provincial or national level public health programs.

The objectives are to do the following:
1) Prepare public health nursing professionals for employment in their field of specialization;
2) Advance nursing science in the area of public health; and to
3) Engage in interdisciplinary education that addresses local and global concerns now and into the future.
We will accomplish these objectives through collaboration between the College of Nursing and the School of Public Health, and by emphasizing high-caliber scholarly activity through strong personal mentorship.

The courses selected to be part of the Joint MN/MPH program are designed to equip students with the skills needed for advanced public health nursing practice and research. This includes understanding research and statistical methods, reviewing and synthesizing academic literature, and formulating research questions and conducting applied research. The thesis-based MPH program has 42 credit units, while the MN program has 15 credit units. **The joint program will be 21 credit units**, recognizing that undergraduate nursing programs have a foundation of health promotion and community health nursing. We have added a competency portfolio, to ensure graduates will have addressed gaps in knowledge, particularly as there are new national public health competencies in 2024 for our graduates to meet. The portfolio will consist of a list of public competencies with notations by the learner as to how the competency was met, specific skills acquired for the competency, and in what context with what population. This may include classroom learning, the research process, or additional activities to fill any potential gaps. The intent is to show growth over time and to demonstrate that graduates have met the public health competencies.

With this new degree, RNs would optimize their scope of practice to meet the needs of population health and public health. Clinically trained professionals will have advanced knowledge and skills in population health and data sciences. This degree will prepare registered nurses interested in enhancing their research skills and prepare them for professional practice, leadership in public health, and increased effectiveness of health care. Future graduates will demonstrate crucial nursing perspectives in public health leadership roles. Previous clinical nursing experience increases credibility and trust when leading and managing others in the health care system. The graduates will increase focus on health promotion and disease prevention as a leader in the public health system. The graduates will also reinforce pandemic preparedness through increased number of RNs having public health training.

I am happy to discuss this further. I would like to know your impression of what we are proposing, or changes you feel would improve this new degree.
Sincerely,

Wanda Martin, RN, Ph.D.
Associate Professor

University of Saskatchewan
College of Nursing
Ph: 306-966-5429

BE WHAT THE WORLD NEEDS

Master of Public Health Nursing Page 37 of 57
Memorandum of Agreement (MOA)
Between the
College of Nursing and the
School of Public Health

Preamble

The College of Nursing and the School of Public Health developed the *Master of Public Health Nursing* thesis-based program in 2025 as a new distance-learning degree. The program is administered and coordinated through the College of Nursing, and the academic lead is the College of Nursing Graduate Chair. Courses and supervision are shared across the two units. This program aligns with the university's plan to be the university the world needs, particularly around boundless collaboration. A Master of Public Health Nursing program demonstrates how the university builds and enhances scholarly strength and vibrant collaboration as the College of Nursing and the School of Public Health come together for a common goal. With this degree, Registered Nurses can optimize their scope of practice to meet the needs of population health and public health. This program addresses a real-world need and places the University of Saskatchewan as a leader in this area.

1. **Purpose**

    This memorandum of agreement (MOA) outlines the responsibilities of the College of Nursing (hereafter, "Nursing") and the School of Public Health (hereafter, "SPH") in providing program requirements for the Master of Public Health Nursing (hereafter, "the program").

2. **Responsibilities of Nursing**

    2.1 Administer the program.
    2.2 Share annual enrolment plans for the program with SPH.
    2.3 Assist students with arranging an appropriate thesis supervisory committee.
    2.4 Organize MPHN 990 seminars in collaboration with SPH.
    2.5 Share evaluation and outcomes of the program with SPH.

3. **Responsibilities of SPH**
    3.1 Offer all SPH courses required for the program.
    3.2 Admit students to courses required for the program.
    3.3 Collaborate with Nursing in arranging supervisory committees.
    3.4 Collaborate with Nursing for MPHN 990 seminars by ensuring the public health competencies are listed.

4. **Financial Arrangement**
    4.1 Tuition allocation will align with the University of Saskatchewan resource allocation framework for thesis-based master's programs, currently 40/40/20 (40% enrolment, 40% supervision, and 20% instruction). A custom tuition sharing model may be negotiated over the duration of the MOA if a need arises, in consultation with the Strategic Finance Office.

5   **Term**
    5.1 This MOA shall commence on the date of signing and will persist throughout the life of the MPHN degree program. If either party wishes to terminate this agreement they must give the other party two years notice.

Master of Public Health Nursing Page 38 of 57
Memorandum of Agreement (MOA)
Between the
College of Nursing and the
School of Public Health

UNIVERSITY OF SASKATCHEWAN

Signatures

The College of Nursing
University of Saskatchewan

_____
Dr. Solina Richter
Dean & Professor, College of Nursing

Signed this 26 day of February, 2025

The School of Public Heath
University of Saskatchewan

_____
Dr. George Mutwiri
Executive Director & Professor, School of Public Health
Signed this 27 day of February, 2025

Office of the Provost
University of Saskatchewan

_____
Dr. Bruni-Bossio
Acting Provost and VP Academic

Signed this 28 day of February, 2025

UNIVERSITY OF SASKATCHEWAN

TO: Wanda Martin, Associate Professor College of Nursing
              Michael Szafron, Professor and Graduate Chair, School of Public Health
              Jaswant Singh, Associate Dean, College of Graduate and Postdoctoral Studies

FROM: Carolyn Augusta, Chair, Academic Programs Committee

DATE: January 30, 2025

RE: Master of Public Health Nursing Program

_____

Thank you all for attending the Academic Programs Committee meeting on January 29, 2025 to address the questions from APC members as well as outline changes made to the original proposal.

Committee members continue to recognize and appreciate the large amount of work that has been put into this proposal. Another fulsome discussion was had by the Academic Programs Committee, and we would like to see the following items addressed prior to voting on a motion:

- The signed MOU between the College of Nursing and the School of Public Health
- Adjustments to the proposal
    - Adjust the proposal to outline the new name
    - Remove the 'joint' wording in the proposal and replace with collaborative to avoid confusion.

Next Steps:

Submit the additional information requested by February 24th, 2025. This item will then come back to APC on March 5th, 2025. If a motion is made and carried the item would go forward to the next University Council meeting on March 20, 2025.

UNIVERSITY OF SASKATCHEWAN

TO: Wanda Martin, Associate Professor College of Nursing
     Jill Brown, Graduate Program Coordinator, College of Nursing
     Jaswant Singh, Associate Dean, College of Graduate and Postdoctoral Studies

FROM: Carolyn Augusta, Chair, Academic Programs Committee

DATE: December 19, 2024

RE: Master of Nursing and Public Health Program

_____

Thank you for attending the Academic Programs Committee meeting on December 18, 2024, to present the proposal for the new Master of Nursing and Public Health Degree.

Committee members recognize and appreciate the large amount of work that has been put into this proposal. A fulsome discussion was had by the Academic Programs Committee and we would like to see the following items addressed in the proposal prior to voting on a motion:

- A list of the core courses each student must take, specifying which ones are only offered by the College of Nursing and which are only offered by the School of Public Health.

- Clarification around the MN part of the program. How is this degree an MN and an MPH, not just an MPH for nurses?

- Clarification on the nature of the program: why is this not a joint program?

Next Steps:

Submit the additional information requested by January 2nd, 2025. This item will then come back to APC on January 8th, 2025 for review.

UNIVERSITY OF SASKATCHEWAN	New Course Proposal & Creation Form

1. **Approval by Department Head or Dean**
    1.1   College or School with academic authority: College of Graduate and Postdoctoral Studies
    1.2   Department with academic authority: Nursing
    1.3   Term from which the course is effective: 202609

2. **Information required for the Catalogue**
    2.1   Label & Number of course: NURS 850
    2.2   Academic credit units: 3

    2.3   Course Long Title (maximum 100 characters): Applied Research Methods
           Course Short Title (maximum 30 characters):

    2.4   Total Hours: Lecture   Seminar 39   Lab   Tutorial   Other

    2.5   Weekly Hours: Lecture   Seminar 3   Lab   Tutorial   Other

    2.6   Term in which it will be offered: T1

    2.7   Prerequisite: None

    If there is a prerequisite waiver, who is responsible for signing it?
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):
    Facilitates the critical analysis of various applied research methods, including novel and evolving techniques, mixed methods, and applied leadership concepts, functions, and skills in the nursing role. Ongoing integration of theoretical and research principles.

    2.9   Do you allow this course to be repeated for credit? Yes

3.   **Please list the rationale for introducing this course:** This course will be required in the MN/MPH thesis program. This course fills a practical gap in the nursing research courses, introducing methods for community based research and is a course requested by students.

4.   **Please list the learning objectives for this course:**
    1.   Explore a range of applied research methods.
    2.   Analyze the paradigmatic and methodological foundations for the applied research methods under consideration.
    3.   Examine the implications and opportunities associated with applied research methods across various contexts (i.e., global, interdisciplinary, intersectionality)

4. Assess the roles and potentials for applied research within personal and professional research 'toolbox'

5. **Impact of this course**
    Are the programs of other departments or Colleges affected by this course? No
    If so, were these departments consulted? (Include correspondence)
    Were any other departments asked to review or comment on the proposal? There were consultations with other departments about the MN/MPH Thesis degree.

6. **Other courses or programs affected** (please list course titles as well as numbers)
    6.1   Courses to be deleted? No
    6.2   Courses for which this course will be a prerequisite? No
    6.3   Is this course required by your majors or by majors in another program? This course will be required for the MN/MPH Thesis program.

7. **Course outline**
    (Weekly outline of lectures or include a draft of the course information sheet.)
    Syllabus attached.

8. **Enrolment**
    8.1 What is the maximum enrolment number for this course? And from which colleges?
       10 students from the Joint MN/MPH program.
    8.2 For room bookings, please indicate the maximum estimated room size required for this course: Room booking is not required as this is an online course asynchronous course.
    ☐ 10-50
    ☐ 50-90
    ☐ 90-130
    ☐ 130+

9. **Student evaluation**
    Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
    Included on attached syllabus.
    9.1   How should this course be graded? N – Numeric/Percentage
           C – Completed Requirements
           (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
           N – Numeric/Percentage
           (Grade options for instructor: grade of 0% to 100%, IP in Progress)
           P – Pass/Fail
           (Grade options for instructor: Pass, Fail, In Progress)
           S – Special
           (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

    9.2   Is the course exempt from the final examination? Yes

10. **Required text**
    Include a bibliography for the course.
    There will not be a required textbook. There is required readings listed for each week. Please see attached syllabus.

11. **Resources**
    11.1 Proposed instructor: Dr. Pammla Petrucka
    11.2 How does the department plan to handle the additional teaching or administrative workload? The College of Nursing has requested teaching and administrative workload provisions for the MN/MPH degree. This course will be included in that.
    11.3 Are sufficient library or other research resources available for this course? Yes.
    11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No.

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) This course will be part of a thesis degree program.
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u>

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

    2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

    2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required: No
3.2   Restriction(s): course only open to students in a specific college, program/degree, major, year in program. This course will only be open to students enrolled in the MN/MPH Thesis program. Students from outside this program may be allowed to register if permission has been granted.
3.3   Prerequisite(s): None
3.4   Prerequisite(s) or Corequisite(s): None
3.5   Corequisite(s): None
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1   If this is a recently repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: N/A

UNIVERSITY OF
SASKATCHEWAN

COURSE SYLLABUS

COURSE TITLE:	Applied Research Methods		
COURSE CODE:	NURS 850	TERM:	3
COURSE CREDITS:	3	DELIVERY:	Online Synchronous/ Asynchronous
CLASS SECTION: CLASS LOCATION: CLASS TIME: WEBSITE:	Canvas To be determined Canvas	START DATE:	Fall term

Land Acknowledgement

As we engage in teaching and learning, we acknowledge that the USask Saskatoon campus is on **Treaty Six Territory** and the **Homeland of the Métis.** We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

Course Description

Facilitates the critical analysis of various applied research methods, including novel and evolving techniques, mixed methods, and applied leadership concepts, functions, and skills in the nursing role. Ongoing integration of theoretical and research principles.

Prerequisites

Students must be enrolled in a Master's program and have permission from the instructor.

Learning Outcomes

By the completion of this course, students will be expected to:
1. Explore a range of applied research methods.
2. Analyze the paradigmatic and methodological foundations for the applied research methods under consideration.
3. Examine the implications and opportunities associated with applied research methods across various contexts (i.e., global, interdisciplinary, intersectionality)
4. Assess the roles and potentials for applied research within personal and professional research 'toolbox'

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php#GradingSystem Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of
- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of
- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of
- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of
- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Program Requirements
- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;

- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview
Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Introduction to course and applied research		
2	Overview Sources/Forms /Types of Data in Applied Research	Bickman, L. & Rog, D.J. (2008). Applied Research Design: A practical approach. file:///C:/Users/user/Downloads/23770_book_item_23770.pdf Lester, J. N., Goodman, N., & O'Reilly, M. (2021). Introduction to Special Issue: Diverse Approaches to Qualitative Data Analysis for Applied Research. *The Qualitative Report*, *26*(6), 1989-1995. https://doi.org/10.46743/2160-3715/2021.5015	
3-4	Multi/Mixed Methods	Fetters, M.D., Curry, L.A., & Creswell, J.W. (2013). Achieving integration in mixed methods designs—Principles and practices. *Health Sciences Research*, 48(6): 2134-56. doi: 10.1111/1475 6773.12117 Gunasekare, U. (2015). Mixed Research Method as the Third Research Paradigm: A Literature Review. *International Journal of Science and Research, 4* (8), 361-364. Heyvaert, M., Maes, B., & Onghena, P. (2011). Mixed methods research synthesis: definition, framework, and potential. *Springer Science*. https://ppw.kuleuven.be/home/english/research/mesrg/documents/pdf-mieke heyvaert/heyvaert-et-al-2011.pdf	Wk 4

		*Student Co-creation Content (Wk 4)	
5-6	JBI Methods – Scoping/ Systematic Reviews/ Qualitative Assessments	Aromataris E, Lockwood C, Porritt K, Pilla B, Jordan Z, editors. *JBI Manual for Evidence Synthesis*. JBI; 2024. https://synthesismanual.jbi.global. https://doi.org/10.46658/JBIMES-24-01 *Student Co-creation Content (Wk 6)	Wk 6
7-10	Special Topics: Program/ Policy Evaluation Research	Levin-Rozalis M. Evaluation and research: differences and similarities. *The Canadian Journal of Program Evaluation 2003; 18*(2): 1-31. https://evaluationcanada.ca/system/files/cjpe-entries/18-2001.pdf Chandna K, Vine MM, Snelling SJ, Harris R, Smylie J, Manson H. Principles, approaches and methods for evaluation in Indigenous contexts: a grey literature scoping review. Canadian Journal of Program Evaluation. 2019 34(1);21-47. https://doi.org/10.3138/cjpe.43050	Wk 8
	Piloting & Feasibility Studies	Donald, G.T. (2018). A brief summary of pilot and feasibility studies: Exploring terminology, aims, and methods. *European Journal of Integrative Medicine, 24*, 65-70.	
	Bibliometrics	Librarian to present and provide readings. Donthu, N., Kuman, S., Mukherjee, D., Pandey, N., & Lim, W.M. (2021). How to conduct a bibliometric analysis: An overview and guidelines. *Journal of Business Research, 133* (Sept), 285-296. https://doi.org/10.1016/j.busres.2021.04.080	
	SOTL	Haigh, N. & Withell, A.J. (2020). The place of research paradigms in SoTL Practices: An Inquiry. *Teaching and Learning Inquiry, 8* (2). https://dx.doi.org/10.20343/teachlearninqu.9.2.3	
	Action Research/ Community-Based Participatory/ Needs Assessments	Glasson J, Chang E, Chenoweth L, et al. (2006) Evaluation of a model of nursing care for older patients using participatory action research in an acute medical ward. *Journal of Clinical Nursing* 15(5): 588–598. Vaughn, L. M., & Jacquez, F. (2020). Participatory Research Methods – Choice Points in the Research Process. *Journal of Participatory*	

	Program of Research	*Research Methods, 1*(1). https://doi.org/10.35844/001c.13244 OR Cornish, F., Breton, N., Moreno-Tabarez, U. et al. (2023). Participatory action research. *Nature Reviews Methods Primers 3*, 34. https://doi.org/10.1038/s43586-023-00214-1 Impact Canada. (n.d.). Program of Applied Research on Climate Action in Canada. https://impact.canada.ca/en/behavioural-science/parca ** Please explore this site for a discussion of applied research as a program of research. *Student Co-creation Content (Wk 8 and 10)	Wk 10
11-12	Co-Creation Activities Reflections & Presentations Summary	TBD	Wk 11

Midterm and Final Examination Scheduling
Not Applicable

Instructor Information
Contact Information   pammla.petrucka@usask.ca
Office Hours   By Arrangement
Instructor Profile   https://nursing.usask.ca/people/pammla-petrucka.php

Required Resources
Readings/Textbooks
No textbook is required.

Readings as per course outline.

Other Required Materials
N/A

Grading Scheme

Assignment #1 Co-creation Activities. 4 submissions@ 10%/submission	40%
Assignment #2 Comparative Exercise (individual or pairs)	50%
Assignment #3 Online Discussions	10%
Total	100%

Evaluation Components

Assignment 1: Co-creation Activities

Value: 40% of final grade

Due Date: To be determined in Week 2 of the course (Wk 4, 6, 8 and 10)

Type: The development of <u>four</u> creative, co-learning strategies that support the illustration and delivery of key evidence-based concepts. These contributions can must be evidence-based.

Description: Each of the **four** co-creation contributions may take several forms – such as presentations, vignettes, photo journals, or other formats as negotiated with the faculty member. At least one of the four should be an appropriate article that would be appropriate for future syllabi, along with a 200-word rationale as to why the particular contribution is meritorious and potentially enriching to the course content.

Assignment 2: Comparative Exercise

Value: 50% of final grade

Due Date: Week 11

Type: Paper – can be done either individually or in pairs (students' choice)

Description: The requirement is for the student(s) to posit a research project of their choice and develop two versions based on two **different** applied research approaches discussed in class. For example, you might develop a research study on a community initiative to improve exercise patterns within post-partum women. You might choose to develop an exploratory mixed methods approach, and a community based participatory action research. Each method will be described in a predesigned template not exceeding 5 pages. Additionally, 2 pages will be committed to the reflection on the student(s)' recommendation of one of the methods as preferred including a consideration of philosophical, methodological, and strengths/ limitations (or trade-offs). These explorations will be shared during Week 11/12 sessions so that we can co-learn from each other's experiences and learnings.

Participation (Discussion Forums for online classes)

Value: 10% of final grade

Due Date: Week 12

Type: Throughout the course period a discussion board presence must be established by each member of the course. This presence and participation will not only be an opportunity for engagement but will help to inform upcoming course time.

Description: There will be an 'open-ended question' for each week between the 3rd and 11th weeks of the class. Students are expected to use this platform to share learnings, queries, and resources.

Submitting Assignments

All assignments will be submitted on Canvas by 1159 pm on the negotiated due dates. If any problems are encounter, please send your materials to the instructor.

Late Assignments

Late assignments require prior approval to waive a late deduction. Otherwise, there will be a 5% deduction per day late.

Criteria That Must Be Met to Pass

Each assignment must be submitted in order to be successful in this course.

Attendance Expectations

As this course is a combination of synchronous and asynchronous we will have opportunities (approximately 50%) when we meet.

Participation

As in any graduate class, our success and learning depend on being prepared, coming with open minds, and willing to take risks in pursuing new knowledge and skills.

Student Feedback

Each student will have an opportunity to provide feedback through a formal USask process. However, continuous feedback to the faculty involved is always welcome.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (https://secretariat.usask.ca/documents/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students, see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/index.php

Statement on Artificial Intelligence

Scholarship, including the development of scholarly writing skills, is an essential learning outcome of graduate and undergraduate nursing education (CASN, 2022). To effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the University of Saskatchewan Academic Misconduct Regulations, students are not permitted to use Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations).

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. Students must follow AES policy and procedures to access AES programs and supports. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final

examinations.

Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Supports

Student Learning Services

Student Learning Services (SLS) assists U of S undergrad and graduate students. For information on specific services, please see the SLS website http://library.usask.ca/studentlearning/.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' website http://students.usask.ca.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (https://students.usask.ca/student-central.php).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal students' academic and personal success. The centre offers personal, social, cultural, and some academic support to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with, and about one another in a respectful, inclusive, and safe environment. Students are encouraged to visit the ASC's Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

College Supports

OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Acknowledgements

Course Contributor(s)

Pammla Petrucka

September 26, 2024

Dr. Wanda Martin
Graduate Chair
College of Nursing
University of Saskatchewan

Dear Dr. Wanda Martin

Re: Proposed Master of Nursing and Public Health Program

To Whom It May Concern:

The School of Public Health (SPH) is pleased to collaborate with the College of Nursing's proposal to offer the Master of Nursing and Public Health program. This innovative program aligns with our shared commitment to advancing interdisciplinary education and addressing the need for public health education for nurses.

Our two units have a long history of collaboration, fostering a rich environment where nursing and public health students have been welcomed into each other's classes for over a decade. This cross-disciplinary approach has not only enriched the learning experience for our students but has also led to numerous research collaborations and shared graduate students' supervision. Many of our Master of Public Health students are practicing nurses, further highlighting the natural synergy between our disciplines.

We are confident that the creation of this program will continue to build on this strong foundation. Importantly, no additional resources are required by the SPH to support this program. The School of Public Health will accommodate the estimated intake of five students per year by reserving seats in our current course offerings, ensuring that these students receive the comprehensive education they need to excel in both nursing and public health.

The proposed MN/MPH program was supported by the SPH from very early stages and was 2024 approved by Academic Programs Committee of the School in September 2024.

We look forward to continuing our partnership with the College of Nursing and to the many benefits this new program will bring to our students and the broader community.

Sincerely,

George Mutwiri, DVM, PhD
Executive Director & Professor
School of Public Health

Cc: Dr. Michael Szafron Graduate chair,
        Dr. Amanda Froehlich Chow, Director MPH

APHEA
AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION
Master of Public Health 2021-2025

Public Health Nursing

Master of Public Health Nursing - Thesis-based

This program will begin in the Fall of 2026.

Admission Requirements

- Language Proficiency Requirements: 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. Acceptable test scores are as follows:
        - TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.
        - IELTS: an overall score of 7.0 with no score below 6.5 in each area
- a bachelor's degree in nursing, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- 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)
- current registration as a Registered Nurse, Registered Psychiatric Nurse, or Registered Public Health Nurse from any country
- the equivalent of three credit units in each of statistics and research methods at the undergraduate level
- statement of intent
- up-to-date CV

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

Degree Requirements

Students must maintain continuous registration in the 994 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 21 credit units, including:

- NURS 850.3 Applied Research Methods

- NURS 891.3 Philosophies and Theories of Nursing Science

- PUBH 800.3 Epidemiology for Public Health

- PUBH 805.3 Biostatistics for Public Health **or** NURS 818.3 Applied Statistical Methods in Nursing

- PUBH 807.3 Health Program Planning and Evaluation

- PUBH 810.3 Environmental Public Health I **or** NURS 805.3 Environmental Sustainability in Healthcare

- PUBH 867.3 Health Policy and Politics **or** NURS 810.3 History of Health Systems Public Health and Nursing in Canada

- PHNU 990.0 Seminar

- PHNU 994.0 Research – Thesis

- Thesis defence

Please note that students receiving a grade less than 60% in any two courses within a graduate program in the College of Nursing will be recommended to be required to discontinue to the College of Graduate and Postdoctoral Studies.

UNIVERSITY OF SASKATCHEWAN

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Degree Program – Master of Public Health Nursing (M.P.H.N.) Thesis-based Program

General Description: A new degree program in the field of Public Health Nursing is being proposed. The Registrar has approved the new degree name, Master of Public Health Nursing. This proposal satisfies the key criteria for new degree names, as outlined in the *Naming of University Assets Policy* (https://policies.usask.ca/policies/advancement/naming-of-university-assets.php). Under the terms of this policy the Registrar considers the key criteria to be as follows: 1) name recognition in the academic field of study and 2) uniqueness; the name is not used for any other USask degree programs. The program is a collaborative venture between the College of Nursing and the School of Public Health, with both units supervising students and both units offering courses. All courses are already being taught, apart from the new PHNU 994 Thesis and PHNU 990 Seminar.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee (GPC) approval on November 13, 2024

Effective Term: Inclusion in the *Addendum* to the *University Catalogue* in 2025-26 for marketing purposes. First intake of students to begin in September 2026.

Course implications

- Registrar-approved new course subject code PHNU ("Public Health Nursing") for 2 courses – PHNU 994 Thesis and PHNU 990 Seminar
- Use existing NURS and PUBH courses

Registration and classes

- Class time slots, terms, and sessions will be similar to the existing schedule
- Room scheduling needs will be similar to current needs

Convocation

- Yes, a new hood; new degree programs require unique convocation hoods

Financial and Budget

- Non-standard tuition rate and per term method of assessment
- SFO and Provost's Office approved to proceed with CWR step

Note: The Registrar has approved inclusion of this program in the 2025-26 *Catalogue Addendum*. As outlined in the *Year at a Glance Memo*, special tuition programs are typically exempt from the *Catalogue Addendum* publication.

Student Mobility

- No unique mobility or external partners/agreements

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: March 20, 2025

SUBJECT: **2025-2026 Academic Calendar Change (College of Dentistry)**

ACTION: **For Information Only**

CONTEXT AND BACKGROUND:

The College of Dentistry student dental clinic and preclinical simulation laboratories are undergoing major renovations; this will limit the available clinic space early in the term for the 2025-2026 academic year. The College will be unable to complete its student orientation in the typical one-week timeframe. Given these renovations, students will not start their academic courses until September 8, 2025, which is one week later than usual.

With this delay, the winter term will be extended by one week for these classes and will be changed to May 19, 2026. DMD year four and DA will start their academic courses during the second week of orientation (September 2, 2025) to allow the academic year to conclude in time for convocation. There may be modifications to clinic schedules within the academic calendar to ensure students can complete their clinical requirements within the academic year.

CONSULTATION:

The College of Dentistry consulted with the student representatives in the College on February 13, 2025, to gather input. The students requested a winter 2026 start date of Monday January 5th, 2026, rather than January 2nd. College leadership agreed to this change.

The College of Dentistry and the Registrar brought forward these proposed date changes to APC on March 5, 2025 where APC voted in favour.

ATTACHMENTS:

1. 2025-2026 Academic Calendar Changes (College of Dentistry)

Rationale for changes to DMD academic calendar dates 2025-2026

The College of Dentistry student dental clinic and preclinical simulation laboratory are undergoing major renovations. Because renovations will limit the available clinic space early in the term the college will be unable to complete its student orientation in one week as in the past. Our orientation for 2025-26 will run from August 25 – September 5, 2025. Students in DMD1, DMD2, DMD3, DT and DH will not start their academic courses until September 8, 2025, which is one week later than usual. For this reason, the winter term will be extended by one week for these classes. The last day of winter classes will need to be changed to May 19, 2026. DMD4 and DA will start their academic courses during the second week of orientation (September 2, 2025) to allow the academic year to conclude in time for convocation. There may be modifications to clinic schedules within the academic calendar to ensure students can complete their clinical requirements within the academic year.

At a student meeting with the academic office on February 13, 2025, the student reps requested that we start the winter 2026 term on Monday, January 5 rather than Friday, January 2, 2026. The Dean and Associate Dean, Academic agreed to this change. This also aligns with the rest of the colleges on campus.

Dr. Peter Doig will be available to attend the APC meeting to answer any questions.

Summary of Changes Proposed:

First day of Winter Term:

Fri. Jan 2, 2026	Winter Term classes begin and resumption of Multi-term classes for the College of Dentistry (including DMD program all years, Dental Assisting, Dental Hygiene and Dental Therapy)

Change to:

Mon. Jan. 5, 2026	First day of Winter Term classes and resumption of Multi-term classes for the colleges of Dentistry (all programs/years), Law, Medicine, Pharmacy Year 4, Nutrition Year 4, Veterinary Medicine (including Year 4 clinical rotations)

Last day of Winter Term:

Fri. May 8, 2026	Last day of Winter Term and Multi-term classes for the College of Dentistry all years/programs (excluding Dental Therapy)

Changing to:

Fri. May 8, 2026	Last day of Winter Term and Multi-term classes for the College of Dentistry DMD Year 4 and DA

and

Fri, May 15, 2026	Last day of Winter Term and Multi-term classes for DMD Years 1 – 3 and DH Years 1-2

First day of Winter Term and Multi-term final examinations:

Mon. May 11, 2026	First day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding Dental Assisting and Dental Therapy)

Tues, May 19, 2026	First day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding DMD Year 4, Dental Assisting and Dental Therapy)

Last day of Winter Term and Multi-term final examinations:

Fri. May 22, 2026	Last day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding Dental Assisting and Dental Therapy)

Fri, May 29, 2026	Last day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding DMD Year 4, Dental Assisting and Dental Therapy)

In consultation with the Registrar's Office, to accommodate this revision to the Academic Calendar for 2025-26 special attention will be required for class build for classes/programs ending on or after May 8th, 2026.

The below table illustrates the Add/Drop deadline for the Spring 2026 term.

Add/Drop and Withdrawal Dates Spring/Summer 2026

Term	Deadline for Registration Changes
Multi-term (T1T2) classes (May 4 – Aug 17)	May 8, 2026
Spring (T1) classes (May 4 – Jun 19)	May 8, 2026

As the proposed new end date for DMD Years 1, 2 and 3 and Dental Hygiene Year 1 and 2 will be May 15th, 2026 the following class build direction will be required. This is to ensure that student access to on campus services (through student fees) remains uninterrupted going into May and to ensure proper recording for T2202s. Further to this, registration in the 2nd OL section attached to the Spring Term will be required in addition to the 1st OL section for all DMD Years 1, 2 and 3 and DH Years 1 and 2 students. This will be the responsibility of the College to monitor and enforce (whether by staff or by asking students to self-register).

Program and Year	Proposed Dates	Term	Class Set-up	Grade	TC Code	Student Fee Attributes
Dentistry DMD Year 4 and DA	Mon. Jan. 5, 2026 to Fri. May 8, 2026	Winter	One OL : attach to 01 term	Real grade	TC35	ON
DMD Years 1 – 3 and DH Years 1-2	Mon. Jan. 5, 2026 to Fri, May 15, 2026	Winter and Spring (as it ends after the add/drop deadline of 05 term)	1st OL : attach to 01 term (with dates Jan. 5 to April 30)	IP	TC35	ON
			2nd OL : attach to 05 term (with dates May 1 to May 15)	Real grade	TC00	ON

Academic Calendar 2025-26

Note: while the following dates will apply to most classes, some special cases (such as in the case of internship, externship, clinical and practicum experiences) may follow non-standard dates. Please consult with the college of authority or an academic advisor if you have questions regarding a specific class.

May		
Thu. May 1, 2025	First day of Spring Term classes for Nursing Year 2 and Year 3 (BSN)	
Fri. May 2, 2025	Last day of classes for Nutrition Year 4	
Mon. May 5, 2025	Quarter 1, Spring Term (T1), and Multi-term (T1T2) Spring and Summer Session classes begin	
Tue. May 6, 2025	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Wed. May 7, 2025	Last day of Winter Term classes for Medicine Year 1 and 2	
Thu. May 8, 2025	First day of Winter Term final examinations for Medicine Year 1 & 2	
Thu. May 8, 2025	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 9, 2025	Last day of Winter Term and Multi-term classes for the College of Dentistry all years (including Dental Assisting)	
Fri. May 9, 2025	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 9, 2025	Deadline for registration changes for Multi-term classes with 100% tuition credit	
Fri. May 9, 2025	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon., May 12, 2025	First day of Winter Term and Multi-term final examinations for the College of Dentistry all years (excluding Dental Assisting)	
Mon. May 12, 2025	Convocation faculty meeting	
Tue. May 13, 2025	Convocation faculty meeting	
Tue. May 13, 2025	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 14, 2025	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Wed. May 14, 2025	Deadline for submitting Winter Term and Multi-term supplemental and deferred exam authorizations	
Thu. May 15, 2025	University Council Meeting	

Fri. May 16, 2025	Last day to withdraw from Multi-term classes with 75% tuition credit	
Fri. May 16, 2025	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 19, 2025	Victoria Day – university closed	
Tue. May 20, 2025	Quarter 1 deadline to change from credit to audit	
Fri. May 23, 2025	Last day of Winter Term and Multi-term final examinations for the College of Dentistry all years (excluding Dental Assisting)	
Fri. May 23, 2025	Last day to withdraw from Multi-term classes with 50% tuition credit	
Mon. May 26, 2025	Last day of instruction for Quarter 1 classes	
Mon. May 26, 2025	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. May 28, 2025	Midterm break for Spring Term (T1) and Multi-term (T1T2) classes. Classes resume on Mon. Jun 2, 2025.	
Wed. May 28, 2025	Exam Period for Quarter 1 classes	
Thu. May 29, 2025	Exam Period for Quarter 1 classes	
Fri. May 30, 2025	Exam Period for Quarter 1 classes	
June		
Mon. Jun. 2, 2025	Quarter 2 classes begin	
Mon. Jun. 2, 2025	Deadline to pay Spring Term and Multi-term tuition	
Tue. Jun. 3, 2025	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Mon. Jun. 2, 2025	Spring Convocation	
Tue. Jun. 3, 2025	Spring Convocation	
Wed. Jun. 4, 2025	Spring Convocation	
Thu. Jun. 5, 2025	Spring Convocation	

Thu. Jun. 5, 2025	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Fri. Jun. 6, 2025	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Fri. Jun. 6, 2025	Spring Convocation	
Wed. Jun. 11, 2025	Spring Term (T1) deadline to change from credit to audit	
Wed. June 11, 2025	Orientation for Medicine Year 4	
Thu. Jun. 12, 2025	University Council Meeting	
Mon. Jun. 16, 2025	Quarter 2 deadline to change from credit to audit	
Tue. Jun 17, 2025	Winter Term and Multi-term deferred, and supplemental examinations begin	
Fri. Jun 20, 2025	Winter Term and Multi-term deferred and supplemental examinations end	
Fri. Jun 20, 2025	Last day of instruction for Spring Term (T1) and Quarter 2 classes	
Fri. Jun 20, 2025	Last day to withdraw from Spring Term (T1) and Quarter 2 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Jun 23, 2025	First day of the Midterm break for Multi-term (T1T2) classes. This break runs from Mon. Jun 23rd to Mon. Jun 30, 2025. Classes resume on Wed. Jul 2, 2025.	
Mon. Jun 23, 2025	Exam Period for Spring Term (T1) and Quarter 2 classes	
Tue. Jun 24, 2025	Exam Period for Spring Term (T1) and Quarter 2 classes	
Wed. Jun 25, 2025	Exam Period for Spring Term (T1) and Quarter 2 classes	
Sun. Jun. 29, 2025	Last day of classes for Medicine Year 3	
July		
Tue. Jul. 1, 2025	Canada Day – university closed	
Wed. Jul 2, 2025	Summer Term (T2) and Quarter 3 classes begin; Multi-term classes resume.	

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Thu. Jul. 3, 2025	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 4, 2025	Last day of Spring Term for Nursing Year 2 and 3 (BSN)	
Mon. Jul. 7, 2025	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Tue. Jul. 8, 2025	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Tue. Jul. 8, 2025	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Thu. Jul. 10, 2025	Last day to withdraw from Summer Term classes with 75% tuition credit	
Tue. Jul. 15, 2025	Last day to withdraw from Summer Term classes with 50% tuition credit	
Wed. Jul. 16, 2025	Quarter 3 deadline to change from credit to audit	
Mon. July 21, 2025	Orientation for Medicine Year 3	
Mon. July 21, 2025	Fall Term classes begin for Medicine Year 4	
Tue. Jul 22, 2025	Multi-term (T1T2) deadline to change from credit to audit	
Tue. Jul 22, 2025	Last day of instruction for Quarter 3 classes	
Tue. Jul 22, 2025	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. Jul 23, 2025	Midterm break for Summer Term (T2) and Multi-term (T1T2) classes. Classes resume on Fri. Jul 25, 2025.	
Wed. Jul 23, 2025	Exam Period for Quarter 3 classes	
Thu. Jul 24, 2025	Exam Period for Quarter 3 classes	
Fri. Jul 25, 2025	Quarter 4 classes begin	
Fri. Jul 25, 2025	Deadline to pay Summer Term tuition	
Mon. Jul. 28, 2025	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Wed. Jul. 30, 2025	Last day to withdraw from Quarter 4 classes with 75% tuition credit	

Academic Calendar 2025-26

Approved by the Academic Programs Committee of University Council on December 4th, 2024

Wed. Jul 30, 2025	Orientation for Medicine Year 1	The orientation period for this year is Wed. July 30 – Fri. Aug. 1, 2025.
Thu. Jul 31, 2025	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
August		
Fri. Aug. 1, 2025	Last day of classes for Dental Therapy Year 1 and 2	
Fri. Aug. 1, 2025	Orientation for Medicine Year 2	
Mon. Aug. 4, 2025	Saskatchewan Day – university closed	
Tue. Aug 5. 2025	Fall Term classes begin for Medicine Year 1, Year 2 and Year 3	
Wed. Aug. 6, 2025	Summer (T2) deadline to change from credit to audit	
Mon. Aug. 11, 2025	Quarter 4 deadline to change from credit to audit	
Fri. Aug. 15, 2025	Last day of instruction for Multi-term, Summer Term (T2), and Quarter 4 classes	
Fri. Aug. 15, 2025	Last day to withdraw from Multi-term, Summer Term (T2), and Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Aug. 18, 2025	First day of Fall Term classes for Year 1, 2 and 3 for the Veterinary Medicine program	
Mon. Aug. 18, 2025	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	
Tue. Aug. 19, 2025	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	
Wed. Aug 20, 2025	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	
Fri. Aug 22, 2025	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Mon. Aug 25, 2025,	Clinical placements begin for Physical Therapy Year 3	
Mon. Aug 25, 2025	First day of Fall Term classes for Pharmacy Year 1	
Mon. Aug 25, 2025	First day of Fall Term classes for Nutrition Year 1	

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Mon. Aug 25, 2025	Orientation and Fall Term classes begin for the College of Dentistry (including DMD program all years, DETH and Dental Assisting)	
Fri. Aug 29, 2025	Residence move-in for all buildings	
September		
Mon. Sep. 1, 2025	Labour Day – university closed	
Tue. Sep. 2, 2025	First day of Fall Term and Multi-term classes for Engineering Year 1, MBA program, Nutrition Year 4, Pharmacy Year 2 and Year 3, Physical Therapy Year 1 and Year 2.	
Tue. Sep. 2, 2025	College of Law Year 1 Orientation Day 1	
Tue. Sept 2, 2025	Clinical rotations begin for Veterinary Medicine Year 4	Optional DVM Year 4 rotations may start as early as April 28, 2025
Tue. Sep. 2, 2025	Orientation for Nursing Year 2 and NURS 450.9	
Wed. Sep. 3, 2025	College of Law Year 1 Orientation Day 2	
Wed. Sep. 3, 2025	First day of Fall Term and Multi-term classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies (except MBA and MPT), Kinesiology, Law (except Year 1), Nutrition (except Year 1 and 4). This excludes the colleges of Dentistry, Medicine, Pharmacy.	
Wed. Sep. 3, 2025	First day of Fall Term classes for Nurse Practitioner program	
Thu. Sep. 4, 2025	First day of Fall Term classes for Law Year 1	
Mon. Sep. 15, 2025	Application deadline for academic exchanges for Winter 2026	
Mon. Sep. 15, 2025	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Fall Convocation	If this date falls on a weekend/holiday, the last business day prior is observed.
Tue. Sep. 16, 2025	Deadline to register and drop Fall Term and Multi-term (September to April) classes with 100% tuition credit	
Sat. Sep. 20, 2025	Spring and Summer Term supplemental and deferred examinations	

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Tue. Sep. 23, 2025	Last day to withdraw from Fall Term classes with 75% tuition credit	
Thu. Sep. 25, 2025	University Council Meeting	
Mon. Sep. 29, 2025	Tuition payment deadline for Fall Term classes	
Mon. Sep. 29, 2025	Last day to withdraw from Multi-term classes with 75% tuition credit	
Mon. Sep. 29, 2025	Last day to withdraw from Fall Term classes with 50% tuition credit	
Tue. Sep. 30, 2025	National Day for Truth and Reconciliation – university closed	
October		
Mon. Oct 6, 2025	No Classes for Veterinary Medicine Year 1 - white coat ceremony	
Tue. Oct 7, 2025	Last day for Convocation faculty meetings	
Mon. Oct. 13, 2025	Thanksgiving Day – university closed	
Mon. Oct. 13, 2025	Fall break week Veterinary Medicine Year 1, Year 2, and Year 3 will run from Mon. Oct. 13 to Fri. Oct. 17, 2025). Classes will resume on Mon. Oct. 20, 2025.	
Wed. Oct. 15, 2025	Last day to withdraw from Multi-term classes with 50% tuition credit	
Thu. Oct. 23, 2025	University Council Meeting	
November		
Mon. Nov.10, 2025	College of Nursing Break Day (both graduate and undergraduate programs)	
Mon. Nov.10, 2025	Fall term midterm break for most colleges including Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine (except Year 3 and 4), Pharmacy (except Year 4) and Nutrition (except Year 4). The midterm break runs from Mon. Nov. 10 to Fri. Nov. 14, 2025. Classes will resume on Mon. Nov. 17, 2025. This excludes the colleges of Dentistry, Nursing and Veterinary Medicine.	
Tue. Nov. 11, 2025	Remembrance Day – university closed	
Wed. Nov. 12, 2025	Fall Convocation	

Sun. Nov. 15, 2025	Fall Term deadline to change from credit to audit	
Thu. Nov. 20, 2025	University Council Meeting	
Fri. Nov. 28, 2025	Last day of Fall Term classes for the College of Dentistry (excluding Dental Assisting and Dental Therapy)	
December		
December 1, 2025	Last day of Fall Term classes for Medicine Year 1 and Year 2	
Mon. Dec. 1, 2025	First day of Fall Term examinations for the College of Dentistry (excluding Dental Assisting and Dental Therapy)	
December 2, 2025	First day of Fall Term examinations for Medicine Year 1 and Year 2	
Fri. Dec. 5, 2025	Last day of Fall Term classes for Agriculture and Bioresources, Arts and Science, Dental Assisting, Dental Therapy, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the Colleges of Dentistry (except Dental Assisting and Dental Therapy).	
Fri. Dec. 5, 2025	Last day to withdraw from Fall Term classes without academic penalty	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Sun. Dec. 7, 2025	Last day of Fall Term classes for the College of Nursing	
Mon. Dec. 8, 2025	First day of Fall Term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Medicine and Veterinary Medicine.	
Mon. Dec. 8, 2025	Last day of Fall Term examinations for Medicine Year 1 and Year 2	
Thu. Dec 11, 2025	Last day of Fall Term classes for Veterinary Medicine Year 2	
Friday, Dec 12, 2025	First day of Fall Term examinations for Veterinary Medicine 2	
Fri. Dec. 12, 2025	Last day of Fall Term classes for Veterinary Medicine Year 1 and Year 3	
Fri. Dec. 12, 2025	Last day of Fall Term classes for Pharmacy Year 4	

Fri. Dec. 12, 2025	Last day of Fall Term examinations for the College of Dentistry (excluding Dental Assisting)	
Mon. Dec 15, 2025	First day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3	
Thu. Dec 18, 2025	Last day of Fall Term final examinations for Veterinary Medicine Year 2	
Thu. Dec. 18, 2025	University Council Meeting	
Fri. Dec. 19, 2025	Last day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3	
Fri. Dec. 19, 2025	Last day of Fall Term classes for Nutrition Year 4	
Sun. Dec. 21, 2025	Last day of Fall Term classes for Medicine Year 3 and Year 4	
Sun. Dec. 21, 2025	Last day of clinical rotations for Veterinary Medicine Year 4	
Tue. Dec. 23, 2025	Last day of Fall Term classes for Engineering Year 1	
Tue. Dec. 23, 2025	Fall Term (Term 1) Residence move out date	
Tue. Dec. 23, 2025	Last day of fall term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Medicine and Veterinary Medicine.	
Wed. Dec. 24, 2025	Christmas Eve – university open	
Thu. Dec. 25, 2025	Christmas Day – university closed	
Fri. Dec. 26, 2025	Boxing day – university closed	
Mon. Dec.29, 2025	University Closed	
Tue. Dec. 30, 2025	University Closed	
Wed. Dec. 31, 2025	New Year's Eve – university closed	
January		
Thu. Jan 1, 2026	New Year's Day – university closed	
Fri. Jan 2, 2026	USASK re-opens	

Fri. Jan 2, 2026	First day of NURS 888.3 in the Nurse Practitioner program	
Fri. Jan. 2, 2026	Post Degree BSN (PDBSN) Year 1 Orientation	
~~Fri. Jan 2, 2026~~	~~Winter Term classes begin and resumption of Multi-term classes for the College of Dentistry (including DMD program all years, Dental Assisting, Dental Hygiene and Dental Therapy)~~	
Mon. Jan. 5, 2026	First day of Winter Term classes and resumption of Multi-term classes for Engineering Year 1	
Mon. Jan. 5, 2026	NURS 450.9 Orientation. First day of Winter Term classes for the College of Nursing.	
Mon. Jan. 5, 2026	Residence main move-in – all buildings	
Mon. Jan. 5, 2026	First day of Winter Term classes and resumption of Multi-term classes for the colleges of Dentistry (all years/programs), Law, Medicine, Pharmacy Year 4, Nutrition Year 4, Veterinary Medicine (including Year 4 clinical rotations)	
Tue. Jan. 6, 2026	First day of Winter Term classes and Multi-term classes resume for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Nursing and Veterinary Medicine.	
Tue. Jan. 6, 2026	First day of Winter Term classes for Nurse Practitioner programs	
Wed. Jan. 14, 2026	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Mon. Jan. 19, 2026	Deadline to register and drop for Winter Term classes with 100% tuition credit	
Fri. Jan. 23, 2026	Last day to withdraw from Winter Term classes with 75% tuition credit	
Fri. Jan. 30, 2026	Last day to withdraw from Winter Term classes with 50% tuition credit	
Thu. Jan. 29, 2026	University Council Meeting	
Fri. Jan 30, 2026	Tuition payment deadline for Winter Term classes	
February		

Academic Calendar 2025-26

Sun. Feb 1, 2026	Application deadline for academic exchanges for Spring/Summer 2025, Fall 2025 and full academic year (Multi-term from September to April) exchange programs for 2025-26 programs abroad.	
Wed. Feb. 11, 2026	Registration opens for Spring and Summer classes	
Sun. Feb. 15, 2026	Multi-term class deadline to change from credit to audit	
Mon. Feb. 16, 2026	Family Day – university closed	
Mon. Feb. 16, 2026	Winter midterm break begins for Agriculture and Bioresources, Arts and Science, Dentistry (except DMD Year 4, Dental Assisting and Dental Therapy), Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine (except Year 3 and 4), Nursing (except PDBSN), Nutrition (except Year 4), Pharmacy (except Year 4) and Veterinary Medicine (except Year 4). The midterm break week runs from Mon. Feb. 16, 2026 to Feb. 22, 2026. Classes will resume on Mon. Feb. 23, 2026.	
Tue. Feb. 17, 2026	Fall Term deferred and supplemental examinations begin	
Fri. Feb. 20, 2026	Fall Term deferred and supplemental examinations end	
Fri. Feb. 27, 2026	Mid-Term Break begins for Veterinary Medicine Year 4 (no clinical rotations)	This break period will begin Fri. Feb. 27 at 6pm and end Mon. Mar. 2, 2026
March		
Tue. Mar. 3, 2026	Clinical rotations resume for Veterinary Medicine Year 4	
Sun. Mar. 15, 2026	Winter Term deadline to change from credit to audit	
Thu. Mar. 19, 2026	University Council Meeting	
April		
Thu. Apr. 2, 2026	Last day of Winter and Multi-term classes for the College of Law	
Fri. Apr. 3, 2026	Good Friday – university closed	
Mon. Apr. 4, 2026	First day of Winter and Multi-term final examinations for the College of Law	

Tue., Apr.7, 2026	Last day of Winter and Multi-term classes for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Post-Doctoral Studies, Kinesiology, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Nursing, Veterinary Medicine	
Tue., Apr.7, 2026	Last day to withdraw from Winter Term and Multi-term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Apr. 9, 2026	First day of Winter and Multi-term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Post-Doctoral Studies, Kinesiology, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Nursing, Veterinary Medicine	
Thu. Apr. 9, 2026	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Spring Convocation	If this date falls on a weekend/holiday, the first business day prior is observed.
Fri. Apr. 10, 2026	Last day of Winter Term classes for Veterinary Medicine Year 2	
Fri. Apr. 10, 2026	Last day of Winter term classes for the College of Nursing	
Sun. Apr. 12, 2026	Last day of Winter Term classes for Medicine Year 4	
Mon. Apr. 13, 2026	First day of Winter Term final examinations for Veterinary Medicine Year 2	
Mon. Apr. 13, 2026	First day of NURS 878.3 in the Nurse Practitioner program	
Mon. Apr. 13, 2026	First day of Winter term final examinations for the College of Nursing	
Thu. Apr. 16, 2026	University Council Meeting	
Fri. Apr. 17, 2026	Last day of winter term classes for Dental Therapy Year 1 and 2	
Mon. Apr. 20, 2026	Last day of Winter Term classes for Veterinary Medicine Year 1 and 3	
Tue. Apr. 21, 2026	First day of Winter Term final examinations for Veterinary Medicine Year 1	

Fri. Apr. 24, 2023	Last day of Winter Term final examinations for Veterinary Medicine Year 3	
Sat. Apr. 25, 2026	Last day of Winter Term final examinations for Pharmacy Year 1, Year 2, and Year 3	
Sat. Apr. 25, 2026	Last day of Winter term final examinations for the College of Nursing	
Sun. Apr. 26, 2026	Last day of clinical rotations for Veterinary Medicine Year 4	
Mon. Apr. 27, 2026	First day of classes for Pharmacy Year 4	
Mon. Apr. 27, 2026	Last day of Winter Term final examinations for Veterinary Medicine Year 2	
Mon. Apr. 27, 2026	First day of Spring/Summer Term for Dental Therapy Year 1 and 2	
Mon. Apr. 27, 2026	First day of Spring Term classes for Nursing Year 2 and Year 3 (BSN)	
April 29, 2026	Last day of Winter Term final examinations for Veterinary Medicine Year 1	
Thu. Apr. 30, 2026	Last day of Winter and Multi-term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Post-Doctoral Studies, Kinesiology and Nutrition (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Pharmacy, Veterinary Medicine	
Thu. Apr. 30, 2026	Last day of Winter Term classes Engineering Year 1	
Thu. Apr. 30, 2026	Winter Term (Term 2) Residence move out date	
May		
Wed. May 4, 20–26	Quarter 1, Spring Term (T1), and Multi-term (T1T2) Spring and Summer Session classes begin	
Fri. May 1, 2026	Last day of classes for Year 4 Nutrition	
Tue. May 5, 2026	Deadline to register and drop for Quarter 1 classes with 100% tuition credit	
Thu. May 7, 2026	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 8, 2026	Last day of Winter Term and Multi-term classes for the College of Dentistry all years/programs (excluding Dental Therapy)DMD Year 4 and DA	
Fri. May 8, 2026	Deadline to register and drop for Spring Term classes with 100% tuition credit	

Fri. May 8, 2026	Deadline to register and drop for Multi-term classes with 100% tuition credit	
Fri. May 8, 2026	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Fri. May 8, 2026	Last day of Winter Term classes for Medicine Year 1 and 2	
Mon. May 11, 2026	First day of Winter Term final examinations for Medicine Year 1 & 2	
Mon. May 11, 2026	~~First day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding Dental Assisting and Dental Therapy)~~	
Tue. May 12, 2026	Last day to withdraw from Spring Term classes with 75% tuition credit	
Tue. May 12, 2026	Last day for Convocation faculty meetings	
Thu. May 14, 2026	University Council Meeting	
Thu. May 14, 2026	Deadline for submitting Winter Term and Multi-term supplemental and deferred exam authorizations	
Fri, May 15, 2026	Last day of Winter Term and Multi-term classes for DMD Years 1 – 3 and DH Years 1-2	
Fri. May 15, 2026	Last day to withdraw from Multi-term classes with 75% tuition credit	
Fri. May 15, 2026	Last day to withdraw from Spring Term classes with 50% tuition credit	
Fri. May 15, 2026	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Mon. May 18, 2026	Victoria Day – university closed	
Tues, May 19, 2026	First day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding DMD Year 4, Dental Assisting and Dental Therapy)	
Fri. May 19, 2026	Quarter 1 deadline to change from credit to audit	
Fri. May 22, 2026	~~Last day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding Dental Assisting and Dental Therapy)~~	
Fri. May 22, 2026	Last day to withdraw from Multi-term classes with 50% tuition credit	
Mon. May 25, 2026	Last day of instruction for Quarter 1 classes	

Academic Calendar 2025-26

Mon. May 25, 2026	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. May 27, 2026	Exam Period for Quarter 1 classes. Midterm break for Spring Term (T1) and May break for Multi-term (T1T2) classes.	The exam period runs from May 27, 2026, to May 29, 2026. Classes resume on Mon. Jun 1, 2026.
Fri, May 29, 2026	Last day of Winter Term and Multi-term final examinations for the College of Dentistry all years/programs (excluding DMD Year 4, Dental Assisting and Dental Therapy)	
June		
Mon. Jun. 1, 2026	Quarter 2 classes begin	
Mon. Jun. 1, 2026	Deadline to pay Spring Term and Multi-term tuition	
Mon. June 1, 2026	Spring Convocation	
Tue. Jun. 2, 2026	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Tue. June 2, 2026	Spring Convocation	
Wed. June 3, 2026	Spring Convocation	
Thu. Jun. 4, 2026	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Thu. June 4, 2026	Spring Convocation	
Fri. Jun. 5, 2026	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Fri. June 5, 2026	Spring Convocation	
Wed. Jun. 10, 2026	Spring Term (T1) deadline to change from credit to audit	
Thu. Jun 11, 2026	University Council Meeting	
Thu. Jun 11, 2026	Winter Term and Multi-term deferred, and supplemental examinations begin	
Mon. Jun. 15, 2026	Quarter 2 deadline to change from credit to audit	

Wed, Jun. 17, 2026	Winter Term and Multi-term deferred and supplemental examinations end	
Fri. Jun. 19, 2026	Last day of instruction for Spring Term (T1) and Quarter 2 classes	
Fri. Jun. 19, 2026	Last day to withdraw from Spring Term (T1) and Quarter 2 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Jun. 22, 2026	Exam Period for Spring Term (T1) and Quarter 2 classes. Midterm break for Multi-term (T1T2) classes	The exam period runs from Jun 22, 2026, to Jun 24, 2026. Classes resume on Thu. Jul 2, 2026.
Tue. Jun. 30, 2026	Last day of Spring Term classes for Nursing Year 2 and 3 (BSN)	
	July	
Wed. Jul. 1, 2026	Canada Day - university closed	
Thu. Jul. 2, 2026	Summer Term (T2) and Quarter 3 classes begin	
Fri. Jul. 3, 2026	Deadline to register and drop for Quarter 3 classes with 100% tuition credit	
Sun. July 5, 2026	Last day of Winter term classes Medicine Year 3	
Tue. Jul. 7, 2026	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Wed. Jul. 8, 2026	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Wed. Jul. 8, 2026	Deadline to register and drop for Summer Term classes with 100% tuition credit	
Fri. Jul. 10, 2026	Last day to withdraw from Summer Term classes with 75% tuition credit	
Wed. Jul. 15, 2026	Last day to withdraw from Summer Term classes with 50% tuition credit	
Thu. Jul. 16, 2026	Quarter 3 deadline to change from credit to audit	
Wed. Jul. 22, 2026	Multi-term (T1T2) deadline to change from credit to audit	
Wed. Jul. 22, 2026	Last day of instruction for Quarter 3 classes	

Academic Calendar 2025-26

Wed. Jul. 22, 2026	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Jul 23, 2026	Exam Period for Quarter 3 classes. Midterm break for Summer Term (T2) and July break for Multi-term (T1T2) classes.	The exam period runs from Jul,23 2026, to Jul 24, 2026. Classes resume on Thu. Jul 27, 2026.
Thu. Jul 27, 2026	Quarter 4 classes begin	
Thu. Jul 27, 2026	Deadline to pay Summer Term tuition	
Tue. Jul. 28, 2026	Deadline to register and drop for Quarter 4 classes with 100% tuition credit	
Thu. Jul. 30, 2026	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Fri. Jul. 31, 2026	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Fri. Jul. 31, 2026	Last date of classes for Dental Therapy Year 1 and 2	
August		
Mon. Aug. 3, 2026	Saskatchewan Day – university closed	
Thu. Aug. 6, 2026	Summer (T2) deadline to change from credit to audit	
Tue. Aug. 11, 2026	Quarter 4 deadline to change from credit to audit	
Mon. Aug 17, 2026	Last day of instruction for Multi-term, Summer Term (T2), and Quarter 4 classes	
Mon. Aug 17, 2026	Last day to withdraw from Multi-term, Summer Term (T2), and Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. Aug. 19, 2026	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	The exam period runs from Aug 19, 2026, to Aug 21, 2026.

Academic Calendar 2025-26

Fri. Aug. 21, 2026	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Mon. Aug 24, 2026	Orientation and Fall Term classes begin for the College of Dentistry (including DMD program all years, Dental Therapy, Dental Hygiene and Dental Assisting)	
September		
Mon. Sept. 7, 2026	Labour Day - university closed	
Tue. Sep. 15, 2026	Application deadline for academic exchanges for Winter 2027	
Sat. Sep. 19, 2026	Spring and Summer Term supplemental and deferred examinations	
Wed. Sept. 30, 2026	National Day for Truth and Reconciliation - university closed	

Please note the following omissions (dates to be determined):

- University Senate Fall 2025
- University Senate Winter 2026
- University General Academic Assembly 2026

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: March 20, 2025

SUBJECT: **Minor Editorial Changes to the Academic Courses Policy**

ACTION: **For Information Only**

CONTEXT AND BACKGROUND:

The Registrar (sponsor of the Academic Courses Policy) brought forward minor editorial changes to section 8.9 of the Academic Courses Policy.

Under the Saskatchewan Human Rights Code, accommodations based on religious grounds outlined in the policy now require updated procedures due to a change in the department responsible for their provision. The current policy directs students to the Office of the Registrar to apply for accommodations; however, this is no longer the correct process. Students requiring accommodations on the basis of a protected ground should now contact Access and Equity Services. It is essential that the policy be updated to ensure both students and faculty are informed of the correct procedure for requesting accommodations. Delays in connecting students with the appropriate department may affect their ability to meet required deadlines for accommodations.

CONSULTATION:

The Registrar consulted with the APC Executive on the importance of the editorial changes prior to April examinations. APC members were made aware of requested updates on March 5, 2025. There were no concerns or questions regarding this minor edit.

ATTACHMENTS:

1. Editorial Changes to the Academic Courses Policy

UNIVERSITY OF SASKATCHEWAN
Governance Office

E290 Administration Building
105 Administration Place
Saskatoon, SK S7N 5A2 Canada
governance.office@usask.ca

NOTICE OF INTENT
FOR A NEW OR REVISED POLICY

TO: Academic Programs Committee
c/o Governance Office

EMAIL: governance.office@usask.ca

FROM: aes@usask.ca/russell.isinger@usask.ca

DATE: Feb 26, 2025

Select Action:

	New Policy
x	Revision to existing policy
	Deletion of existing policy

Name of Policy:
Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning

Name and Title of Sponsor:
Russ Isinger, Associate Vice-Provost and University Registrar, Teaching, Learning, and Student Experience

Rationale for Suggesting the Policy or Changes to the Policy:

Under the Saskatchewan Human Rights Code, accommodations based on religious grounds outlined in the policy now require updated procedures due to a change in the department responsible for their provision. The current policy directs students to the Office of the Registrar to apply for accommodations; however, this is no longer the correct process. Students requiring accommodations on the basis of a protected ground should now contact Access and Equity Services. It is essential that the policy be updated to ensure both students and faculty are informed of the correct procedure for requesting accommodations. Delays in connecting students with the appropriate department may affect their ability to meet required deadlines for accommodations.

Scope of Policy

The proposed update to the policy will impact all students seeking accommodations based on religion, as protected under the Saskatchewan Human Rights Code (2018).In accordance with the 'Duty to Accommodate' policy, the University has a legal obligation to provide reasonable accommodations to its students. It is imperative that the university's policies reflect the most current procedures for facilitating these accommodations.

Consultation

Access and Equity Services
Office of the Registrar

Awareness of the Policy

The requested amendments will update departmental contacts/procedures for a small section of the existing procedural documents. The promotion of changes is not required.

Procedures

Procedures currently exist under the policy and the sections related to accommodation have been developed by AES to outline the new procedure regarding one area of the procedural documents.

Attachments:

1) Academic Courses Policy Edits

8.9. Special accommodation for disability, pregnancy, religious, and other prohibited grounds of discrimination

a. Students registered with Access and Equity Services may be granted accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the Duty to Accommodate Policy.

Students must arrange such accommodations according to stated procedures and deadlines established by Access and Equity Services. Instructors must provide mid-term and final examinations for students who are being accommodated according to the processes and deadlines established by Access and Equity Services.

b. Students may also request special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Access and Equity Services. Students can also arrange such special accommodations in consultation with their instructor and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the dean's office of the college of instruction.

c. Students may also request accommodation regarding attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for religious reasons.

Students must register with Access and Equity Services (AES) according to stated procedures and deadlines established by AES. Instructors must provide mid-term and final examinations for students who are being accommodated for religious reasons according to the processes and deadlines established by AES .

Students may request accommodation for other prohibited grounds of discrimination that are not listed here as per *The Saskatchewan Human Rights Code, 2018*.

8.9. Special accommodation for disability, pregnancy, religious, and other prohibited grounds of discrimination

a. Students registered with Access and Equity Services may be granted accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the **Duty to Accommodate Policy.**

    Students must arrange such accommodations according to stated procedures and deadlines established by Access and Equity Services. Instructors must provide mid-term and final examinations for students who are being accommodated according to the processes and deadlines established by Access and Equity Services.

b. Students may also request special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

    The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Access and Equity Services. Students can also arrange such special accommodations in consultation with their instructor and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the dean's office of the college of instruction.

c. Students may also request accommodation regarding attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for religious reasons.

    Students must register with Access and Equity Services (AES) according to stated procedures and deadlines established by AES. Instructors must provide mid-term and final examinations for students who are being accommodated for religious reasons according to the processes and deadlines established by AES.

Students may request accommodation for other prohibited grounds of discrimination that are not listed here as per *The Saskatchewan Human Rights Code, 2018*.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

ITEM FOR INFORMATION

PRESENTED BY: Christian Willenborg, Chair, Planning and Priorities Committee

DATE OF MEETING: March 20, 2025

SUBJECT: **Provisional Centre for Canadian Sustainable Digital Agriculture**

ACTION: **For Information Only**

SUMMARY:

Dr. Angela Bedard-Haughn, Dean and Dr. Steve Shirtliffe, Professor both from the College of Agriculture and Bioresources submitted a proposal to the Planning and Priorities Committee (PPC) for a Provisional Centre for Canadian Sustainable Digital Agriculture on January 29, 2025.

The intent of this centre is to establish a defined hub for interdisciplinary collaborations that utilize digital technologies to increase the sustainability of agriculture across the value chain. Given the interdisciplinary nature of the centre, the goal will be to will bring together expertise from a wide range of disciplines. Researchers in agronomy, soil science, plant breeding, animal science, agricultural economics, food science, computer science, geography, engineering, and policy (amongst others) will collaborate to drive innovation in safe, sustainable food production.

CONSULTATION:

The proposal for a Provisional Centre for Canadian Sustainable Digital Agriculture was brought to the Planning and Priorities Centres Subcommittee on January 10, 2025 followed by a presentation at PPC on January 29, 2025. The subcommittee was impressed by the content of the proposal, its fit with institutional priorities, and the potential for the proposed provisional centre to build on existing research excellence within this area. Both committees agreed that a fast-tracked provisional centre application was appropriate given the desire to maintain research momentum, and the possibility of capitalizing on external funding opportunities and industry partnerships. Based on the positive recommendations from the subcommittee, PPC voted in favour of the proposal noting a few consultations to take place as part of the progress report in January 2026.

As per item 4.3 in the **Centres Policy,** a progress report must be submitted to the Centres Subcommittee in January 2026 with a full proposal to be submitted and approved by January 2027.

ATTACHMENTS:

- Proposal for the Provisional Centre for Canadian Sustainable Digital Agriculture

UNIVERSITY OF SASKATCHEWAN
Governance Office

University Council
105 Administration Place E290
Administration Building Saskatoon,
SK S7N 5A2 Canada
Email: governance.office@usask.ca

MEMORANDUM

TO: Angela Bedard-Haughn, Dean, College of Agriculture and Bioresources and Steve Shirtliffe Professor, Agriculture and Bioresources

FROM: Christian Willenborg, Chair, Planning & Priorities Committee (PPC)

DATE: January 30, 2025

RE: Proposal for a **Provisional Canadian Digital Sustainable Agriculture Centre**

Thank you for attending the Planning and Priorities Committee meeting on January 29, 2025 to present your proposal for the Provisional Canadian Digital Sustainable Agriculture Centre. The committee participated in a fulsome discussion whereby the following motion was carried:

Motion: That the establishment of the Provisional Canadian Digital Sustainable Agriculture be approved for 2 years effective January 29, 2025.

The approval of this provisional centre will be reported by PPC to University Council for information on March 20, 2025.

As per item 4.3 in the **Centres Policy,** a progress report must be submitted to the Centres Subcommittee in January 2026. Within this progress report, PPC has asked for the following to be included:

- Consultation with participatory Colleges on expectations for the members sitting as part of the centre.
- Address if the **Digital Integration Centre of Excellence (DICE)** at Saskatchewan Polytechnic is a collaborator or competitor.
- Address whether any relationships have been explored with TELUS Agriculture.

If you decide to move forward with the center, full approval will need to be obtained by January 2027.

Thank you for your important work for the province and the University of Saskatchewan.

Cc: Baljit Singh, Vice President Research
     Angela Lieverse, Chair, PPC Centres Subcommittee
     Jordan Sherbino, Governance Officer

Proposal for Establishment of a Provisional Centre: Canadian Sustainable Digital Agriculture Centre (CSDAC)

Agriculture is at the core of civilization as it provides food for humanity; it also occupies the largest land area of any industry on the planet. To achieve global food security while keeping the planet healthy, food production from the existing land base must be increased sustainably. The industry is now evolving rapidly, developing and adopting digital tools and technologies to manage food production precisely. The University of Saskatchewan has emerged as an important hub for digital agriculture research through initiatives like the Canada First Research Excellence Fund (CFREF) funded Plant Phenotyping and Image Research Centre (P^{2}IRC), which brought together researchers from different colleges across campus. A Western Economic Diversification Grant for the Omics and Precision Agriculture Laboratory (OPAL) provided equipment for use in this area. In addition to these major initiatives, many faculty across the campus have research projects that utilize digital technologies and big data to increase the sustainability of agriculture. Previous and ongoing initiatives like those above have cultivated a cohort of researchers who have developed cross-campus collaborations.

The proposed Canadian Sustainable Digital Agriculture Centre (CSDAC), led by the College of Agriculture and Bioresources (AgBio) at the University of Saskatchewan, will establish a defined hub for interdisciplinary collaborations that utilize digital technologies to increase the sustainability of agriculture across the value chain. We recognize that sustainability must encompass environmental, economic and social sustainability, so CSDAC will bring together expertise from a wide range of disciplines. Researchers in agronomy, soil science, plant breeding, animal science, agricultural economics, food science, computer science, geography, engineering, and policy (amongst others) will collaborate to drive innovation in safe, sustainable food production. Domain experts in agriculture will utilize advanced tools including satellite imaging, UAVs, and cutting edge analysis via Artificial Intelligence (AI) to enable efficient crop management, sustainable soil management, accelerated plant breeding, and animal production systems while minimizing environmental impacts of agriculture. For example, these tools can ensure crops and livestock receive the optimum level of nutrients, increasing yield efficiency while avoiding overapplication of nutrients that can be costly and result in pollution. Through the integration of multiple disciplines, sustainable efficiencies will be brought to the entire food production system with benefits to all of society.

By uniting researchers and infrastructure across campus and beyond, CSDAC will position Saskatchewan as a leader in AI-empowered digital agriculture, fostering partnerships and solutions for global challenges in food security and environmental stewardship. The Canadian Sustainable Digital Agriculture Centre (CSDAC) is envisioned as a world class Centre that catalyzes collaborative research, promotes industry involvement and fosters undergraduate and graduate mentorship in the area of digital and sustainable agriculture.

Interim Director

Dr. Steve Shirtliffe, Professor in the Department of Plant Sciences, will serve as the Interim Director for CSDAC. Dr. Shirtliffe's Agronomic Crop Imaging Lab hosts a well-funded research program in agronomy and digital agriculture, including successful multi-disciplinary collaborations with academics and industry professionals alike. He has previous leadership experience as Acting Department Head for Plant Sciences and he led the consultation and design process for AgBio's Precision Agriculture certificate.

Objectives and goals of the new centre

At the provisional stage, the objectives and goals of the CSDAC are as follows:
- **Elevate visibility and impact** of our work in sustainable digital agriculture as a national and internationally recognized centre
- **Enhance collaborative networks** across campus and across our broader innovation ecosystem, identify opportunities through workshops and symposia
- **Catalyze new initiatives and innovations** through small seed-funding opportunities targeted at new research collaborations and new faculty
- **Lead large collaborative research initiatives** in areas of sustainable digital agriculture such as future CFI, CFREF or NFRF applications
- **Advance cutting-edge applications** of data-driven analytical techniques including Artificial Intelligence (AI) and Machine Learning (ML) to increase the efficiency and sustainability of agriculture; establish the Agriculture signature area as one of the domain expertise pillars for applications of AI and ML methodology
- **Disseminate new knowledge and technology** through open houses, field days, and conferences
- **Facilitate industry engagement** on research, collaboration, innovation, commercialization, and training areas
- **Serve as a training hub** for the recently-launched Precision Agriculture Certificate in AgBio and as a recruitment vehicle for the NSERC CREATE Computational Agriculture Program (co-developed by Computer Science and Plant Sciences); other training programs will be developed as opportunities are identified

Rationale/necessity for seeking provisional status

There are three primary reasons for seeking to establish a provisional centre at this time:
1. We are working with a funding partner on a major donation to support this work; establishing a provisional centre <u>now</u> will a) increase probability of funding success and b) ensure a rapid transition from concept to action once funding is in place.
2. We see strong industry interest/demand for interdisciplinary collaborators, from external partners below, and from producers seeking to drive innovation in ag.
3. We need a nexus for new hires interested in this fast-growing area, including the new cluster hire of five faculty members in Sustainable Digital Agriculture across AgBio.

Preliminary memberships (partial list)

In addition to Dr. Shirtliffe, preliminary members will include:
- Computer Science: Ian Stavness Mark Eramian, Carl Gutwin, Lingling Jin

- Engineering: Scott Noble, Warren Helgason, Reza Fotouhi, Khan Wakid
- Geography: Xulin Guo
- AgBio: Peter Slade, Tristan Skolrud, Patrick Lloyd Smith, Nicholas Tyack, Greg Penner, Kirstin Bett, Eric Lamb, Curtis Pozniak, Derek Peak, Angela Bedard-Haughn; all five members of the AgBio cluster hire in Sustainable Digital Agriculture (TBA)

External partners (partial list only)

Some of the world's leading companies in digital agriculture are based in western Canada, including Precision.ai, Croptimistic, Nutrien/Echelon and Farmers Edge. We anticipate continued and diversified collaborations with these companies under CSDAC, along with others listed below, with existing relationships and/or expressed interest in this area:

- SK Ministry of Agriculture, including Water Security Agency and SK Crop Insurance
- First Nations and MNS (key contacts determined via *kihci okâwîmâw askiy* Centre)
- Provincial and national commodity groups including WGRF
- Bayer, FCC, FCL, MNP, Simplot, Ceres Global Ag Corp/Grupo Trimex

Proposed governance model

At the provisional stage, the CSDAC will be overseen by the Interim Director, who will report to the Dean (or designate). The Director's Management Committee will include up to six faculty members with demonstrated interest/expertise in collaborative research in sustainable digital agriculture. The Management Committee will include at least one early-career member and at least two from outside AgBio. Its mandate will include strategic planning for the Centre, member recruitment, identifying funding/development opportunities, and drafting a full Centre proposal, including the longer-term governance model (see below). In addition, we will establish an Advisory Committee of up to six representatives drawn from our list of External Partners (above), who will provide guidance on key needs for industry and co-develop knowledge and tech transfer events.

Anticipated and secured financial and other resources

We currently have strong interest from a major donor to support the Centre; if that funding is successful, the CSDAC will be well-supported to achieve its objectives. If unsuccessful, we will draw on smaller pools of strategic funding (AgBio reserves and/or smaller donor funds) to support the initial planning and development workshops while seeking external partnerships. Many of our industry partners have expressed and/or demonstrated strong interest in this area of research and we are confident that funds will be available. AgBio is the most research-intensive unit on campus and many of our research projects include funding for collaboration and extension/tech transfer, so sustained activity can be incorporated into the centre's operating model.

Proposed timeline for submitting the documentation for obtaining formal approval

As noted above, we will establish a Management Committee that will be tasked with refining the goals and objectives, establishing a governance model for the formal centre, and recruitment of both internal members and external partners. This foundational work, to be completed in 2025, will support the development of a full proposal by no later than September 2026, so formal approval can be in place by January 2027.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Governance Committee of Council

DATE OF MEETING: March 20, 2025

SUBJECT: **Nomination to the Nominations Committee**

DECISION REQUESTED:

It is recommended by the Governance Committee that Council approve the nomination to fill the vacancy on the Nomination Committee effective immediately.

DISCUSSION SUMMARY:

The Governance Committee is responsible for nominating members of the Nominations Committee. At the January 21, 2025 Governance Committee meeting, the committee considered a vacancy on the Nominations committee and discussed possible nominees, taking into account a need for representation from disciplinary backgrounds from across campus and current representation on committee.

The nominee to the Nominations Committee is:
- Crain Wilson, Edwards School of Business

ATTACHED: 2024/25 committee members (nominee highlighted in yellow)

NOMINATIONS COMMITTEE

- Recommends nominations for Council committees and panels, search and review committees, some collective agreement committees and panels, and other vacancies.
- Membership restricted to members of Council (9 members), with no more than 3 members from the College of Arts and Science and no more than 2 members from any other college.

Name	College or Unit	Term on Committee
Scott Bell (Chair)	Arts and Science	Ending June 30, 2025
Marcella Ogenchuck	Nursing	July 1, 2024-June 30, 2027
DeDe Dawson	Library	July 1, 2024-June 30, 2027
Rachel Engler-Stringer	Medicine	July 1, 2023-June 30, 2026
Reza Fotouhi	Engineering	July 1, 2023-June 30, 2026
Pierre-Francois Noppen	Arts and Science	July 1, 2023-June 30, 2026
Jaswant Singh	WCVM Ending	June 30, 2025
Keith Walker	Education	July 1, 2023-June 30, 2026
Craig Wilson	Edwards School of Business	ending June 30, 2026

Committee Support
Danny Freire

2024/25 RSAW Priorities

1 — Support researchers to do RSAW

2 — Increase the impact of RSAW at USask

3 — Increase RSAW revenue and supports to amplify USask RSAW

4 — Prioritize Indigenous RSAW and researchers

5 — Increase health research at USask

UNIVERSITY OF SASKATCHEWAN

BE WHAT THE WORLD NEEDS

Support researchers to do RSAW

- Human ethics processing times

- Funding in place for new ethics application software

- Inventions MOA

- Coordinating research facilitation efforts across USask

- More flexibility in faculty startup funding

- Responsible Conduct of Research – software to enable researchers to pre-screen for plagiarism

- Implementation of RSAW infrastructure tracking and booking system

Increase the impact of RSAW at USask

- RSAW planning with colleges and schools

  - Discussions underway to support the plans

- GIEMS and Nuclear Innovation

  - IAEA nuclear energy school

  - Nuclear science chairs from SaskPower

- TEDx USask event

- Launching the Signature Series podcast

- Impact-driven media events (eg. CEPI/VIDO, Nutrien)

- Moving innovation to industry: Opus has actively engaged over 600 people this year through programs and services

UNIVERSITY OF SASKATCHEWAN

BE WHAT THE WORLD NEEDS

Increase RSAW revenue and supports

- $24M from Coalition for Epidemic Preparedness Innovations (VIDO), $15M from Nutrien (Ag Bio)

- Incubation of research clusters targeting NFRF & CFREF

- NSERC Alliance Society Grant Catalyst program

- SSHRC Bridge Funding for IG and IDG

- Horizon Europe

- Leverage Agricultural Development Fund – NSERC Alliance Advantage – Mitacs

- USask-US working group to amplify our links with the US

- Recruiting a new tri-agency lead for NSERC

Prioritize Indigenous RSAW and researchers

- Indigenous Peoples Signature Area leadership

- Métis Nation-Saskatchewan/ USask relationship

  - MOU

  - Métis Institute for Research and Governance

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BE WHAT THE WORLD NEEDS

Increase health research at USask

- Create health sciences governance and administrative structure to support RSAW

- Collaborate with Saskatchewan Health Authority and the Saskatchewan Cancer Agency to facilitate access and data sharing

- Revisioning of the clinical trials services unit

Scholarly and Artistic works highlights

- Books published:

  - *It's Nation Time* by Dr. Jerry White

  - *For the Public Good: Reimaging Arts Graduate Programs in Canadian Universities* by Dr. Loleen Berdahl, Dr. Jonathan Molloy and Dr. Lisa Young

- School for the Arts

- Drama performance to celebrate the international year of quantum science and technology

- Nuit Blanche Eve event: weaving creativity and community at USask

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BE WHAT THE WORLD NEEDS

Internationalization

- **Germany** – partnerships with Nuclidium & DAAD, connections with Horizon Europe

- **Bangladesh** – Grad student recruitment, research chairs, Ag tech centre

- **India –** Major source of international students and research partnerships in animal health.

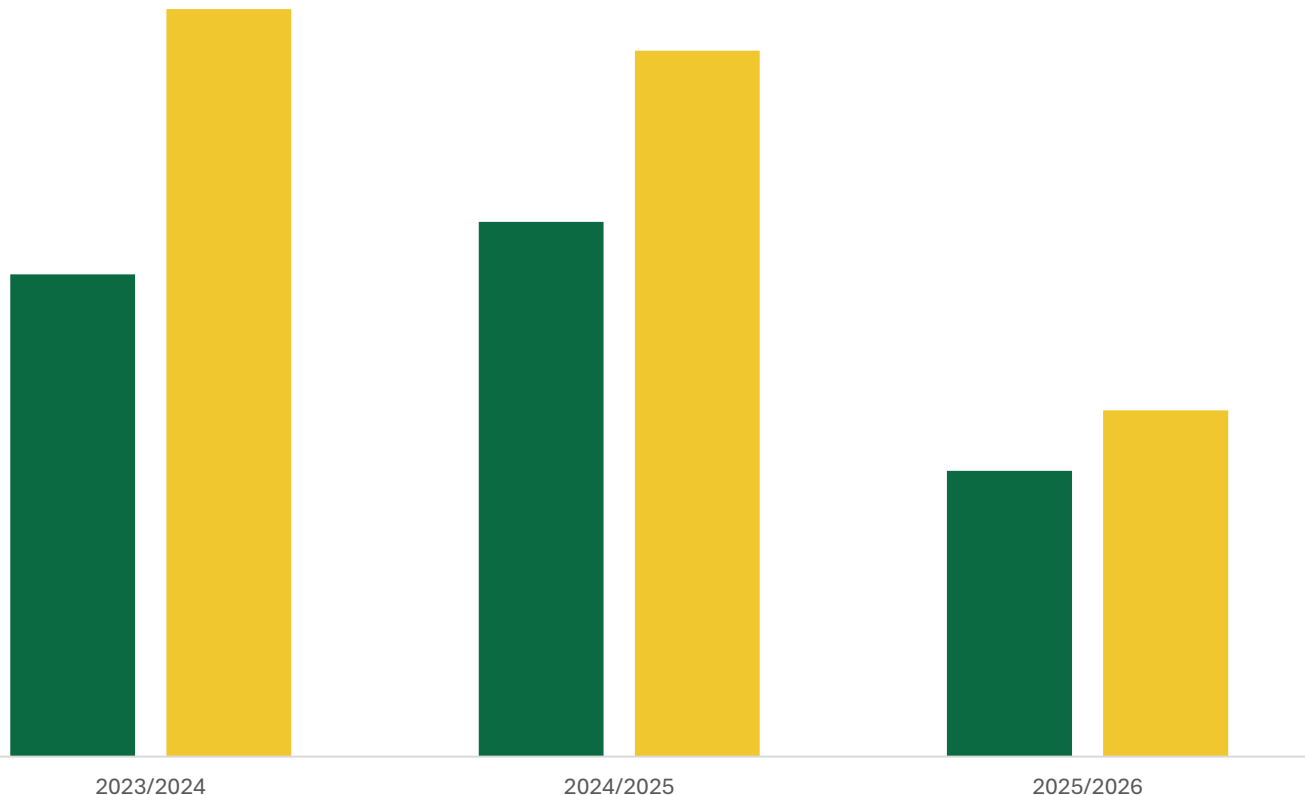- **Brazil** - Rebuilding and strengthening institutional connections for collaboration.
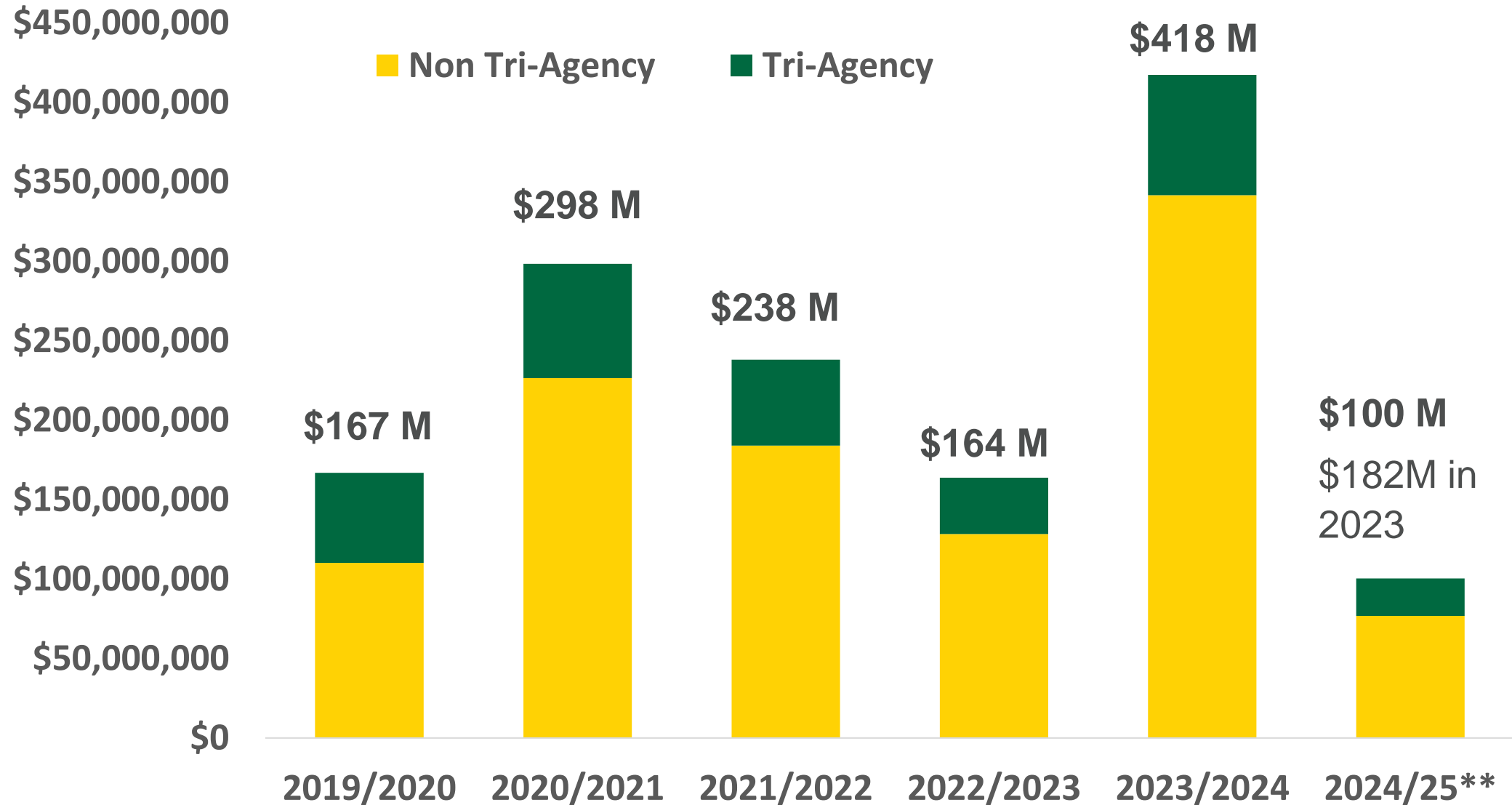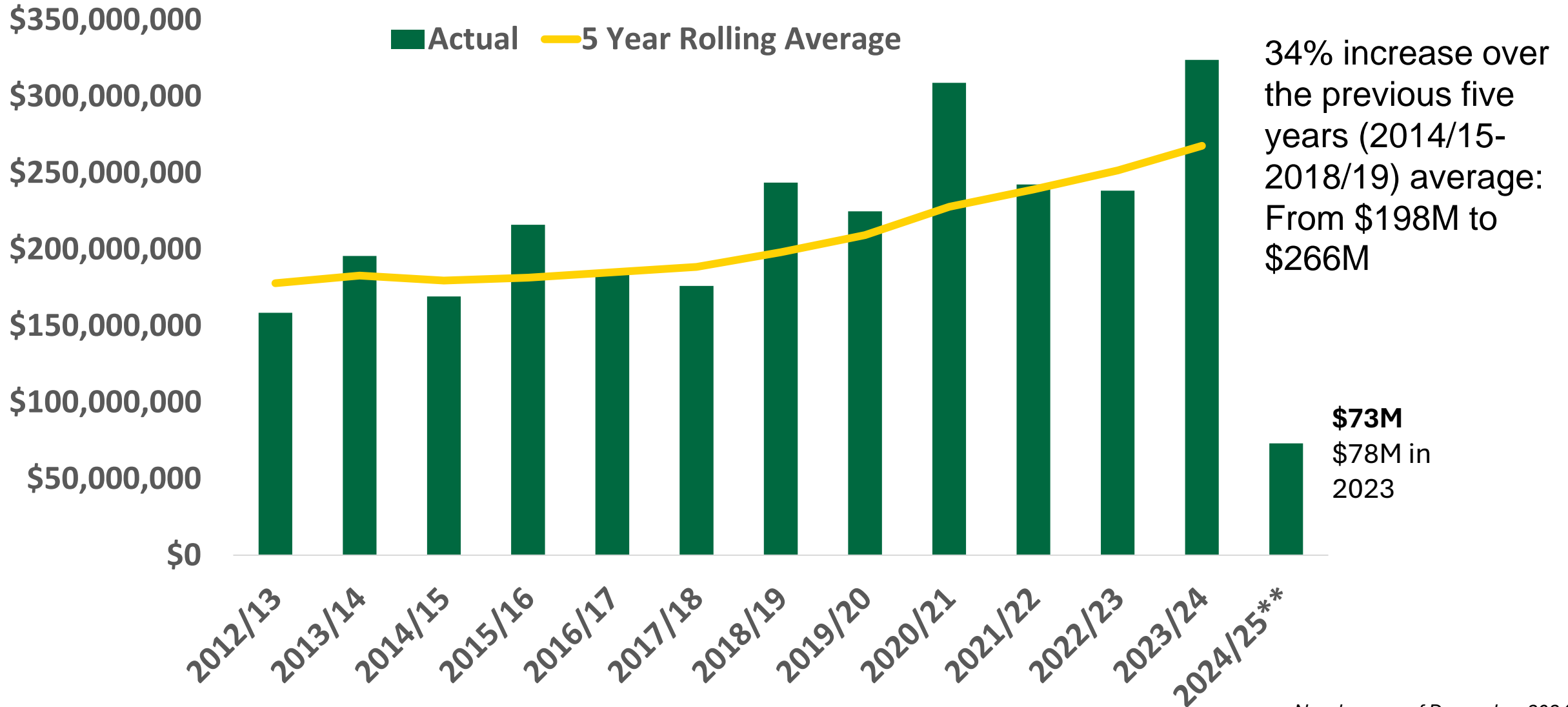
Thank you

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: March 20, 2025

SUBJECT: Beef Cattle Health Chair

DECISION REQUESTED: It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Beef Cattle Health Chair in the Western College of Veterinary Medicine.

PURPOSE: To provide strategic leadership in beef cattle health for the Canadian beef industry, with a range of funded and targeted research initiatives including: factors limiting the production of cow-calf herds (funded Canadian Cow-Calf Health and Productivity Enhancement Network), the use of genomic technologies to inform antimicrobial stewardship in the beef industry, and finally, micronutrient deficiencies in fall-placed calves, increased risk of respiratory disease and response to vaccination early in the feeding period in cattle. This chair position aims to increase the critical mass of highly qualified personnel as leaders in beef cattle health in Canada, working in research, industry, government and veterinary groups. The research Chair program will provide critical expertise and qualified personnel able to respond to immediate and emerging research needs of the Canadian beef cattle industry. The research Chair in beef cattle will also continue to be a go-to resource for the industry through surveillance of on-farm antimicrobial resistance, micronutrient status and vaccination in the Canadian beef cattle herd, through outreach and education of producer and government groups and through continuing education for large animal veterinary practitioners. The establishment and maintenance of a Chair in beef cattle positions the WCVM, USask and Canada as leaders in the forward-thinking research to address the challenges of today and tomorrow.

DISCUSSION SUMMARY: The creation of the Beef Cattle Health Chair has been discussed with, and endorsed by, the donor, the Office of the Vice President Research, the Office of the Vice President University Relations, and the Office of the

Vice-Provost, Faculty Relations.

There was a minority view within the Joint Committee for Chairs and Professorships which opposed the motion to recommend the Chair in Beef Cattle Health .

FURTHER ACTION REQUIRED: With approval of the University Council and subsequently approval of Board of Governors, the terms of reference will be implemented immediately.

ATTACHMENT: Terms of reference for the Beef Cattle Health Chair in the Western College of Veterinary Medicine.

UNIVERSITY OF SASKATCHEWAN

Chair in Beef Cattle Health
Terms of Reference

Purpose:

To provide strategic leadership in beef cattle health for the Canadian beef industry, with a range of funded and targeted research initiatives including: factors limiting the production of cow-calf herds (funded Canadian Cow-Calf Health and Productivity Enhancement Network), the use of genomic technologies to inform antimicrobial stewardship in the beef industry, and finally, micronutrient deficiencies in fall-placed calves, increased risk of respiratory disease and response to vaccination early in the feeding period in cattle. This chair position aims to increase the critical mass of highly qualified personnel as leaders in beef cattle health in Canada, working in research, industry, government and veterinary groups. The research Chair program will provide critical expertise and qualified personnel able to respond to immediate and emerging research needs of the Canadian beef cattle industry. The research Chair in beef cattle will also continue to be a go-to resource for the industry through surveillance of on-farm antimicrobial resistance, micronutrient status and vaccination in the Canadian beef cattle herd, through outreach and education of producer and government groups and through continuing education for large animal veterinary practitioners. The establishment and maintenance of a Chair in beef cattle positions the WCVM, USask and Canada as leaders in the forward-thinking research to address the challenges of today and tomorrow.

Accountability:

All terms of reference must align with the *Guidelines for Chairs and Professorships*.

Chair Type:

This will be a Limited Term Enhancement Chair. The objective of the chair is to enhance the research activities of an outstanding individual already currently employed at the University of Saskatchewan in WCVM for a time limited by the term supported by Beef Cattle Research Counsil funding.

Source and Amount of Funding:

A research contract of $750,000 from the Beef Cattle Research Council (BCRC).

Funds of $150,000 will be received each year over a period of five years starting in 2025, with the last payment received in 2029.

Tenability: Funds will be received annually for a period of five years starting in 2025.

Gift payment schedule as follows:
- $150,000 by March 31, 2025
- $150,000 by March 31, 2026
- $150,000 by March 31, 2027
- $150,000 by March 31, 2028
- $150,000 by March 31, 2029

Continuation of the chair after the five-year period will depend upon renewal of funding commitments.

Selection Committee: This chair is created for an existing WCVM faculty member whose research aligns with the intended purposes of the donors, thus there will be no external search. Should the chair become vacant, WCVM will follow processes outlined in section 6 of the JCCP Guidelines related to vacancies.

If a new candidate is to be drawn from existing faculty, the Dean, Western College of Veterinary Medicine or designate, in consultation with the department or faculty in the school or college, shall appoint a selection committee for selection of an appropriate candidate. If an external search is approved, the membership of, and the process followed by, the search committee must align with the provisions of the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association. Additional members may be included to the search process by forming a search sub-committee, as per the collective agreement.

Chairholder Responsibilities: The chairholder will contribute to the research and teaching program of the Western College of Veterinary Medicine and the Department of Large Animal Clinical Sciences in areas of beef cattle research and herd health.

The chairholder's responsibilities:

a) <u>Research</u>:
- Enhance and accelerate research focused on beef cattle research at the Western College of Veterinary Medicine;
- Publish scientific studies in peer-reviewed scientific journals that are available to a wide and diverse scientific community investigating Immediate and emerging research needs of the Canadian beef cattle industry;

b) <u>Outreach, industry extension and technology transfer</u>:
- Present at scientific and industry conferences and perform outreach activities to educate veterinarians, beef industry, scientists and the public about the importance of beef cattle research, and new research findings and discoveries;
- Establish collaboration with scientists engaged in beef cattle research at the College and University as well as at regional, national and international levels; and
- Build and maintain relationships with the community and external stakeholders interested in beef cattle research as it relates to agriculture industry standards.

c) <u>Teaching</u>:
Provide didactic teaching, research training and mentorship to undergraduate and graduate students in areas of beef cattle medicine and herd health.

d) Provide the Dean of the Western College of Veterinary Medicine an <u>annual report</u> on the chairholder's research, teaching and other activities.

e) <u>Fulfill all responsibilities</u> as outlined in accordance with the university policies and regulations relative to Chairs and Professorships.

f) It is anticipated that the chair holder will spend their time as follows:
• 60% on research
• 20% on outreach, industry extension and technology transfer
• 10% on teaching
• 10% on administration.

Term of Chair: The chair will be appointed for an initial five-year term with eligibility for renewal following the completion of the term. A Chairholder will be eligible to hold the chair title for a period of up to ten (10) years (five-year initial term plus one five-year renewal term). Renewal of this chair is dependant on continued BCRC funding and satisfactory progress as determined by the management committee. At the end of the chair, they would revert to their regular faculty position in WCVM.

Renewal: All renewals of Chairholders must follow the renewal process outlined in Section 5.0 of the Guidelines for Chairs and Professorships.

Review: Chairholder scholarship progression must be reviewed at least biennially. A financial review must occur annually. Chairholders must submit a final report at the end of their term. Reporting

structure and templates can be found in the Guidelines for Chairs and Professorships.

Oversight:

The Dean, Western College of Veterinary Medicine will be responsible to oversee the Chair.

Oversight responsibilities shall include the following:
1. Oversee the activities of the Chair or Professorship;
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 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, the dean/executive director and the chair of the Management Committee (if applicable).

Eligible Expenditures:

Expenditures will be in alignment with Section 2.0 of the *Guidelines for the Establishment of Chairs and Professorships.* The funding providing by industry partners will cover a portion ($150,000/yr) of the cost of the chairholder salary, with Western College of Veterinary Medicine paying the remainder of the Chair salary plus benefits.

All funding is to be allocated to the direct and associated salary and benefit costs of the Chair in Beef Cattle Health.

Unspent Funds:

At such time that the Chair ceases to be in existence, any unspent BCRC funds for salary will be returned to BCRC.

Insufficient Funds: Should there be insufficient funds to cover the costs of the chair, the excess cost will be covered by the Western College of Veterinary Medicine.

In the event that circumstances make the Chair in Beef Cattle Health no longer practical or desirable, the oversight committee, 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, Western College of Veterinary Medicine recommends acceptance based on the above terms.

_____   February 4, 2025
Gillian Muir, PhD   Date

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.

_____   February 3, 2025
Scott Walsworth, PhD   Date
Vice-Provost, Faculty Relations

The Office of the Vice President, Research recommends acceptance based on the above terms.

*Dawn Wallin*_____   February 4, 2025_____
Dawn Wallin, PhD   Date
Associate Vice President, Research

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.

_____   _____
Cheryl Hamelin   Date
Vice-President, University Relations

UNIVERSITY OF SASKATCHEWAN – GRADUATE STUDENTS

ASSOCIATION

MARCH 2025 REPORT PRESENTED TO THE UNIVERSITY COUNCIL

MEETING, VENUE – CONVOCATION HALL

Dear Members of the University Council,

Operations manager position

The GSA has been actively working towards hiring an operations Manager to enhance office efficiency and support key administrative duties. We received 50 applications, and each candidate was carefully evaluated through a rigorous selection process. This comprehensive exercise was conducted with the expertise of our HR consultant and the dedication of our executive team. A special appreciation goes to Lindsay, VP Finance, and Jennifer, VPIE, for their unwavering commitment to ensuring the successful execution of this important task. We are now in the final stage of the hiring process and will be announcing the selected candidate soon. We look forward to welcoming a new team member who will contribute to the continued success of the GSA. Stay tuned for updates.

Tax Information session

The GSA, in collaboration with the USSU, organized a tax information session for students on March 18, 2025. The event attracted a significant number of students from both unions and aimed to guide them in filing their taxes accurately and understanding the importance of including the necessary information. Participants found the session highly valuable and expressed interest in similar future events. The keynote speaker, Devan Mescall, delivered an insightful lecture, dedicating ample time to educating attendees and addressing their questions.
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Governance and Policy review

The **GSA Governance Committee** has convened to review and finalize several policy updates, which have been thoroughly assessed and approved by the **Council**. These policy revisions aim to enhance governance efficiency and align with the evolving needs of our student body.
The reviewed policies will be officially published on our **website** soon, ensuring transparency and accessibility for all members.

Indigenous Achievement Week

The GSA hosted a feast and giveaway led by the VPIE Jennifer Amarualik-Yaremko as part of Indigenous Achievement Week on March 12, 2025, at 4:00 PM at the GSA Commons. This event brought together members of the university community and guests from outside the institution, fostering a sense of unity and cultural appreciation. Additionally, GSA executives and other distinguished representatives were present to grace the occasion and show their support.

President, Graduate Students' Association (GSA)
University of Saskatchewan

PRESIDENT'S REPORT TO COUNCIL
March 2025

Nutrien supports Campaign for USask with a transformational $15 million gift

A transformational $15-million gift from Nutrien to the University of Saskatchewan will drive a new era of innovation, collaboration, and success. A large portion of the gift will establish the Nutrien Centre for Sustainable and Digital Agriculture, housed in the College of Agriculture and Bioresources. The donation will also establish the Nutrien Future Fund for the college, provide scholarships for AgBio students, and fund Indigenous and community engagement initiatives via the kihci-okâwîmâw askiy (Great Mother Earth) Knowledge Centre. In addition, Nutrien's gift will support scholarships for engineering students and the creation of a state-of-the-art lecture theatre in the College of Engineering.

Indigenous Achievement Week

This year marks the tenth anniversary of Indigenous Achievement Week, an annual University of Saskatchewan event that celebrates the successes of Métis, First Nations and Inuit students, staff, faculty and alumni. This year's Indigenous Achievement Week took place from March 10-14, 2025, and celebrated 47 awardees for their accomplishments in five distinct categories: academic achievement, research, community engagement, resiliency and leadership. Find more information about Indigenous Achievement Week at spotlight.usask.ca.

Black History Month

Throughout the month of February, the University of Saskatchewan community came together to learn, reflect and celebrate the Black community in Saskatchewan and beyond during Black History Month. This year's theme was a collaboration with the USask Pan-

African Students' Association: "Radiant Roots: Honouring our Heritage." The month of activities featured a launch event, learning opportunities, social events and stories shared by numerous students, faculty, staff and senior leaders across the university. View a full list of Black History Month activities at spotlight.usask.ca.

"Saskatchewan Superwomen" book launch

Members of the USask community were invited to celebrate the launch of *Saskatchewan Superwomen: Challengers and Champions*, a new book written by Chancellor Emerita Dr. Vera Pezer (BA'62, MA'64, PhD'77), at an event on March 7, 2025, in Convocation Hall. The book was launched in advance of International Women's Day and features a sample of the accomplished women in the province who have been leaders in a wide variety of fields. Dr. Pezer has made significant contributions to the University of Saskatchewan, to athletics, and to the wider community. The book launch event was sponsored by the Offices of the President and the Chancellor.

TEDxUniversityofSaskatchewan event a success

On February 2, 2025, USask faculty, staff and students took to the TEDxUniversityofSaskatchewan stage to ask questions, push boundaries and inspire impact for meaningful change with and for our communities in the theme of Inspiring Impact. This event profiled compelling stories of ambition, achievement, innovation and inspiration, and talks focused on topics relevant to today's world, including sustainability challenges, understanding history to embrace the future and scientific advancements in health care. A full list of speakers can be found here.

University Club set to reopen

Members of the university community relaunched the University Club with a grand opening event on March 6, 2025. The University Club will once again serve as place to connect with colleagues, socialize and celebrate memorable moments. The newly launched club has been refurbished with new finishings and will remain in its original building, one of the first buildings constructed on campus in 1912.

Research Highlights

$24 million awarded for pandemic preparedness research

The Vaccine and Infectious Disease Organization at the University of Saskatchewan has been awarded a research grant worth up to $24 million from Coalition for Epidemic Preparedness Innovations, which aims to support VIDO's role in advancing global health and disease prevention.

$11.8 million to Crop Development Centre

The Canadian Wheat Research Coalition has committed $11.8 million over the next five years to a core breeding agreement with the USask Crop Development Centre, ensuring continued funding for the CDC's industry-leading wheat breeding programs.

State-of-the-art equipment acquired by Canadian Light Source

The Canadian Light Source at the University of Saskatchewan will add a new state-of-the-art solid-state amplifier to its facility, thanks to $3 million in funding from Prairies Economic Development Canada. This project will ensure reliable and sustainable operation of the CLS by improving infrastructure, reducing power consumption, and expanding research programs.

New crop research chair receives support

The Saskatchewan Wheat Development Commission has committed $6.5 million to support the establishment of the Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair at the University of Saskatchewan. The new research chair will design and deploy cutting-edge technologies and strategies to assess genetic diversity for delivery into new crop varieties.

New research chair in constitutional law

Dr. Dwight Newman (DPhil) was recently appointed to a new Tier 1 Canada Research Chair in Rights, Communities, and Constitutional Law, with a focus on centring questions of constitutional law on communities alongside the individual. The research chair was established to explore the constitutional rights of Canadian people and communities.

Provost's Report to Council
March 2025

GENERAL REMARKS AND CURRENT ISSUES

The most pressing topic to report on this month is the financial impact of our MOU with government, the financial pressures caused by tariffs and the continued IRCC restrictions on study permits.

On March 19th, the provincial government will release its budget. USask will then be informed of the financial allocation for this coming year. Chief Financial Officer Dee Henne and I will then provide an initial verbal report at Council on the university's financial situation. I want to assure you that we are monitoring our financial position as closely as possible.

USASK UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones to be celebrated by the USask community are shared below. From the beginning of Winter Term in January to the current date in March, we have much to recognize and celebrate, including the success of Black History Month and Indigenous Achievement Week activities, various student achievements, new campus spaces, and the launches of various new programs.

Indigenous Achievement Week

Indigenous Achievement Week (IAW) is an annual University of Saskatchewan event that celebrates Métis, First Nations and Inuit students, staff, faculty and alumni's successes. This year's IAW took place March 10 to 14, 2025. It featured the Indigenous Achievement Awards Ceremony that recognized 48 Indigenous students for their achievements, presented in five distinct categories including academic achievement, research, community engagement, resiliency and leadership. The week-long celebration also included cultural events and community engagement opportunities, fostering Indigenous excellence and reconciliation at the university. You can view a full list of student award winners at spotlight.usask.ca.

Black History Month

The USask community came together throughout the month of February for a myriad of learning opportunities led by senior leadership, staff, faculty and students across the university to explore the diverse backgrounds and contributions of the Black community from across Canada. Among a variety of events organized by different colleges, schools, and units, the Office of the Provost and Vice-President Academic hosted a Black History Month Learning Community. The Learning Community was open to all at USask, and featured two hybrid gatherings to discuss the material provided in the open-access micro-course entitled, "Black Canadians: History, Presence, and Anti-Racist Futures", offered for no cost by Dr. W. Andy Knight from the University of Alberta. A full list of Black History Month activities and resources can be viewed on spotlight.usask.ca.

USask host to Indigenous Summer Institute

In August 2024, USask hosted its first annual Indigenous Summer Institute (ISI), a free program for Indigenous high school youth to have an immersive experience at USask. The Indigenous Summer Institute was originally piloted by Dr. Angela Jaime (PhD), USask's vice-provost of Indigenous engagement while she was at the University of Wyoming. In its inaugural year at USask, the program hosted 15 Indigenous high school students from Saskatoon and the surrounding area.

COLLEGE UPDATES, ACHIEVEMENTS AND MILESTONES

Edwards awards over $1.6 million in scholarships to students

The Edwards School of Business awarded over $1.6 million in scholarships to undergraduate students at its annual awards luncheon in November 2024. The event celebrated the exceptional academic, leadership, and volunteer accomplishments of Edwards students. A total of 117 awards were presented, benefiting 555 students, with many awards having multiple recipients. These scholarships were made possible through the generosity of alumni, the Edwards Dean's Circle, local businesses, community organizations, friends of the school, and Edwards faculty and staff. Congratulations to the Edwards student body on this remarkable achievement.

USask unveils new state-of-the-art Edwards School of Business classrooms

In February 2025, the Edwards School of Business officially unveiled two new state-of-the-art classrooms, designed to foster innovation and excellence in business education. Thanks to the generosity of Mel Berg (BComm'67), Art Korpach (BComm'79), and his family, these

newly renovated spaces are already benefiting Edwards students. Their support reflects a shared commitment to student growth, enhancing learning, and developing socially conscious professionals.

Launch of the Graduate Certificate in Financial Management

The Edwards School of Business is excited to announce the launch of the new Graduate Certificate in Financial Management program. The program is designed for current or aspiring managers, faculty members new to research grants, and those in administrative roles. The GCFM will equip students with essential financial skills, such as interpreting financial statements and making informed fiscal decisions, while immersing them in an enriched learning environment alongside Edwards MBA students. Graduates of this eight-month, three course program will learn how to confidently manage strategic decision making using financial data. Applications are open for a September 2025 start.

Launch of enhanced Master of Business Administration program

The Edwards School of Business announced enhancements to the Edwards Master of Business Administration program through the addition of three new courses. The program's enhanced curriculum will better meet the evolving needs of students and the market.

College of Medicine program expansion update

USask's College of Medicine will expand health-care training opportunities in Saskatchewan by launching three new programs— a Master of Occupational Therapy (MOT), Master of Physician Assistant Studies (MPAS), Master of Speech-Language Pathology (MSLP).

MPAS curriculum development is ongoing with the program scheduled to start in August 2025. Applicants for the 20 available seats have proceeded to the multiple mini-interview stage of the process.

Pending all required university-level approvals, the MOT and MSLP programs within the School of Rehabilitation Science are targeted to launch in the fall of 2026. Progress has been made on curriculum design, and proposed prerequisite courses are available for both programs. OT and SLP faculty recruitment and community engagement is ongoing to support the implementation of the programs.

College of Medicine undergraduate medical education update

Preparations continue for the 2026 full program accreditation review. The college has made tremendous progress in our UGME education quality and has had success in recent accreditation visits. We are in a good position for the 2026 review.

Statistics on the MD class of 2028 are now available. The class of 2028 is the largest to date. Of the 108 students 86% are from Saskatchewan and 19% have rural roots.

College of Education Celebration of Research

The College of Education is hosting its annual celebration of research, scholarly and artistic work on Saturday, April 5. The showcase provides an opportunity to showcase the contributions of graduate and undergraduate students in the college and will include student presentations followed by a panel discussion.

Gift increases support for the Scholarship of Teaching and Learning at USask

On February 6, USask recognized Jane and Ron Graham for their continued and renewed support of The Jane and Ron Graham Centre for the Scholarship of Teaching and Learning (SoTL) in the College of Education. Their generous contribution of $1.3 million over the next five years will strengthen the impact the SoTL program has on student learning in both K-12 and post-secondary education.

Symposium on English as an Additional Language Education

The Department of Curriculum Studies in the College of Education is highlighting the research-based knowledge of graduates of the Post-Degree Certificate in English as an Additional Language (EAL) education. Topics include support for EAL students with learning challenges, newcomer mental health and culturally inclusive teaching, among other topics. The symposium is taking place March 14, 9 am – 4 pm in the Education Building.

New hosting service underscores USask Library's commitment to open scholarship

The USask University Library is building on its commitment to open scholarship through a new diamond open access (OA) journal hosting service that provides software and expert support to OA journals with a USask affiliation.

Saskatoon performer is USask Indigenous Storyteller-in-Residence for 2025

Shawn Cuthand, a nehiyaw (Cree) and Kanien'kehá:ka (Mohawk) writer, comedian, producer, actor and director, was selected as the next Indigenous Storyteller-in-Residence with the University Library and began his 12-week residency on Feb. 3, 2025. In addition to his USask programming, he performed at the Frances Morrison Library as part of a comedy

show in partnership with Saskatoon Public Library. Cuthand's USask residency culminated in a performance reading of a play in development for the Gordon Tootoosis Nīkānīwin Theatre, which took place during the university's Indigenous Achievement Week (Mar. 10-14, 2025).

Celebrating 60 years of rehabilitation science at USask

The School of Rehabilitation Science at USask has been a cornerstone of high-quality physical therapy education and research for students from across the province. Almost 80 per cent of Saskatchewan's physical therapists are graduates of the school. On May 23, 2025, the school will mark its 60th anniversary and will welcome back alumni, faculty, staff and friends to commemorate the occasion.

Celebrating the 60th anniversary of the Western College of Veterinary Medicine

As the Western College of Veterinary Medicine celebrates its 60th year in 2025, the regional veterinary college looks ahead to meet the changing needs of its provincial partners and stakeholders across Western Canada and the North. Visit the "WCVM Turns 60" webpage for more details about the college's 60th anniversary celebrations.

18th annual Haddock Entrepreneurial Speaker Series

The Edwards School of Business also celebrated the 18th annual presentation of the Haddock Entrepreneurial Speaker Series in January 2025. Alumnus, Grant Kook (B.Comm. 1985) shared insights with students, staff, and the business community about his career journey and the founding of Westcap Management Ltd., Saskatchewan's largest venture capital and private equity fund. Sponsored by two passionate and dedicated alumni, Gordon, and Maureen Haddock, the annual event also included the "Get a Bigger Wagon Young Entrepreneur Awards." **Watch the talk here.**

JSGS faculty member receives SHRF funding for participant-led research

JSGS Faculty member, Dr. Daniel Dickson (PhD) is one of the eight recipients of the 2024-25 Saskatchewan Health Research Foundation Align Grants. With this funding, Dr. Dickson will lead a project on developing an effective co-design for including people labelled with intellectual disability in disability health and social policy design. Working with a multidisciplinary team – including individuals with lived experience, a former senior civil servant, and researchers from nursing and public policy, Dr. Dickson's research explores how to meaningfully integrate people with intellectual disabilities into policy co-design processes.

![University of Saskatchewan logo]

RECENT APPOINTMENTS

Wanda Martin has been appointed as acting Associate Dean of Research and Graduate Studies, College of Nursing, for a period covering January 27, 205 and up to March 15, 2025.

Sven Achenbach has been appointed as interim Associate Dean, Faculty Relations, College of Engineering, for a period of up to 6 months, beginning January 1,2 025 and up to June 30, 2025.

Geraldine Balzer has been appointed as department head of Curriculum Studies, College of Education, for a term of up to 3 years, effective January 1, 2025 and up to December 31, 2027.

Lynn Lemisko has been appointed as department head of Education Foundations, College of Education, for a term of up to four years and six months, effective January 1, 2025 and up to June 30, 2029.

Charlene Sorensen has been extended as interim Dean, University Library, for a term of up to 3 months beginning April 1, 2025 and up to June 30, 2025, or until a new Dean is appointed, whichever occurs first.

Shehnaz Alidina has been appointed as Associate Dean, Engagement and Development, College of Nursing, for a term of up to five years beginning May 1, 2025 and up to April 30, 2030.

Angela Bedard-Haugh's term as Dean of the College of Agriculture and Bioresources has been renewed for a 5 year term beginning July 1, 2025.

Loleen Berdahl has been extended as Executive Director of the School of Public Policy beginning July 1, 2025 and up to June 30, 2026.

Mark Olver has been appointed as department head of Psychology and Health Studies, College of Arts and Science, for a term of up to 3 years, effective July 1, 2025 and up to June 30, 2028.

Angela Lieverse has been appointed as department head of Anthropology, College of Arts and Science, for a term of up to three years, effective July 1, 2025, and up to June 30, 2028.

Active Searches & Reviews

Searches:

Senior Leader for the USask University Library

Reviews:

There are no ongoing reviews at this time.

Please see here for information on searches and reviews.

University Council Report – March 2025

Fostering Academic Excellence:

The USSU demonstrates a strong commitment to fostering academic excellence among undergraduate students through various initiatives. A significant event in this regard is the annual USSU Undergraduate Symposium, which for 2025 took place on February 26th. This symposium serves as a vital platform for undergraduate students to showcase their diverse research, scholarly work, and artistic endeavours. The 2025 USSU Undergraudate Symposium recognized outstanding student contributions across a broad spectrum of disciplines, as evidenced by the winners. Awards were conferred in categories such as Health Science, Science & Engineering, Humanities & Fine Arts, and Social Sciences, underscoring the breadth of undergraduate inquiry supported by the USSU.

In addition to supporting student research, the USSU actively recognizes and celebrates outstanding contributions to teaching and the overall student experience through its Excellence Awards. These awards encompass various categories, including the Teaching Excellence Awards, the Instructional Support Award and many other awards. The existence of these awards highlights the USSU's understanding that a positive student experience relies on a network of dedicated individuals beyond classroom instructors.

Experience in Excellence:

The Experience in Excellence awards recognize leadership and leadership qualities that significantly enhance both the academic and non-academic environment for undergraduate students. Categories such as the Walter Murray Leadership Award, the Vera Pezer Award for Student Enhancement, and the Barb Yanko Outstanding Citizenship Award underscore the USSU's commitment to fostering student leadership and acknowledging contributions that extend beyond academic performance. By celebrating these qualities, the USSU encourages active participation in the university community and recognizes students who demonstrate exceptional commitment and service.

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Advocating for Students' Interests:

A core function of the USSU is to actively advocate for the interests of its undergraduate students with various stakeholders, including the university administration and government bodies.

The USSU executives held meetings with both the Minister of Advanced Education Hon. Ken Cheveldayoff and the Shadow Minister of Advanced Education - Dr. Tajinder Grewal. These meetings with the Minister and Shadow Minister provided valuable opportunities for the USSU to directly communicate key issues affecting students, such as student financial aid, access to education, and the potential impacts of federal government policies on international students and continued to advocate for more funding to our institution. Engaging with both the current and shadow ministers allows the USSU to build important relationships with key political figures and ensure that student interests are considered across the political spectrum, regardless of the current political landscape.

On March 19th USSU President Krunal Chavda and VP Operations and Finance Moses Ahiabu were in Regina for the Provincial Budget. The USSU executives' attendance at the provincial budget meeting in Regina underscores their proactive role in representing students.

In preparation for the upcoming federal election, the USSU took a proactive step by signing a Memorandum of Understanding (MOU) with an organization called "New Majority" to promote voting on campus. This action demonstrates the USSU's commitment to encouraging civic engagement and maximizing student participation in the democratic process. By partnering with an external organization to promote voting, the USSU aims to empower the student voice in federal elections and ensure that the perspectives of University of Saskatchewan students are considered by political parties and candidates.

Tax Information Session:

To further support students' well-being and practical needs, the USSU and GSA organized a Tax Information Session with Dr. Devan Mescall on March 18th, 2025. This session provided valuable insights and tips on various tax-related

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University of Saskatchewan Students' Union

matters, catering to students who may be navigating the complexities of tax filing for the first time or seeking clarification on specific issues. Organizing such a session demonstrates the USSU's and GSA's commitment to providing practical and relevant information to students, thereby enhancing their financial literacy and providing essential support in navigating administrative processes.

USSU Elections:

A central function of the USSU is to ensure strong student representation and facilitate effective governance. A key event in achieving this is the annual USSU Elections, which were a significant focus during March 2025. Candidate information for the upcoming academic year became available on March 17th. Voting for these crucial student leadership positions took place on the university's PAWS system on March 26th and 27th.

To ensure a well-informed electorate, the USSU facilitated several candidate forums for example St. Patrick's Day Forum on March 17th, a Candidates Meet & Greet on March 19th, and an online forum on March 25th, alongside the designated voting dates. The scheduling of these forums in various formats, both in-person and online, suggests a deliberate effort to maximize student engagement with the candidates and their platforms. By offering multiple opportunities for students to interact with those seeking to represent them, the USSU aimed to foster an informed electorate and encourage broad participation in the election process.

USSU Budget:

The USSU Budget is another critical aspect of its governance, outlining how student fees are managed and allocated to support various services and initiatives. The USSU Budget will be presented to the University Students' Council on March 20th for approval, demonstrating a layer of oversight and accountability in financial management. Furthermore, audited financial statements are made available to all undergraduate students in November for the Annual General Meeting, promoting transparency in the USSU's financial practices.

Black History Month:

In February the USask community celebrated Black History Month. The USSU

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participated in and supported events celebrating Black history and culture. These events suggest a collaborative effort between the USSU, potentially through affiliated student groups, and the university to acknowledge and celebrate the history and contributions of Black individuals. The USSU's involvement in these activities demonstrates its ongoing commitment to fostering an inclusive campus environment that recognizes and values the diversity of its student body.

International Women's Day:

The USSU supported and promoted events related to International Women's Day, which was celebrated on March 8th, 2025. One such event was the announcement event for the book launch of "Saskatchewan Superwomen: Challengers and Champions" by Chancellor Emerita Dr. Vera Pezer on March 7th, and we celebrate the achievements of accomplished women in the province. By supporting such events, the USSU contributes to a more equitable and inclusive campus community that recognizes and values the contributions of women. The book is now available for purchase for the university community through the USSU front desk.

Enhancing Student Life and Well-being:

The USSU plays a crucial role in enhancing student life and well-being through various events and support services. Several events were organized to foster student engagement and community, for example, the Winter White Ball held in February 2025, a social event organized by the USSU to promote connection during the winter term. The USSU also organized Ice Skating and Wall Climbing to add more indoor and outdoor activity options during winter. Organizing such social events helps to cultivate a sense of community and provides students with opportunities to relax and connect outside of their academic pursuits.

Community Engagement and Special Initiatives:

Another significant event that happened on campus in March 2025 was Global Village 2025, which took place on Thursday, March 13th. This event brought together various cultural, social justice, and internationally oriented student associations for an evening of fun and learning, with the primary aim of celebrating the rich diversity present on campus. Global Village serves as a crucial platform for intercultural exchange, allowing students to share cultural

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knowledge, engage in meaningful interactions, and foster a greater appreciation for the diverse backgrounds within the University of Saskatchewan student body. The successful participation of USSU Executives in Global Village 2025 underscores the USSU's commitment to creating a more inclusive and globally aware campus environment.

USSU Centres Update

Pride Centre

Another significant initiative organized around March is Sex Week, which aims to provide educational events and discussions on various aspects of sexual health and wellness. Sex Week is an opportunity for the students to engage in conversations about sex, intimacy, relationships, and safety, indicating the USSU's commitment to providing comprehensive sexual health education.

Food Centre

USSU secured $50,000 in funding to support the uFood Emergency Hamper program, which directly addresses food insecurity, a significant stressor for students. We would like to thank the Provost Office for providing continuous support for this program.

Recently the USSU fresh market was featured on CTV news where President Chavda highlighted the key details of the program and how this program is completely run through student volunteers and providing affordable fresh fruits, vegetables and spices to students on campus.

The USSU's focus on mental health awareness, coupled with ongoing support services provided by the Help Centre, demonstrates its commitment to the mental and emotional well-being of the student population.

Conclusion:

The University of Saskatchewan Students' Union demonstrated a strong and multifaceted commitment to its undergraduate students. Through initiatives such as the Undergraduate Symposium and the Excellence Awards, the USSU actively fostered academic engagement and recognized outstanding contributions to teaching and student life. The successful execution of the

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University of Saskatchewan Students' Union

USSU Elections will ensure continued strong student representation and governance. The USSU's dedication to promoting equity, diversity, and inclusion was evident through its support of Black History Month, International Women's Day, the ongoing work of the Pride Centre, and initiatives like Sex Week and Mental Health Awareness Week. By organizing events like the Winter Whiteout ball and promoting recreational activities, the USSU enhanced student life and well-being, further supported by essential services provided by the Help Centre and the Food Centre, the latter receiving significant positive attention and crucial funding. The USSU actively advocated for student interests through meetings with government representatives and proactive preparation for the upcoming federal election. Finally, the USSU engaged with the broader community by supporting the launch of a local book celebrating women and by participating in the successful Global Village event. These activities collectively underscore the USSU's vital role as the official voice and advocate for undergraduate students at the University of Saskatchewan, actively working to enhance their overall university experience and address their diverse needs.

Yours sincerely,

Krunal, Elisabeth, Upkar and Moses

UNIVERSITY COUNCIL

EXECUTIVE COMMITTEE

FOR INFORMATION

PRESENTED BY: Julian Demkiw, University Secretary and Chief Governance Officer; Chief Returning Officer for Council

DATE OF MEETING: March 20, 2025

SUBJECT: Results of the Call-for-Nominations for University Council 2025/26

SUMMARY:

A call-for-nominations was circulated to faculty members of the General Academic Assembly on February 24, 2025.

At that time there were sixteen (16) vacancies for member-at-large positions where twelve (12) eligible nominations were received for those positions resulting in acclamations for all 12 nominees. A second call-for-nominations was circulated on March 10, 2025, for the remaining four (4) vacancies for member-at-large positions where four (4) eligible nominations were received.

This item is being reported under business arising as the acclamations were made after the agenda was posted for the March 20, 2025 meeting.

ATTACHMENT:
   1. Names of individuals resulting from the call for nominations

Results of the Call for Nominations for University Council 2025/2026

<u>**Members -at-Large**</u>

The following individuals have been ***acclaimed*** as members-at-large for a three-year term beginning July 1, 2025.

Name	College or School
Scott Bell	Arts and Science
Lori Bradford	Engineering
Roslyn M. Compton	Nursing
Rainer Dick	Arts and Science
Roy Dobson	Pharmacy and Nutrition
John Gjevre	Medicine
Nadeem Jamali	Arts and Science
Olga Lovick	Arts and Science
Dwayne Moore	Arts and Science
Cassandra J. Opikokew Wajuntah	College of Medicine
Rachel Sarjeant-Jenkins	Library
Lee Schaefer	Kinesiology
Jaswant Singh	College of Graduate and Postdoctoral Studies
Jesse Stewart	Arts and Science
Christopher Todd	Arts and Science
Gordon Zello	Pharmacy and Nutrition