

**AGENDA ITEM NO:**

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION**

---

**PRESENTED BY:** Kevin Flynn, Chair, Academic Programs Committee

**DATE OF MEETING:** January 19, 2017

**SUBJECT:** **Doctor of Philosophy in Indigenous Studies**

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the Doctor of Philosophy (PhD)  
program in Indigenous Studies, effective September 2017.*

**CONTEXT AND BACKGROUND:**

The Department of Indigenous Studies has offered a special-case PhD program in Indigenous Studies for over ten years. Strong interest in the special-case program from qualified local, Canadian, and international applicants suggests a demand for a regularized PhD program in the area.

**CONSULTATION:**

The Academic Programs Committee reviewed the proposal for a PhD in Indigenous Studies at their January 4, 2017 meeting and recommended it for approval by Council.

The Notice of Intent for the PhD program was presented to and reviewed by the Planning and Priorities Committee of Council. The proposal was also reviewed by the Graduate Programs Committee of the College of Graduate Studies and Research (CGSR) on October 4, 2016, and the Executive Committee of CGSR at its November 17, 2016, meeting. Both bodies offered their support.

**SUMMARY:**

There has been growing demand for the special-case PhD in Indigenous Studies, and the interest and enrolment currently exceeds the department's ability to offer special case PhDs, as there is a maximum limit of four. Having a regularized PhD program in Indigenous Studies will make the U of S competitive with both the University of Manitoba and the University of Alberta in this area.

In developing a PhD program in Indigenous Studies, the U of S will work to support commitments outlined at the national forum "Building Reconciliation: Universities Answering the TRC's Calls to Action," as well as the U of S's stated signature areas. The

Department of Indigenous Studies is well situated to attract strong doctoral candidates both locally and internationally.

The attached proposal describes a program that meets the departmental goals of producing doctoral graduates who are capable of researching in and for Indigenous communities. The program will consist of a minimum of 12 credit units, 9 of which must be Indigenous Studies courses, plus comprehensive exams and dissertation.

In regularizing the PhD program in Indigenous Studies, the department anticipates that it will have the capacity to accommodate the increase in graduate students and absorb the cost of the program, which will be achieved through streamlining the comprehensive exam process and regularizing graduate course offerings.

Letters of support have been included in the attached proposal.

**FURTHER ACTION REQUIRED:**

Tuition for this program will require review and approval by the Board of Governors and will be presented at its March 2017 meeting.

**ATTACHMENTS:**

1. Proposal for Doctor of Philosophy in Indigenous Studies

**Memorandum**

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

**CC:** Rob Innes, Graduate Chair, Department of Indigenous Studies

**From:** Office of the Associate Dean, College of Graduate Studies and Research (CGSR)

**Date:** November 29, 2016

**Re:** Implementation of a new Doctor of Philosophy program in Indigenous Studies

---

The Department of Indigenous Studies has completed much consultation with the CGSR in developing their proposal for a PhD program. The Graduate Programs Committee reviewed the proposal in October 2016, and requested minor revisions which were incorporated into the proposal. The Graduate Programs Committee subsequently recommended the proposal be approved. The Executive Committee of CGSR reviewed the proposal in November 2016, and they supported the proposal as well.

Special-case PhD programming in Indigenous Studies has been very active over the last few years with strong applicants seeking admission both locally and internationally.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research is recommending the implementation of a PhD program in Indigenous Studies. We are now seeking to have the proposal supported by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the proposal
- The full proposal including supporting documents
- A copy of the response to the Notice of Intent
- A copy of the Notice of Intent
- The Consultation with the Registrar Form

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

:kc



## Memorandum

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

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

**Date:** November 24, 2016

**Re:** New Doctor of Philosophy in Indigenous Studies

---

Members of the Executive Committee of the College of Graduate Studies and Research met on November 17, 2016, and considered the recommendation from the Graduate Programs Committee to approve the new Doctor of Philosophy in Indigenous Studies.

Members were satisfied with the rationale provided and the investigation into requirements for similar programs at comparator institutions.

Minor clarifications were requested on sections describing the dissertation and defence requirements, and those clarifications have now been incorporated into the proposal.

The department is in the process of formalizing elective course offerings, and descriptions of those elective course offerings have been included in the proposal.

The Executive Committee unanimously supported the implementation of a new Doctor of Philosophy program in Indigenous Studies.

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

:kc

## Memorandum

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

**CC:** Dr. Rob Innes, Department of Indigenous Studies

**From:** Graduate Programs Committee, CGSR

**Date:** November 14, 2016

**Re:** New Doctor of Philosophy in Indigenous Studies

---

The Graduate Programs Committee met on October 4, 2016, and reviewed the proposal to implement a Doctor of Philosophy (PhD) in Indigenous Studies.

Overall, members were quite satisfied with the proposal; however, they requested some clarifications be incorporated into the proposal before it would be forwarded to the Executive Committee. That information has been incorporated and is summarized below.

Members of the Graduate Programs Committee requested a full listing of departmental faculty including their credentials, and that list has now been provided.

Members requested a complete list of departmental courses, and that list has now been provided.

On the second language requirement, members of the Graduate Programs Committee requested greater detail as to how that requirement could be satisfied. The proponents have clarified how that requirement could be satisfied.

Members requested that it be clarified that the qualifying exam would be in English, and that has now been clarified.

Members requested greater detail in the description of the comprehensive exam requirements, and the proponents have provided that detail.

The Graduate Programs Committee members indicated that the proponents had done a thorough job of identifying the program objectives and explaining the rationale. The following motion was passed:

**Motion: *To recommend approval of the proposed PhD in Indigenous Studies with the inclusion of the additional information noted.*** Honaramooz/Kulshreshtha CARRIED

If you have any questions, please contact Kelly Clement at [Kelly.clement@usask.ca](mailto:Kelly.clement@usask.ca) or 306-966-2229.

:kc



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### 1. PROPOSAL IDENTIFICATION

**Title of proposal:** Regularized PhD in the Department of Indigenous Studies

**Degree(s):** PhD

**Field(s) of Specialization:** Indigenous Studies

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

**Option(s):** n/a

**Degree College:** Graduate Studies and Research

**Contact person(s) (name, telephone, fax, e-mail):** Dr. Robert Innes, Graduate Chair c/o  
Dr. Dirk de Boer, Department Head  
Indigenous Studies  
College of Arts & Science  
Phone: (306) 966-5671  
Fax: (306) 966-6242  
dirk.deboer@usask.ca

**Proposed date of implementation:** September 2017 for full advertisement and recruitment starting Fall/Winter 2016.

### 2. TYPE OF CHANGE

New PhD program.

### Proposal Document

### 3. RATIONALE

The motivation to regularize the Indigenous Studies PhD Program is based on the level of demand for the program and is part of the department's overall plan to reinvigorate the graduate

program. The level of interest and enrollment currently exceeds the capacity we have under the 'Special Case' model, which has a limit of four students at one time. Over the last few years, the department has experienced a sharp increase in the number of people inquiring about and applying to our Special Case PhD program. Currently, the University of Saskatchewan offers the only PhD in Indigenous Studies in the province, and this change would allow us to continue to attract students who are interested in pursuing advanced research at home, those coming from institutions across Canada, and internationally. Other prairie universities are moving towards solidifying their PhD programs. The University of Manitoba currently has a regularized PhD program and the University of Alberta, Faculty of Native Studies has recently proposed beginning their own PhD program. This clearly demonstrates the growing demand for Indigenous Studies PhD students and graduates of these programs while also demonstrating a need to act proactively to remain competitive as one of Western Canada's foremost Indigenous Studies programs.

Regularizing this program will also place the University of Saskatchewan as a leader in Indigenous Studies research and Indigenous engagement, as it will be one of few PhDs in Indigenous Studies offered across Canada (see Appendix A). It works to fulfill one of the University of Saskatchewan's Vice-President of Research's signature areas – Aboriginal Peoples: Engagement and Scholarship. As Office of the Vice-President of Research's website states:

In a province where the population may rise to half Aboriginal by mid-century, we seek to lead the way in examining issues such as residential schools and reconciliation, land claims and treaties, protection of heritage and culture, economic development and resource management, health and wellness, and law and governance. (Office of the Vice-President of Research, n.d.)

Achieving this goal requires building a strong cadre of community-engaged scholars, and the Indigenous Studies Department at the University of Saskatchewan is well-positioned to take on this challenge. Current faculty and students are active community organizers and leaders in research and development, and this consistently attracts new scholars to our department. The department's recent Graduate Program Review noted: "Scholarly interests of faculty members come from diverse, interdisciplinary, topical/thematic perspectives and mesh well in creating a well rounded body of expertise that does not drift towards unanimity. As such, the faculty profile provides ample opportunity for students to pursue MA/PhD research across a wide spectrum of topics," (Graduate Program Review, 6-7). The Department of Indigenous Studies – with the support of the university – is well situated to attract strong doctoral candidates to assist the university in achieving its goals. Producing Indigenous Studies PhD graduates is an investment in the future of the university, the province, and the nation; through our robust community-engaged academic program, our graduates are primed to take on key roles in academia and in the community.

### **Anticipated Demand for Program**

The demand for the PhD Program currently exceeds what the department is able to accommodate within the limited special case admissions policy. This demand is only expected

to grow as the university continues to increase Indigenous enrollment at the undergraduate and Master's levels. Our PhD program is the only Indigenous Studies PhD program in the province, allowing us to attract increasing numbers of Indigenous Studies students wanting to pursue their graduate degree(s) at home. Currently, four out of five Special Case PhD students in our program are Indigenous and we expect this trend to continue. By regularizing the PhD we will assist in increasing the overall numbers of (Indigenous graduate students at the University of Saskatchewan. In addition, with 5 new faculty hires over the past two years, and 1 more anticipated faculty member, the department has the capacity, skill, and breadth required to create a top tier PhD program. Our PhD program needs to match the new capabilities of our department.

Many research projects within the department are on the cutting edge of new areas of inquiry in Indigenous Studies worldwide. These areas of inquiry are both local and global, and fit well with the University's goal of, "deliberate cultivation of those locally grounded aspects of culture, creativity, and community that also speak to global issues and challenges," (University of Saskatchewan, 11). The Department of Indigenous Studies' areas of focus include Indigenous Gender Studies, International Comparative Indigenous Studies, Northern Circumpolar Studies, Local Oral Histories and Urban Indigenous Studies. The department has also hired international Indigenous studies scholars (one faculty position, and one Canada Research Chair position), which will bolster our ability to continue to attract international students, and research with an international or comparative focus. Three out of our five PhD students research issues in India, Guatemala, and Germany and most of the PhD projects in our program are grounded in community research and engagement. As a department we continue to maintain our strong prairie roots through engagement in community driven research, while simultaneously working to foster international partnerships. As a department we continue to be involved with the Native American and Indigenous Studies Association (NAISA) – the flagship academic association within the discipline of Indigenous Studies – in several capacities including, faculty serving on the NAISA Council and hosting the annual conference at the University of Saskatchewan in 2013. We have also fostered international partnerships with:

- University of Hawaii (United States)
- University of North Carolina at Pembroke (United States)
- University of Tromsø, the Arctic University of Norway (Norway)
- Swinburne University of Technology (Australia)

We are also at varying stages of discussions to develop partnerships with:

- University of Canterbury (New Zealand)
- India Institute of Technology Gandhinagar (India)
- Autonomous University of Chiapas (Mexico).

These partnerships provide unique opportunities for our graduate students to engage in international research and scholarship, participate in exchanges, and works to support the University of Saskatchewan's internationalization priority: Culture and Community: Our Local and Global Sense of Place (Promise and Potential).



Transitioning from the special case model to a cohort based system with the regularized PhD will increase the number of students coming to the department while also working to provide crucial peer support for those in the PhD program. The Indigenous Studies Graduate Program Review highlighted the need to move towards a cohort model in order to support students “[in feeling part] of the graduate student community and develop peer supports that will allow them to complete degrees successfully” (Self-Study Report, 13). Streamlining the regularized PhD will also work to alleviate the current burden on faculty to develop unique comprehensive exam areas and directed reading courses, as students will draw from predetermined comprehensive exam areas and regularized 800 level course offerings. These 800 level seminars and updated comprehensive concentrations will also work to bolster peer-to-peer learning opportunities.

### **Fit with University of Saskatchewan, College, and Department Priorities**

At the University level, the Indigenous Studies PhD program will work to support the university’s commitments as outlined at the national forum, “Building Reconciliation: Universities Answering the TRC’s Calls to Action” (2015). The report from this forum highlighted the “how” and “what” of applying these Calls to Action in the post-secondary and university context. While all of these five sections are applicable to the regularization of the Indigenous Studies PhD program, points four and five are particularly relevant:

4. Although the work of changing institutions belongs to everyone with everyone playing a part, Indigenous faculty and administrators are critical to bringing Indigenous viewpoints into post-secondary institutions. Collaboration with Indigenous people is required at every step – exemplifying the idea of “nothing about us without us” (2).

5. It is vital that Indigenous students are able to see themselves in our institutions – in our people, in our spaces and in our values (2).

Regularizing the PhD program will increase the numbers of highly qualified Indigenous Studies doctoral graduates, the majority of whom (four of five currently) will be Indigenous. These graduates will be able to take up roles within our institution and others, and will be able to facilitate collaboration with communities to further incorporate Indigenous viewpoints within the academy. As teaching and research assistants, PhD students will be in a position to act as role models for incoming undergraduate and Master’s students, while also working to increase understanding amongst non-Indigenous students who make up a significant number of our undergraduate students.

This program change also works to support the University of Saskatchewan’s “Third integrated plan,” particularly in the area of Aboriginal Engagement: Relationships, Scholarships, Programs (University of Saskatchewan, n.d.). This area acknowledges that, “University education, including in professions, sciences, arts and at the graduate level, is critical to the future of First Nations and Métis people and communities in Saskatchewan and therefore to the future of the province itself” (University of Saskatchewan, n.d., 9). We believe that regularizing the PhD program will assist the university in meeting its targets as laid out in this plan to better support First Nations and Métis students at the doctoral level, as it will help to produce thought leaders *from Saskatchewan for Saskatchewan*.

The department of Indigenous Studies and its doctoral students can also play a role in increasing “the inclusion of Indigenous knowledge and experience in curricular offerings and intercultural engagement among faculty, staff and students” (Promise and Potential, 10). The Department of Indigenous Studies has been a leader in incorporating community-involved studies into undergraduate and graduate curricula. We continue to provide students, Indigenous and non-Indigenous alike, with unique opportunities to learn from community knowledge keepers, through land-based methodologies, and to engage in community based research. Doctoral students have been strong supports for these initiatives in helping to develop these relationships and learning opportunities. They work directly with undergraduate students in these classes as teaching assistants and have developed ethical tools for undergraduate students to better engage in community based research (Padmanabha and Van Styvendale, 2016).

At the College level, this change supports the increased focus on incorporating Indigenous languages and learning into the university. Adding a second language requirement to the Indigenous Studies PhD will mean there are more Indigenous language speakers on campus and more connections to community-based language keepers who can help build and maintain the College of Arts and Science’s goals in this area. This addition also puts into practice the Truth and Reconciliations Commission’s Call to Action 10.4: “Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses” (TRC, 2). It will also work to support the proposed partnership with the University of Regina on a Centre for Excellence in Aboriginal Languages by graduating PhDs with Indigenous language skills who are experienced and rooted in community practice and scholarship (College of Arts and Science, 8).

The department has recently undergone a graduate program review, which highlighted the need to reinvigorate our graduate programs and to better support PhD students through a cohort based model and streamlining graduate course offerings.

Additionally, the department now has ten faculty positions, with a Canada Research Chair arriving in the next year, making us prepared and better positioned to support the slow growth of our PhD Program.

**The proposed PhD Program will:**

1. Foster Indigenous perspectives grounded in Indigenous knowledge, experience, ways of knowing, and geographies.
2. Produce graduates who are capable of effectively researching in and for Indigenous communities, by employing academically sound methodologies that take into account the cultural mores of the communities and individuals concerned, and contributes constructively to Indigenous intellectual, cultural, political, or economic capital.

3. Help the university meet its goals for Indigenous education as outlined in the Truth and Reconciliation Commission's Calls to Action (2015), in the "7 Principles of Indigenous education protocol for Colleges and Institutes" (2014) and reiterated at the Building Reconciliation National Forum (2015).
4. Build capacity by enhancing healthy and sustainable Indigenous communities, knowledge systems and environments through encouraging and supporting community based research initiatives as pursued by our PhD candidates.
5. Graduate Indigenous Studies PhD students with relevant and innovative skills, insight and commitment to social justice and transformation.
6. Mentor and support students in achieving excellence in the scholarly activities of teaching, critical analysis, applied and community based research.
7. Encourage knowledge translation that results in the betterment of relations between Indigenous and non-Indigenous peoples by providing PhD students with opportunities for cultural and community exchange.
8. Cultivate scholars grounded in transformative applied, comparative and innovative research, community service, and teaching that impacts policy and practice, and preserves and creates Indigenous knowledge.
9. Carve out a space for Saskatchewan-based Indigenous knowledge systems on the provincial, national and international levels.

#### **4. DESCRIPTION OF PROGRAM CHARACTERISTICS**

##### **Doctor of Philosophy (PhD) in Indigenous Studies**

The regularization of the Indigenous Studies PhD will meet departmental goals of producing doctoral graduates who are capable of effectively researching in and for Indigenous communities, by employing academically sound methodologies that take into account the cultural mores of the communities and individuals concerned, and contributes constructively to Indigenous intellectual, cultural, political, or economic capital.

The program will consist of a minimum of 12 credit units as determined by the student's supervisor and advisory committee. Additional classes may be necessary given that the department often attracts students from other fields of study who may not be necessarily trained in interdisciplinary approaches to research. All PhD students will need to have a comprehensive understanding of advanced Indigenous methodology, theory and epistemology. PhD students in their first year will also be required to take INDG 990.0, Indigenous Studies Research and Professional Development. Course work will be completed within the first year and students will typically spend their second year preparing for and completing their comprehensive exams.

Additionally, the department is adding a second language requirement to be determined based on the area of research focus of the student. In most cases this will be an Indigenous language requirement, however this will be adapted to fit students' research plans.

The comprehensive examination process will be transitioned from our current case-by-case model (tenable within a historically small department), to a concentration-based system which will provide the appropriate capacity for our growing department. All PhD students will complete the Advanced Indigenous Studies exam area, and choose from two of the following four areas: Indigenous Gender Studies, Systems of Indigenous Governance, Indigenous Development, and Indigenous History Language & Culture.

## Calendar Entry

### Doctor of Philosophy (PhD) in Indigenous Studies

#### Admission Requirements

- Master of Arts in Indigenous Studies or equivalent in related field from a recognized college or university
- A cumulative weighted average of at least 70% or equivalent (U of S grade system equivalent) in last two years of study.
- Language proficiency requirement: Proof of English proficiency may be required for International Applicants and for applicants whose first language is not English. See CGPS.

#### Degree Requirements

- Second language requirement
- Students must maintain continuous registration in the INDG 996 course
- GSR 960.0
- GSR 961.0 if the research involves human subjects
- GSR 962.0 if the research involved animal subjects
- Minimum of 12 credit units\*\* of which a minimum 9 credit units must be in Indigenous Studies\*
- Including:
  - 802.3 Advanced Methods or equivalent
  - 803.3 Advanced Theoretical Issues in Indigenous Studies
  - A minimum 3 credit units in one of the following areas:
    - Governance
    - Development
    - Gender
    - History, Language, Culture
  - 3 credit units in INDG or another discipline as approved by the student's supervisor and advisory committee
- INDG 990.0: Non-Credit Seminar in Indigenous Research and Professional Development
- INDG 996.0 Doctoral Research
- \* Additional classes may be taken as determined and approved by the student's supervisor and advisory committee.
- \*\*Please note that the Department of Indigenous Studies is in the process of regularizing our 898: Special Topics classes.

#### Other requirements of the degree include:

- Qualifying Exam  
As per section 12.6.1 of the CGPS guidelines, the student is required to successfully pass an English language qualifying examination in their first year of study to satisfy the academic unit the student has the potential to obtain sufficient knowledge of the chosen general field of study to proceed toward candidacy for the Ph.D. degree. The oral defense for the award of a Master's degree at the University of Saskatchewan or another

recognized institution may, at the discretion of the student's supervisor and advisory committee, be accepted in lieu of the PhD Qualifying Exam.

- Language Requirement

The student is required to demonstrate, at a minimum, an advanced knowledge of one language other than English as part of the Indigenous Studies PhD program requirement. In some cases a "reading knowledge" is acceptable, as it will enable a student to undertake university-level literary study as an advanced knowledge. This level of fluency would, if reinforced through application, facilitate scholarly work in the language. This second language must be related to the field/area of study as determined by the student's advisory committee.

Students will demonstrate this advanced knowledge in one of the following ways:

- A grade of 60% or over in one of the following from the University of Saskatchewan (or equivalent course(s) from another university) is evidence of advanced knowledge of a language.
  - 3.0 credits in:
    - Cree 120.6 (Note: Cree 101.6 is a prerequisite)
    - French 220.3
    - Or other relevant languages as deemed appropriate by the graduate chair offered at the university level
- If the second language is the student's first language it will satisfy the PhD requirement *only* if that language is relevant to the student's dissertation research.
- If the language required for study is not available at the university level Ph.D. students may write an advanced translation exam to demonstrate this knowledge, subject to the availability of a qualified examiner (*please see below*).

Please Note: The Department of Indigenous Studies will draw on existing relationships and work to build new community connections by working with local and global language keepers to ensure PhD students have a thorough grounding in the relevant language and are able to pass a translation exam administered by this language keeper through the Department of Indigenous Studies.

- Comprehensive Exam

This exam consists of two parts: three comprehensive papers and an oral defense.

#### Comprehensive Papers

All PhD students will complete the comprehensive area of *Advanced Indigenous Studies* (see appendix D) and choose two of four other areas of study as determined by the student, their supervisor and the advisory committee. (See appendix C for list of comprehensive exam areas) Students are expected to study for and complete the written component of their exams in their 2<sup>nd</sup> year of the program. All three comprehensive papers will be completed within the same week and must be evaluated by the advisory committee as satisfactory before

allowing the student to move on to the oral exam. A student who is unsuccessful in any portion of the comprehensive exams may petition their advisory committee and the CGPS to be permitted a second attempt.

#### Oral Exam

Will follow the successful evaluation of a student's comprehensive papers by the student's advisory committee. This exam will be a 3-hour long oral defense of the same three comprehensive papers and will occur normally two weeks following the written comprehensive papers. During the oral exam, students will be asked to clarify or expand upon their written answers and to demonstrate a broader knowledge of their fields. All examination questions must be submitted to the Graduate Chair at least a week prior to the date of the examination. A student who is unsuccessful in any portion of the comprehensive exams may petition their advisory committee and the CGPS to be permitted a second attempt.

- **Dissertation Proposal**

Upon completion of the Comprehensive Exam students will submit a written dissertation proposal to their advisory committee and pass an oral defense of this proposal. The dissertation proposal should present a coherent thesis topic and place it within the framework of existing work in the area. It should be 10-20 pages in length and should contain:

- A precise definition of the topic.
- A demonstration of critical awareness of pertinent literature.
- A statement of the significance of the topic in relation to existing knowledge and theory in the area.
- A discussion of the principle sources and chosen methodology.
- Where applicable, a discussion of research ethics.

- **Dissertation Writing Stage**

After successfully defending the dissertation proposal, students move into the research and writing portion of the program. As per CGPS Guideline 12.8: theses may be produced in either the traditional style or the 'manuscript' style, which consists of a manuscript or a cohesive set of manuscripts, written in a style suitable for publication in appropriate venues.

- **Dissertation Defense**

Supervisor, student, and advisory committee will determine when a dissertation is ready for defense. Once a dissertation is deemed ready for defense, the Supervisor and committee will recommend an external examiner. This committee, including the external examiner, can be approved prior to setting a date for the defense. Once the dissertation is judged to be ready for defense, the dissertation will be distributed and the defense date set. The external examiner will submit a report on the written quality of the dissertation before the defense. The defense will then take place and a decision will be made. Depending on the decision, corrections and changes are completed and approved and an approved copy of the dissertation is submitted to the College of Graduate and Postdoctoral Studies as evidence of completion.





**Timeline:****Year 1**

Successful completion of coursework; begin preparing for comprehensive exams.

**Years 2 - 3**

Preparation and completion of comprehensive field exams.

Preparation and defence of dissertation proposal; language examination; university ethics (if applicable); commence research and writing.

**Year 4 (Ideally)\***

Continue and complete research and writing.

Complete draft; submit to advisory committee; thesis defence.

\* It is common first PhD students to complete in year 5.

**5. Comparison to other Indigenous Studies Ph.D. programs (Appendix A)****6. Budget and Other Resources**

Budget allocations will not change as a result of the regularization of the PhD. The Department of Indigenous Studies has the capacity to accommodate the increase in graduate students and absorb the cost of the program, which will be achieved through streamlining the comprehensive exam process and regularizing graduate course offerings. The department currently offers six to seven 3 credit graduate courses per year, and this level of course offerings will stabilize with the regularization of the PhD and the reduction of the credits required for the program. The increase in Departmental faculty, including a new faculty appointment (shared with Women's and Gender Studies), two additional Academic Programming Appointments, and a Canada Research Chair position also work to strengthen the ability of the department to support this increase in doctoral students.

Students are only required to take 9 credit units within the department, and will still have options to take all of these (and additional if determined as necessary) credits within the Department of Indigenous Studies. As Indigenous Studies is an interdisciplinary field, some students choose to take electives with an Indigenous focus from other departments related to their research area and as approved by their supervisor and advisory committee.

Students will continue to use shared office space in Kirk Hall room 223. Additional facilities resources may be required in the coming years, but this is an anticipated need that exists outside the growth of the PhD program alone. Facilities Management reviews space allocation on an annual basis with the department.

IT support will continue to be offered through the College of Arts & Science (no additional resources required).

As was noted in the Library Report for the Graduate Program Review, “The information resources provided by the library are of sufficient comprehensiveness and research depth to support the programs at the graduate/research level in Indigenous Studies” (Library Report, 1). The department does not anticipate any additional Library resources will be required for the regularization of the PhD program.

The Department of Indigenous Studies’ Administrative Staff person currently supports the Special Case PhD students and will be able to accommodate the growth of the program under this portfolio. This person, along with the Graduate Chair, will track student progress by ensuring annual program of studies documentation is up to date, completion timelines are being met, and the student is balancing their work and program responsibilities. If students are not meeting completion milestones, this will be brought to the attention of their advisory committee and to the Graduate Chair.

As was initiated in the 2015-2016 year, students participating in the INDG 990.0 Non-Credit Seminar in Indigenous Research and Professional Development are provided mentorship and support in developing their applications for Tri-Council agency funding

As the regularized PhD program grows in numbers, we anticipate future supports required will be provided through increased Departmental and College activity.

## **7. Relationships and Impact of Implementation**

There is no conflict or duplication between the proposed Indigenous Studies PhD and any other doctoral program on campus. As the only Indigenous Studies PhD program in the province, and one of few in Canada we offer a unique opportunity for students to engage in community-based research at a U-15 institution.

The development of the regularized PhD program has been driven by student demand and a unified departmental vision for expanding and reinvigorating our graduate programs. We have outgrown the special case model as interest and enrollment in the PhD program continue to increase yearly. The regularization of the program will work to alleviate some of the burden on faculty by reducing the number of credits required, regularizing course offerings, and streamlining comprehensive exam areas of concentration. Faculty will no longer need to offer directed reading courses as unpaid overload. Instead, a regular rotation of graduate course offerings and a cohort based intake system will create predictable student numbers that will support more balanced teaching loads.

In order to foster student growth, community-student relationships and professional development, students will be required to maintain residency in Saskatoon and the surrounding area for the first year of study. This is an existing requirement we will maintain as it assists students in building support and professional networks they will continue to draw on throughout their careers.

The department determined in April, 2014 to pursue the regularization of the PhD program, submitting our Notice of Intent in May 2015 and beginning the proposal process in Winter 2016.

Following initial consultations, we held a departmental meeting in April 2016 to determine the specifics of the program design. Regular discussion and input has been requested and received from the faculty. A draft of the proposal was provided in mid-September 2016 and changes have been since incorporated into this document.

## 8. 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

The proposed regularized Indigenous Studies PhD was brought forward to the Month, day, Year departmental meeting for approval. The ...

## Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- ☐ Excerpts from the College Plan and Planning Parameters – *included in above document*
- ☐ SPR recommendations -
- ☐ Relevant sections of the College plan – *included in above document*
- ☐ Accreditation review recommendations – *N/A*
- ☐ Letters of support - *forthcoming*
- ☐ Memos of consultation -

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

## Consultation Forms

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

Required for all submissions:

- ☐ Consultation with the Registrar form

Required for all new courses:

- ☐ Course proposal forms
- ☐ OR Calendar-draft list of new and revised courses

Required if resources needed:

- ☐ Information Technology Requirements form
- ☐ Library Requirements form
- ☐ Physical Resource Requirements form
- ☐ Budget Consultation form

## Appendix A: Comparison of Indigenous Studies PhD Programs in Canada

School	Trent	Manitoba	Alberta	Victoria*	Saskatchewan	Saskatchewan
<b>Program</b>	Indigenous Studies	Native Studies	Native Studies	Indigenous Governance *Special Case	Indigenous Studies <i>Special Case</i>	Indigenous Studies <b>Regularized</b>
<b>Entrance Requirement</b>	MA	MA	MA	MA	MA	MA
<b>Course Credits</b>	Year 1: 21.0 Year 2: 12.0	12.0	9.0	18.0*	18.0	12.0
<b>Graduation Requirement</b>	Oral Examination, Completed Dissertation	Oral Examination, Completed Dissertation	Oral Examination, Completed Dissertation	Oral Examination, Completed Dissertation	Oral Examination, Completed Dissertation	Oral Examination, Completed Dissertation
<b>Other Notes</b>	Language Requirement  Practicum Field Placement/Bi maadiziwin/A tonhetseri:io Option	Language Requirement		*6.0 up to credit units can be waived with prior Indigenous content courses		Language Requirement

## **Appendix B: Indigenous Studies PhD Qualifying Exam**

As per section 12.6.1 of the CGPS guidelines, the student is required to successfully pass an English language qualifying examination in their first year of study.

The oral defense for the award of a Master's degree at the University of Saskatchewan or another recognized institution may, at the discretion of the student's supervisor and advisory committee, be accepted in lieu of the PhD Qualifying Exam.

## **Appendix C: Indigenous Studies PhD Comprehensive Exam – Comprehensive Papers and Oral Defense Guidelines**

Students in the Indigenous Studies PhD program will undergo written and oral examinations in three comprehensive areas. All students will be tested in *Advanced Indigenous Studies* and in two of four of the following areas, as determined by the student in consultation with their supervisor and advisory committee: Gender, Development, Governance, and History, Culture, & Languages.

### **Comprehensive Exam Areas**

The bibliographies for the comprehensive areas will be set, though new foundational sources could be added to replace other outdated sources.

Students will study for and write their comprehensive exams within 12 months after the last day of classes (which take place in the first year of the PhD program). Students will be expected to meet with the committee members in charge of each of the comprehensive areas on a regular basis. When the committee members are satisfied that the student is sufficiently prepared, a date for exams will be set.

#### Advanced Indigenous Studies (all PhD students)

The comprehensive area of *Advanced Indigenous Studies* will test student's understanding of the growth, various directions, and issues that impact the development of Indigenous Studies as a distinct academic and scholarly discipline.

And two of the following:

- Governance
- Development
- Gender
- History, Language, Culture

### **Written Examination**

The written examination portion of the comprehensive exams will consist of three exams over the course of one week. Each paper will be between 10-12 pages in length. Students may choose from the two options below:

A: Receive one question at a time and have 48 hours to complete and submit each Comprehensive Paper to the supervisor (and advisory committee).

B: Receive all three exam questions and have one week to complete and submit comprehensive papers for each of these questions to their supervisor (and advisory committee)

## **Oral Examination**

The oral exam will take place normally two weeks following after the last written exam. The advisory committee and the student will set the date for this exam at the same time as the date(s) for the written exam is set. The department's Graduate Chair, or designate, will chair the examination. Each committee member will ask two series of questions. Once both rounds of questions are complete, the student will be asked to leave the room as the committee decides whether the student has passed or failed the oral examination.

If the student has failed the exam, the committee, with the approval of the College of Graduate Studies and Research will decide whether or not the student should be asked to retake the exam or to withdraw from the program (as per policy 12.6). If the student is asked to retake the exam, the committee must be able to explain to the student why they failed. The committee and the student will then set a date for the retake. The student will be made aware of the appeal process if they do not agree with the committee's decision. If the student passes the exam, they will be considered a PhD Candidate.

## **Appendix D: Indigenous Studies PhD Dissertation Proposal Defense and Defense Guidelines**

### Dissertation Proposal Guidelines

Upon completion of the Comprehensive Exam students will submit a written dissertation proposal to their advisory committee and pass an oral defense of this proposal. The dissertation proposal should present a coherent thesis topic and place it within the framework of existing work in the area. It should be 10-20 pages in length and should contain:

- A precise definition of the topic.
- A demonstration of critical awareness of pertinent literature.
- A statement of the significance of the topic in relation to existing knowledge and theory in the area.
- A discussion of the principle sources and chosen methodology.
- Where applicable, a discussion of research ethics.

### Dissertation Writing

After successfully defending the dissertation proposal, students move into the research and writing portion of the program. As per CGPS Guideline 12.8: theses may be produced in either the traditional style or the 'manuscript' style, which consists of a manuscript or a cohesive set of manuscripts, written in a style suitable for publication in appropriate venues.

### Dissertation Defense

Supervisor, student, and advisory committee will determine when a dissertation is ready for defense. Once a dissertation is deemed ready for defense, the Supervisor and committee will recommend an external examiner. This committee, including the external examiner, can be approved prior to setting a date for the defense. Once the dissertation is judged to be ready for defense, the dissertation will be distributed and the defense date set. The external examiner will submit their report before the defense. The defense will then take place and a decision will be made. Depending on the decision, corrections and changes are completed and approved and an approved copy of the dissertation is submitted to the College of Graduate and Postdoctoral Studies as evidence of completion. All graduate students and faculty in the Department of Indigenous Studies and all faculty members in the CGPS are welcome to attend.



## References

- “Building Reconciliation: Universities Answering the TRC’s Calls to Action.” (2015). Building Reconciliation National Forum November 18 and 19, 2015: Major Themes Summary Retrieved from:<<https://aboriginal.usask.ca/documents/University%20of%20Saskatchewan%20Building%20Reconciliation%20National%20Forum%20Report.pdf>>
- College of Arts and Science. Plan for the Third Planning Cycle. 2012-2016.  
<<http://artsandscience.usask.ca/college/pdf/curriculumrenewal/CollegeofA&SIntegratedPlan2012-2016.pdf>>
- Department of Indigenous Studies (2016) Graduate Program Review: Self-Study Report.
- Department of Indigenous Studies (March, 2016) Graduate Program Review: Reviewer Report.
- Office of the Vice President of Research. (n.d.) “Advancing Signature Areas.”  
<<http://www.usask.ca/vpresearch/workshop/advancing.php#1>>
- Padmanabha, Swapna and Nancy Van Styvendale. (2016) “Ethical Space in Community Service Learning”
- Truth and Reconciliation Commission of Canada: Calls to Action (2015)  
<[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)>
- University of Saskatchewan (n.d.) Promise and Potential: The Third Integrated Plan 2012-2016  
<<http://www.usask.ca/plan/documents/Promise%20and%20Potential%20-%20Full%20Version.pdf>>.

Courses:

INDG 802.3 Applied Indigenous Studies Research Methods

INDG 803.3 Theoretical Issues in Indigenous Studies

INDG 804.3 Theorizing the Resurgence of Indigenous Citizenship Orders (Proposal pending)

INDG 806.3 New Writings in Indigenous Studies (Under review)

INDG 810.3 Aboriginal Self Determination through Mitho-Pimachesowin

INDG 811.3 Cree Indigenous Knowledge and Governance (Under review)

INDG 812.3 Advanced Seminar in Treaty Constitutionalism (Proposal pending)

INDG 814.3 Indigenous Leadership (Nikaniwin) and Economic Development (Proposal pending)

INDG 816.3 Indigenous Community Development Through Social Economy (Proposal pending)

INDG 830.3 Indigenous Oral Histories

INDG 831.3 Social Justice and Reconciliation (Under review)

INDG 833.3 Indigenous Genocide (Under review)

INDG 841.3 Indigenous Health Systems (Proposal pending)

INDG 843.3 Indigenous Communities Post Colonial Healing (Proposal pending)

INDG 871.3 Indigenous Women: Feminism, Politics, and Resistance (Under review)

INDG 872.3 Theorizing Indigenous Law: Feminist and Queer Perspectives (Proposal pending)

INDG 873.3 Comparative Indigenous Masculinities (Under review)

**Advanced Seminar in Treaty Constitutionalism**

In this advanced seminar, students will engage the concept of Treaty Constitutionalism (sometimes called a *biskaabiyyang* approach) to identify Indigenous legal orders hidden in plain sight. We will achieve this in two ways: Students will engage in a critical re-reading treaty texts, reading “between the lines” for where Indigenous legal orders manifest like tips of icebergs within the them. Students will then apply this reading technique as an interpretive practice to identify, name, and validate Indigenous political and legal orders in contemporary, everyday life.

**Theorizing the Resurgence of Indigenous Citizenship Orders**

This course explores the ways in which Indigenous nations in Canada determine who belongs with their nations. We will consider inherent citizenship orders of various Indigenous nations with a focus on how family-making practices such as birthing, marriage and adoption enfold principles that can then be applied in contemporary efforts to claim and reclaim those who rightfully belong. The purpose of this course is to help student disengage from the politics of recognition in determining how Indigenous nations determine who belongs on their own terms.

Graduate Course for Indigenous Studies  
Proposed by Emily Snyder

### **Theorizing Indigenous Law: Feminist and Queer Perspectives**

Much of the discussion about “Indigenous legal issues” focuses on colonial state laws about, and imposed on, Indigenous peoples. The field of Indigenous law is instead concerned with Indigenous peoples’ *own* legal orders, traditions, and theories about the nature and practice of law. In this course, we will examine Indigenous legal theories, and will do so through critical feminist and queer lenses. A multitude of theories will be grappled with so as to understand how gender and sexuality are central to Indigenous legal histories and resurgence. Throughout the course we will consider the following questions: Why do gender and sexuality matter to the study of Indigenous laws and Indigenous legal theorizing? What intellectual resources exist in specific Indigenous legal orders for promoting intersectional legal practices? What is Indigenous feminist legal theory? What is queer Indigenous legal theory? To work with these questions, we will think with existing frameworks, and consider new theoretical articulations, for analyzing the complex relationships between gender, sexuality, and law in Indigenous contexts.

## **New courses submitted for approval:**

### **INDG 806.3: New Writings in Indigenous Studies**

In recent years, the number of published Indigenous scholars has grown substantially. In this course, we will examine the approaches Indigenous Studies researchers use in their research. Specifically, we will pay close attention to the types of methods and theories employed to ascertain to what degree an Indigenous Studies approach to research has materialized.

### **INDG 811.3: Cree Indigenous Knowledge and Governance**

This reading course consists of weekly readings and discussions designed to immerse the student in discourses related to the topic of Cree traditional knowledge and governance. This reading course will explore various theories from law, anthropology, education, philosophy, and other disciplines to assess the degree in which these theories can access and convey Indigenous perspectives. The course will also examine how Cree traditional knowledge can be deployed as a theoretical framework in ways that assists us to gain a fuller understanding of traditional Cree governance and how that understanding can be applied in the modern context.

### **INDG 831.3: Social Justice and Reconciliation**

This course explores the relationship between the unresolved historical grievances of Indigenous Peoples, contemporary conflicts, and the political discourse of reconciliation that frames Indigenous-Newcomer relations today. We will examine emerging theory in social justice, historical consciousness, restitution, reconciliation and apology within the context of Indigenous and mainstream government initiatives at home and abroad. Drawing on multidisciplinary literature, international perspectives, and some case studies, we will consider the role history plays in conflict resolution processes arising out of Aboriginal and Treaty Rights, land claims and in considerably more depth, the Indian residential schools. Special attention will be given to the Indian residential school reparation and reconciliation initiatives.

### **INDG 833.3: Indigenous Genocide**

That the literature on Indigenous genocide is relatively sparse reflects the degree in which non-Indigenous North Americans have constructed their national histories that either erases Indigenous historical presence as in the United States or as in Canada promotes a benevolent national character. As a result, in both countries there is a refusal to take seriously any claims of Indigenous genocide. This readings course provides a counter-narrative to explore the various ways in which genocide has been enacted upon Indigenous peoples, how discussion about Indigenous genocide has shifted in recent years, and the multitude of long-term implications genocide has created for Indigenous people.

### **INDG 871.3: Indigenous Women: Feminism, Politics, and Resistance**

This course explores issues relating to the historical and contemporary experiences of Indigenous women in northern North America. It examines themes including Indigenous understandings of gender and kinship; settler colonial policy and the regulation of Indigenous women; law and criminalization; labour and informal economies; politics and activism; and motherhood and child

welfare. This course also considers Indigenous feminist analyses and its relationship to understanding Indigenous women's issues.

**INDG 873.3: Comparative Indigenous Masculinities**

Though the literature on masculinity has increased dramatically in the last 15 years, researchers have recently begun to explore the notion of Indigenous masculinities. The majority of research has emerged in the Pacific Islands and Africa, and has garnered sparse attention in North America. Through course readings of articles and books and written assignments, this reading intensive course will introduce students to the issues of masculinity from a global Indigenous perspective and provide an introduction to the general masculinity literature.

## **Department of Indigenous Studies Faculty & Credentials**

### **Bonita Beatty (Assistant Professor)**

PhD University of Alberta (2006); M.A. University of Regina (1996); B.A. Advanced University of Regina (1990); B.A. General University of Regina (1990)

### **Real Carrier (Lecturer)\***

PhD ABD, Policy Studies, Ryerson University; MPA, Public Administration, University of Regina (2010); BA, Political Science, Simon Fraser University (2006)

\*Can't supervise/teach PhD Students

### **Robert Innes (Associate Professor)**

PhD Arizona (2007) M.A. Saskatchewan (2000) B.A. Toronto (1996)

### **Michelle Johnson Jennings (Associate Professor) – Canada Research Chair - 2017 Start**

PhD University of Wisconsin (2010) ; Ed.M. Harvard University (1999); B.Sc University of Oklahoma (1998)

### **Simon Lambert (Associate Professor) - 2017 Start**

PhD, Lincoln University (2008); MA (First Class Hons.) University of Canterbury (2001); BA University of Canterbury (2000)

### **Damien Lee (Assistant Professor)\***

PhD ABD, Native Studies, University of Manitoba; MA, Indigenous Governance, University of Victoria (2011); BA, Indigenous Studies, Trent University (2010)

\*Can't supervise/teach PhD Students

### **Sarah Nickel (Assistant Professor)**

PhD (History), Simon Fraser University (2015); MA (History) University of Saskatchewan (2009); BA (History) University of Lethbridge (2006)

### **Priscilla Settee (Associate Professor)**

Ph.D. March 2007 M.Ed., Curriculum Studies, University of Manitoba, 2002 B.Ed. University of Saskatchewan B.A. Sociology University of Guelph 1974

### **Emily Snyder (Assistant Professor)**

PhD, University of Alberta, 2014; MA, Carleton University, 2006; BA (Hons), Saint Mary's University, 2004

### **Winona Wheeler (Associate Professor)**

PhD 2000 University of California, Berkeley. MA 1988 British Columbia. BA (Hons) 1986 Manitoba.

## **2017 Hires**

TBD - Cree Language Position (Assistant Professor APA)

Department Head Position - Senior Scholar (Associate or Full Professor) for July 2017



## MEMORANDUM

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

FROM: Dr. Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

DATE: January 9, 2017

RE: Proposed Regularized Ph.D. Program in Indigenous Studies

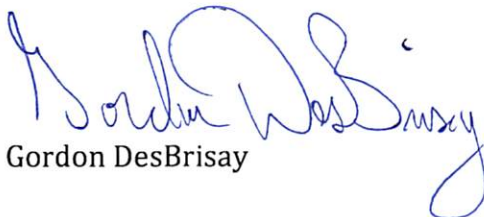
---

It is only by virtue of an odd oversight that our college has not long since signaled its whole-hearted support for this excellent proposal to create a regularized Ph.D. program in Indigenous Studies. We are delighted to signal that support now. The department of Indigenous Studies has the faculty, expertise, and resources to mount and sustain a high quality regularized doctoral program.

Creating this program at this time is a good idea for all the many reasons noted in the proposal and in the many other letters of support. It promises to help meet a demonstrated and, indeed, pressing academic and societal need for increased numbers of highly qualified Indigenous scholars and scholars of Indigenous Studies. It promises to be a key pillar of the university, college, and departmental response to the TRC's Calls to Action, and it aligns with all our institutional priorities for Aboriginal Engagement. The fact that so many other units in our college are keen to build upon existing collaborations and to thereby extend the range and impact of this proposed program, enhance their own programs in the process, and further the interdisciplinarity that is a hallmark of the Indigenous Studies department, in particular, and our college in general, is very encouraging.

The College of Arts and Science fully supports this initiative and wishes all those involved every success in it.

Sincerely,



Gordon DesBrisay





October 7, 2016

To whom it may concern:

On behalf of the Department of History at the University of Saskatchewan, I am pleased to support efforts by the Department of Indigenous Studies to create a Ph.D. program. As the department grows, adds bright young scholars to its faculty complement and attracts increased student interest, adding a doctoral program is an obvious next step. This is especially true in the context of a university intent on “indigenization.” Offering a well-designed and rigorous Ph.D. program will serve graduate students, but will also support retention of talented faculty. The best scholars wish to be part of a vibrant community that includes faculty, post-docs, doctoral and masters students, as well as undergraduates.

As Canada’s leader in Indigenous History, our department is home to a critical mass of faculty and graduate students who study related topics. As such, there is considerable opportunity for sharing of resources between our two departments, for example in setting comprehensive exams, in serving on student advisory committees, and in research collaborations. Indeed, our faculties have for many years engaged in these kinds of connections, and we look forward to doing so in the future.

A new Ph.D. program in Indigenous Studies will enhance both of our departments and our university as a whole. The Department of History is pleased to support this initiative.

Sincerely,

A handwritten signature in blue ink that reads "Geoff Cunfer".

Dr. Geoff Cunfer  
Associate Professor and Head  
Department of History



UNIVERSITY OF  
SASKATCHEWAN

College of  
Arts and Science

❖ Department of Sociology

1019 - 9 Campus Drive Saskatoon SK S7N 5A5 Canada

Ph: 306-966-6947 Fx: 306-966-6950

Email: sociology@usask.ca

## MEMORANDUM

**TO:** Rob Innes, Graduate Chair, Department of Indigenous Studies

**FROM:** Terry Wotherspoon, Head, Department of Sociology

**DATE:** October 5, 2016

**RE:** Proposed Ph.D. program in Indigenous Studies

---

I am pleased to write in support of the proposal for the introduction of a Ph.D. program in Indigenous Studies. This proposal is both timely and significant for our University as it moves to strengthen programming in your Department in conjunction with initiatives to position the institution as a leader in areas related to Indigenous scholarship and engagement.

Through my work with members of your Department in several capacities, including my recent role as a member of the external review team for the Department's graduate program, I have been able to gain an appreciation for the strong scholarly work and related activities being undertaken by faculty members and graduate students in your Department. With the addition of new faculty members, your Department is now very well positioned to provide more extensive graduate programming that will attract high quality students from Canada and internationally. The establishment of a regular Ph.D. program in Indigenous Studies at this University is very important for increasing capacity to produce Indigenous scholars as well as to enhance overall the pool of scholars who are able to advance scholarship in the field. We look forward to the prospects of working with your Department members and students with respect to coursework and other aspects of the graduate program, and wish you success in the establishment of this program.

Sincerely,

Terry Wotherspoon



# The University of Georgia®

www.instituteofnativeamericanstudies.com  
Fax 706-542-6724

Institute of Native American Studies

Peabody Hall  
Athens, Georgia 30602-1625  
Telephone 706-542-1492

Jace Weaver  
September 29, 2016

To Whom It May Concern:

I am the president of the Native American and Indigenous Studies Association (NAISA), the scholarly association in the evolving discipline. I am the Franklin Professor of Native American Studies and the Director of the Institute of Native American Studies (INAS) at the University of Georgia (UGA). Prior to assuming my current position, I was associate professor of American Studies at Yale University.


I am writing to offer my support for the University of Saskatchewan's Department of Indigenous Studies in its proposal to offer a Ph.D. in Indigenous Studies. We have long considered the department one of the best in Canada and, indeed, one of the best in North America. It is a program of international reputation in the discipline. It played host to the fifth annual meeting of NAISA, an event that regularly draws approximately one thousand scholars from around the world. The highly successful USask meeting only boosted the department's standing and reputation.

In the United States, I believe there are only three departments of Native American/American Indian Studies. The remainder are only programs. The three departments (University of Arizona, University of California, Davis, and the University of Minnesota) offer the only three doctorates in the discipline. INAS at UGA is widely considered one of the best programs in the U.S. It offers only undergraduate and graduate certificates in Native American Studies.

USask's department already offers a bachelors and masters. Native American and Indigenous Studies is a growing discipline. NAISA has both demonstrated this and helped lead the development of the discipline. There is definitely a need for another doctoral program, and USask is the logical home for it. I therefore enthusiastically support the department's proposal.

Thank you for your time and attention in this matter. If you have any questions or require additional information, please feel free to contact me at [jweaver@uga.edu](mailto:jweaver@uga.edu). I am,

Very truly yours,

  
Jace Weaver  
NAISA President

Dr. Robert Innes, Graduate Chair  
Dept. of Indigenous Studies  
University of Saskatchewan  
04 October 2016

Dear Dr. Innes

Thank you for sharing the Department of Indigenous Studies' proposal for a regularized PhD program with my colleagues and me in the Department of Archaeology and Anthropology. As a unit, we are strongly supportive of this initiative and see many advantages to our own graduate (as yet only Masters and occasional special case PhD) and research programs in Archaeology and Anthropology. Indeed, we couldn't agree more that the increasing demand from students, maintenance of your competitive advantage among other western Canadian universities, and growing faculty complement all combine to make this a very strategic and well-planned initiative. Furthermore, within the context of the University of Saskatchewan's commitment to Indigenization, we are confident that this proposed PhD program will make considerable contributions to the advancement of Indigenous research and community engagement not only here in Saskatchewan, but also nationally and internationally.

The Department of Archaeology and Anthropology can both benefit from and potentially contribute to an Indigenous Studies PhD program. New and existing Indigenous Studies courses and faculty expertise may be complementary to our own graduate students' programs of study, and pursuing a PhD in Indigenous Studies may be of interest to many of our recent (MA) graduates. On the other hand, we offer graduate courses (such as ANTH 802, Community Based Research: Ethnography and Engagement) and faculty expertise that may be of value to Indigenous Studies graduate students by adding, for example, interdisciplinary breadth to their programs. As such, we are fully supportive of a regularized PhD program in Indigenous Studies. We look forward to maintaining—if not increasing—our strong ties with the Department of Indigenous Studies as it continues to expand its undergraduate, graduate, and research programs.

Sincerely,



Angela R. Lieverse, PhD  
Associate Professor and Dept. Head

To Whom it May Concern:

This is a letter – written on behalf of the University of Saskatchewan Department of Philosophy – in support of the proposal by the Department of Indigenous Studies to convert their special case PhD to a regularized PhD program. The Department of Indigenous Studies has now grown to a size large enough to support a PhD program. Moreover, there has been more than enough interest from students to indicate that a regularized PhD is both necessary and likely to succeed. Finally, a regularized PhD program in Indigenous Studies can be expected to help achieve the University's goal of substantially increasing the Aboriginal faculty complement. A program of this kind can be expected to be attractive to Aboriginal scholars with ties to the region and, as a result, to increase the pool of candidates available to fill faculty positions at the University of Saskatchewan.

Thank you for your consideration.

All the best,

Peter Alward

Peter Alward  
Professor and Head  
Department of Philosophy  
University of Saskatchewan  
peter.alward@usask.ca

Rob Innes, Associate Professor  
Indigenous Studies  
University of Saskatchewan

September 28, 2016

Dear Rob,

**Re: Support for Department of Indigenous Studies PhD Program**

I am writing in support of your proposal to regularize the Department of Indigenous Studies' Doctor of Philosophy program. As you are aware, Political Studies has a positive working relationship with Indigenous Studies, including research collaborations amongst faculty and ongoing collaboration to explore options for a certificate program. The proposed regularization of the Department of Indigenous Studies' Doctor of Philosophy program would facilitate for further collaborations between our departments, and the additional Indigenous Studies graduate course offerings would be of interest to our graduate students. Further, the PhD program could assist the College of Arts and Science in recruiting more Indigenous students and faculty, thus advancing the College's goal of increased indigenization.

Sincerely,



Loleen Berdahl, Ph.D.  
Professor and Head

October 4, 2016

➤ **Aboriginal Students' Centre**  
Gordon Oakes Red Bear Student Centre  
5 Campus Drive Saskatoon Saskatchewan S7N 5A4 Canada  
Ph: 306-966-5790 Fx: 306-966-5081  
Email: [asc@usask.ca](mailto:asc@usask.ca) Web: [students.usask.ca/aboriginal](http://students.usask.ca/aboriginal)

To whom it may concern,

Greetings, my name is Graeme Joseph and I am the Team Leader of First Nations, Métis and Inuit Student Success at the Aboriginal Students' Centre. I am writing this letter of support on request of Dr. Robert Innes. Dr. Innes advises me that the Department of Indigenous Studies is applying to regularize their Ph.D. program as part of their academic offerings. I am writing this letter in support of their application.

The Aboriginal Students' Centre or ASC is dedicated to supporting Aboriginal student academic and personal success. We provide individual, social, cultural, and academic supports to Métis, First Nations and Inuit students at the University of Saskatchewan's Saskatoon campus. During the past 2016 Regular Session, the centre conducted over three hundred different activities in support of Aboriginal students as part of our programs, services, and events. The majority of students who visit the centre are undergraduate. During the past year, the ASC has been working with the Indigenous Graduate Student Council to identify ways in which the centre can better support Aboriginal graduate students. An important issue within our conversations has been the need for a university wide enrolment strategy.

The University of Saskatchewan is viewed as a national leader in Aboriginal engagement and student success. The university has one of the largest Aboriginal student populations of any U15 university. There were over 2,200 Métis, First Nations, and Inuit students enrolled at the university. This represents almost 11% of the overall student population. Unfortunately, there are only 190 Aboriginal graduate students enrolled last year. Other U15 universities, with far fewer Aboriginal students have just as many or more Aboriginal graduate students. For example, in 2014, the University of British Columbia's Vancouver campus had 900 Aboriginal students enrolled. Over 200 were enrolled in graduate studies, with more than 70 in Ph.D. programs. Not having a university graduate enrolment strategy is putting the U of S's reputation as a leader in Indigenization at risk.

The University of Saskatchewan's strategic advantage is the size of the Aboriginal undergraduate student population, and the university should be doing more to recruit more Aboriginal graduate students from within the institution. The Department of Indigenous Studies can play a significant role in repositioning the university to take on this challenge and demonstrate its leadership in this area. High quality graduate programs taught by Indigenous faculty members, teaching from an Indigenous worldview are the foundation of an overall Aboriginal graduate student enrollment strategy. Without these programs, faculty, and graduate students, the university has little chance of succeeding in its goal of Indigenizing the academy, as Aboriginal graduate students, specifically those at the Ph.D. level represent the future of academia and Indigenization.

Thank you for your time and consideration. If you have any questions regarding this letter, please do not hesitate to contact me. You can reach me at [graeme.joseph@usask.ca](mailto:graeme.joseph@usask.ca) or by telephone at 306-966-7287.

Respectfully,



Graeme Joseph  
Team Leader of First Nations, Métis and Inuit Student Success





College of Liberal Arts and Sciences  
School of Social Transformation  
PO Box 876403 Tempe, AZ 85287-6403  
(480) 965-7682 Fax: (480) 965-9199  
[www.sst.asu.edu](http://www.sst.asu.edu)

October 9, 2016

Dean Adam Baxter-Jones  
College of Graduate Studies and Research

Dear Dean Baxter-Jones:

I write to enthusiastically support the proposal submitted by the Department of Indigenous Studies to convert the Special Case PhD to a regularized PhD Program. I will begin with a brief summary of my work in this field: I have worked in Indigenous Studies (variously called American Indian Studies and Native American Studies in the U.S.) since earning my PhD in Anthropology (Stanford University) in 1987. My first faculty appointment was in American Indian Studies/Anthropology at the University of Washington (1988-1994). I worked then for 20 years on the faculty of American Indian Studies at the University of Arizona, where I was promoted to full Professor (1998) and served as Head (2005-2009). At UA I chaired the committee to propose a Ph.D. degree, which was approved by the Arizona Board of Regents early in 1997; we accepted students in the fall of 1997. It was the first free-standing doctoral program in American Indian Studies in the U.S. (followed soon by a second doctoral program at the University of California, Davis). Beginning in 2005, I worked with five colleagues to found the now international professional academic society, NAISA/Native American & Indigenous Studies Association. Through NAISA I have had a greatly enhanced opportunity to meet and work with colleagues in similar programs in Canada, Australia, Aotearoa/New Zealand, and around the world.

In this letter, I will address several issues that my experience leads me to believe are crucial in considering a proposal for a PhD degree in Indigenous Studies.

- The robust grounding of Indigenous Studies in community activism and intellectual activism.

The recently convened 2nd Annual Forum “Building Reconciliation: Universities Answering the TRC’s Calls to Action” highlights the commitment among Indigenous communities and post-secondary institutions in Canada to profoundly rethinking and reshaping academic programs, curricula, and institutional cultures. The proposed regularized PhD program is critically innovative, path-breaking not only as an intellectual endeavor but just as importantly path-breaking as an instrument to support Indigenous nation building, sovereignty, and the political, economic, and social development of Indigenous peoples in Canada.



- Student interest and academic preparation for applicants.

The remarkable proliferation of high-quality M.A. degree programs in Indigenous Studies and cognate fields across Canada and the U.S. in the last 20 years can and will act as “feeder” streams tributary to the PhD. The growth in M.A. programs attests to the interest of students, the dedication of faculty, and the support of First Nations/Métis/ Inuit and American Indian communities for attainment of higher degrees both by their citizens and by dedicated non-Native allies.

- A realistic assessment of demands that will be created by the proposed program (e.g., finances, adequacy of current and proposed faculty resources, workloads, etc.)

Having built a similar program in the late 1990s and early 2000s, I feel the assessments are quite realistic, even perhaps on the modest side in terms of potential interest in the program; while financial resources and faculty resources are robust relative to the proposed size of enrollment.

I believe that demand / enrollment projections are probably modest. When the University of Arizona opened its doctoral program in the fall of 1997, we admitted about 9 students out of a field of nearly 30 applicants. That first year was a bit of an anomaly, as the first program of its kind in the U.S. you might say we were addressing a backlog of interest. Even so, over the next 20 years we often saw 12-20 applications per year, and admitted 5 to 8 or 9 students. We shared the hope expressed in this proposal that our rigorous system of faculty mentoring and oversight would ameliorate the expected (across disciplines and a “standard” i.e. mostly white demographic) of 50% attrition rates through the course of the program. We were not successful, but interestingly enough, not for reasons we anticipated. Even though we enrolled a high percentage of Native students (50-75% over that 20 year period), who reflected the uneven and inequitable state of education and opportunity across Native communities, we lost more people to taking early jobs than to “dropping out.” Our biggest challenge turned out to be convincing Native degree-seekers, many of whom were committed to returning to and supporting Native wellbeing in community settings, that finishing the degree would in the long run be more productive than taking an immediate job offer halfway through the degree. That’s a bit of a quandary, but it reflects the fact that job opportunities outstripped the number of Ph.D.s we were producing, for most of the time I was affiliated with the UA. I anticipate the same might prove true at the University of Saskatchewan.

In sum, I enthusiastically support this proposal. The remarkable florescence of Indigenous Studies internationally in the last 30 years has been fueled by a convergence of diverse factors. Growing numbers of Indigenous intellectuals (with and without academic degrees) focus their energies on documenting, articulating, analyzing, and *speaking out* about Native experiences, realities, and epistemologies. In Native communities, governments and grassroots organizations demand and assert self-determination, access to opportunity, community controlled schooling, economic development – they are working to achieve a dynamic, vital, creative, modern expression of Indigenous life. Within the academy, the synergy of political and intellectual activism has powered reforms in Institutional Review Boards and human subjects protocols, program building in interdisciplinary arenas, increased Indigenous student recruitment and retention, and the consolidation of a remarkable international network of Indigenous scholars.

The time is right, and ripe, for the University of Saskatchewan to continue its commitment to be a place that fosters – through teaching, research, and creative scholarship – intellectual innovation, social wellbeing, and economic opportunity for all citizens of Canada, including First Nations, Métis, and Inuit citizens.

Sincerely,



K. Tsianina Lomawaima

Distinguished Scholar of Indigenous Education, Center for Indian Education; Professor, Justice & Social Inquiry; in the School of Social Transformation

[klomawai@asu.edu](mailto:klomawai@asu.edu) \*\*\*\* 520-235-0498

Te Pua Wānanga ki te Ao  
Faculty of Māori and Indigenous Studies  
Te Whare Wānanga o Waikato  
The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Professor Brendan Hokowhitu  
Dean/Te Amokapua  
Phone +64 7 838 4075  
hokowhitu@waikato.ac.nz  
www.waikato.ac.nz



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

11 October 2016

To Whom It May Concern:  
Tēnā koutou,

I write in support of the regularisation of the PhD program within the Department of Indigenous Studies at the University of Saskatchewan.

Last year, I proposed a similar program at the University of Alberta prior to my leaving Alberta to return to New Zealand. To my mind, PhD programs in Indigenous Studies should be a central cog in the *Truth and Reconciliation* redress within Canadian Universities for the simple reason that for authentic change to occur, there will be great demand for scholars versed in the politics, socio-history, worldviews and methodologies of indigeneity that only Indigenous Studies can offer.

The fact that there is a dearth of Indigenous Studies PhD programs throughout North America also suggests the need and the demand for Indigenous Studies PhD graduates will significantly increase in the near future, which in turn makes the proposed program at USask attractive and successful. I believe there are only four existing Indigenous Studies PhD programs in Canada and the US, which reflects the lack of recognition of Indigenous epistemologies more broadly within the North American academy and something that needs to be rectified to build a better Canada.

I should also say that I am familiar with the majority of the USask Indigenous Studies scholars initially through my work within the Native American and Indigenous Studies Association, and then through my role as Dean of Native Studies at the University of Alberta. The staff and graduate students coming out of the Department have done USask proud, as they have a strong international reputation and are doing unique and vital work. I mention this because I don't believe that Indigenous Studies PhD programs are viable in many of the existing Indigenous Studies units scattered throughout North America due to size and robustness/cogency of scholarship. However, the Department of Indigenous Studies at USask is vigorous enough to host such a program, and indeed a regularised PhD program will only enhance its reputation.

For all the above reasons I strongly provide my support for this proposal. If you have any questions or need further clarification on any points, please do not hesitate to contact me.

Ngā mihi,

A handwritten signature in black ink, appearing to be 'B. Hokowhitu'.

Professor Brendan Hokowhitu  
Dean/Te Amokapua  
Faculty of Māori and Indigenous Studies  
Te Pua Wānanga ki te Ao  
University of Waikato

## ***MEMORANDUM***

TO: Winona Wheeler, Department of Native Studies  
Adam Gaudry, Department of Native Studies

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

DATE: May 6, 2015

RE: **Planning and priorities committee response to the Notice of Intent for a regular Ph.D. program in Indigenous Studies**

---

Thank you again for attending the planning and priorities committee meeting on April 15, 2015 to present the notice of intent to regularize the special-case Ph.D. program in Indigenous Studies. The initiative is directly related to the university's Aboriginal priority area and its relevance is clearly apparent and supported by members. The committee also recognizes this is a logical next step in the renewal of the department's academic offerings and that having regular student intakes into a Ph.D. program will stabilize and build the research base of faculty members within the department.

Much of the committee's discussion on regularizing the special-case Ph.D. program focused on clarification of the number of credit units comprising the program, with the concern that the number of courses suggested at 12 credit units is high for a Ph.D. program, given the department's small faculty complement. Emphasizing the research component and reducing the number of courses is suggested. Although the department has discussed the possibility of offering a non-thesis master's program, avoiding mentioning this possibility in the full program proposal is suggested to avoid any speculation or confusion regarding the relationship between the two programs.

Overall, the committee supported growing the program slowly and methodically, gaining gradual experience with smaller numbers of students so that the program can spread some roots. As the department has graduated only one Ph.D. student, there are many factors that still require consideration. Consulting with the graduate chairs of other small departments in related areas is suggested to gain their expertise with respect to the conceptualization of the program, including accessing graduate student funding and scholarship support. Although the acting vice-dean Social Sciences attended the meeting and indicated his support of the program in person, obtaining a letter of support from the college, specifically the Division of Social Sciences, is requested to accompany the full program proposal.

Dr. Winona Wheeler  
Dr. Adam Gaudry  
May 6, 2015  
Page 2

---

Please do not hesitate to contact me if you have any questions, and please feel free to share this response as you wish.

Regards,



---

Lisa Kalynchuk

- c      Ernie Barber, interim provost and vice-president academic  
         Lawrence Martz, acting vice-dean, Social Sciences  
         Peter Stoicheff, dean, College of Arts and Science  
         Dirk de Boer, acting head, Department of Native Studies  
         Trevor Crowe, associate dean, College of Graduate Studies and Research  
         Roy Dobson, chair, academic programs committee of Council  
         Russell Isinger, registrar and director of student services

Department of Native/Indigenous Studies<sup>1</sup>  
Notice of Intent  
Regularize PhD Program

The motivation to regularize the Indigenous Studies PhD program is based on the level of demand and is part of the department's overall plan to restructure and reinvigorate the graduate program. We expect that the new regularized PhD program in Indigenous Studies will have between 10-12 students at any given time with between 1 to 3 PhD students admitted annually. Over the last 3 years, department has experienced a sharp increase in the number of people inquiring and applying for our special case PhD program. Currently we have 5 PhD students, one over the limit of 4 students in a special case program. Earlier this year we actually had 6 PhD students, but one was asked to withdraw. A few years earlier another PhD student withdrew when she was elected as a MLA. In addition, we have another student who is in the process of applying for entrance into our program for next year. The department believes these numbers we attract are significant considering we have never actively promoted the program. With a revamped graduate program that will see the department add a non-thesis MA option as well as a new regular PhD program to the MA thesis option, the department will unveil a new promotional strategy. This strategy will utilize the national and international networks we have built over the last 32 years.

Regularizing the department's PhD program will assist the College and University of Saskatchewan in meeting the important priority goals of increasing Aboriginal engagement through research and Aboriginal student recruitment, and will add to the internationalization of the College. The majority of students in the program are Indigenous (4 out of 5) and we expect this trend will continue. By regularizing we will increase the number of Aboriginal graduate students at the University. Currently, all the research conducted in the PhD program focus on Aboriginal issues, most centre on community research and engagement, and two involve international comparative studies. Two out of our five PhD students have focused their research on issues in India and Guatemala, and next year we anticipate accepting a student who plans to study Indigenous issues in Japan. The international component of the PhD program will be facilitated by the department's already well established international Indigenous network and our active involvement in the Native American and Indigenous Studies Association where we have developed a strong global network of colleagues. This is indicated by our partnerships with the University of Hawaii, University of North Carolina at Pembroke, and Swinburne University of Technology (Melbourne, Australia). We are also in varying stages of discussions to develop partnerships with University of Canterbury (Christchurch, NZ), India Institute of Technology Gandhinagar (India), and the Autonomous University of Chiapas (Mexico). These partnerships will enhance our ability to recruitment students, will encourage student and faculty exchanges, and will make a significant contribution to the Internationalization priority of the University.

The department intends to continue discussions with various university-wide units that offer Indigenous focused graduate programs and courses to ascertain how our new regularized PhD program can work to enhance their programs and how theirs can enhance ours. Currently our PhD students take

---

<sup>1</sup> Our Department has already succeeded in changing the names of our programs to Indigenous Studies and are nearing the end of the process to rename the Department of Native Studies as the Department of Indigenous Studies.

elective courses from other graduate programs in the Colleges of Arts and Science and Education. We value the work and areas of expertise of our colleagues and will continue to have our students take electives outside the Department. We have had preliminary discussions about how we can benefit each others programs more with the Department of Educational Foundation in the College of Education and plan to seek out the School of Public Policy, School of Environment and Sustainability, and International Centre for Northern Governance and Development. In addition we will approach other departments within the College of Arts and Science.

Our new graduate program will increase the number of Indigenous content courses at the graduate level. The number of courses the department will offer in a two-year cycle will be between 11-15 courses. Our discussions with the Department of Educational Foundation have informed us that an increase in number of courses offered greatly benefits their program because they have a difficult time finding sufficient number of Indigenous content courses for their students. We intend to help meet that need.

At this point, our faculty members believe that our department, the colleges of graduate studies and arts and science, and the university have to resources available to sustain a regularized PhD program in Indigenous Studies.

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

Title: Doctor of Philosophy in Indigenous Studies

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☐ No ☐

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program.

The attribute code will be: \_\_\_\_\_.

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

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

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

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

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

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



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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

3 What is the name of this new program?

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

## Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐  
☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐  
☐  
☐  
☐  
☐  
☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

**Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)**

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes☐ No☐ Revised☐

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

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

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

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

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

**Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)**

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☒ No ☐ Revised ☐

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

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

Indigenous Studies [INDG]

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

Department of Indigenous Studies

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

Doctor of Philosophy [PHD]

NOTE: Not available in the PHD-DIRECT-GP and PHD-TRANS-GP programs at this time.

**Section 6: New College / School / Center / Department or Renaming of Existing**

1 Is this a new college, school, center, or department?

Yes ☐ No ☒

Is an existing college, school, center, or department being renamed?

Yes ☐ No ☒

Is an existing college, school, center, or department being deleted?

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

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

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

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

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

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

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

## Section 7: Course Information

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

No

2

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

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

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

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

## Section 8: Admissions, Recruitment, and Quota Information - as per current set-up

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

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

- 3 Does this impact enrollment?

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

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

- 6 What is the application deadline?

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

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

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

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

11 Who makes the admission decision? (I.E. Admissions Office or College/Department/Other?)
12 Letter of acceptance - are there any special requirements for communication to newly admitted students?
13 Will the standard application fee apply?
14 Will all applicants be charged the fee or will current, active students be exempt?

## Section 9: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input checked="" type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

\* See attached documents for further details

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

3 Will students outside the program be allowed to take the classes?

4 If YES, what should they be assessed? (This is especially important for program based.)

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

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

8 Has IPA Been Consulted?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

## Section 10: Government Loan Information - as per current set-up

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

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

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

**Section 11: Convocation Information (only for new degrees)**

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

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

3 When is the first class expected to graduate?

4

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

**Section 12: Schedule of Implementation Information**

1 What is the start term?

201709 [September 2017] (Note - will only be added to the "-GP" program(s))

2 Are students required to do anything prior to the above date?

Yes ☐ No ☒

If YES, what and by what date?

**Section 13: Registration Information - as per current set-up**

1 What year in program is appropriate for this program (NA or a numeric year)?

2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

**Section 14: Academic History Information - as per current set-up**

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

**Section 15: T2202 Information (tax form) - as per current set-up**

1 Should classes count towards T2202s?

Yes ☐ No ☐

**Section 16: Awards Information - as per current set-up**

1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☐

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

**Section 17: Program Termination**

1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

If yes, will they be able to complete the program?

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

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

**Section 18: SESD - Information Dissemination (internal for SESD use only)**

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?

Yes ☐ No ☐

2 Has SESD, Admissions, been informed about this new / revised program?

Yes ☐ No ☐

3 Has CGSR been informed about this new / revised program?

Yes ☐ No ☐

4 Has SESD, Transfer Credit, been informed about any new / revised courses?

Yes ☐ No ☐

5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?

Yes ☐ No ☐

6 Has the Library been informed about this new / revised program?

Yes ☐ No ☐

7 Has ISA been informed of the CIP code for new degree / program / major?

Yes ☐ No ☐

8 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

☐

OR

b. Fee Review Committee

☐

c. Institutional Planning and Assessment (IPA)

☐



- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other


SIGNED

Date: 18 Nov 2016

for Registrar (Russell Isinger): George Dell

College / Department Representative(s): Martha Smith-Norris