

**AGENDA**  
**2:30 p.m. Thursday January 19, 2017**  
**Neatby-Timlin Theatre – Arts 241**

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2016/17 academic year marks the 22<sup>nd</sup> year of the representative Council.*

*As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of December 15, 2016 pp. 1 - 6
4. Business from the minutes
5. Report of the President pp. 7 - 8
6. Report of the Provost pp. 9 - 18
7. Student societies
  - 7.1 Report from the USSU pp. 19 - 20
  - 7.2 Report from the GSA pp. 21 - 22
8. Planning and Priorities Committee
  - 8.1 Request for Decision – Respiratory Research Centre in the College of Medicine  
pp. 23 - 86  
  
*It is recommended that Council approve the Respiratory Research Centre as a type A centre in the College of Medicine*
9. Academic Programs Committee
  - 9.1 Request for Decision – Doctor of Philosophy (PhD) in Indigenous Studies pp. 87 - 144  
  
*It is recommended that Council approve the Doctor of Philosophy (PhD) program in Indigenous Studies, effective September 2017.*

- 9.2 Request for Decision – College of Medicine - Changes to Approved Grading System  
pp. 145 - 150

*It is recommended that Council approve the changes to the literal grade descriptors for courses taught as part of the MD program, effective September 2017.*

- 9.3 Request for Decision – Retroactive approval of changes to approved grading system in College of Dentistry pp. 151 - 156

*It is recommended that Council provide retroactive approval to the changes to the literal grade descriptors for courses in the College of Dentistry, effective immediately.*

10. Governance Committee

- 10.1 Notice of Motion – School of Environment and Sustainability Faculty Council Membership  
pp. 157 - 160

*It is recommended that Council approve the membership changes to the Faculty Council of the School of Environment and Sustainability as shown in the attachment, and that Council's Bylaws be amended accordingly.*

11. Research, Scholarly and Artistic Work Committee

- 11.1 Report for Information – Changes to Terms of Reference for the New Researcher and Distinguished Researcher Awards pp. 161 - 166

12. International Activities Committee

- 12.1 Report for Information – Mid-year report of the International Activities Committee  
pp. 167 - 168

13. Other business

14. Question period

15. Adjournment

Next meeting February 16, 2017 – Please send regrets to [katelyn.wells@usask.ca](mailto:katelyn.wells@usask.ca)

Deadline for submission of motions to the coordinating committee: January 30, 2017



*Minutes of University Council*  
*2:30 p.m., Thursday, December 15, 2016*  
*Arts Building Room 241 Neatby-Timlin Theatre*

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

Lisa Kalynchuk, chair of Council called the meeting to order at 2:35 p.m., observing that quorum had been attained.

1. Adoption of the agenda

FLYNN/DOBSON: *To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

The chair briefly reported on the most recent Council committee chairs breakfast meeting with members of the president's executive committee. Discussion at the last meeting focused on integrated planning and included the commitment of the president and provost to a planning process involving consultation with Council, likely through the planning and priorities committee.

The chair provided some reflections on the divisive events unfolding throughout the world, noting that many of these distressing incidents are based on fear and discrimination. She indicated that in her first months as chair that she had witnessed much evidence that the university is a place of hope that embraces diversity and solves problems through collaboration. She expressed her gratitude for this environment and asked all to resolve in the New Year to continue to break down barriers. Concluding her remarks, she expressed best wishes to all for a time of rejuvenation over the holiday season and the opportunity to be with family and friends.

3. Minutes of the meeting of November 17, 2016

GJEVRE/de BOER: *That the November 17, 2016 Council minutes be approved.*

CARRIED

4. Business from the minutes

The chair invited members to raise any business arising. A member requested leave to clarify the statement in the minutes that excellence in research does not preclude excellence in teaching. He noted there are opportunity costs associated with pursuing research versus teaching, and vice versa. In his opinion, the correlation between the two areas is relatively flat and requires differing skill sets.

5. Report of the President

President Peter Stoicheff referred members to his written report and provided additional remarks about the extension of the third integrated plan, the mandate and priorities of Universities Canada, and the information contained in the research update provided to Council each month. Universities Canada (formerly the Association of Universities and Colleges of Canada) has a membership of 97 universities across the country and is an important forum that lobbies the federal government on post-secondary education. Priority areas are co-ops and internships, Indigenous education, research and innovation, and study abroad.

President Stoicheff also provided a brief update on the university's Canada Research Chairs (CRC) program and those chairs recently awarded and renewed. In January, a call for proposals will be issued for up to four new CRC chairs.

The chair invited questions of the president. A member asked for an indication of the university's research performance against comparator institutions. Karen Chad, vice-president research responded, indicating that a report on research performance and progress at the institutional and academic unit levels is made publicly available each January. The report is presented to the associate deans' research (ADR) forum with the request that ADR members share the document widely among faculty.

A comment was requested from the president on the recent \$5 million adjustment to the provincial grant and the effect of this loss coupled with the loss of the portion of the province's funding directed to the Northern Teacher Education Program (NORTEP). The member noted such actions lead to anxiety and instability and asked that the province be made aware of this climate. President Stoicheff recalled the need as president to be circumspect relative to any public commentary and assured Council of the high degree of engagement between members of senior administration with members of the provincial government. He characterized this engagement as intense, frequent, and ongoing, and indicated that the government has been informed of the difficulty the university has sustaining these types of reductions, especially if they continue.

A member commented on the process of indigenization and the slow pace at which he perceived this initiative to be progressing. The president acknowledged the concern and indicated that an internal university forum on building reconciliation is planned to occur in March as a follow-up to the national forum hosted a year ago. There are many different approaches being utilized to integrate Indigenous knowledge, including revisions to the *Learning Charter* and a search for a vice-provost Indigenous engagement.

## 6. Report of the Provost

Interim provost Michael Atkinson presented the provost's report to Council, providing additional comments on the "soft" launch to the integrated planning process and the number of searches for senior administrators underway.

A member referred to identification within the Métis community and asked what steps are being taken to ensure that candidates for the vice-provost Indigenous engagement who self-declare as Indigenous do in fact have connections to Indigenous communities. Patti McDougall, vice-provost teaching and learning and resource member to the search committee responded to the question. She assured Council that candidates must provide evidence of their academic integrity and ability to connect with Indigenous communities. As the search is an open search, short-listed candidates must stand up to public scrutiny. President Stoicheff as chair of the search committee asked Council to consider him duly alerted to the issue.

The recent visit of Maureen Mancuso of the Ontario Council of Academic Vice Presidents (OCAV) was discussed in relation to assessing the quality of the undergraduate learning experience. The OCAV has developed indicators and metrics that tie funding to learning outcomes, specifically workforce employment. Programs are therefore measured against those metrics generated by the institution rather than metrics developed by government. Provost Atkinson indicated that engaging



in a similar discussion at the U of S is a matter of foresight in anticipation of the province's interest in the student experience.

A general discussion of student rankings of institutions as reported by *The Globe and Mail* and *MacLean's* ensued, with speculation on the validity of rankings based on student surveys such as the *MacLean's* survey that involve 200 students or less than 1% of the university's student population. Comments followed on the lack of credence given at the university to the success of students after graduation and their contributions to society as a metric worth measuring and included specifically in the university's standards for promotion and tenure.

The president of the Graduate Students' Association (GSA) asked about the lack of a graduate student representative on the new Board of Trustees governing Huskie Athletics. Dr. Atkinson indicated that as he was not involved with Huskie Athletics that he could not immediately answer the question.

## 7. Student Societies

### 7.1 Report from the USSU

Brooke Malinoski, vice-president academic affairs of the University of Saskatchewan Students' Union (USSU) presented the USSU report. Ms. Malinoski provided a full report of events involving the USSU since October as the USSU was not able to provide a report at the November Council meeting. Topics covered included involvement in the "Let's Talk Housing" initiative with the University of Regina students' union to call on the federal government to address student homelessness. Other events included celebration of the achievements of women, better support of student groups on campus, and a campaign to create awareness about open educational resources. Ms. Malinoski reported on the significant savings realized in total by students through the use of open textbooks and acknowledged the support of the Gwenna Moss Centre for Teaching Excellence and thanked those faculty who adapted teaching resources to support open textbook use.

The USSU has recommended that the province commit to minimum funding increases in line with the projected annual rate of the Saskatchewan Consumer Price Index, that tuition rate increases not exceed the consumer price index, and that the university implement a system by which students can project the full costs of specific degrees on a yearly basis.

Discussion of the USSU report included the request for an indication on the effect that the fall break has on students relative to topic coverage, quality of education, and experiential learning opportunities. Vice-provost McDougall noted that the Registrar's Office has data from a student survey about the fall break week and that she would provide this information to Council.

A Council member saluted the USSU, indicating that the USSU topped all other universities in Canada in the area of policies and practices in the recent campus freedom index published by Justice Centre for Constitutional Freedoms, available at <http://campusfreedomindex.ca/summary/>

In closing, Ms. Malinoski indicated the USSU is currently working on the Undergraduate Project Symposium, an annual event that highlights the research, scholarly and artistic works of undergraduate students. The event will be held on January 26 in the North Concourse of Place

Riel. Ms. Malinoski asked members to contact her directly if interested in serving as judges at the event.

## 7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association, presented the GSA report to Council. Mr. Ghaith indicated that a strategic plan for the GSA will be presented for adoption at the GSA annual meeting in April 2017.

Mr. Ghaith also referred to the draft guidelines for graduate students and supervisors attached to the GSA report and invited feedback from Council on the draft guidelines. In response, the concern was expressed about what repercussions would exist if the guidelines are not followed. Adam Baxter-Jones, interim dean of the College of Graduate Studies and Research indicated that a template is in place as an agreement between graduate students and supervisors and that two sets of guidelines are not contemplated. Graduate Council will therefore consider removing the current template that exists.

## 8. Nominations Committee

Tamara Larre, chair of the nominations committee, presented the committee report to Council.

### 8.1 Request for Decision – Nominations to the Review Committee of the Vice-Provost Teaching and Learning

Tamara Larre referred to the reports before members, indicating that the committee considered gender and disciplinary balance in nominating members. In addition the committee thought it important to have individuals interested in teaching serve on the review committee.

The chair called three times for nominations from the floor, with no response.

*LARRE/GOODRIDGE: That Council approve the appointment of the following GAA members to the review committee of the vice-provost teaching and learning:*

*Ken Van Rees, Department of Soil Science  
Alexandria Wilson, Department of Educational Foundations  
Hugo Cota-Sanchez, Department of Biology  
Jay Wilson, Department of Curriculum Studies*

*That Council approve the appointment of Chelsea Willness, associate dean, research and academic, Edwards School of Business as the senior administrator selected by Council to serve on the review committee of the vice-provost teaching and learning.*

CARRIED

### 8.2 Request for Decision – Nomination to the Search Committee for Vice-Provost Indigenous Engagement

The chair called three times for nominations from the floor, with no response.

LARRE/GOODRIDGE: *That Council approve the appointment of Priscilla Settee, Department of Indigenous Studies, College of Arts and Science to the search committee for the vice-provost, Indigenous engagement.*

CARRIED

## 9. Joint Committee on Chairs and Professorships

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

### 9.1 Request for Decision – David L. Kaplan Chair in Music

Vice-provost Germida noted the establishment of this chair is made possible by the generous contribution of two alumni of the college.

CHIBBAR/WILSON: *That Council approves the David L. Kaplan Chair in Music and recommends to the Board of Governors that the Board authorize the establishment of the Chair.*

CARRIED

## 10. Academic Programs Committee

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

### 10.1 Report for Information – Academic Calendar 2017-18

Professor Flynn reported that there was some discussion by the committee of where the Labour Day holiday falls. Programmatic concerns must be balanced with student experience concerns and student orientation. The 2017-18 academic year will have 62 teaching days; each year there are anywhere between 60 to 64 teaching days. There were no further comments, and no questions.

### 10.2 Report for Information – Curricular Changes – College of Education Direct Entry Program

Professor Flynn reported that the approved changes to the B.Ed. program arise from the change of the program to a direct-entry program, with the first students entering the college directly this fall. To address the issue identified of direct-entry students having no formal exposure to the pedagogy of teaching prior to their third year of the program, the college has repatriated 12 cu of electives from the College of Arts and Science in years one and two of the program and replaced these elective credit units with 12 cu of required coursework in the College of Education. The change also permits the College of Education to manage its own learning communities. There are budgetary implications to both colleges as a result of the change. Notably, the College of Arts and Science will lose tuition revenue. However, the College of Arts and Science has indicated it supports the change on academic principles, and the spirit of partnership exhibited was viewed favourably by the academic programs committee in its review.

### 11. Other business

The chair invited Beth Williamson, university secretary to provide an update on Council elections. Ms. Williamson reported that Professor Christopher Eskiw of the Department of Food and Bioproduct Sciences was the newly elected faculty member representative of the College of Agriculture and Bioresources for a term beginning immediately until June 30, 2017.

### 12. Question period

A member lamented the loss of provincial funding to the NORTEP program and asked if there were any discussions by senior administration with the provincial government to advocate for the program prior to its demise. Provost Atkinson indicated that the university was not advised of the loss of funding prior to the announcement. Following, at the request of the province, the dean of education, vice-provost teaching and learning, and others met with provincial representatives and a joint council of NORTEP/NORPAC members about assuming administration of the program. Subsequently, the province issued a call for expressions of interest in assisting with a program transition. In response, the university submitted a proposal that would permit existing students to complete their B.Ed. degrees based on U of S and University of Regina courses delivered by distance education.

Additional commentary focused on the planned discontinuation of the B.A. in Northern Studies and the overall concern about the university's capacity to provide programming to northern communities and advocate for Indigenous programs. The request was made for a brief report on the recent trip of a delegation of administrators to China to recruit international students to the College of Education. The speaker indicated the request was prompted by the financial needs of programs, such as NORTEP, balanced against the costs of international recruitment. Vice-provost McDougall suggested that Michelle Prytula, dean of education, respond to the question as the individual best able to report on the trip in terms of its intent and desired outcomes.

A member asked that the minutes of the meeting record his regret of the unilateral paternalism of the provincial government in its recent actions regarding NORTEP.

A member noted the value of hearing visiting speakers and requested that Council receive a report on the number of visiting speakers hosted by the university over the span of a year and how this number compares to comparator institutes. The Council chair indicated she would take the question away and consult with others on how it might best be answered.

### 13. Adjournment

The meeting was adjourned by motion (FLYNN/GJEVRE) at 4:25 pm.

**PRESIDENT'S REPORT TO UNIVERSITY COUNCIL** January 2017**Board of Governors Meetings – Highlights**

It has come to my attention that some members of Council are not aware of the practice the board of governors has undertaken to provide highlights of its meetings after each one is concluded. The highlights for the past two years can be found on the University Secretary's website at <http://www.usask.ca/secretariat/governing-bodies/board-of-governors/>.

The board held one of its regular meetings as well as its annual strategy session on Dec. 12, 13th and 14th, 2016.

**Presentation to City Council – let's Talk 2020 Campaign**

By the time university council meets, I will have had the opportunity to address city council as they launch their "Let's Talk 2020 campaign" – a series of events that enables citizens and key stakeholders the opportunity to let the city know what its priorities should be over the next four years. It is part of the city's strategic planning process and they are bringing in representatives from the *Alliance for Innovation* to discuss the next big trends facing local government in the next twenty years.

I'm looking forward to the opportunity to listen and present.

**MOU with the Saskatoon Symphony Orchestra**

In my first year in office, I have put a considerable emphasis on building closer relationships with our community partners. I am proud to say that we will be signing a memorandum of understanding with the Saskatoon Symphony Orchestra on January 28<sup>th</sup>, 2017 at one of their concerts. The MOU formalizes a variety of connections the SSO has had with the U of S but also creates new research, teaching and outreach opportunities for the two of us.

I am excited to be moving forward with this MOU and believe it will open up the opportunity to formalize partnerships like these with other community organizations as well.

**Canada's 150<sup>th</sup> Anniversary**

This year marks the 150<sup>th</sup> anniversary of Canada's confederation and many groups, including universities across the nation, are organizing celebrations for this landmark anniversary. Coinciding with the 110<sup>th</sup> anniversary of the U of S we will be taking the opportunity this year to highlight past and present contributions and achievements of U of S graduates, celebrate research and innovation contributions to Canada and engaging with our community to imagine how the U of S will continue to contribute to Canada's future. I look forward to highlighting our celebration efforts each month in my reports to council.



**PROVOST'S REPORT TO COUNCIL***January 2017***INSTITUTIONAL PLANNING AND ASSESSMENT****2017/18 Tuition Consultations with Colleges and Schools**

The Board of Governors approved tuition rates for the 2017/18 academic year on December 14, 2016.

The process for setting rates this year included extensive consultation with deans, executive directors and program heads. Presentations and town hall discussions were held with undergraduate and graduate student leadership.

Consultations included review and discussion of the current tuition-setting processes and practices. Deans and executive directors engaged students between October and December 2016 to solicit feedback on tuition rates, and to communicate the importance of tuition revenue for program quality and student experience.

The 2017/18 tuition and fees announcement was made to the campus community January 11, 2017 and more information can be found at [usask.ca/tuition](http://usask.ca/tuition).

**Resource Allocation**

The TABBS model results to inform 2017/18 resource allocations, along with a prior year comparative model, was shared with PCIP and deans' council in December 2016. In the context of the changing economic landscape, the use of model results within the 2017/18 resource allocation process was discussed. The provost and vice-president finance and resources are individually meeting with deans and executive directors over the month of January to discuss historical college/school information and their upcoming plans and resource needs. Initial revenue centre and support centre envelopes will be communicated in February 2017, with a planned resource allocation update relating to tuition and targeted provincial funding following the fiscal year close.

**Planning**

The next integrated planning process will begin in January 2017, at which time consultations will begin regarding the university's goals, strategies, and plans. Conversations with individual senior leaders and governing bodies regarding refinements to the planning process will continue. The collaborative planning process will use the new mission, vision and values to initiate goal setting discussions and how the university will achieve its goals. The planning framework will enable the university, colleges and units to be continuously responsive to new funding and new ideas by supporting the creation and ongoing maintenance of continuously relevant plans that inform our work.

**Institutional Reviews**

The final stage of the review of the College of Engineering is underway. The external review report has been received by college leadership and they are currently working towards providing the college's response to the report by mid-January 2017. Once the response is finalized, documents pertaining to this review will be available on the IPA website (<http://www.usask.ca/ipa/institutional-effectiveness/reviews.php>).

Planning is underway to prepare for a review of the College of Education's Indian Teacher Education Program (ITEP). We anticipate the site-visit for the review to occur in early-March 2017 and all aspects of the review to be completed before the end of April 2017. Further updates on this review will be shared in the coming months.

The annual Graduate Program Review (GPR) process is underway as well. In early 2017, graduate programs in the area of Humanities and Fine Arts (including English, History, Philosophy, Religion and Culture and the Masters of Fine Arts in Writing) are scheduled to be reviewed along with programs in the College of Kinesiology and School of Physical Therapy. Information pertaining to graduate program reviews is located at: <http://www.usask.ca/cgps/programs/program-review.php>.

Finally, in accordance with our process for sharing the results of completed unit reviews, the review of the Johnson-Shoyama Graduate School of Public Policy was presented by the provost's representative to the Planning and Priorities Committee in their December 2016 meeting. An insightful conversation occurred about the results of the review and about the review process itself. The review of the College of Engineering will be the next to be shared with the committee, likely in February 2017.

### **College of Pharmacy and Nutrition**

The new undergraduate nutrition food lab is set to open in early 2017. The lab is part of extensive renovations to the Health Sciences building.

Many of you have noticed the pharmacy and nutrition graduate pictures have been removed from the halls of the Thorvaldson Building. A campus-wide initiative began last year to scan the pictures in an effort to preserve them. Today, we're happy to let you know these pictures are now available on the college website. At this time, you can view the graduates from 1914 through 2006 online. Due to copyright legislation, graduate pictures that are 10 or less years old are not available online, but a new class will be added each year.

On Friday, November 25, Rhett Sangster, Director of Reconciliation and Community Partnerships at the Office of the Treaty Commissioner spoke to fourth year students in PHARM 518, staff, and faculty. His talk focused on the Truth and Reconciliation Commission and its Calls to Action, and in particular the 7 Calls centering on health.

### ***OFFICE OF THE VICE-PRESIDENT RESEARCH***

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

### ***SEARCHES AND REVIEWS***

#### **Search, Dean, Edwards School of Business**

The search committee for the Dean, Edwards School of Business had candidates visit campus in November.



**Search, Dean, College of Arts & Science**

The search committee for the Dean, College of Arts & Science met in late November and is hoping to have candidates on campus early in the new year.

**Search, Dean, College of Graduate Studies & Research**

The search committee for the Dean, College of Graduate Studies & Research will meet again in late December.

**Search, Dean, College of Dentistry**

The first meeting of the search committee for the Dean, College of Dentistry was held in late October. Advertisements have been placed and recruitment has begun.

**Search, Executive Director, School of Environment and Sustainability**

The first meeting of the search committee for the Executive Director, School of Environment and Sustainability was held in late October. Advertisements have been placed and recruitment has begun.

**Search, Vice-Provost, Indigenous Engagement**

The search committee for the Vice-Provost, Indigenous Engagement will meet in early December. Following the meeting, advertisements will be placed and recruitment will begin.

**Search, Dean, College of Nursing**

The search committee for the Dean, College of Nursing will meet in early December. Following the meeting, advertisements will be placed and recruitment will begin.

**Search, Executive Director, School of Public Health**

The search committee for the Executive Director, School of Public Health will meet in January. Following the meeting, advertisements will be placed and recruitment will begin.

**Search, Dean, College of Engineering**

The search committee for the Dean, College of Engineering will meet in late December. Following the meeting, advertisements will be placed and recruitment will begin.

**Review, Vice-Provost, Teaching and Learning**

The review committee for the Vice-Provost, Teaching and Learning is in the process of being constituted. The committee will begin meeting early in the new year.





## ***MEMORANDUM***

TO: Michael Atkinson, interim provost and vice-president academic

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: January 8, 2017

RE: **Review of the Johnson-Shoyama Graduate School of Public Policy**

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The planning and priorities committee discussed the external reviewers' report of the Johnson-Shoyama Graduate School of Public Policy (JSGS) at its meeting on December 7, 2016. The JSGS review is the last of the three interdisciplinary school reviews, which fulfills a commitment made at the time the schools were established. The review was conducted in April, 2016 over a three-day period with the reviewers visiting both campuses.

The committee noted the many positive comments about the school made by the external reviewers. Although the committee had a wide-ranging discussion about the review and many of the comments in the report were of interest to members, the committee considers the school to be in the best position to determine how to respond best to the reviewers' recommendations.

Of note to the committee was the finding of the reviewers of the need to rebalance the faculty complement between the two campuses. The committee sees such discussions as central to the strategic planning of the school. If the school is to continue to be successful, new faculty positions will be required to replenish the faculty complement as senior faculty retire. Having these discussions with the provosts of both institutions is essential.

One of the recommendation in the external reviewers' report is to pursue joint degrees so as to fully integrate the program offerings of the school. The planning and priorities committee executive has been aware of discussions underway for some time between the school and registrar to have joint degrees awarded by the school signified by a single parchment. The award of joint degrees of course requires approval by the appropriate governing bodies of each institution and is a decision that will be presented to Council for approval by the academic priorities committee (APC). A policy on joint degrees is also being developed by APC.

Having access to the terms of reference of the review and the criteria against which reviewers were asked to make their assessment was suggested for future reports submitted to the committee. Although performance metrics for each college and school are reviewed annually with the provost, having an indication within unit reviews of overall quality was supported by the committee and would require a change to the terms of reference of such reviews.

On behalf of the committee,

A handwritten signature in blue ink, appearing to read 'Dirk de Boer', written in a cursive style.

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Dirk de Boer, chair  
Planning and priorities committee of Council



## RESEARCH UPDATE

### NEW INITIATIVES

#### U of S team helps develop tool to assess environmental risks of chemicals

A U of S Toxicology Centre research team led by **Markus Hecker** (SENS) in collaboration with **Natacha Hogan** (Animal and Poultry Science) will work with scientists from McGill University and Environment and Climate Change Canada on a \$9.6-million project to develop and commercialize *EcoToxChip*, a new genomics tool for assessing the risk of thousands of chemicals in the environment. Based on polymerase chain reaction (PCR) tools, *EcoToxChip* will contain more than 300 genes representing key biological functions that will enable rapid and economic prediction of the hazard a particular chemical poses.

The tool represents potential annual savings of \$27 million in conducting environmental risk assessments in Canada, a seven-fold decrease in the time required, and 90-per-cent reduction in testing in animals. U of S will receive \$3.8 million from various agencies including Genome Canada, Genome Quebec and Genome Prairie. The technology can also be applied to testing chemicals for regulatory agencies, industry, and in everyday life applications such as pharmaceuticals or personal care products. [For more information about \*EcoToxChip\*, read here.](#)

#### OVPR hosts CERC Research Café

Over 50 members of the university attended a Research Café hosted by OVPR on November 29. Attendees developed ideas for a U of S proposal for the recently announced third iteration of the Canada Excellence Research Chair (CERC) competition and learned of the internal expression of interest process.

### DISCOVERIES WITH IMPACT

#### Study of 170-year-old thumbnail uncovers mystery of Franklin expedition

New research done at U of S in collaboration with researchers from the University of Ottawa, University of Victoria and industry partners has revealed crew members of the mid-1800s Franklin expedition died from zinc deficiency due to malnutrition, rather than principally from exposure to high levels of lead as previously thought.

**Joyce McBeth** (Geological Sciences) and **Nicole Sylvain** (Medicine) used synchrotron micro-XRF mapping at the CLS to assess environmental contamination in samples of the 170-year-old thumbnail of HMS Terror crew member John Hartnell. [The details of the research published in \*The Journal of Archaeological Science: Reports\* are available here.](#)

### YOUNG INNOVATORS

*Young Innovators*, a series of articles written by U of S graduate students under the mentorship and supervision of University Research Profile and Impact about graduate student researchers, are running on a weekly basis in *The StarPhoenix*. [See the latest articles here, including one about PhD student Émilie Bouchard whose image is featured above.](#)

### REPUTATIONAL SUCCESS

#### Saskatchewan Health Research Foundation 2016 Santé Awards

■ **Daniel Chen** (Engineering) was awarded the 2016 *Achievement Award*, the top award for health research from the Saskatchewan Health



Research Foundation on December 2 for his internationally recognized efforts to drive collaboration across disciplines in leading-edge research in tissue engineering.

- ❖ **James (J.D.) Johnston** (Engineering) was awarded the *2016 Impact Award* for his work over the past five years as a SHRF Establishment Grant recipient who built capacity, advanced knowledge, informed decision making, and provided health, economic and social impacts in Saskatchewan.

Additionally, the following U of S researchers were awarded *SHRF Excellence* awards:

- ❖ **Jeffrey Chen** (VIDO-Intervac), Top Establishment Grant: Biomedical Research
- ❖ **Arash Panahifar** (Medicine), Top Research Fellowship: Biomedical Research
- ❖ **Serene Kerpan** (Medicine), Top Research Fellowship: Socio-Health Research
- ❖ **Donna Goodridge** (Medicine) and team, Top Strategy for Patient-Oriented Research Collaborative Innovation Development Grant
- ❖ **Janet Hill** (WCVI) and team, Top Collaborative Innovation Development Grant: Biomedical or Clinical Research
- ❖ **Michael Schwandt** (Medicine) and team, Top Collaborative Innovation Development Grant: Health Services and Population Health Research

[Details about the awards are available here.](#)

## GRANT AND CONTRACT FUNDING SUCCESS

### Grants

- ❖ **Lorna Butler** (Nursing), for the project *A Healthy workplace for A Healthy Workforce: Identifying Predictors of Health Impacting Workplace Productivity in the Mining Industry of*

*Saskatchewan*, was awarded

- ❖ \$60,000 over two years from MITACS Accelerate, and
  - ❖ a \$10,000 cash contribution from the International Minerals Innovation Institute (IMII).
- ❖ **Ralph Deters** (Computer Science) has been awarded \$30,000 one-year MITACS Accelerate funding for the project *Design & Implementation of a Database for IIBC Canada Based Online Applications*.
  - ❖ **Jill Hobbs** (Agricultural and Resource Economics) was awarded \$15,000 one-year MITACS Accelerate funding for the project *Adoption of new malt barley varieties by malt barley exporters*.
  - ❖ **Grant Ferguson** (Civil and Geological Engineering) with the U of S co-investigators **Bruce Eglinton** (Geological Sciences) and **Matthew Lindsay** (Geological Sciences), for the project *Deep Hydrogeological Research to Support Brine Management for Saskatchewan's Potash Industry*, have received
    - ❖ \$323,322 over two years from NSERC Collaborative Research and Development Grant funding, and
    - ❖ \$203,500 from industry partners Potash Corporation of Saskatchewan Inc., IMII, Agrium Potash, BHP Billiton Canada Inc. and Mosaic Canada ULC.
  - ❖ **Ryan Brook** (Animal and Poultry Science) has been awarded \$41,000 in one-year funding from Prince Albert Model Forest Association Inc. for the project *Engaging Northern Saskatchewan Communities in Learning & Sharing about Woodland Caribou 2016-2017*.





### **Contracts**

- ❖ **Curtis Pozniak** (Crop Development Centre, AgBio) has received an additional \$540,000 from Genome Prairie for the project *Canadian Triticum Applied Genomics (CTAG2)*. Total funding for the four-year project is now \$2.24 million.
- ❖ **Thomas Warkentin** (Crop Development Centre, AgBio) has received \$174,920 over five years from Scoular Canada Ltd. for the project *Marrowfat Pea Breeding Agreement 2016-2021*.

### **International Agreements**

#### **MOU Agreements:**

- ❖ **National Forestry Service of Chile (CONAF), Chile** – signed November 18, 2016

#### **MOU and Student Exchange Agreement:**

- ❖ **Tsukuba University, Japan** – signed October 06, 2016

## INTERNATIONAL

### **U of S Delegation to China**

**Karen Chad**, Vice-President Research, spoke on board governance at the 11th *Global Confucius Institute (CI)* conference December 9 to 12 in Kunming, Yunnan province, China. The conference was attended by more than 2,000 academic leaders. Chad co-chairs the U of S CI board. Fellow board members **Darcy Marciniuk**, **Patti McDougall**, **Li Zong** and **Ning Liu** also attended.

Chad and U of S delegates also met with senior leaders of international exchange partner *Beijing Institute of Technology (BIT)*. Discussions will continue in 2017 on setting up a “science and society” grant competition to promote cross-disciplinary collaboration.

### **International Delegations to U of S**

- ❖ **Consul General of Italy (Vancouver)** – November 15, 2016.
- ❖ **Ambassador of Turkey to Canada** – December 1, 2016.
- ❖ **Al Rayan College, Saudi Arabia** – December 5, 2016.
- ❖ **Sichuan Vocational & Technical College of Communications, China** – December 8, 2016.





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## University Council Report January 2017

The following Council report will highlight some of the main initiatives undertaken by members of the USSU Executive.

In the Operations and Finance Portfolio, VP Emmanuel Barker worked with the University to ensure the successful launch of the USafe App. As the chair of the USSU's Budget and Finance Committee, VP Baker has coordinated the ratification, funding, and event support to over 120 student groups, and hosted a campus club welcome event to ensure students are in receipt of accurate information detailing their rights and responsibilities as members of clubs. Moreover, he regularly attends the meetings of a variety of campus clubs to liaise with them on behalf of the USSU. In addition he continues to collaborate with Risk Management, the Office of the Vice-Provost Teaching and Learning, and other campus departments to ensure campus safety procedures and guidelines are properly communicated to student groups. He is a member of the university's Planning and Priorities Committee and he was a strong advocate for student needs as Transit negotiations with the City of Saskatoon moved forward. Thankfully those negotiations have now reached a successful conclusion.

VP Academic Affairs Brooke Malinoski continues her work as an undergraduate advocate and resource for student academic grievances and appeals. In collaboration with the USSU's Academic Affairs Committee, VP Malinoski continues advocacy for student needs on such University Council Committees as the Academic Programs Committee, the Academic Support Committee, the Teaching and Learning Committee, Scholarships and Awards; and Research, Scholarly and Artistic Works. In particular, VP Malinoski has been a staunch advocate for Open Educational Resources and Open Textbooks, for the University's commitment to Indigenize its curriculum, and for the university to create an Ombudsperson/Advocacy position dedicated to supporting students with their academic and non-academic issues. Moreover, as part of the USSU's commitment to promoting student leadership, VP Malinoski co-organized the Fall Leadership Event held on October 1st in conjunction with the Student Leadership Community of Practice (SLCoP).

Through the VP Student Affairs portfolio, Renata Huyghebaert completed the official signing of the Sustainability Memorandum of Understanding with university

President, Peter Stoicheff, on October 11th. This memorandum strengthens the commitment of the USSU and the President's Office to greater advocacy, resources allocation, and campus engagement on issues of social, economic, and environmental sustainability. Additionally, this year's Campus Sustainability Week coincides with the inaugural year of the USSU Sustainability Fund. VP Huyghebaert has also expanded the USSU's involvement in Sexual Assault Awareness with her extensive involvement in the #UsaskReact campaign - part of this year's Sexual Assault Awareness Week (SAAW) and she initiated an Ad-Hoc Committee examining the needs of student housing, especially as it pertains to the National Housing Strategy.

In the Presidential Portfolio, Kehan Fu has strived to improve the Union's outreach and communication with the Face-to-Face cross-campus information/question booths and President's Video Address. President Fu has participated in key student engagement events including Huskies games, Fall Orientation events, and the U of S Student Open House. As the Union's primary spokesperson, President Fu has maintained communication with key university, student, and government bodies, including sitting as a member of the Board of Governors. President Fu continued the #USaskVotes campaign started during the 2015 Federal election, hosting a Mayoral Debate for the 2016 Municipal election by supporting the Political Studies Student Association. As well, President Fu has engaged the External Affairs Committee in developing a lobbying strategy with the Provincial Government in anticipation for the upcoming budget. At the federal level, President Fu has just returned from a week-long Federal advocacy campaign on improving undergraduate research opportunities as well as access to postsecondary opportunities for Indigenous students (the PSSSP in particular) as part of the ADVOCAN, a Coalition composed of 7 of the 15 U15 School's Student Unions.

The USSU Executive remains committed to working with University Students' Council, College and Constituency societies, and all USSU members to serve and support undergraduate students at the University of Saskatchewan.



**University of Saskatchewan - Graduate Students' Association**

**GSA President Ziad Ghaith January report**

The GSA is starting 2017 by continuing addressing the important concerns of the graduate students at our University, and by preparing for three important event taking place in Spring 2017.

**- Student-Supervisor Agreement**

We have recently received a copy of University of Manitoba agreement. U of M agreement has been in place for a while, we are working on second draft of our agreement, consulting with all the parties (colleges, graduate chairs in different departments, and the College of Graduate and Postdoctoral Studies (CGPS)).

**- 3 Minutes Thesis**

The GSA in cooperation with the CGPS is organizing 3 MT late March and for the first time the regional 3MT for Western Canada Universities. 3 MT has been very popular among graduate students. The GSA would like to invite the council members to encourage the graduate students in their colleges to participate in 3MT completion this year. A call for applications will be sent out early February.

**- Award Gala**

The GSA is hosting its annual celebration award Gala on April 1<sup>st</sup>. We are increasing the number of our awards and for the first year the GSA will give graduate teaching award. A call for nomination will be sent in February.

- **GU15 conference**

The GSA is proud to announce that for the first time our University will be hosting the GU15 conference in April. This annual conference gathers graduate student associations from the U15 across the country for information sharing and collaboration on to improve the graduate student experience at these research intensive universities. This is the first time the GSA of the University of Saskatchewan will host this important event for graduate students.

Ziad Ghaith

President, Graduate Students' Association

**AGENDA ITEM NO: 8.1**

**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Dirk de Boer, chair, planning and priorities committee

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

**SUBJECT:** **Respiratory Research Centre in the College of Medicine**

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the establishment of the Respiratory Research Centre as a type A Centre in the College of Medicine.*

**PURPOSE:**

The planning and priorities committee is requesting that Council approve the Respiratory Research Centre as a type A centre in the College of Medicine.

**DISCUSSION SUMMARY:**

The centres subcommittee met with proponents on October 12, 2016, to consider an early draft of the proposal and provided substantial feedback. On November 15, 2016, the research, scholarly and artistic work committee considered a revised draft and provided additional feedback. The discussion at these meetings is summarized in the written feedback provided to proponents (see attachments).

On November 30, 2016, the planning and priorities committee met with Darcy Marciniuk, associate vice-president research health (interim), research and international, and lead proponent for the centre, to review a revised proposal. Members of the planning and priorities committee commented on the well-established need and benefit the centre will bring to the university, the province and beyond; the support the centre provides to the One Health signature area of research and research in the clinical sciences; and the breadth

of individuals involved with the centre across campus. In general, members were struck by the prevalence of chronic obstructive pulmonary disease and its lasting reach and effects.

Overall, members of the planning and priorities committee were highly satisfied with the proposal. Members of the committee noted that revisions had been made throughout the review process in response to the feedback provided earlier by the centres subcommittee and the research, scholarly and artistic work committee.

## **SUMMARY**

In summary, the planning and priorities committee strongly supports the request to establish the Respiratory Research Centre as a type A centre within the College of Medicine. The centre will recognize the strength and leadership at the university in respiratory health and disease, increase research activity in the clinical sciences and across the university, and most significantly, as stated in the proposal, has the potential to “reduce risk, discover cures, save lives, and improve the quality of life for all Canadians.”

## **ATTACHMENTS**

1. Memo from the research, scholarly and artistic work committee dated November 21, 2016
2. Memo from the centres subcommittee dated October 19, 2016
3. Proposal – Respiratory Research Centre with attachments



# Division of Respiriology, Critical Care, and Sleep Medicine

**R.P. Skomro MD, FRCPC** (Division Head)

S.J. Butcher, PhD, BScPT (Associate)  
D.W. Cockcroft, MD, FRCPC  
B.E. Davis, PhD  
M.E. Fenton, MD, FRCPC  
J.A. Gjevre, MD, FRCPC  
D.P. Goodridge, RN, PhD  
J.R. Gordon, PhD  
B.L. Graham, PhD (Emeritus)  
V.H. Hoepfner, MD, FRCPC



UNIVERSITY OF  
SASKATCHEWAN

T.S. Hurst, MVetSc, FCCP (Emeritus)  
N.P. Janzen, MD, FRCPC  
K.F. Laframboise, MD, FRCPC  
**D.D. Marciniuk, MD, FRCPC, FCCP**  
R.T. Nataraj, MD, FRCPC  
J.A. Olfert, MD, FRCPC  
E.D. Penz, SM, MD, MSc, FRCPC  
G.E. Peters, MD, FRCPC  
J.S. Tam, MD, FRCPC

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November 21, 2016

Dr. Paul Jones  
Chair, Research, Scholarly, & Artistic Works Committee of Council  
Office of the University Secretary  
University of Saskatchewan  
Saskatoon, Saskatchewan S7N 5A2

Dear Dr. Jones:

Thank you very much for the opportunity to have met with the Research, Scholarly, and Artistic Works Committee of Council regarding the proposed University of Saskatchewan Respiratory Research Centre (RRC). We are grateful for the helpful feedback at the committee meeting, and the written suggestions you forwarded with your follow-up letter. We also very much appreciate your timely response – thank you for that.

As discussed, we will work hard to strengthen our relationships and research interactions with the Western College of Veterinary Medicine and the College of Nursing, in order to better realize the potential of the RRC. We agree there are both significant existing synergies and potential new ones that would be created if these relationships are strengthened, either wholly by College, or with individual faculty and/or research groups.

The funding allotted to statistical and data analysis support is linked with potential funding from the CIHR SCPOR Support Unit for healthcare administrative database and system research (\$100k/yr in years 2-5). If received this funding is eligible to be directed to either research grants or graduate student support as long as it aligns with the goals/intent of the SCPOR Support Unit. Having been involved in the writing/submission of the initial application to the CIHR, and as the current University of Saskatchewan representative for the SCPOR Oversight Committee, I do not foresee difficulty in meeting these objectives, and those of the RRC.

We've also made the following revisions to the application:

1. Removed the word adjunct describing membership to ensure there is no misunderstanding about intention.
2. Added a notation on the revised budget that the statistical and data support spending is linked with funding from the CIHR SCPOR Support Unit for healthcare administrative database and system research
3. Clarified the funding allotted for research grants by naming as 'Research Grants (\$25k/yr x three annually)' to assure that the funding will be used for that specific purpose.

Thank you for sharing that the committee is supportive of this proposal going forward to the Planning and Priorities Committee of Council with consideration given to the concerns raised by RSAW. We hope these explanations and changes to the application appropriately address your concerns.

Sincerely,

DARCY D. MARCINIUK, MD, FRCP(C)  
Professor of Medicine  
Associate Vice-President Research (Acting)



To: Dr. Darcy Marciniuk

From: Paul Jones; Chair, Research, Scholarly, and Artistic Works Committee of Council

Date: November 21, 2016

Re: Respiratory Research Centre

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Thank you for attending RSAW on November 15, 2016 to present the Respiratory Research Centre and to answer questions of the committee. The committee felt, generally, that the proposal was well developed and thorough and are very supportive of having this centre developed at the University of Saskatchewan. It was clear from the proposal that this centre will be unique from other centres and activities at the U of S.

You will recall from the meeting that some concerns were raised about the terminology used around members who will working part-time with the Centre, specifically the term “adjunct,” which may raise some confusion due to the use of that term by the College of Graduate Studies and Research. Additionally, the committee hopes that there will be continued effort from the Respiratory Research Centre to liaise with the Western College of Veterinary Medicine and the College of Nursing to ensure that similar work is focused. It was suggested that if the College as a whole is not able to engage in the Centre, engaging with interested and competent individual faculty would be beneficial.

Concerns were raised about the allocation of \$50,000 for Statistical Support and \$50,000 for Data Support each were seemed rather high, specifically when compared to the funding provided for PhD and MSc students. From the budget, it is not clear what “Development Grants” means and a clearer explanation of all these categories would be beneficial.

The committee is supportive of this proposal going forward to the Planning and Priorities committee of Council with consideration given to the concerns raised by RSAW.

Regards,



Paul Jones; Chair, Research Scholarly and Artistic Works Committee





## ***MEMORANDUM***

TO: Darcy Marciniuk, acting associate vice-dean research, College of Medicine  
Marek Radomski, vice-dean research, College of Medicine

FROM: Dirk de Boer, chair, centres subcommittee and chair, planning and priorities committee of Council

DATE: October 19, 2016

RE: **Proposed Respiratory Research Centre**

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Members of the centres subcommittee welcomed the opportunity to meet with you to discuss the proposed Respiratory Research Centre. Thank you once again for attending the centres subcommittee meeting on October 12<sup>th</sup> to present the proposal.

Members of the subcommittee broadly considered the institute to be more in keeping with the definition of a Type B centre but, as the definition of centres is under review, were not overly concerned with whether the centre was cast as a Type A or a Type B centre, acknowledging that placement of the centre within the College of Medicine was a definite benefit in solidifying its establishment.

The following comments summarize the discussion of the committee:

- That the proposal include specific milestones over the course of the first five years of the centre as stepping stones to ensure the sustainability of the centre beyond the initial five years of funding (*e.g. increase number of collaborators by 30% by ...*);
- That the proposal reference those aspects that will make the centre unique, which are presently found in appendix C (*i.e. access to the province's indigenous, immigrant, rural, remote, and socially disadvantaged populations*);
- That the proposal refer to the centre as a Type A centre throughout to avoid any confusion;
- That the advisory committee membership be reconsidered to include members at the associate dean research or vice-dean research level from participating colleges to draw in the leadership of these colleges;
- That collaborating members be listed in addition to members in the proposal;
- That the relationship of the centre with the Lung Health Institute of Canada and the Lung Association of Saskatchewan be clarified within the proposal;


- That the proposal define whether the centre will exist primarily in a virtual space or whether collaborators will come together physically to create synergies, and how this might be accomplished (*e.g. seminars, working groups, etc.*);
- That the proposal include a statement that the centre's space needs would be absorbed within the current space being leased in St. Andrews College;
- That in addition to the Certified Respiratory Educator (*RespTREC*) program, that the proposal emphasizes the ability of the centre to provide training of graduate students and post-doctoral fellows as highly qualified personnel, and that these costs be included in the centre budget;
- That the list of the steering committee membership and active members be updated;
- That new letters of support from the Western College of Veterinary Medicine, under the signature of the new associate dean research, and from the College of Medicine, emphasizing the college's role as home of the centre, be obtained.

In addition to the above comments discussed at the centres subcommittee meeting, attached are questions and comments about the centre resources submitted by Piya Sen, director, budget and special projects, Financial Services Division and member of the centres subcommittee. Given the specificity of the comments and as Ms. Sen could not attend the meeting, providing these comments to you directly seemed best. If you require any clarification, please contact Ms. Sen.

You are also encouraged to follow-up on the invitation of Troy Harkot, director, institutional effectiveness within the Institutional Planning and Assessment Office, to establish metrics to measure progress over time.

Members agreed that the proposal has much potential and were enthusiastic about its ability to support clinical research in the area of respiratory disease. The above comments and requests are provided with the view of assisting you in preparing a final proposal. I look forward to working with you to bring about the establishment of the centre by Council.

Sincerely,



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Dirk de Boer

cc Karen Chad, vice-president research

Paul Jones, research, scholarly and artistic work committee chair

Attach: comments from Piya Sen

## **APPLICATION FOR ESTABLISHMENT OF A RESPIRATORY RESEARCH CENTRE**

### **1. Name of Centre**

‘Respiratory Research Centre’

### **2. Type of Centre**

Type A – College of Medicine

### **3. Academic Plan**

We take our breathing and our respiratory health for granted, but respiratory illness is a big concern. More than one in four Canadians will suffer from lung disease during their lifetime. COPD (Chronic Obstructive Pulmonary Disease) is the number one chronic medical condition leading to hospitalization in Canada and the 3<sup>rd</sup> leading cause of death in North America (recently surpassing stroke). Sleep Apnea has become an epidemic, partly fueled by obesity. Respiratory illness is the most common cause for hospitalization of our children (85% of hospitalization of First Nations children is due to respiratory illness). Lung cancer kills more people than breast, ovarian, colon and prostate cancers combined. The rapid growth of chronic lung disease affects us dearly not only in lives lost, suffering and quality of life, but also in our economic well-being. Lung disease and illness costs the Canada economy more than 12 billion dollars each year. Many of us are naïve to these stark realities.

We also tend to too narrowly focus on the problem (and therefore potential solutions). The respiratory ‘space’ is vast, and realistically involves much more than just the lung. In addition to COPD, asthma, sleep apnea, pneumonia, lung cancer, tuberculosis and others, it also encompasses:

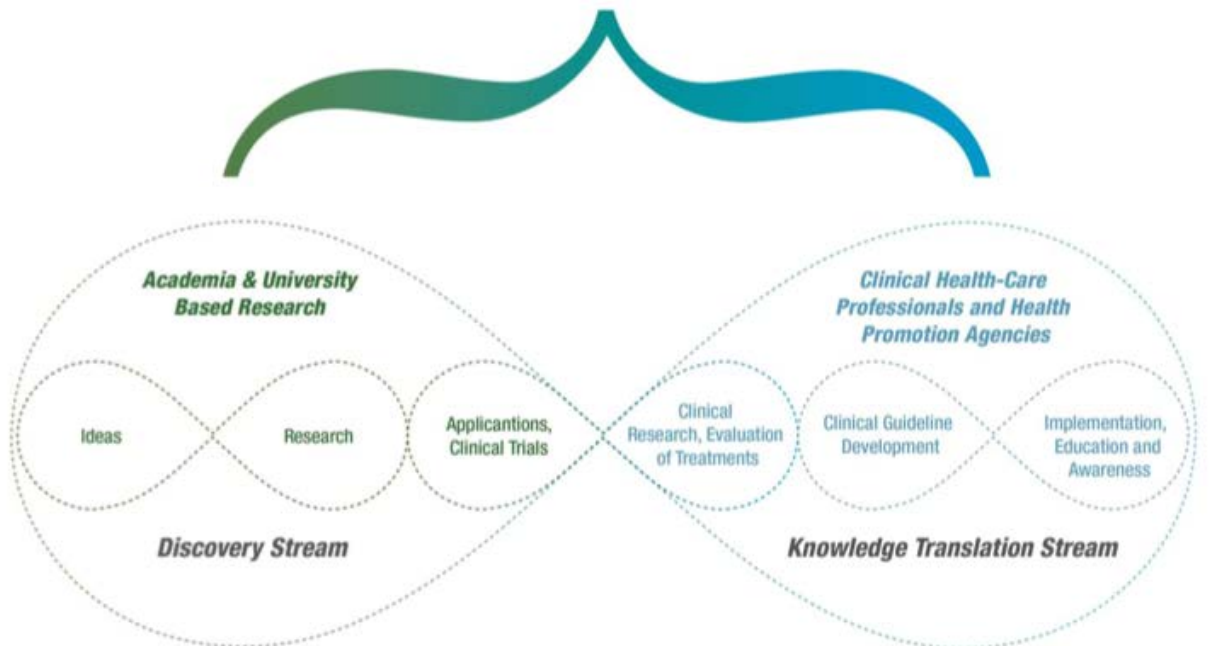
Medical Imaging	Preventive medicine and public health
Mental health and illness issues	Indigenous people’s needs/understanding
Rural and remote needs and realities	Health care system delivery and design
Business/Industry engagement and support	Community/government/society partnerships
‘Systemic’ manifestations of lung disease	Human responses to illness
Acute and chronic infectious diseases such as tuberculosis, influenza, etc.	
Environmental (physical, social and societal) health concerns and interactions.	

We need a respiratory research strategy that allows us to learn more about lung disease, boldly intended to reduce risk, discover cures, save lives, and improve the quality of life for all Canadians. There is recognition and acknowledgement of strength and leadership at the University of Saskatchewan in respiratory health and disease. There is also a sense of purpose that collectively we can become more effective, more productive, and more successful in the area. The prospect of significant therapeutic breakthroughs or cures is not beyond our imagination or possibility. Focused strength is notable in the College of Medicine Division of Respiriology, Critical Care and Sleep Medicine, Veterinary Medicine, Vaccine and Infectious Disease Organization (VIDO), Canadian Centre for Health and Safety in Agriculture (CCHSA), and with the One Health initiative. There is also expertise and know-how, but as yet unrealized potential/linkages with the Indigenous Peoples’ Health Research Centre (IPHRC), Pharmacy and Nutrition, the Canadian Light Source (CLS), the College of Nursing, the College of Engineering, the Schools of Public Health and Public Policy, and others. Significant opportunity exists with novel external relationships with Industry and related entities, the Lung Association of Saskatchewan (LAS), and with augmented access/study of administrative healthcare databases (both government and private). Finally,

there are new opportunities to engage more meaningfully with patients and families with ‘real-life’ (patient-oriented) clinical research and clinical trials, the proposed CIHR Saskatchewan Support Unit (SCPOR), Pediatric Lung Health (and the new provincial Children’s Hospital), rebuilding at the College of Medicine, and others.

An environmental scan (Jan 2015) revealed that while there is work in Canada (and beyond) in ‘traditional’ respiratory research areas (see Appendix A - Environmental Scan and Appendix B – Environmental Scan synthesis), there is no existing entity (or output) exploring upstream and translational respiratory research focused on chronic illness in the integrated manner proposed with the Respiratory Research Centre (RRC). There is little redundancy in the proposed activities of the RRC, and most proposed undertakings would be unique to the RRC and to the UofS. The RRC would foster new respiratory research with an academic Discovery Stream integrated with an applied clinical and integrated Knowledge Translation (Implementation Science) Stream:

### **Integrating Research and Clinical Applications, with Broad Community Implementation**



The establishment of the RRC aligns with recent initiatives by the LAS and the Lung Health Institute of Canada. The Lung Health Institute of Canada (LHI) was federally incorporated in March 2014 to assist the LAS in augmenting programming and services beyond a typical healthcare charity organization. The LHI was established with intentions of enhancing access to and delivery of diagnostic and therapeutic lung health services (in coordination with the health care system), enabling and supporting clinical research and quality improvement (ie. establishment of clinical trial research participant registries, research funding support, program evaluation, etc.), and enhancing knowledge transfer and clinical training expertise in the respiratory field. While the LHI is associated with the Lung Association of Saskatchewan, the RRC will be housed in and governed by the University of Saskatchewan. Nonetheless, the RRC recognizes the opportunities afforded by the LHI, and will leverage these intentions and assets in enabling patient-oriented research and innovation to help achieve the goals of the RRC.

It deserves emphasis that the goals of the RRC also align with the stated aims and priorities of the Colleges of Medicine, Pharmacy and Nutrition, and Veterinary Medicine (see attached letters of support).

**The RRC will:**

1. Build knowledge and understanding of respiratory health and well-being across the life span and within at-risk groups, using patient/person, family, population-health, and 'One Health' focused approaches;
2. Enable and undertake interdisciplinary and intersectoral research in the respiratory field addressing chronic respiratory conditions, including their prevention;
3. Develop and evaluate innovative approaches to health care design and delivery for persons with respiratory illness and disease that also optimize health and well-being, are attentive to healthcare system expenditure and value, support quality improvement, and acknowledge public and professional educational needs and perspectives;
4. Ensure meaningful application of research findings using an integrated knowledge translation approach, utilizing and coordinating the activities of the RRC with UofS students and faculty, other universities/institutions, government, private industry, health regions and care delivery systems, the Saskatchewan Health Quality Council, First Nations, national and international professional societies, and others.

**The RRC will be unique because of:**

- A. Collaboration, alignment and integration of local, regional, national and international partners, with represented perspectives, expertise and interests of patients/consumers, healthcare professionals, healthcare organizations and systems, academic institutions, governments, workplaces and industry, and professional societies;
- B. Patient focus, with life span considerations and study of interactions (from pregnancy to pediatrics to aging and late life) contributing to both respiratory health and disease. In doing so, the RRC will highlight the importance of embedding lung health within a paradigm of overall health and wellness, and account for the interaction of chronic respiratory conditions with related comorbidities;
- C. Leadership in understanding and influencing respiratory health and disease in varied populations, communities and settings. Health concerns, perspectives, and engagement of Indigenous peoples, rural and remote individuals, and disadvantaged populations, within the context of social determinants of health and distinct settings would be explored. The contributions and interactions of environmental factors (physical, social and societal) to respiratory health and the human-animal interface would also be studied, as well as methods to enhance the effectiveness of preventative and public health medicine in these populations, communities, and settings;
- D. Dedicated inter-professional training, with work towards potential granting of diplomas for Certified Respiratory Educators (CRE). In addition the RRC will provide opportunities and training for graduate students and post-doctoral fellows as highly qualified personnel (funding is embedded in the proposed budget).

The RRC would, in a sustainable manner and building from existing respiratory research expertise and strength, enhance effectiveness, integration, breadth, and competitiveness, as well as provide

opportunity for new direction and discovery. The UofS would be recognized and known as an international leader in this key field.

**What would be the impact and expected scholarly outcomes (specific, but not all-encompassing, examples are provided in Appendix C)?**

The RRC would:

- i. Address gaps in respiratory health and disease knowledge impacted by developmental and life span considerations (prenatal, infant, children, youth, older adults and end-of-life);
- ii. Develop tailored approaches to improving respiratory health that account for the unique contexts and ecology of indigenous peoples, immigrant, rural and remote populations and socially disadvantaged persons;
- iii. Advance the science and conduct of patient/consumer-centred decision-making and engagement within respiratory health;
- iv. Examine and inform local, provincial and national health policy and decision-makers on best practices in respiratory health (with implications for related conditions and settings);
- v. Develop, implement and evaluate e-health and other technology solutions that improve care quality, and bring value, for a greater number of individuals with respiratory illnesses and comorbid conditions;
- vi. Training and mentoring of highly qualified personnel (researchers, professionals and students) in an integrated and effective team environment;
- vii. Integrate actions to improve respiratory health within a holistic approach that addresses common comorbidities of lung disorders. Underlying conditions and factors that give rise to lung disease and also to obesity, mental illness, cardiovascular diseases, autoimmune diseases and various cancers can be identified and acted upon to reduce their manifestations and consequences in the whole person.

Although significant thoughtfulness was used to focus the longitudinal endeavours of the RRC, it is appreciated that the 'list' of potential academic undertakings remains lengthy. At the outset, it is anticipated initial effort will be directed to optimizing COPD chronic disease management within the context of improving outcomes and reducing healthcare utilization and benefitting from opportunities afforded by the provincial healthcare administrative database (this work knowingly parallels efforts of the new CIHR Patient-Oriented Research Support Unit).

**Who would be involved with the RRC?**

Proposed Active Members

Adamko, Darryl	Pediatrics	Babyn, Paul	Medical Imaging
Baxter-Jones, Adam	Kinesiology	Blackburn, David	Pharmacy and Nutrition
Brawley, Larry	Kinesiology	Cockcroft, Don	Medicine
El-Aneed, Anas	Pharmacy and Nutrition	Fenton, Mark	Medicine
Goodridge, Donna	Medicine	Gordon, John	Medicine
Graham, Brian	Lung Association of Sask.	Hoepfner, Vern	Medicine
Kirychuk, Shelley	CCHSA	Koehncke, Niels	CCHSA
Lawson, Josh	CCHSA	McKay, Gord	Medicine
McKercher, Don	Patient	Marciniuk, Darcy	Medicine
Penz, Erika	Medicine	Rotter, Thomas	Pharmacy and Nutrition
Skomro, Robert	Medicine	Teare, Gary	HQC

Zarzeczny, Amy     Johnson-Shoyama Public Policy

Proposed Collaborating Members

Alexander, Ewan	BHP Billiton	Aulakh, Gupreet	WCVM
Beaudin, Gary	Whitecap Dakota First Nation	Butcher, Scotty	Physical Therapy
Davis, Beth	Medicine	Detmer, Susan	WCVM
Ellis, Tom	Canadian Light Source	Gerdts, Volker	VIDO
Gjevre, John	Medicine	Gomis, Susantha	WCVM
Harding, John	WCVM	Horsburgh, Beth	Nursing
Laframboise, Karen	Medicine	Loewen, Matthew	WCVM
Miller, Corey	Saskatoon Cancer Agency	Montgomery, Julia	WCVM
Osgood, Nathaniel	Computer Science	Rennie, Donna	Nursing/CCHSA
Sari, Nazmi	Economics	Sukut, Sally	WCVM
Tait, Carolyn	IPHRC	Tournier, Ceil	Saskatoon Tribal Council
Vanderby, Sonya	Engineering	Bergstrom, Don	Engineering

Proposed Community Partners

City of Saskatoon	CUMFI (Central Urban Metis Federation)
Health Quality Council	Lung Association of Saskatchewan (LAS)
Lung Health Institute of Canada (LHI)	Open Door Society of Saskatoon
Regina-Qu'Appelle Health Region	Saskatchewan Polytechnic
Saskatoon Chamber of Commerce	Saskatoon Council of Aging
Saskatoon Tribal Council	Saskatchewan Cancer Agency
Saskatoon Health Region	

Proposed International Advisory Panel

Bourbeau, Jean	Chronic Disease Management	McGill University	Montreal, PQ
Celli, Bart	COPD	Harvard University	Boston, MA
Cooper, Brendan	Pulmonary Function/Physiology	University Hospitals	Birmingham, UK
Gibson, Peter	Asthma	University of Newcastle	Newcastle, Australia
King, Malcolm	Indigenous People's Lung Health	Simon Fraser	Vancouver, BC
Kryger, Meir	Sleep-Disordered Breathing	Yale University	New Haven, CT
Midha, Kamil	Inhaled Pharmaceuticals	University College	London, UK
Pinnock, Hilary	Telemonitoring/Implementation	University of Edinburgh	Edinburgh, UK
Rubin, Bruce	Pediatric Pulmonary, Asthma	VCU	Richmond, VA
Samet, Jonathan	Environmental Lung Health	Keck Medicine, USC	Los Angeles, CA
Reid, Darlene	Rehabilitation, KT	University of Toronto	Toronto, ON
Zhong, Nanshon	Global Lung Health, SARS	Guangzhou Institute of Respiratory Disease	Guangzhou, China

**4. Proponents - Sponsors**

Chad, Karen	Vice-President Research
Freeman, Douglas	Dean, Veterinary Medicine
Smith, Preston	Dean, Medicine
Wasan, Kishor	Dean, Pharmacy and Nutrition

Consultation Process:



- An initial scan of the existing university database (October 2014) revealed 78 researchers and 10 colleges/units with expertise and demonstrated interest in the area;
- At the encouragement of the Vice-President Research, Karen Chad, an implementation Steering Committee (membership listed in Appendix D) was established to develop a proposal for a research institute at the University of Saskatchewan focused on respiratory research. The Steering Committee held face-to-face meetings on Oct 4 and Nov 7, 2014; Jan 22, Mar 16, and May 21, 2015;
- Presentation and discussion at the Associate Deans Research forum Oct 21, 2014;
- A RRC Information Sheet was completed in Nov 2014, and distributed (Appendix D);
- A RRC Visioning Retreat was held on Nov 24, 2014. There were 55 UofS faculty attendees. Meeting notes and iClicker audience responses are noted in Appendix E.

## **5. Centre Management.**

The Respiratory Research Centre (RRC) will be led by a Director and as a Type A Centre will report directly to the Vice-Dean Research, College of Medicine. Through the Vice-Dean Research, the RRC would be accountable to the Dean, College of Medicine. The proposed internal governance and management structure is designed to foster a collaborative, multi-disciplinary environment, engaging end-users, stakeholders and patients in the development of an innovative research, training and knowledge transfer agenda. The RRC will encourage interdisciplinary approaches to respiratory health both internally and through collaborations with other academic institutions, governments, research organizations, industries, communities, and patient groups.

### RRC Executive Committee

Composition: Centre Director (Chair), up to 3 individuals elected from and by the Centre members, with rotating 3 year terms.

#### Responsibilities:

- Recruit and select members for the Centre;
- Develop recommendations for the research, training and outreach focus and activities of the Centre, and strategies to implement the approved activities;
- Develop and implement strategies to foster inter-disciplinary research and overcome related challenges;
- Develop and implement strategies to promote public awareness and engagement with external partners, as well as to address any issues or concerns related to the Centre's activities and mandate;
- Approve processes related to internal programs, including research funding programs, graduate student education, undergraduate and graduate student internships and/or work placements;
- Establish new and maintain existing relationships with external research partners and funding agencies.

### RRC Advisory Board

Composition: Vice-Dean Research or designate (Chair), Centre Director (ex-officio), Associate-Dean Research or designate from the 3 core participating colleges (Medicine, Pharmacy and Nutrition, Western College of Veterinary Medicine), and up to 5 representatives from external stakeholders including at least one patient/citizen representative (patient/citizen, LAS, SHR, HQC, IPHRC)



Members will serve a three-year term and will be appointed by the Vice-Dean Research. The term of the Chair shall be for 3 years, potentially renewable once for an additional 3 years. Advisory Board members shall be appointed for 3 years, potentially renewable once for an additional 3 years.

Responsibilities:

- Review activities of the RRC providing feedback regarding alignment with the Centre's mandate;
- Provide input on the strategic directions of the RRC ensuring they reflect best practice and emerging challenges and opportunities in the provincial, national and international respiratory health field.

RRC International Science Advisory Panel

Composition: Vice-Dean Research or designate (Chair), Centre Director (ex-officio), and 8-14 individuals of significant international research stature and/or leadership will be appointed by the Vice-Dean Research. Members of the Panel will possess expertise in areas aligned with the goals and direction of the RRC. Up to one-third of the International Science Advisory Panel may reside in Canada. Members will be appointed for 3 years, potentially renewable once for an additional 3 years.

Responsibilities:

- Provide strategic scientific oversight and direction, within the context of national and international respiratory health research;
- Review ongoing activities of the RRC regarding alignment with the Centre's stated mandate, as well as potential for new or expanded research opportunities.

Members

Membership in the RRC will be open to individual faculty members of the UofS, including from any discipline and entity across campus whose research is [or may be] linked to respiratory health, after application/approval from the RRC Executive Committee. It is the intent of the RRC to engage both traditional and non-traditional respiratory health researchers in order to foster innovative, multi-disciplinary collaborations. It is anticipated members will include individuals from: Medicine, Pharmacy and Nutrition, Nursing, WCVN, Kinesiology, Arts & Science, Engineering, School of Public Policy, IPHRC, and others. It is also anticipated, and desired, that members from other institutions in Canada and elsewhere will hold affiliate membership with the RRC. Affiliate membership will be subject to similar intent/processes to membership.

Staff and Key Responsibilities

Centre management and administration will include a Director (responsible to the Vice-Dean Research or designate) who will have overall responsibility for the Centre, supported by a Coordinator (responsible to the Director) who will provide the necessary day-to-day management and operations support. Drs. Darcy Marciniuk and Brian Graham are currently serving as acting Co-Directors during this initial development phase. It is anticipated a new permanent Director will be selected later in 2016.

Responsibilities of the RRC staff are:

Director (0.5 FTE):

- Promote and act as a spokesperson for activities and opportunities associated with the Centre;
- Work with the RRC Executive Committee, Advisory Board, International Science Advisory Board, and members, to establish a founding strategic plan for the RRC which articulates research, education, communication, and outreach priorities;

- Maintain and foster new partnerships to enable research, education and knowledge translation;
- Direct and supervise the work of the Centre staff;
- Identify opportunities for collaboration with other institutions, agencies and government
- Centre financial budgeting, reporting and accountability.

Coordinator (0.5FTE):

- Manage and support RRC initiatives, including internal grant programs, workshops and conferences;
- Research and prepare a broad range of materials, including strategic documents, reports, literature reviews, funding proposals, both independently and in collaboration with the Director and internal and external partners;
- Ensure the decisions of the Director and Advisory Committee are administered effectively;
- Research, prepare and present annual or official reports to funding agencies and University leadership/administration;
- Maintain, prepare and present financial reports and records of the RRC.

Financial budgeting, reporting and accountability are core responsibilities/expectations of the Centre, and will be a delegated obligation of the Director. Support and oversight will be provided by the College of Medicine, with annual OVPR review because of funding provided via the Strategic Research Fund.

Office space for the RRC (offices for Director and Coordinator) is anticipated to be in St. Andrew's College while renovations to the 'A' wing Health Sciences Building are performed. No additional space requirements are anticipated at the outset. All activities and member gatherings will utilize existing meeting and research lab space (from existing departments and allocations) for trainees, seminars, rounds, working group gatherings, research cluster gatherings, etc..

## **6. Resources and Budget.**

Initial funding and resources will be furnished by the Office of the Vice-President Research, the Colleges of Medicine, Pharmacy and Nutrition, and Veterinary Medicine, the Lung Association of Saskatchewan, the Lung Health Institute of Canada, and the Saskatchewan CIHR Support Unit.

A RRC draft budget (2015-2020) is attached (Appendix F). It is recognized that funding requested from the OVPR may not be renewed beyond 2021, in part reflected by the diminished allocation in year 4 and 5. It is anticipated the RRC will seek and be successful in obtaining sustained external funding to support its people and activities, becoming less reliant on the initial funding model over time. The Steering Committee did not seek or suggest outside funding support (beyond the UofS, the LAS, and the LHI) at this stage reasoning that a more concrete initiative, officially endorsed by the UofS, would be necessary to seek (and secure) meaningful engagement and contribution from external partners. Nonetheless the initiative has been informally discussed with potential partners (local business and national pharmaceutical industry companies to date) – it has garnered much interest and been very well received. Feedback from these preliminary meetings relates to the significant benefits of working in partnership and harnessing singular expertise towards common translational discovery and program goals, and the innovative intent/direction of the RRC compared to other entities currently in this space (as per Appendices A and B).

The draft budget projects a funding shortfall with time. While expenditures could be pruned at this time, the Steering Committee preferred that external support be secured not only for growth, but to support

some of the listed initial activities of the RRC. This arrangement would essentially stimulate the RRC to actively seek external partnerships and funding in support of its stated mission and activities.

## **7. Support**

Karen Chad	Vice-President Research	Letter of Support attached
Elisabeth Snead	Veterinary Medicine	Letter of support attached
Marek Radomski	Medicine	Letter of Support attached
Kishor Wasan	Pharmacy and Nutrition	Letter of Support attached

## **8. Governance**

A proposed organizational structure is provided in Appendix G. The Director will be the primary contact person for RRC information, activities, and administration.

## **9. Systematic Assessment**

The RRC would be judged to be meaningful and to provide value based on a number of measurement endpoints. As annual assessment of achievement/progress towards each of the 4 stated goals (see section 3. Academic Plan) would be undertaken and include:

- number/amount of external research grants and contracts
- number/amount of peer-reviewed publications
- number of invited national/international presentations
- application and successful awarding of grants, extension, and training positions
- ability to secure external funding, and the amount of external funding received

Specific process and outcome milestones would include:

- a 20% increase in the number and amount in external research grants and contracts after year 3, and a 35% increase after year 5
- a 20% increase in the number of peer-reviewed publications after year 3, and a 35% increase after year 5
- a 10% increase in the number of invited national/international presentations after year 3, and a 30% increase after year 5
- all Master and PhD positions filled after year 2.

Dr. E. Penz, a health economist and proposed active member, will assist the RRC in preparing for, and undertaking, an economic evaluation of specific activities, as well as the overall conduct of the RRC. Finally, and in addition to annual assessment of activities and conduct, a comprehensive external review would be undertaken at the end of Year 4 to facilitate a thorough review of the RRC as proposed.

## **Attachments**

Appendix A	Environmental Scan of Respiratory Research
Appendix B	Environmental Scan synthesis
Appendix C	Specific examples of impact and expected scholarly outcomes
Appendix D	RRC Information Sheet (Nov 2014), Implementation Steering Committee members
Appendix E	RRC Visioning Retreat meeting notes and iClicker audience responses
Appendix F	Proposed Business Plan (2016-2021)
Appendix G	Proposed RRC Organizational chart
Letters of Support – Karen Chad, Marek Radomski, Kishor Wasan, Elisabeth Snead	
Consultation Forms with Library, Information and Communication Technology, and Facilities Management.	



## APPENDIX A - Environmental Scan: Respiratory Research Centres

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
University of Alberta (U15) <b>Pulmonary Research Group (PRG)</b> <a href="http://www.prg.ualberta.ca">http://www.prg.ualberta.ca</a>	<ul style="list-style-type: none"> <li>A multi-disciplinary group composed of 24 full members and 20 associate members who pursue research interests in respiratory disease.</li> <li>The PRG has a strong basic science research program that promotes close collaborations and interactions with the clinical component of the group, which is mainly based in the Divisions of Pulmonary Medicine and Pediatric Pulmonary Medicine at the University of Alberta Hospital.</li> </ul>	<p><b>Mission:</b> To bring together researchers in different areas of Pulmonary Research and foster an environment of translational research through collaborations between researchers with different skill sets.</p> <p><b>Vision:</b> An outstanding research group that promotes excellence in clinical and basic science research and contributes to understanding and management of pulmonary disease.</p> <p><b>Main Goal:</b> To promote and advance novel applied translational studies that unite basic and clinical scientists in a highly integrated program.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To acquire a better understanding of the pathogenesis and molecular events in asthma, chronic obstructive pulmonary disease (COPD), and other lung diseases.</li> <li>To translate basic science discoveries and clinically relevant observations into improvements in patient management.</li> <li>To improve knowledge about health outcome measurements with a view to better application of evidence-based medicine.</li> <li>To identify the impediments to optimal care of patients with asthma and COPD and develop approaches to minimize these barriers.</li> <li>To study and through educational programs modify human behavior with a view to improving health care management in patients with COPD and asthma.</li> </ul>	<ul style="list-style-type: none"> <li>Current studies focus on asthma, chronic obstructive pulmonary disease (COPD), and pulmonary fibrosis, but our interests span across all lung diseases.</li> <li>Members of the PRG belong to several Research Teams. Each Research Team focuses on specific areas of pulmonary research. Together, our Research Teams cover the full spectrum of basic to clinical science, with special emphasis in translational research approaches.</li> <li>Members cover all 4 Canadian Institutes of Health Research (CIHR) pillars of research: Biomedical, Clinical, Health Systems and Population Health.</li> </ul>	N	<p>Training &amp; Mentorship:</p> <ul style="list-style-type: none"> <li>Many PRG graduate students and postdoctoral fellows have been funded externally, including a prestigious Parker B. Francis Fellowship in Pulmonary Research, CIHR and NSERC Fellowships and Studentships, Lung Association of Alberta &amp; NWT Studentships, AllerGen NCE Studentships, and Alberta Innovates – Health Solutions (AIHS) Fellowships and Studentships.</li> <li>Members of the PRG are involved in coordinating and teaching a number of successful undergraduate and graduate courses. They have established a new course, Inflammation MMI 436/MED 536 in the Fall of 2012.</li> </ul>
University of British Columbia (U15) <b>UBC James Hogg Research Centre (JHRC)</b> <b>Centre for Heart Lung Innovation (HLI)</b> <a href="http://www.hli.ubc.ca">http://www.hli.ubc.ca</a>	<ul style="list-style-type: none"> <li>University of British Columbia and St. Paul's Hospital</li> <li>The success of the HLI is built on: 1) The rare combination of world-class clinical and basic research expertise in cardiovascular and pulmonary</li> </ul>	<p><b>Mission:</b> We discover and implement solutions for heart, lung, and blood vessel diseases. We attract and support the best people.</p> <p><b>Vision:</b> To be the world leader in understanding and eliminating heart, lung, and blood vessel diseases.</p>	<ul style="list-style-type: none"> <li>Investigators and trainees at the HLI are using the best available technology to image and measure changes in molecules, cells, tissues, organs and whole organisms, including patients, in order to understand the link</li> </ul>	N <i>Faculty at JHRC provide graduate training for students in the Faculty of Medicine and Pathology Department of the UBC. Advanced courses in</i>	<ul style="list-style-type: none"> <li>Over the last 5 years, HLI has trained on a yearly basis over 115 summer or co-op students, 55 graduate students, 24 post-doctoral fellows, 11 research associates and 8</li> </ul>

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
	<p>diseases – and a profound understanding of the many levels of interaction between these two organ systems; 2) State-of-the-art core technology funded in part by previous CFI grants; and 3) Unparalleled registries of human biological samples (DNA, RNA, protein, tissue, blood) from a spectrum of cardiovascular, pulmonary and critically ill patients.</p>	<p><b>Values:</b> Creativity, Integrity, Quality and Teamwork.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• <i>Discover</i> - To pursue internationally superior quality and impact of research.</li> <li>• <i>Translate</i> - To integrate our discoveries in the clinic and implement creative solutions in the community.</li> <li>• <i>Synergize</i> - To assure our success by harnessing the power of multi-disciplinary research.</li> <li>• <i>Attract</i> - To be the premier centre for trainees and scientists committed to the elimination of heart, lung, and blood vessel diseases.</li> <li>• <i>Communicate</i> - To educate and promote awareness of our research activities in order to inspire support for our work and to inspire better health for all.</li> <li>• <i>Sustain</i> - To link our knowledge and experience with responsible financial practices to create organizational sustainability.</li> </ul>	<p>between our genes and the environment, in causing heart, lung, and blood vessel diseases.</p>	<p><i>Cardiovascular and Pulmonary Pathophysiology and Pathogenesis of Human Disease are organized by faculty members.</i></p>	<p>visiting scientists on sabbatical leave. Details are at <a href="https://www.hli.ubc.ca/research/training/opportunities.html">https://www.hli.ubc.ca/research/training/opportunities.html</a></p> <ul style="list-style-type: none"> <li>• Training at the HLI is organized to address a spectrum of needs in the scientific community: <ol style="list-style-type: none"> <li>1. Attraction of promising scientists during the initial and formative stages of their careers;</li> <li>2. Provision of rigorous training for developing scientists;</li> <li>3. Updating of strategic and experimental skills for established academic and industrial scientists; and</li> <li>4. Training and updating of skills for technologists.</li> </ol> </li> </ul>
<p>University of British Columbia (U15) <b>Centre for Lung Health (CLH)</b>  <a href="http://www.centreforlunghealth.ca">http://www.centreforlunghealth.ca</a></p>	<ul style="list-style-type: none"> <li>• CLH brings together researchers based at the University of British Columbia and its affiliated academic teaching hospitals and organizations, including BC Cancer Agency, BC Centre for Disease Control, Children's &amp; Women's Health Centre, St. Paul's Hospital, and Vancouver General Hospital.</li> <li>• The integration of lung health researchers across a broad spectrum will foster a multidisciplinary approach, combined with a philosophy of</li> </ul>	<p><b>Vision:</b> To foster excellence among the Lung Health community to create global leadership in research, education, and the delivery of clinical care to patients with lung diseases.</p> <p><b>Mission:</b></p> <ul style="list-style-type: none"> <li>• To carry out multidisciplinary research to better understand the underlying causes of lung diseases.</li> <li>• To develop novel methods for early identification, prevention, diagnosis, treatment, and ultimately the cure for lung diseases.</li> <li>• To educate patients, the public, and health care professionals of British Columbia in managing and preventing lung diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Asthma Research</li> <li>• Occupational and Environmental Studies</li> <li>• Lung Cancer Research</li> <li>• Chronic Obstructive Lung Research</li> <li>• Respiratory Muscle Disorders</li> </ul>	<p>Y - The following lung health fellowships are offered:</p> <ol style="list-style-type: none"> <li>1. Fellowship In Respiratory Medicine (Clinical and Research)</li> <li>2. Fellowship In Chest Imaging (VGH)</li> <li>3. Fellowship In Critical Care Medicine</li> <li>4. Fellowship in Thoracic Surgery</li> <li>5. Fellowship In Occupational Health</li> </ol>	

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
	cooperation and collaboration among the researchers, physicians, and technicians.	<p><b>Goal:</b> To reduce health care utilization by 20% for COPD related acute exacerbations in British Columbia in the next three years. We will achieve this by developing uniform clinical pathways and action plans for acute COPD exacerbations.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Refine established models of chronic disease management and improve care delivery models for such common diseases as COPD and asthma</li><li>• Establish BC as a major partner in the National Framework for Lung Health</li><li>• Continue in a leadership role to better define the pathogenesis of novel disease mechanisms involving gene/host/ environment in order to improve the care of patients</li><li>• Focus on tuberculosis as there is an ongoing epidemic in less developed countries as well as in marginalized groups such as Aboriginal Canadians</li><li>• Focus on, and take a leadership role in, assessing the impact of climate change on lung health</li><li>• Focus on research and discovery in acute lung injury and the often associated sepsis syndrome</li><li>• Discover new avenues of research for early detection and treatment of lung cancer</li><li>• Identify and better characterize patients with sleep disordered breathing and its systemic impact with a focus on cardio vascular effects</li><li>• Promote research, discovery, and better management of patients with interstitial lung disease and pulmonary hypertension</li><li>• In collaboration with community partners:<ul style="list-style-type: none"><li>○ improve public lung health education</li><li>○ provide a framework to deliver new knowledge to the community</li></ul></li></ul>			

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
		<ul style="list-style-type: none"> <li>○ refine established models for chronic disease management</li> <li>○ increase awareness of climate change and its impact on lung health</li> <li>○ increase awareness about lifestyle and its impact on lung health</li> <li>○ improve health literacy</li> </ul>			
University of Calgary (U15) <b>Respiratory Clinical Trials Centre</b> <a href="http://www.ucalgary.ca/aneubreath">http://www.ucalgary.ca/aneubreath</a>	The Centre provides detailed clinical assessments and cutting edge therapies.	<b>Mission:</b> To advance scientific and clinical knowledge in respiratory medicine. We accomplish this through excellence in clinical research.	<ul style="list-style-type: none"> <li>• Common Cold Research</li> <li>• COPD</li> <li>• Asthma</li> <li>• Allergic Asthma Research</li> </ul>	N	Calgary COPD & Asthma Program ( <a href="http://www.ucalgary.ca/asthma">www.ucalgary.ca/asthma</a> ) is an Alberta Health Services program working with both patients and health care professionals in treating asthma, COPD, tobacco reduction and chronic cough by providing continuing medical education.
Université Laval (U15) <b>Quebec Heart and Lung Research Centre (IUCPG)</b> <a href="http://iucpg.qc.ca/en/research/research-center">http://iucpg.qc.ca/en/research/research-center</a>	The UCPG is the only centre funded by the Fonds de recherche du Québec – Santé (FRQS) that regroups three research areas (cardiology, respirology and obesity-metabolism) deemed to be a priority because of the considerable economic and social impact of their related diseases. The Centre now employs 758 people, including 143 researchers. 11 researchers hold research chairs. The Centre is also funded to the tune of \$33 million annually in the form of awards, contracts and grants.	<b>Mission:</b> To improve the quality of care available to individuals with respiratory disease through basic and clinical research, innovation, close collaboration between researchers and clinicians, and the rapid transfer of knowledge for the benefit of patients.	<ul style="list-style-type: none"> <li>• Cardiology: <ul style="list-style-type: none"> <li>○ Cardiac electrophysiology and treatment of arrhythmias</li> <li>○ Coronary disease: pathophysiology, diagnosis and therapies</li> <li>○ Metabolic cardiology: prevention, cardiometabolic risk and rehabilitation</li> <li>○ Valvular heart disease: pathophysiology, diagnosis and treatment</li> </ul> </li> <li>• Respirology: <ul style="list-style-type: none"> <li>○ Sleep respiratory disorders: mechanisms, therapies and cardiometabolic risk</li> <li>○ Asthma: pathophysiology and interventions</li> <li>○ Aerobiology and respiratory health</li> </ul> </li> </ul>	N	Graduate student training is a core component of GESER researchers' work. GESER members currently supervise 46 graduate students, who enjoy access to cutting-edge facilities, a modern animal house, and the statistical and technical services essential to graduate research.



Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
			<ul style="list-style-type: none"> <li>○ Chronic lung diseases: pathophysiology, muscle wasting and exercise intolerance</li> <li>○ Pulmonary oncology</li> <li>○ Pulmonary vascular diseases</li> <li>● Obesity-Metabolism <ul style="list-style-type: none"> <li>○ Regulation of energy balance: central and peripheral mechanisms</li> <li>○ Tissue and cell metabolism of energy: endocrine and molecular aspects</li> <li>○ Mechanisms of obesity and diabetes complications</li> <li>○ Impact of bariatric surgery on morbid obesity and its complications</li> <li>○ Obesity treatment/prevention interventions and their effectiveness</li> </ul> </li> </ul>		
McGill University (U15) <b>Health Centre - Respiratory Division</b> <a href="http://www.mcgill.ca/respdiv/mcgill-respiratory-division">http://www.mcgill.ca/respdiv/mcgill-respiratory-division</a>	<ul style="list-style-type: none"> <li>● The Respiratory Division is a component of the McGill University Department of Medicine. It is responsible for clinical care, research and teaching in the field of respiratory medicine.</li> <li>● The Division maintains sites at the Montreal General Hospital, the Royal Victoria Hospital, the Montreal Chest Institute, the Jewish General Hospital and the Montreal Children's Hospital.</li> <li>● The Division has two affiliated research groups: the Meakins-Christie Laboratories and the Respiratory Epidemiology and Clinical Research Unit (RECRU).</li> </ul>		<ul style="list-style-type: none"> <li>● Meakins-Christie Laboratories - asthma and respiratory failure</li> <li>● Respiratory Epidemiology and Clinical Research Unit (RECRU): Epidemiology of chronic obstructive pulmonary disease, tuberculosis, occupational lung disease and asthma, and health economics.</li> </ul>	Y - Residency Training Program in Adult Respiratory Medicine: <ol style="list-style-type: none"> <li>1. Two year clinical training programme – in adult respiratory medicine</li> <li>2. Three year combined clinical and research training programme – in adult respiratory medicine (clinician-scientist)</li> </ol>	The Division provides clinical services at Montreal General Hospital, the Royal Victoria Hospital, the Montreal Chest Institute, the Jewish General Hospital and the Montreal Children's Hospital.

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
McMaster University (U15) <b>Firestone Institute for Respiratory Health (FIRH)</b> <a href="http://fhs.mcmaster.ca/firh/">http://fhs.mcmaster.ca/firh/</a>	<ul style="list-style-type: none"> <li>• Firestone is based at St. Joseph's Healthcare in Hamilton Ontario Canada. It is also an Institute of McMaster University.</li> <li>• Clinical, research and educational activities are closely integrated and largely collaborative within FIRH. The intent is to create a link between patient care, translational research and training of health care professionals.</li> </ul>	<b>Mission / Values:</b> To conduct research to increase understanding of respiratory health and disease across the life cycle through collaborative basic and clinical investigations with the expectation of improving patient care. <i>(Innovative Education, Translational Research, Exemplary Clinical Services)</i>	Research is wide-ranging, from studies of smooth muscle physiology and intracellular signalling through experimental disease models to clinical trials which enhance patient quality-of-life and extends not only from bench to bedside, but to population health and policy.	Y - FIRH is the home for the Respiriology Residency Training Program of the Division of Respiriology, Department of Medicine, Faculty of Health Sciences, McMaster University.  <i>FIRH research faculty supervised 11 full-time graduate students (candidates for Masters and for Ph.D.) along with 3 postdoctoral fellows. In addition, FIRH hosted numerous placements for nursing students, respiratory therapist students, undergraduate and post-secondary work placements as well as countless hours of high school students earning mandatory community service hours.</i>	<ul style="list-style-type: none"> <li>• FIRH research faculty train young investigators to become independent researchers, encourage partnerships across disciplines nationally and internationally, and create synergies with the public and private sectors.</li> <li>• The Firestone Institute provides comprehensive outpatient and inpatient respiratory care as the regional respiratory service for the City of Hamilton and the Hamilton Niagara Haldimand Brant Local Health Integrated Network (LHIN).</li> <li>• FIRH has a unique Chest Programme that encompasses respiratory medicine together with affiliated head-and-neck and thoracic surgery services; all are located on one site.</li> </ul>
Université de Montréal (U15) <b>Chaire pharmaceutique AstraZeneca en santé respiratoire</b> <a href="http://www.recherche.umontreal.ca/en/research-at-udem/our-research-units/profile/unite/78/pid/655/">http://www.recherche.umontreal.ca/en/research-at-udem/our-research-units/profile/unite/78/pid/655/</a>	This Chair, funded by AstraZeneca, concerns the therapeutic management of respiratory diseases and is interested in the use of drugs in the treatment of respiratory diseases. The activities of this Chair are conducted at the Hospital of the Sacré-Cœur of Montréal.		<ul style="list-style-type: none"> <li>• Education</li> <li>• Pharmaceutical Care</li> <li>• Research</li> </ul>	N	Research infrastructures: <ul style="list-style-type: none"> <li>• Quebec Asthma and Pregnancy Cohort</li> <li>• ReMeD</li> <li>• BD- BD- asthma</li> </ul>

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
University of Toronto (U15) St. Michael's Hospital <b>Critical Illness and Injury Research Centre (CIIRC)</b> <a href="http://www.stmichaelshospital.com/research/ciirc/">http://www.stmichaelshospital.com/research/ciirc/</a>	<ul style="list-style-type: none"> <li>St. Michael's, a major teaching and research hospital affiliated with the University of Toronto, offers an excellent educational environment.</li> <li>By bringing together a unique and diverse cohort of researchers in the areas of fundamental lung biology, translational research, clinical trials and knowledge translation, the CIIRC will work to understand the biology of critical illness, discover novel treatments and ultimately enhance the survival and quality of life of people suffering from critical illnesses.</li> <li>Research pillars and platforms are: <ul style="list-style-type: none"> <li>Acute lung injury</li> <li>Sepsis</li> <li>Trauma/Resuscitation</li> </ul> </li> </ul>	<b>Mission:</b> The mission of the acute lung injury pillar of the Centre for Critical Care Research is to foster and deliver internationally leading research into the causes, consequences and therapy of acute respiratory distress syndrome (ARDS).	<ul style="list-style-type: none"> <li>Research interests include clinical research in Cystic Fibrosis and Hereditary Hemorrhagic Telangiectasia, addressing the natural history and complications, using clinical databases to assess outcomes and interactions between sleep disordered breathing and the cardiovascular system. Basic science foci include use of molecular biology to examine muscle and lung growth and repair.</li> </ul>	N	<ul style="list-style-type: none"> <li>The CIIRC is home to national and international leaders in knowledge translation and works closely with the breakThrough Program. The program's mandate is to identify best practices so that they can be quickly adopted at the clinical level by health care professionals. By focusing on the processes through which knowledge is effectively translated into clinical practice, breakThrough plays a critical role in enabling the creation and delivery of outcome-based learning experiences, ultimately improving health outcomes.</li> </ul>
Thompson Rivers University (BC) <b>TRU Center for Respiratory Health and Sleep Science</b> <a href="http://www.tru.ca/science/research/sleep.html">http://www.tru.ca/science/research/sleep.html</a>	The Center promotes and facilitate research into the best practices in the arena of respiratory health and sleep science.	<p><b>Mission:</b> The Center will strive to provide a clinical venue to promote knowledge dissemination, education and research. It will facilitate innovation and knowledge translation. As an extension of the Faculty of Science the center will promote and facilitate research into the best practices in the arena of respiratory health and sleep science. With a focus on education, applied research and practical applications of new knowledge the center will become a catalyst for scholarly activity expanding the educational, research capacity and productivity of associated faculties.</p> <p><b>Objectives:</b> The Center will promote:</p> <ol style="list-style-type: none"> <li>The scholarship of teaching to promote best practice in the education of students.</li> </ol>		Y - The Respiratory Therapy program at TRU is a national leader in providing a high quality educational experience for future Respiratory Therapists. The program is accredited by the Council on Accreditation for Respiratory Therapy Education (COARTE). Following successful completion of the program, the graduate is eligible to sit the National Certification Examination for the professional qualifications	

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		2. The testing, assessment and investigation of medical technologies used in the practice of respiratory care and sleep science. 3. The investigation and implementation of best practice in field of respiratory care and sleep science. 4. The investigation and implementation of best practice in the clinical simulation of patient procedures and conditions. 5. A community outreach program to provide education and collect data in rural communities. 6. Provincial collaborations across regions in both large and small communities. 7. A transdisciplinary approach to advancements in respiratory, sleep, education and health.		of R.R.T. (Registered Respiratory Therapist).	
Queen's University <b>The Cardiac, Circulatory and Respiratory Research (CCR) Program</b> <a href="http://dbms.queensu.ca/research/groups/ccr">http://dbms.queensu.ca/research/groups/ccr</a>	The CCR program consists of a multidisciplinary group of researchers involved in basic molecular and clinical health research into the prevention, diagnosis and treatment of cardiovascular and respiratory diseases. The group consists of 30 lead investigators whose research funding corresponds to over 10 million dollars.	<b>Mission:</b> The Cardiac, Circulatory and Respiratory Research Program at Queen's University comprises a multidisciplinary group of researchers involved in basic molecular and clinical health research into the prevention, diagnosis, and treatment of cardiovascular and respiratory diseases.	The CCR Research Program consists of four nodes: 1. Vascular Function/Disease 2. Cardiac Dysfunction 3. Respiratory Disease 4. Circulatory Control	N	
Vancouver Coastal Health Research Institute <b>Centre for Respiratory, Cardiac and Critical Care Medicine</b> <a href="http://www.vchri.ca/our-research/research-vch/research-centres/centre-respiratory-cardiac-and-critical-care-medicine">http://www.vchri.ca/our-research/research-vch/research-centres/centre-respiratory-cardiac-and-critical-care-medicine</a>	<ul style="list-style-type: none"> <li>• Located at Vancouver General Hospital and UBC Hospital.</li> <li>• The Centre has over 47 researchers and clinicians and 22 trainees.</li> <li>• The multidisciplinary teams are made up of physicians, nurses, physiotherapists and other health professionals work to improve prevention, diagnosis and treatment of respiratory, cardiac and critical care illnesses including: lung cancer,</li> </ul>	<b>Mission:</b> To improve the prevention, diagnosis and treatment of lung problems and serious illnesses like lung cancer and asthma that may require critical care.	Recognised internationally for research in obstructive lung disease, lung cancer, tuberculosis, and sleep apnea. The multidisciplinary teams are made up of physicians, nurses, physiotherapists and other health professionals work to improve prevention, diagnosis and treatment of respiratory, cardiac and critical care illnesses including: lung cancer, asthma, chronic obstructive	N	<ul style="list-style-type: none"> <li>• The Centre brings research to patients by linking respiratory research to clinical practice.</li> <li>• The Interventional Cardiology team is one of the largest programs of its kind in Canada</li> </ul>

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
	asthma, chronic obstructive pulmonary disorder (COPD), sleep apnea and tuberculosis.		pulmonary disorder (COPD), sleep apnea and tuberculosis.		
<b>College of Respiratory Therapists of Ontario (CRTO)</b> <a href="http://www.crto.on.ca">http://www.crto.on.ca</a>	There are services for students in approved Respiratory Therapy programs at Canadian colleges. It is designed to help students understand the CRTO's role as a regulatory body and to prepare them for their Respiratory Therapy careers.				
<b>The Respiratory Global Research And Training Network (The Respiratory GREAT Network)</b> <a href="http://www.sickkids.ca/Research/Respiratory-GREAT-Network/">http://www.sickkids.ca/Research/Respiratory-GREAT-Network/</a>	The Respiratory GREAT Network initiative, headquartered at the Research Institute at The Hospital for Sick Children in Toronto, is supported in principle by other major Canadian respiratory health professional groups. These include: the Allergy, Genes and Environment Network (AllerGen NCE); the Ontario Ministry of Health and Long-Term Care; the Canadian Thoracic Society and Lung Association; the Canadian Asthma Society; and the Public Health Agency of Canada.	<b>Mandate:</b> To fill the knowledge gap by providing training to respiratory investigators and by collecting, processing and analyzing national and global data to identify trends, gaps and solutions to improve respiratory care and reduce related burden on individuals, families, and society. <b>Vision:</b> To help fight the epidemic of chronic respiratory diseases and reduce their global impact by providing current and reliable national and international statistics that are useful to health policy and decision makers, clinicians and researchers. <b>Mission:</b> To train and build a unique network of clinicians and researchers and engage them in global respiratory health research with a focus on chronic respiratory diseases, in an effort to facilitate and advance science.	The Respiratory GREAT Network Global Chronic Respiratory Disease Database for surveillance and research: <ul style="list-style-type: none"> <li>• Collect national and international chronic respiratory disease data from countries with multi-level health indicators (health status, determinants and health services utilization).</li> <li>• Standardize methods and activities of surveillance, outcomes, monitoring and evaluation.</li> <li>• Provide national and international data for surveillance and research.</li> <li>• Form a link between the data systems.</li> </ul>	Y - The training program is established in collaboration with the Ontario Asthma Surveillance Information System (OASIS) and the Research Institute at The Hospital for Sick Children. Investigators from countries using the approach to combat chronic respiratory diseases proposed by the Global Alliance against Chronic Respiratory Diseases (GARD) will be encouraged to apply for a three-month fellowship training opportunity in Toronto, Ontario, Canada. Participants can opt to attend the session on-site in Toronto or remotely via web conferencing.  The Respiratory GREAT Network faculty will provide expert knowledge and guidance on the methods and techniques for collecting, processing and	The Respiratory GREAT Network Training Program on Knowledge Translation and Exchange: Provide uniform training and exchange to investigators who are involved in respiratory health research and surveillance Streamline support in data gathering and analysis of country-specific and global chronic respiratory disease data.

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				<p>analyzing surveillance data of respiratory diseases. Candidates accepted into the program will use the knowledge they've acquired to train others in their native country.</p> <p>The training program will help support and train qualified respiratory clinician scientist candidates to develop their requisite knowledge and skills for surveillance and respiratory health services, evaluative and outcomes research.</p>	
<b>Institute of Circulatory and Respiratory Health (ICRH)</b> <a href="http://www.cihr-irsc.gc.ca/e/8663.html">http://www.cihr-irsc.gc.ca/e/8663.html</a>	<ul style="list-style-type: none"> <li>The Institute of Circulatory and Respiratory Health is one of thirteen institutes, each with a specific focus, that together make up the Canadian Institutes of Health Research (CIHR).</li> <li>ICRH staff members are located at the Montreal Heart Institute and in Ottawa</li> </ul>	<p><b>Mandate:</b> To ensure that various ICRH researchers from different communities would relate to the new priorities and benefit from upcoming funding opportunities, we focused on selecting common themes (identified through the consultations) that would be of relevance to as many research areas as possible.</p> <p><b>Strategic Priorities (2013-2016):</b> ICRH identified the following 4 objectives, which align with CIHR's strategic directions:</p> <ol style="list-style-type: none"> <li>1. Increase the number and competitiveness of ICRH researchers in national and international grant competitions</li> <li>2. Achieve better balance across the four CIHR research themes in ICRH-relevant fields</li> <li>3. Enlarge the clinical trials activity in ICRH fields, particularly in respiratory health and stroke, and increase international collaborations in clinical trials</li> <li>4. Enhance transparency in priority-setting, planning, and decision-making</li> </ol>	ICRH supports research into causes, mechanisms, prevention, screening, diagnosis, treatment, support systems, and palliation for a wide range of conditions associated with the heart, lung, brain (stroke), blood, blood vessels, critical care and sleep.	N	

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University of Arizona <b>Arizona Respiratory Centre (ARC)</b> <a href="http://www.arc.arizona.edu">www.arc.arizona.edu</a>		<b>Mission:</b> To understand the causes of respiratory disease, to improve the lives of people suffering with these illnesses, and to find cures for respiratory diseases that plague the citizens of our nation and world.	AsthmaNet American Lung Association - Asthma Clinical Research Center Sleep Studies Tucson Children's Respiratory Study (CRS) Infant Immune Study (IIS) The Childhood Asthma Research and Education Network (CARE)	Y - Pulmonary, Allergy, Critical Care, and Sleep Fellowship Programs	
University of California, Davis <b>California National Primate Research Center (CNPRC) Respiratory Disease Center</b> <a href="http://www.cnprc.ucdavis.edu/our-services/associated-laboratories-and-centers/respiratory-building/">http://www.cnprc.ucdavis.edu/our-services/associated-laboratories-and-centers/respiratory-building/</a>	The CNPRC has been a leader in understanding primate lung development and function for more than 30 years. It has the distinction of being the only National Primate Research Center (NPRC) with a Respiratory Diseases research unit, and has scientific expertise in airway immunity, environmental air pollutants, pediatric pulmonary disease, and asthma. The CNPRC developed the first rhesus monkey model of adult and childhood asthma using a human allergen, which has given researchers the ability to test numerous biological mechanisms and new therapies.		Research using nonhuman primate models of lung disease may be conducted by independent investigators with the assistance of CNPRC Research Cores. Scientists and staff associated with each of the Cores provide consultation in experimental design, sample collection, and data analysis, and offer assays that utilize species-specific reagents wherever possible. Core scientists can also work with users to develop new assays to meet research needs.	N	
University of Colorado Denver <b>Colorado Pulmonary Alcohol Research Consortium (CoPARC)</b> <a href="http://www.ucdenver.edu/academics/colleges/medicalschoo/departments/medicine/Pulmonary/Research/AlcoholLungResearch/Pages/default.aspx">http://www.ucdenver.edu/academics/colleges/medicalschoo/departments/medicine/Pulmonary/Research/AlcoholLungResearch/Pages/default.aspx</a>	The primary focus is on alcohol-related pulmonary processes.	<b>Goal:</b> To serve as a readily accessible biorepository of data and clinical samples from subjects with AUDs as well as healthy controls.			
University of Pennsylvania <b>Center for Sleep and Circadian Neurobiology</b>	It is a multidisciplinary center dedicated to exploring and understanding the basic mechanism of sleep and circadian	<b>Goals:</b> • To develop and support programs of excellence in sleep research in different departments in the School of Medicine and in	The goals of basic science research in the Center include the understanding of the molecular mechanisms regulating sleep and wakefulness,	Y – Clinical Fellowships, Research Fellowships, Post-Doctoral Education, and	



Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
<a href="http://www.med.upenn.edu/sleepctr/">http://www.med.upenn.edu/sleepctr/</a>	rhythm, the pathogenesis of sleep disorders and the outcomes of therapy. The broad range of research activities, the frequent seminars and the excellent mentorship combine to make the CSCN a leader in the training of sleep medicine researchers.	<p>other schools. We facilitate this by provision of core resources for sleep research thereby removing barriers for faculty new to this discipline to get involved.</p> <ul style="list-style-type: none"> <li>• To develop a pipeline of new outstanding investigators in this still emerging discipline. To facilitate this, the Center administers two T32 grants and a K12 award. The Center has robust programs for graduate students and postdoctoral fellows.</li> <li>• To provide a mechanism to create a community of scholars and state of the art didactics in this discipline. This is facilitated by events such the seminar series and an annual research retreat.</li> <li>• To provide a bridge to the clinical program in sleep medicine by facilitating cutting-edge translational and clinical research as well as comparative effectiveness research.</li> </ul>	the functions of sleep at a most basic molecular level, and how aging and disease disrupt these processes. Patient-Oriented Research and Patient-Centered Outcomes Research are also offered.	Behavioral Sleep Medicine Program.	
<p>University of Rochester (NY)</p> <p><b>Respiratory Pathogens Research Center (RPRC)</b></p> <p><a href="http://www.urmc.rochester.edu/respiratory-pathogens-research-center.aspx">http://www.urmc.rochester.edu/respiratory-pathogens-research-center.aspx</a></p>	<ul style="list-style-type: none"> <li>• This Center has established a multidisciplinary, collaborative, integrated, and iterative program focused on the conduct of research activities to understand the etiology and impact of viral respiratory pathogens and to develop and evaluate strategies for their control, treatment, and prevention.</li> <li>• This Center is comprised of faculty and staff from the University of Rochester, the University of Alabama, J. Craig Venter Institute, and Oregon Health and Sciences University.</li> </ul>	<p><b>Mission:</b> To conduct clinical and translational research activities to understand the etiology and impact of viral and bacterial respiratory pathogens, and to develop and evaluate strategies for their control, treatment, and prevention.</p> <p><b>Goals:</b> The primary objective of the RPRC Innovation Research Program is to facilitate highly innovative research activities that take advantage of novel technologies and new research opportunities, or that respond to emergent issues in viral respiratory pathogens, focusing on high priority translational and/or clinical research. A major set of goals for the program is to:</p> <ul style="list-style-type: none"> <li>➤ Encourage new collaborations with investigators outside of the RPRC</li> <li>➤ Infuse the RPRC with novel technologies and approaches</li> <li>➤ Attract new faculty to the Center and to viral respiratory pathogens research</li> </ul>	The individual projects focus on infant immune responses and disease after RSV infection, the impact of commensal and opportunistic infections on infant immune system development and lung function, studies on experimental and licensed influenza vaccines; pilot projects on non-TB mycobacterial infection and disease, and influenza adaptation, and supports a Bacterial Respiratory Pathogen Reference Laboratory.	N	



Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
		<ul style="list-style-type: none"> <li>➤ Assist junior faculty to develop productive research programs</li> <li>➤ Expand our funding in the area of translational research</li> <li>➤ Seed the development of independently (extramural) funded research application</li> </ul>			
University of Utah <b>Lung Health Research Center</b> <a href="http://medicine.utah.edu/internal_medicine/pulmonary/research/">http://medicine.utah.edu/internal_medicine/pulmonary/research/</a>	The Center was established in 1986 as part of the first major initiative of The Heart, Lung, and Blood Institute in screening for an intervention in early lung disease.	<b>Mission:</b> To conduct translational research, primarily in the obstructive and fibrotic lung diseases, to help alleviate the suffering experienced by these patients.	In addition to Chronic Obstructive Pulmonary Disease (COPD) studies, the University of Utah Lung Health Research Center serves as one of the major clinical research sites for patients suffering from Idiopathic Pulmonary Fibrosis (IPF). The Lung Health Research Center is also one of the centers in the IPFnet.org network. There are 26 medical centers across the country that are considered "centers of excellence" and that "excel in the treatment of IPF" ( <a href="http://ipfnet.org">http://ipfnet.org</a> ).	N	
Harvard University <b>Lovelace Respiratory Research Institute (LRRI)</b> <a href="http://www.lrri.org/">http://www.lrri.org/</a>	LRRI is a private, biomedical research organization that has formed a strategic partnership with Brigham and Women's Hospital of Harvard University. The partnership leverages the clinical research excellence of BWH and the basic science and animal model expertise of LRRI.	<b>Goal:</b> To foster cures for respiratory disease and drug development.	<ul style="list-style-type: none"> <li>• Respiratory disease</li> <li>• Biodefense countermeasures to other diseases</li> <li>• Investigating environmental toxicology and human health</li> <li>• Drug development</li> <li>• Studying mental illness and brain disorders</li> </ul>	Y - The Lovelace Latin American Respiratory Research (LLARR) Fellowship will provide eligible candidates with structured scientific and clinical research training in respiratory disorders.	
University College London <b>Lungs for Living Research Centre</b> <a href="http://www.ucl.ac.uk/lungs-for-living-research">http://www.ucl.ac.uk/lungs-for-living-research</a>	The Lungs for Living Research Centre (L4L) is part of the UCL Respiratory collaborative network with close links to Centre for Inflammation and Tissue Repair (CITR) and Centre for Respiratory Medicine (CRM).		The Centre has a comprehensive research program that involves laboratory investigation with a strong theme of developing new treatments for lung cancer and understanding the processes causing and controlling the disease.	Y - The Centre provides PhD training for scientists and Clinical Fellows.	Members of the Centre actively contribute to the undergraduate MBBS, iBSc, BSc and Masters teaching programmes within the Division. The Centre provides BSc and MSc/MRes research project supervision for highly motivated students.

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
University of Manchester <b>Centre for Respiratory and Allergy</b> <a href="http://www.inflammation-repair.manchester.ac.uk/respiratoryandallergy/">http://www.inflammation-repair.manchester.ac.uk/respiratoryandallergy/</a>		<b>Objective:</b> To develop novel interventions for patient benefit in our themed areas, including strategies for disease prevention, pharmacological therapies and optimisation of interventions to reduce toxicity and the development of resistance, to allow the customisation of healthcare.	World-leading research and development in four main themes: <ul style="list-style-type: none"> <li>• Asthma and Food Allergy</li> <li>• Chronic obstructive pulmonary disease (COPD)</li> <li>• Chronic cough</li> <li>• Fungal lung disease</li> </ul>	Y - There is an active programme of postgraduate research with over 40 students currently registered. These include both Clinical Fellows and science graduates.	
University of Newcastle Australia <b>Priority Research Centre for Asthma and Respiratory Diseases</b> <a href="https://www.newcastle.edu.au/research-and-innovation/centre/card/about-us">https://www.newcastle.edu.au/research-and-innovation/centre/card/about-us</a>	<ul style="list-style-type: none"> <li>• The Centre focuses on understanding the cellular and molecular processes that are associated with the development and progression of respiratory diseases, such as asthma and chronic obstructive pulmonary disease (COPD).</li> <li>• The Centre acts as a national training centre for clinician scientists, postdoctoral fellows, PhD scholars and undergraduates in respiratory medicine and continues to actively contribute to the development of health policy.</li> </ul>		The Centre researchers are involved in basic research and translational research, working in the area of asthma and other airway diseases, as they relate to pregnancy, childhood, adult life and the elderly. This research is increasing the understanding of asthma and pregnancy, dietary influences on asthma, the role of viruses in asthma, innate immunity in airway disease, the link between bacterial infections and asthma and the role of pneumococcal infection in treating asthma.	Y - PhD and Masters opportunities	
Westmead Millennium Institute for Medical Research (WMI) <b>Ludwig Engel Centre for Respiratory Research</b> <a href="http://www.wmi.org.au/ourresearch/cardiorespiratory/Pages/leccr.aspx">http://www.wmi.org.au/ourresearch/cardiorespiratory/Pages/leccr.aspx</a>	<ul style="list-style-type: none"> <li>• WMI is one of Australia's largest and most productive medical research centres, internationally recognized for our groundbreaking work into many of the most significant diseases affecting humankind.</li> <li>• Closely affiliated with both Westmead Hospital and the University of Sydney, our research extends from the laboratory to the patient using the basic tools of molecular and cell biology, genomics, genetic epidemiology, human and cell imaging technology,</li> </ul>		Combining laboratory research and clinical studies the Cardio-respiratory Division is investigating common cardio and respiratory disorders like abnormal heart rhythms and sleep apnoea.	N	

Name of Institution and URL	Brief Overview	Mission Statement / Vision / Goals / Mandate	Types of Research	Academic Programs? (Y/N)	Comments (e.g. KT)
	cell and gene therapy and clinical research.				
University of Oulu Finland <b>Center for Environmental and Respiratory Health Research (CERH)</b> <a href="http://www.oulu.fi/cerh/">http://www.oulu.fi/cerh/</a>	<ul style="list-style-type: none"><li>• A multidisciplinary group of researchers from various departments, such as the Institute of Health Sciences and Respiratory Medicine Unit and Institute of Clinical Medicine.</li><li>• World Health Organization has designated the Center for Environmental and Respiratory Health Research as a WHO Collaboration Centre in Global Change, Environment and Public Health starting from May 2014.</li></ul>	<b>Objectives:</b> <ul style="list-style-type: none"><li>• To assess the role of global change and environment on public health with special references to health effects of extreme temperatures and other climatic factors, air pollution, and housing characteristic, with a special reference to susceptible populations (age, gender and social, economic, genetic factors) and gene-environment interactions and joint effects of environmental exposures.</li><li>• To address the effects of global change related factors on the burden of disease under different scenarios on the basis of own empirical results and a synthesis based on continuous systematic literature searches, meta-analyses and burden of disease assessment on relations between climatic conditions and health. This research will be designed to support evidence-based policy work and dissemination of information.</li></ul>	The research activities are versatile and employ registry, population-based, clinical and experimental studies. The information is synthesized through meta-analyses and burden of disease assessments.	Y - CERH produces and promotes both basic and postdoctoral education and will arrange national and international courses in the field of global environmental change and human health.	



## Appendix B

### Respiratory Research Center Environmental Scan Summary

	Firestone	Laval	McGill	Queens	Sick Kids	St. Mikes	TRU	UofA	UofC	UBC	UBC Hogg	Vancouver	UofS Current	RRC Projected
Primary Focus Pulmonary	x		x		x		x	x	x	x			***	***
Combined Foci: Lung and Other		x		x		x					x	x		**
Basic Science	x			x		x		x			x		*	**
Epidemiology / Population Health	x		x		x			x					*	***
Health Services Research		x						x		x				***
Patient-Centred Focus								x		x				***
Knowledge Translation		x			x	x				x	x	x		***
Integrative	x									x				***
Climate Change										x				
Tuberculosis												x	**	***
Sleep Disordered Breathing		x										x	**	***
Lung Cancer		x								x		x	*	**
Research Training and Mentorship	x	x			x			x		x			*	***
Clinical Training			x							x			**	***
Clinical Service	x		x										**	***
Govt/Health Agencies Partnerships					x				x	x				***
Partnership with Advocacy Groups					x								*	**
Lung Cancer													*	**
One Health Human - Animal Interface													**	***

Firestone	Firestone Institute for Respiratory Health - McMaster
Laval	Laval Quebec Heart and Lung Research Centre
McGill	McGill Chest Hospital and Meakins Christie Laboratory
Queens	Queens' Cardiac, Circulatory and Respiratory Research Program
Sick Kids	Sick Kids Respiratory Global Research and Training Network (GREAT)
St. Mikes	St. Michael's Hospital/U of T - Critical Illness and Injury Research Centre
TRU	Thompson Rivers University Centre for Respiratory Health and Sleep Science
UofA	U of Alberta Pulmonary Research Group
UofC	U of Calgary (Respiratory Clinical Trials)
UBC	UBC Centre for Lung Health
UBC Hogg	UBC James Hogg Research Centre
Vancouver	Vancouver Coastal Health Research – Centre for Respiratory Cardiac and Critical Care Medicine



## APPENDIX C

### Impact and Scholarly Outcomes (specific, but not all-encompassing, examples)

- i. Address gaps in respiratory health and disease knowledge impacted by developmental and life span considerations (prenatal, infant, children, youth, older adults and end-of-life).

*Nuclear Magnetic Resonance (NMR) and Mass Spectrometry (MS) analysis may allow clinicians to better phenotype (characterize) patients suffering from various lung diseases. Current testing methods are typically invasive and not without discomfort – accurate non-invasive diagnostic testing, in both the young and old, would be a powerful tool to help both primary care physicians and specialists better assess and manage lung conditions, such as asthma and COPD, and their complications. Pilot work at the UofS, in collaboration with researchers at the UofA, is currently underway, but the RRC would accelerate comprehensive and multi-site study in this exciting field.*

- ii. Develop tailored approaches to improving respiratory health that account for the unique contexts and ecology of indigenous peoples, immigrant, rural and remote populations and socially disadvantaged persons.

*There are overwhelming First Nations issues in Respiratory health and disease:*

<b>Hospitalisation for Respiratory Disease</b>	>298% higher for First Nations vs the population as a whole (Source: 2004 Report-Regina Health Authority)
	85% of hospitalisation of First Nations Children due to respiratory illness, including infections (Source: 1998 Respiratory Health Symposium, Saskatoon)
<b>COPD</b>	Fastest growing chronic disease in adults Hospitalisation of women for COPD in the Athabasca health district is 7x the provincial average
<b>Lung Cancer</b>	Northern Saskatchewan, which is predominantly Aboriginal, has the highest rates of lung cancer. Smoking rates in the Saskatchewan Aboriginal community are about 3x the smoking rates in the non-Aboriginal population.
<b>Obesity &amp; Sleep Apnea</b>	First Nation rates > general population leads to higher risk of Sleep Apnea, cardiovascular risk, stroke and diabetes
<b>Tuberculosis</b>	Rates are almost 100 x higher in First Nations and Métis compared to Canadian-born, non-Aboriginal Saskatchewan residents.

*Research that only considers generic social determinants of health has been shown to be ineffective in addressing the complex interaction of factors affecting the health of Aboriginal people. Aboriginal health research must be grounded in an understanding of the socio-political*

*context of today's health inequalities, paired with an understanding of Indigenous peoples' holistic view of health. A close partnership with the Indigenous Peoples' Health Research Centre (IPHRC) would link the RRC with specialized expertise in this area of research. Furthermore, several IPHRC Research Affiliates are also engaged in respiratory research, and thus the partnership would also further build capability in the RRC.*

- iii. Advance the science and conduct of patient/consumer-centred decision-making and engagement within respiratory health.

*Patient engagement is pivotal in achieving improved health status. Patient voices need to be heard and responded to - working together can improve outcomes. There is much to be learned and implemented to achieve more effective engagement of consumers, patients and populations with their health. Expertise throughout the UofS, harnessed with other groups and organizations such as the Lung Association of Saskatchewan (LAS), Saskatoon Tribal Council (STC), IPHRC, local and global businesses, the healthcare system, and others would be focused on discovering more effective means of engaging and arming consumers, patients and populations. Current [ie. past] approaches, largely disconnected and top-down, are not effective in today's environment. The RRC would work directly with consumers and patients in discovering and implementing new methods and techniques. Better self-efficacy and self-management, an enhanced understanding of and commitment to risk factor management and the prevention of disease are both necessary and achievable.*

- iv. Examine and inform local, provincial and national health policy and decision-makers on best practices in respiratory health (with implications for related conditions and settings).

*The RRC would harness the potential inherent in the reality that Saskatchewan arguably possesses the most complete and comprehensive healthcare system database in North America. While this database has facilitated some work in quality improvement research as well as informed policy and planning, its potential has not yet been fully appreciated or capitalized upon. Healthcare "big data" has unique challenges in terms of volume, variety, velocity, variability, veracity, and complexity – but these challenges are not unique. The UofS is currently reassessing its activity and capabilities related to big data, and the healthcare ecosystem has been identified as a meaningful opportunity. The RRC would help build a robust pathway that carefully links the capabilities, expertise and needs at the UofS with those in government and its agencies, utilizing these provincial resources to address important health care challenges in Saskatchewan and beyond. This would realistically lead to:*

- *a better understanding of individual and population health and disease;*
- *effective, innovative approaches, more readily informed by data, to enhance care, quality and system efficiency;*
- *increased research expertise, productively and competitiveness for both the UofS and its partners, including the Government of Saskatchewan;*
- *stronger relations, driven by value and effectiveness, between the UofS and the healthcare system;*



- *opportunity to assess the impact of inter-professional care delivery, system re-design, public health initiatives, and other interventions leading to better informed policy and healthcare system decision-making.*

*The UofS, and Saskatchewan, are situated to be recognized as the leader in these areas of big data utilization? We can develop and test innovative solutions to high-priority issues. This collaboration will be pursued recognizing and fully respecting the essential necessity to protect (without risk) confidentiality, perceptions and integrity of the healthcare system, and other genuine sensitivities and concerns.*

- v. Develop, implement and evaluate e-health and other technology solutions that improve care quality, and bring value, for a greater number of individuals with respiratory illnesses and comorbid conditions.

*Canada Health Infoway (CHI) has funded a pilot study of remote patient monitoring in chronic lung disease in Saskatchewan. This pioneering work, an effective collaboration between the UofS, the Saskatoon Health Region, the Health Quality Council of Saskatchewan and Industry partners, is discovering new possibilities in the provision of state of the art, tertiary care for individuals at home and in rural and remote areas. The learnings from this work, while initially focused on chronic lung disease, have direct implication for the structure and function of healthcare teams and other chronic medical conditions such as diabetes and heart diseases. The RRC would help position competitive, peer-reviewed funding applications, and enable further refinement and adaptability of this innovative technology.*

- vi. Training and mentoring of researchers, professionals and students in an integrated and effective team environment.

*Post-graduate education that cultivates highly trained professionals in an interdisciplinary environment is of vital importance to care quality and future innovation. Training offered by the LAS for individuals to be eligible to seek national certification as a Certified Respiratory Educator (CRE) has been provided to more than 4000 individuals in Canada and the United States thru its RespTREC™ initiative [<https://www.resptrec.org>]. First established in 1999, RespTREC™ provides health care professionals with the highest standard of training in respiratory diseases and education. Courses are designed to help learners develop the knowledge, skills and competencies required to empower people and their caregivers to optimally manage their chronic disease. The LAS currently has developed and maintained more than 75% market share in this area, and is actively exploring growth into the United States. The RRC will work towards establishing the CRE as a university-recognized certificate program, cementing the UofS as a key, recognized leader in promoting and building excellence of the inter-professional health care team. This initiative is completely aligned with current stated goals of the UofS, and presents a 'ready to move in' opportunity.*

- vii. Integrate actions to improve respiratory health within a holistic approach that addresses common comorbidities of lung disorders. Underlying conditions and factors that give rise to lung disease and also to obesity, mental illness, cardiovascular diseases, autoimmune diseases

and various cancers can be identified and acted upon to reduce their manifestations and consequences in the whole person.

*The structure, expertise, and facilities at the UofS provide us with the potential to be a leading One Health research institution. The recent One Health initiative brings significant synergy to the RRC, enabling long-term integration of varied expertise. Another prime example of practical integration is the LiveWell Chronic Disease Management (CDM) Program offered by the Saskatoon Health Region. Many individuals suffering from respiratory disease also suffer from other chronic conditions, most notably anxiety, depression, heart disease and diabetes. The LiveWell CDM Program offered by the Saskatoon Health Region is structurally designed to detect and manage these comprehensive set of co-morbidities. The RRC would more objectively assess and investigate these comorbidities and risk factors, and explore means to better prevent and manage these common conditions and outcomes.*

## Proposed Respiratory Research Centre



At the encouragement of the Vice-President Research, Karen Chad, an implementation Steering Committee was formed to develop and put forth a proposal for a research institute at the University of Saskatchewan focused on respiratory research. The proposed institute will foster new collaborations with researchers across the U of S campus.

Initial work and exploratory discussions are ongoing. The topic was also recently discussed at the Associate Deans Research Forum on October 21<sup>st</sup>, 2014. Information shared included:

- Outcomes from an initial scan of the university database which identified 78 researchers and 10 colleges/units with expertise and interest in the area.
- Recognition of significant strength and leadership at the University of Saskatchewan in the area of lung health and disease, most notably in the Division of Respiriology, Critical Care and Sleep Medicine, Veterinary Medicine, VIDO, IPHRC, CCHSA, Pharmacy and Nutrition, the CLS, the One Health Initiative, and others.
- Potential new opportunities with novel/strengthened relationships with Industry, access to and study of administrative databases, 'real-life' clinical research, the proposed CIHR Saskatchewan Patient Oriented Research (SPOR) Unit, Pediatric Lung Health, rebuilding at the College of Medicine, and others.
- Related considerations including potential U of S recognition of Certified Respiratory Educators, enhanced inter-professional interactions, expanded opportunities for development of highly qualified personnel, chronic disease management system re-design and delivery, rural and remote health, and others.
- A sense that collectively we can become more effective, more productive, and more successful in the area.

Focused on "respiratory" research and education, the institute is envisioned to encompass:

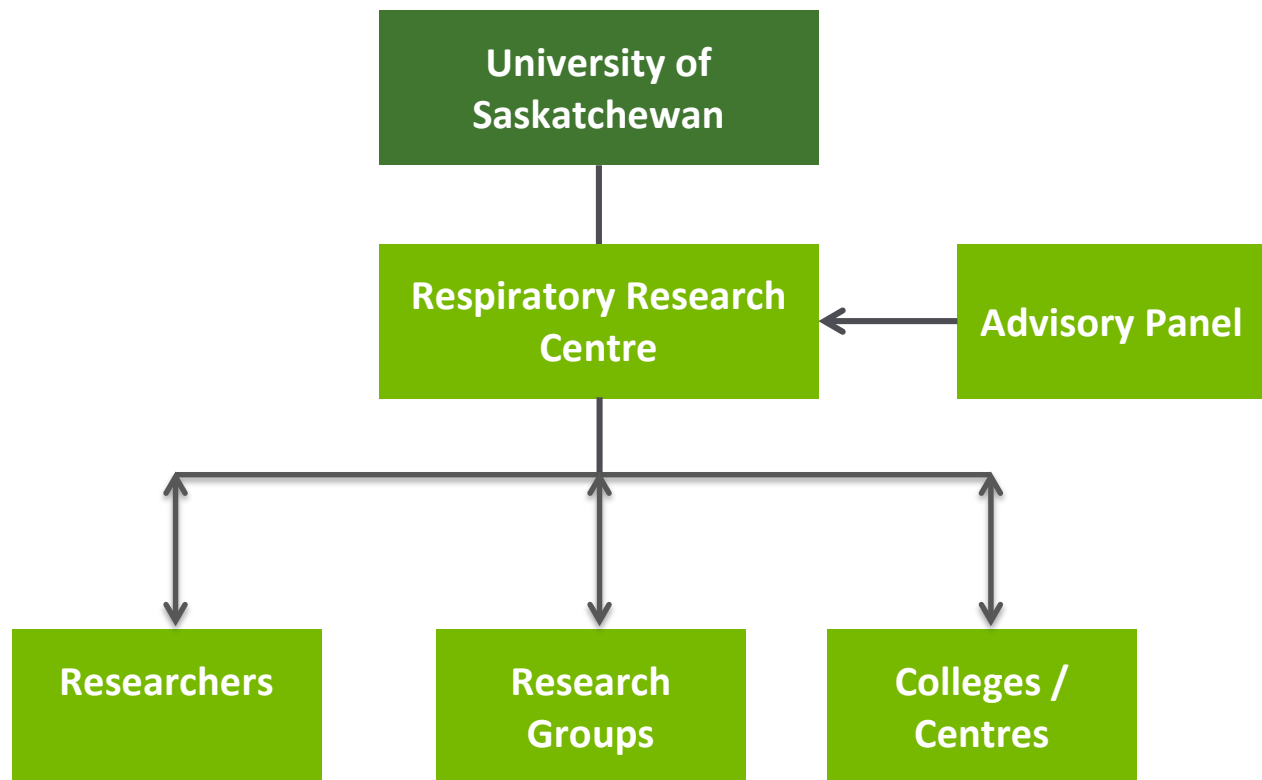
- All aspects of respiratory physiology and health
- Integrating lung health with overall health & wellness
- Interactions with related comorbidities
- Preventive medicine and public health
- Environmental (physical, social and societal) health
- Rural and remote needs/realities
- Business/industry engagement and support
- Indigenous people's needs and engagement
- Health care system delivery, design and economics
- Community, government, and society partnerships
- Social determinants of health
- Translation of new knowledge into practice
- Developing & applying new technology & ideas
- Creating new opportunities ...

*The steering committee would like to continue the discussion with members of the university community. Faculty, researchers, clinicians and graduate students – are invited to a mini retreat on **Monday, Nov 24<sup>th</sup>, 0800-12:30 pm**, in room C280 Administration Building (green room). Please contact either Steering Committee Co-Chairs or Laura Zink if you have any questions, comments, or required further information.*

### Respiratory Research Centre Steering Committee Membership:

Darcy Marciniuk, Co-Chair	Respirology, Critical Care and Sleep Medicine, College of Medicine darcy.marciniuk@usask.ca 306.844.1148
Brian Graham, Co-Chair	President and CEO, Lung Association of Saskatchewan brian.graham@sk.lung.ca 306.955.4511
Laura Zink	Director, Strategic Projects and Operations, Office of the VP Research laura.zink@usask.ca 306.966.1778
Ewan Alexander	Vice President, Health, Safety & Environment, BHP Billiton
Jo-Ann Episkenenew	Director, Indigenous Peoples' Health Research Centre (IPHRC)
Donna Goodridge	Respirology, Critical Care and Sleep Medicine, College of Medicine
Beth Horsburgh	Associate Vice-President Research Health (UofS)/ Vice-President - Research & Innovation (SHR), University of Saskatchewan / Saskatoon Health Region
Gordon McKay	(Acting) Vice Dean, Research, College of Medicine
Donald McKercher	Patient Representative
Corey Miller	Vice-President, Integrated Health Services, Saskatoon Health Region

**University of Saskatchewan**  
**Respiratory Research Centre**  
 Organizational Structure – **DRAFT**



Potential Advisory Panel Membership:

Lung Association of Saskatchewan  
 Saskatoon Health Region and others]  
 Saskatchewan Ministry of Health  
 Business Partners  
 Patients

Lung Health Institute of Canada  
 Indigenous Peoples Health Research Centre  
 Other Universities/Institutions/Entities  
 Pharmaceutical Partners  
 Others ...

**Proposed Respiratory Research Centre****Visioning Meeting Notes****November 24, 2014****8:00 am 12:00 Noon****Room 280 Administration Building (Green Room), University of Saskatchewan**

The meeting began at 8:00 am with introductions and a few brief opening remarks. Participants were thanked for their attendance, and asked a few questions utilizing an anonymous iClicker audience response system, which enabled real-time feedback to the audience (see attachment for questions and responses).

The stated objectives of the retreat were:

- To inform and further discuss the proposed University of Saskatchewan Respiratory Research Centre
- To collate the research areas/themes of strength, opportunity and need that might be facilitated by the Respiratory Research Centre
- To help identify research partners and partnerships that would align with the vision and goals of the Respiratory Research Centre.

It was emphasized that this was an opportunity for attendees to partner and collaborate. Doug Robertson, Facilitator for this meeting, encouraged everyone to participate and began the meeting, asking everyone to help “develop the agenda”. Utilizing ‘open space meeting’ principles, agenda items were collected and organized into five groups (A,B,C,D,E) as follows for the break-out session:

**Group A:**

- Sustainability and commercialization
- accurately assessing (hidden and visible) burden,
- governance,
- environmental scan existing and gaps,
- chronic disease management,
- hub for national/international networks
- resources: technical; knowledge, patient/family community centred
- multisystem integration
- respiratory educators - a place to hang your hat

**Group B:**

- Translational research,
- Art of implementation

**Group C:**

- Acute care vs chronic care,
- Connecting body systems (ie. sleep and rheumatic disease)
- Improved diagnosis thru new biomarkers of disease
- Innovations in community based care

**Group D:**

- Air quality treatment for indoor air
- Prevention and early origins beyond biology
- Health behaviours and exposures

**Group E:**

- Unique Niche
- Integrated Research,
- Students and Education as drivers of research
- Research <=> Care – University, Governance, Patients/Population, not-for Profit
- Saskatchewan Advantage
- \$\$ - Where is the money coming from
- Where is the field going.....where do we want to be when....

Break-out sessions lasted for approximately an hour during which participants generated a few “Action List” items. These were then presented and shared with the entire group generating further discussions and networking.

Wrap-up iClicker questions were asked, answered and reviewed with the group (see attached) and the meeting adjourned with lunch served at 11:15 am. Numerous small-group discussions were evident during lunch.

## Respirology Research Centre

### Action List from November 24, 2014

WHO	WHAT	WHEN
Mark Fenton, Darryl Adamko, John Gjevre, Regina Taylor-Gjevre, George Katselis, Greg Starrak, Tom Porter, Tanya Duke, Ina van der Spuy	<b>Phenotyping diseases:</b> Prevent exacerbation/progression of disease using biomarkers and other tools for disease identification. Engage investigators to come together in defined hypotheses for defined clinical problems.	Research Retreat
Donna Goodridge, Thomas Rotter, Liz Harrison	<b>Knowledge Translation Expertise/Patient engagement:</b> Develop and provide expertise for patient engagement, knowledge translation and implementation science across as large type of research: Incorporate KT, patient engagement, implementation science into mission statement; 2) identify faculty with expertise/interest in these areas; 3) convene group to begin education and develop strategy	Committee to get together
Brian Graham – Group A	<b>Base Fund:</b> Some sort of fund to facilitate the work being done and create new connections and training. Next steps include public and private funding: rural municipalities, Ministry of Health, Ministry of Agriculture, Lung Association of Saskatchewan training programs, Industry (mining groups, insurance, pharma)	
Donna Rennie – Group A	<b>CCHSA and Respiratory Research Centre:</b> Integration of research with current institute without duplication (integrate Respiratory CCHSA researchers). To do this, determine current structure of CCHSA and resources available, building networks.	
Susan Detmer & Group A (Penz, Corley, Fenton,	<b>Databases of research:</b> An up-to-date and accurate database housed at the U of S that we can access that has techniques, diseases studied, equipment so we can find someone local to either collaborate or co-investigate with.	?Research Services
Volker Gerds, J Montgomery, B Horsburg, H Townsend, J Perez Casal, B Reeder	<b>Research Excellence:</b> Create a focused institute based on our research excellence that will have impact nationally and internationally. Need an environmental scan at the U of S, U of R, and SIAST of the strengths of the CD research. Do not want to replicate an enterprise already existing in Canada or internationally – research what exists.	

## Respirology Research Centre

### Action List from November 24, 2014

WHO	WHAT	WHEN
Wojciech Dawicki, Sylvia van den Hurk, Donna Goodridge, Beth Davis, Erin Prosser-Loose	<b>Dendritic cell immunotherapy:</b> Take it into the clinic by getting funding for amprograde GMP(?) facility, Engage SCIPOR in Phase I Clinical Trials Health Canada Approval, identify asthma subjects	2015 2015 – 2016
Erika Penz, Donna Rennie, Susan Detmer – Group A	<b>Mandate and Structure of Respiratory Research Centre:</b> Flexibility within the structure of the Centre to move with the mandate. Structure needs to be more fluid than hierarchal (maybe more a "Secretariat") with networks, policies, data, methods, expertise, knowledge translation, education, community-centred, engagement with stakeholders, patient care and implementation science.	
Allan Rosenberg, Nate Osgood, Josh Lawson, Shelly Kirychuk	<b>Behavioral, Environmental Exposures in Pregnancy and Early Childhood on Development:</b> Understanding impacts of exposures on outcomes, and understanding impact of interventions on exposure and outcomes (electronic surveillance)  Josh, Shelly, Nate Donna, and Allan will get together	By end of year
Shelly Kirychuk, Josh Lawson, Jafar Soltan , Nate Osgood	<b>Air Quality Exposure and Symptomatology Surveillance and Remediation:</b> Understanding antecedents leading to adverse health impacts via electronic surveillance; mitigation and remediation for air quality; assess mitigation impact on various pathways of outcomes of health  Josh, Shelly, Jafar, Nate will get together	By end of year



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proposed  
Respiratory Research Centre

**Visioning Meeting**  
November 24, 2014

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Warm-up question: Please press one the following letters at random.

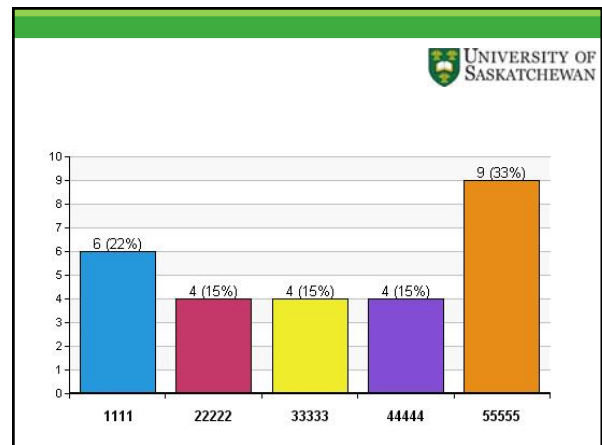
**A**

**B**

**C**

**D**

**E**



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Which of the following best describes your current position?

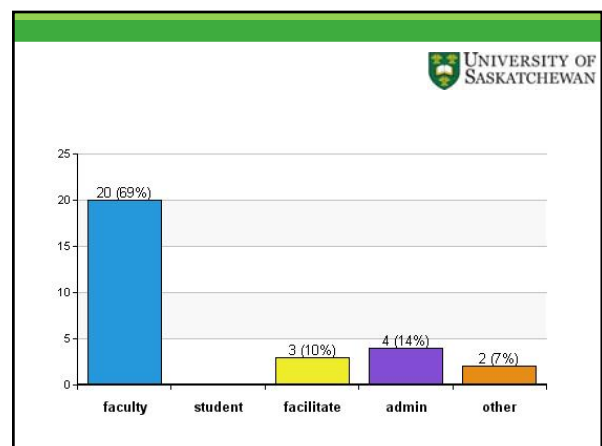
**A** Researcher – Faculty / Staff


**B** Researcher – Student (PhD, MSc, etc.)

**C** Research Facilitator

**D** Administrator

**E** Other

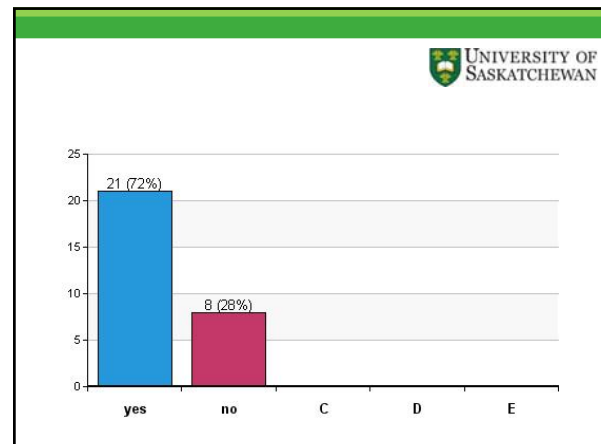



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Have you or someone in your family ever had a respiratory illness?

**A** Yes

**B** No



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Have you or a family member ever had:  
*If more than one lung disease: pick the disease that has the most impact.*

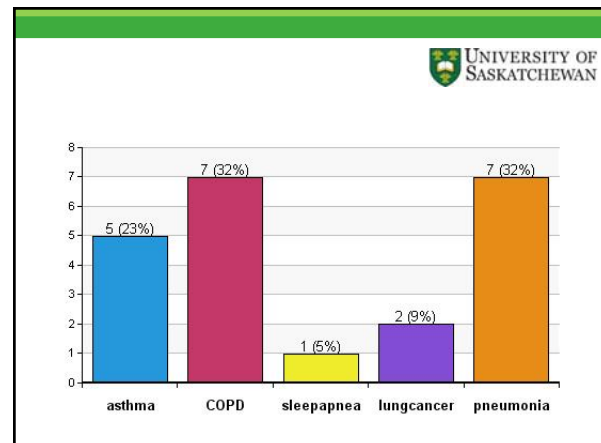
**A** asthma


**B** COPD

**C** sleep apnea

**D** lung cancer

**E** pneumonia



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In which type of respiratory research are you currently engaged? *Abstain if none*

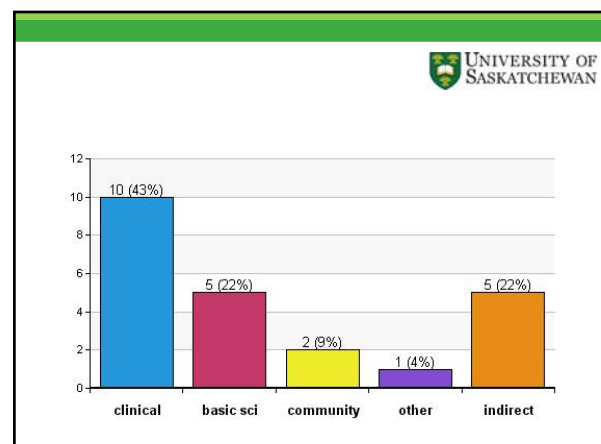
**A** Clinical


**B** Basic science

**C** Community-based participatory

**D** Other directly related research

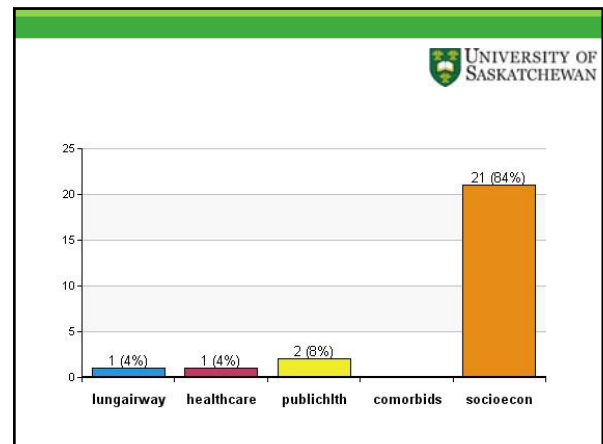
**E** Indirectly related to respirology



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Respiratory research should include:  
*Abstain means none of the 5 choices*

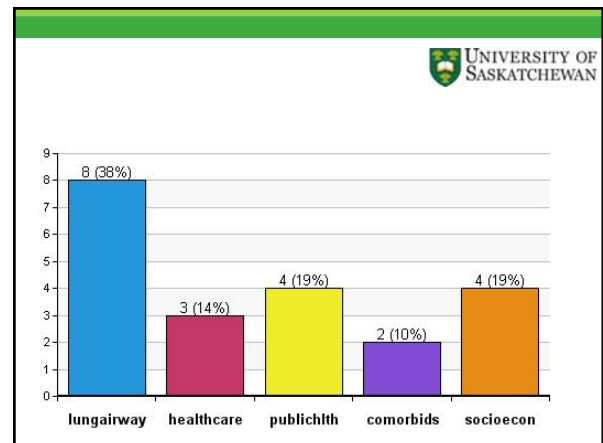
- A** the lungs and airways (throat, mouth and nose)
- B** above + health care system (CDM, access, etc.)
- C** all above + public health (clean air, prevention, ....)
- D** all above + interactions with related comorbidities
- E** all above + socio-economic factors & at-risk groups




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Which single one of the following best fits your research interests?  
*Abstain means none of the 5 choices*

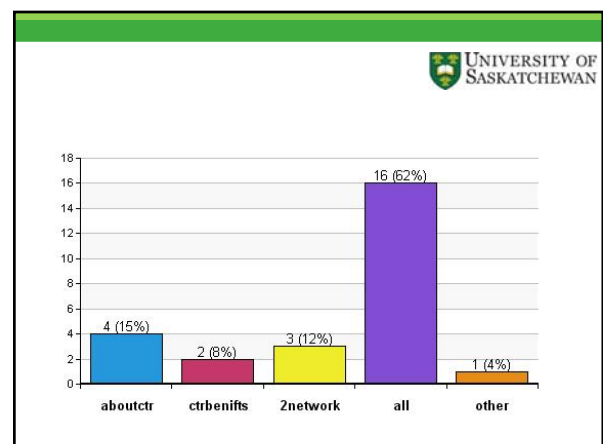
- A** the lungs and airways (throat, mouth and nose)
- B** above + health care system (CDM, access, etc.)
- C** all above + public health (clean air, prevention, ....)
- D** all above + interactions with related comorbidities
- E** all above + socio-economic factors & at-risk groups




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Why did you come to this session?

- A** To find out more about the proposed Type "B" Respiratory Research Centre
- B** To see how I might contribute to, and benefit from, the proposed Respiratory Research Centre
- C** To establish links with other researchers in the field for potential collaboration and/or support
- D** All of the above
- E** Other



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Was this morning worthwhile to you?

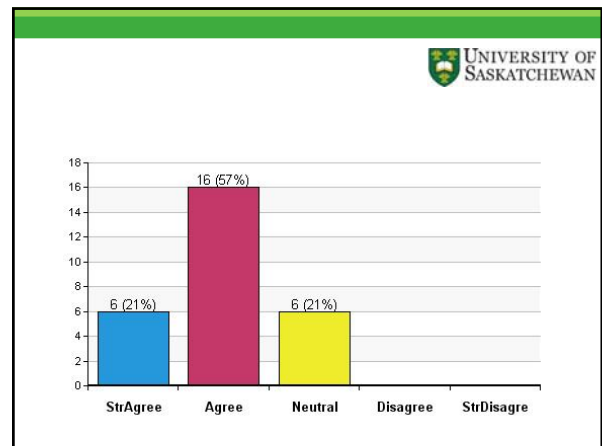
**A** Strongly agree

**B** Agree

**C** Neither agree nor disagree

**D** Disagree

**E** Strongly disagree



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I want to participate in ongoing activities to create the Research Centre.

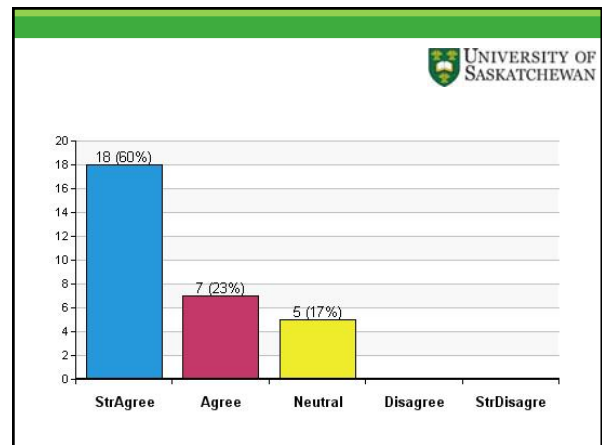
**A** Strongly agree

**B** Agree

**C** Neither agree nor disagree

**D** Disagree

**E** Strongly disagree



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My understanding is more clear now of the possibilities for the Research Centre.

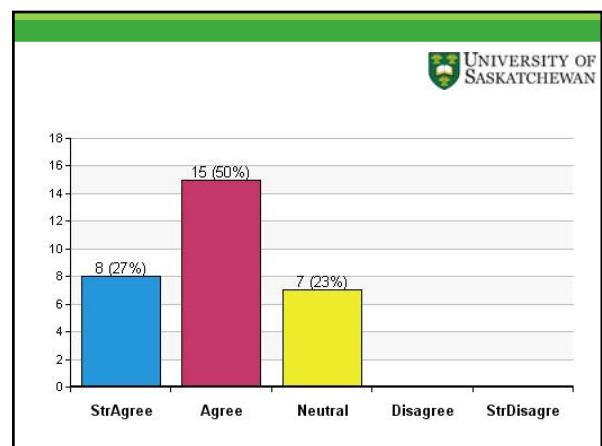
**A** Strongly agree

**B** Agree

**C** Neither agree nor disagree

**D** Disagree

**E** Strongly disagree



# Respiratory Research Centre

DRAFT BUDGET

71  
APPENDIX F

Income	2016-17*	2017-18	2018-19	2019-20	2020-21	
Lung Association of Saskatchewan	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	Anticipated
Office Vice-President Research	\$50,000	\$50,000	\$50,000	\$25,000	\$25,000	Confirmed
College of Medicine	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	
College of Pharmacy and Nutrition	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	
Western College of Veterinarny Medicine	\$15,000	none	none	none	none	
Lung Health Institute	none	none	none	none	\$50,000	
CIHR Support Unit	none	\$100,000	\$100,000	\$100,000	\$100,000	
SHRF	?	?	?	?	?	Matching grant funding discussed
Others ...	?	?	?	?	?	See application 7. Support

<b>Total Income</b>	\$220,000	\$305,000	\$305,000	\$280,000	\$330,000
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## In-kind Support

- Space (College of Medicine)
- IT (College of Medicine)

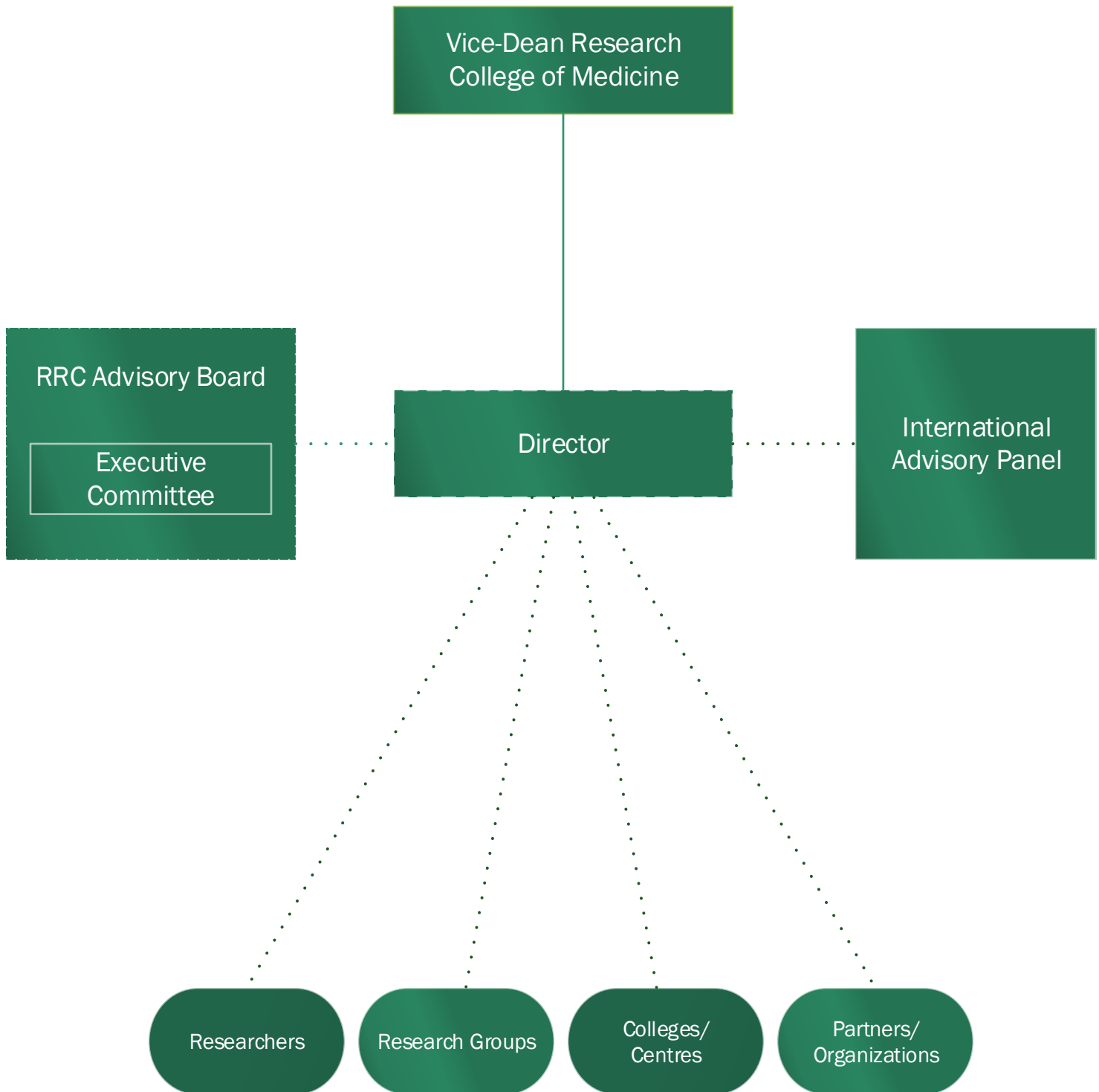
Expenditures					
Personnel and Support					
Academic Director Stipend	\$10,000	\$20,000	\$20,000	\$20,000	\$20,000
Coordinator (0.5 FTE)	\$17,500	\$35,000	\$35,000	\$35,000	\$35,000
Office Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Web development/maintenance	\$4,000	\$1,000	\$1,000	\$1,000	\$1,000
Communications (0.20 FTE)	none	\$14,000	\$14,000	\$14,000	\$14,000
Equipment	\$3,000	none	none	\$3,000	none
Programming					
Statistical Support #	none	\$50,000	\$50,000	\$50,000	\$50,000
Data Support #	none	\$50,000	\$50,000	\$50,000	\$50,000
Research Grants (\$25k/yr x 3 annually)	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
Graduate Student Support					
PhD (towards 1/yr)	none	\$22,000	\$44,000	\$66,000	\$66,000
MSc (towards 1/yr)	none	\$18,000	\$36,000	\$36,000	\$36,000
Workshops / Outreach	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
International Exchange / Visiting Scholars	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
<b>Total Expenditures</b>	\$125,500	\$301,000	\$341,000	\$366,000	\$363,000

<b>Yearly Net Balance</b>	\$94,500	\$4,000	-\$36,000	-\$86,000	-\$33,000
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<b>Cumulative Net Balance</b>	\$94,500	\$98,500	\$62,500	-\$23,500	-\$56,500
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\* = some expenditures in 2016-2017 are pro-rated because of the anticipated mid-year startup

# = linked with funding from the CIHR SCPOR Support Unit for healthcare administrative database and system research



September 7, 2016

Dr. Lisa Kalynchuk  
Chair, Planning and Priorities Committee  
Office of the University Secretary  
University of Saskatchewan

**RE: Respiratory Research Centre**

Dear Dr. Kalynchuk,

The Office of the Vice-President Research (OVPR) is pleased to support the establishment of the Respiratory Research Centre (RRC) at the University of Saskatchewan (U of S). The RRC will build on the university's existing respiratory research expertise and strength, enhance effectiveness, integration, breadth, and competitiveness, as well as provide exceptional opportunity for new research directions and discoveries. As a result, the U of S will be poised to become recognized as both a national and international leader in respiratory health and disease.

The College of Medicine is well positioned as the home for the RRC since it includes a Division of Respiriology, Critical Care and Sleep Medicine. The RRC also presents a unique opportunity for multidisciplinary collaborative research on campus that will overtime extend beyond the College of Medicine to leverage new and existing relationships. The field of respiratory research can utilize experts in the Western College of Veterinary Medicine, Vaccine and Infectious Disease Organization, Canadian Centre for Health and Safety in Agriculture, and the University's One Health initiative. There is also expertise, but as yet unrealized linkages, with the Indigenous Peoples' Health Research Centre, College of Pharmacy and Nutrition, Canadian Light Source, College of Nursing, College of Engineering, School of Public Health, Johnson-Shoyama School of Public Policy, and potentially many others. The RRC will benefit from these extensive investments to outstanding personnel and large-scale infrastructure on campus, making the Centre well-positioned for future success.

Beyond commitments from other Colleges and entities, the OVPR is pleased to commit \$200,000 over the next five years to support the establishment of this Centre.

I believe the RRC will make important and lasting contributions to respiratory research both nationally and internationally. With the active engagement of industry and public sector partners translating research results from bench to bedside, patients and their families will directly benefit, and in effect shape the field of respiratory health moving forward.

Warm regards,



Karen Chad, Ph.D.  
Vice-President Research

C      Laura Zink, Director, Strategic Research Initiatives  
Darcy Marciniuk, Associate Vice-President Research – Health (Interim)  
Kevin Veitenheimer, Senior Financial Officer

November 7th, 2016

Dr. Darcy Marciniuk  
Leader, Steering Committee  
Respiratory Research Center  
University of Saskatchewan

Dear Dr. Marciniuk,

The College of Medicine is delighted to support the initiative to develop a Respiratory Research Center at the University of Saskatchewan as well as to provide home for the center.

As you know the College has been a long-time supporter of research in respiratory disease and acknowledges the already present expertise in this area. The creation of a dedicated center to further existing efforts and expand the research opportunities is both timely and exciting for the University and especially the College of Medicine.

Most recently we hired a respiratory specialist in Cystic Fibrosis, Dr. Julian Tam whom I know you are very familiar and played a key part in his early training and bringing him back to Saskatoon. Our research team headed by Dr. Juan Iwanowski and involving Drs. John Gjevre, John Gordon, Veronica Campanucci and Dean Chapman have been successful in attracting significant funding from CIHR to further basic research into Cystic Fibrosis and will be a national treasure to your respiratory center. Dr. Darryl Adamko was successful in attracting new support for technologies to further his efforts at discovering early biomarkers for childhood asthma. Other new initiatives are in the planning and implementation phases to add additional human resources to your initiative.

For these reasons the College is fully supportive of your Respiratory Research Centre. To help in this regard the College is providing \$100,000 per year in cash or cash equivalents for a period of 5 years. Please work with Megan Steeves in order to properly coordinate this effort and obtain the above promised funding. All funding released from this office requires the submission of a final report at the end of the funding period. This report will include details outlining what was accomplished during the funding period (papers published, grants applied for, study results, etc.) and the PI will not be eligible for further funding initiatives from this office until this report is submitted.

We know you have a tremendous need for highly skilled research methodologists, biostatistics support and database analysis of both quantitative and qualitative data. The College already has considerable capacity in all of these fields but will be further developing these resources in the near future. The commitment the College is providing will ensure you receive the support you require and should be used in this direction.

Thank you for your excellent and continued hard work. We look forward to the success and further growth of Respiratory Research in the province of Saskatchewan.



Marek W. Radomski, MD, PhD, DSc, Dhc  
Vice-Dean, Research



November 8, 2016

Dr. Darcy Marciniuk  
Leader, Steering Committee  
Respiratory Research Centre  
University of Saskatchewan

**Re: Support for the Respiratory Research Centre**

Dear Dr. Marciniuk:

On behalf of Western College of Veterinary Medicine, I am delighted to provide this letter of support for the initiative to establish a Respiratory Research Centre at the University of Saskatchewan. The Western College of Veterinary Medicine has a long history of fundamental and applied research in respiratory diseases in animals that often serve as very good models of similar diseases in people.

The College currently has respiratory research programs directed by Drs. Matthew Loewen, Susan Detmer, John Harding, and Susantha Gomis. Dr. Julia Montgomery, Sally Sukut, Kevin Cosford and Gupreet Aulakh are all recently recruited specialists with a strong interest in respiratory medicine and all are in the process of establishing their research programs. While these researchers will strengthen the proposed Respiratory Research Centre, they will also develop more interdisciplinary collaborations through the Centre.

Our college is very committed to the One-Health approach to biomedical and social sciences research. The College also houses an NSERC funded Collaborative Research and Training Experience (Itrap) program in the area of Infectious Diseases, Food Safety and Public Policy. The program has supported graduate students engaged in research related to respiratory research under the One Health umbrella. The proposed Respiratory Research Centre will provide enhanced opportunities for the training of students in respiratory research and we very much hope will increase opportunities for collaborations between our faculty and faculty in other Colleges across campus.

The College has made significant investments or commitments to several major collaborative research endeavors at the U of S this year including to the CFI for Nuclear Probes and Translational Nuclear Isotope Research, the Livestock and Forage Center of Excellence and the Cancer Center at the WCVIM. Because of these commitments we are not in a good position to provide further funding at this time but will consider doing so next year. To demonstrate our commitment to the proposed initiative, the College will contribute \$15,000 in cash towards the establishment of the Respiratory Research Centre this year. I also would like to take this opportunity to thank you for your leadership to develop the Respiratory Research Centre! Thank you.

Yours truly,



Dr. Elisabeth Snead

Bsc., DVM, MSc, Diplomate ACVIM  
Professor, Small Animal Medicine  
Acting Associate Dean of Research  
Western College of Veterinary Medicine  
University of Saskatchewan

August 31, 2016

Dr. Darcy Marciniuk  
Faculty, Respiriology, Critical Care and Sleep Medicine  
College of Medicine  
107 Wiggins Road  
Saskatoon SK S7N 5E5

Dear Dr. Marciniuk:

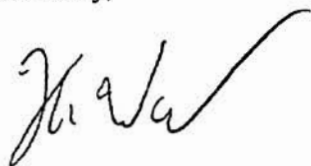
**RE: Letter of Support for the Respiratory Centre**

The College of Pharmacy and Nutrition fully supports the "application for the establishment of a respiratory research centre". This is an excellent opportunity for the University of Saskatchewan to demonstrate its leadership and strength in this most important area of health care. We need to continue to build on opportunities with all of our campus health science colleagues in Medicine, Pharmacy and Nutrition, Nursing, Dentistry, Veterinary Medicine, Kinesiology Schools of Public and Health and Physical Therapy.

The College of Pharmacy and Nutrition has identified three faculty from pharmacy who will have an immediate impact with the Respiratory Centre. Two of these individuals are Chairs, Dr. Thomas Rotter in Health Quality and Dr. David Blackburn in Adherence, while Dr. Anas El-Aneed is an expert in mass spectrometry. We believe as the centre becomes more established, there will be more faculty who will be involved including those in nutrition as respiratory conditions are associated with numerous medical and psychiatric co-morbidities. We have been one of the most successful health science colleges in obtaining grant funding and despite being a small unit, we have more than 60 graduate students covering all health care research from basic science, clinical sciences, nutrition, health care policy and outcomes. In addition, collaborative research with all health care disciplines is a priority. We believe the faculty of our college will benefit from the respiratory centre and are prepared to contribute \$25,000 per year over 5 years.

We look forward to our future opportunities and collaborations once the respiratory centre has been established.

Sincerely,



Kishor M. Wasan, Ph.D.  
Professor and Dean

KMW:smk

## Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with Information and Communications Technology. Contact ICT Research Computing (phone 2070, [research\\_computing@usask.ca](mailto:research_computing@usask.ca)) for assistance.

This form is intended to ensure that the Centre

- Articulates what information technology needs it has;
- Can cost and fund these needs (or find alternatives);
- Determines in agreement with ICT what needs ICT can meet;

and this form also ensures that ICT considers the Centre's impact on the institution's information technology infrastructure.

Costs for the components should be estimated in conjunction with ICT. Funding sources should be identified.

### 1. Centre Identification: Respiratory Research Centre

### 2. Sponsoring Unit: Office of the Vice-President Research

### 3. Network Requirements

If you need new network connections or new wireless access, please list locations for these. **N/A**

Please describe any special network requirements that the centre will have. These would include high speed data transfers, video conferencing, media streaming, firewall protection, or similar. **N/A**

Will the centre use locations that require networking beyond the extent of the current campus network? (E.g., new buildings or sites in other cities.) **No**

Will centre employees access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be provided? **No**

Are there any special telephone needs? (E.g. multiple line telephones, call centre, call recording.) **No**

### 4. Software Requirements

Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, animations, etc.) Consider purchase and maintenance or development and ongoing support. **No**





## 10. Comments

Please list any other factors that may affect the Centre's IT requirements. **None**

### ICT Comments [K. Jeffrey, 2015-08-24]:

Keith Jeffrey and John Costa met with Darcy Marciniuk on August 20, 2015, to discuss the IT implications of the proposed Centre. We understand that the creation of the Centre itself will not introduce significant immediate needs for IT and their needs can be met by existing investments in ICT by, as appropriate, the UofS or SHR. The research associated with the Centre will be done by, and is already being done by, the associated researchers. The Centre itself will start with a very small administrative staff in office space yet to be determined. They did not anticipate particular needs for networking, data storage, teleconferencing, etc. The research group indicates awareness of data and information sensitivities and have followed clinical trial protocols to secure data and computing. Certainly the research themes undertaken by the researchers will have IT needs that will need to be addressed as they arise. ICT looks forward to working with the Centre as it looks to facilitate researchers' access to SK health datasets.

## 11. Signatures

	<u>Centre Representative</u>	<u>ICT Representative</u>
Name	Darcy D. Marciniuk	Keith Jeffrey
Signature		
Date	August 31, 2015	August 24, 2015



## Library Requirements for New Centre

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the subject area librarian from the University of Saskatchewan Library. Contact the Director of Libraries (phone 5927) for assistance.

### 1. Proposal Identification

Centre: **Respiratory Research Centre**

### 2. Library Resources

2.1 Resources are/will be located mainly in the Leslie and Irene Dubé Health Sciences Library.

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

Materials in this area are mainly purchased through the Medicine monograph fund. The current level of acquisitions is adequate.

2.3 Specify any serial titles that are core to this centre.

The University of Saskatchewan Library subscribes to thousands of electronic journals. It has current subscriptions to 46 of the 57 journals listed in the "Respiratory System" category of the 2014 edition of Journal Citation Reports, the database which lists journals with an impact factor. Examples of titles which may be used by members of the Centre include *Lancet Respiratory Medicine*, *Thorax*, *Chest*, and *Journal of Breath Research*. The Library currently subscribes to all of these.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

No additional resources are required. The Library subscribes to a large number of databases that would be useful for searching the literature in this field. These include *Medline*, *Embase*, *Scopus*, and *Web of Science*. Interlibrary loan can be used to obtain articles from journals to which the Library does not subscribe. Desktop delivery of interlibrary loan articles is now often available.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new centre?

No.

2.6 What are the human resource requirements to support this centre?

(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

There are no additional human resource requirements.

2.7 If the centre has a teaching component, particularly for graduate students, are library resources sufficient for this program.

There will be no credit courses taught by the centre. A Certified Respiratory Educator certificate may be offered, but registrants will be responsible for purchasing their own textbooks and course materials.

### 3. Additional Library Resources Required

3.1 Are new subject areas of acquisition, new electronic resources/databases, new/additional library technology requirements are needed to meet centre requirements?

No; the materials needed to support the centre are already being purchased through existing monograph funds, so no new subject areas of acquisition are needed. The Library already subscribes to a variety of databases to support programs in the areas in which the centre's members will be working, so no additional electronic resources are needed. There are no new/additional library technology requirements.

3.2 Are there distance education service needs and costs?

No; no distance education is planned.

3.5 Provide an estimated budget required for library resources to support this centre annually. No additional funds are needed; the Library currently has the capacity to support this centre.

Date:

July 13, 2015

Librarian's Signature:

Em Watson

~~Director of Libraries~~ Signature:

Elizabeth Ambler, Dean, University Library

Faculty member (for the sponsoring college/dept):

Sheryl MacCormack



## Physical Resource Requirements for Programs and Major Revisions (Space, Renovations, and Equipment)

Name of Program: **Respiratory Research Centre**

Sponsoring College: **Colleges of Medicine, Pharmacy and Nutrition, and Western College of Veterinary Medicine**

This form is to be completed by the Faculty member responsible for the Program Proposal in consultation with the Facilities Management Division. For assistance, please contact the Associate Director, Space Management and planning (966-6106.)

Prior to sending your submission to the Academic Programs Committee, attach this form when completed, to the Program Proposal. If required, additional comments may be attached.

### 1. SPACE/RENOVATIONS

1.1 Does the new/revised program require space resources in addition to the college's present space allocation?

☐ No (Skip to question 1.3.)

☒ Yes (Please describe below.)

Type of Space*	Amount	Occupants	Area or Capacity	Special Requirements (fume hoods, cold room, A/C, etc.)
Office	One	Director	Standard Office	N/A
Office	One	Coordinator	Standard Office	N/A



- \* Some examples of types of space include: classroom; office (faculty, staff, and graduate student); laboratory (teaching, research); workshop; studio; rehearsal room; field plot; animal facilities; etc.

1.2 Is the college aware of space outside of its current resources that could accommodate these needs?

☐ No

☒ Yes (Please describe below.)

**Through the University and the Council of Health Sciences Deans, a commitment has been made to secure office space at St. Andrew's College for the Centre. Centrally scheduled meeting rooms will also be accessible for the Centre.**

1.3 Does the new/revised program require renovations to the college's current space?

☒ No (Skip to section 2.)

☐ Yes (Please describe below.)

General Description of Renovations: **Pending the final designation of offices, it is not anticipated that renovations will be required.**

Room #(s):    Present Use

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Proposed Use: (Including special installations, e.g. fume hoods.)

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1.4 Has a Work Initiation Request Form (WIRF) been submitted to Facilities Management for any of the above additions or renovations?

☒ No

☐ Yes (Please attach a copy of the form.)





- 1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?

No **N/A**

Yes:

Please provide timeframe and FMD cost estimates for each stage. (Note: Cost estimates for additions and renovations may be obtained by submitting a Work Request Initiation Form (WIRF) to FMD Work Control. For more information, please visit: <http://www.facilities.usask.ca/services/workcontrol/>)

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## 2. EQUIPMENT

- 2.1 Does the new/revised program require additional equipment or upgrades to current equipment?

No

Yes (Please describe below.)

Equipment Required (Including special requirements*.)	Quantity	Estimated Required	Estimated Unit Cost	Total Cost
<b>Desktop Computing and accessories</b>				

\*Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

## 3. FUNDING

- 3.1 Are college funds available for the required new space, renovations, or equipment? **N/A**

Initial costs: No



☐ Yes:

Ongoing operating/maintenance costs: ☐ No

☐ Yes:

- 3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs: ☐ No

☐ Yes

Ongoing operating/maintenance costs: ☐ No **N/A – the University will cover space lease costs.**

☐ Yes

If yes, provide details, including any special conditions:

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- 3.3 Will there be a request to the Provost's Committee on Integrated Planning for capital funds to accommodate the program?

☒ No

☐ Yes

#### 4. ADDITIONAL COMMENTS

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.



Capital funding required for furnishings, office set up (e.g. computer access, telephones, consumables) and computer equipment will be provided by the Office of the Vice-President Research, the Colleges of Medicine, Pharmacy and Nutrition, Veterinary Medicine, the Lung Association of Saskatchewan, the Lung Institute of Canada, and the Saskatchewan Centre for Patient Orientated Research.

Date: July 3, 2012

A.W. Wallace  
Andrew Wallace, Facilities Management

[Signature]  
Bryan Bilokreli, Office of the V-P (Finance and Resources)

[Signature]  
Faculty Member (Sponsoring College)

JARCE MARECHUK  
Print Name

844. 1148.  
Phone



**AGENDA ITEM NO: 9.1**

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

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**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

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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

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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 *biskaabiiyang* 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 book 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

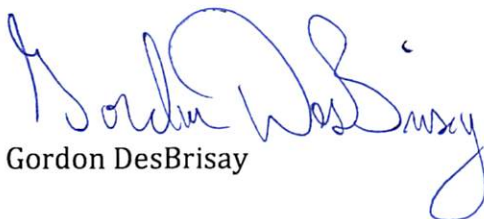
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It is only by virtue of an odd oversight that our college has not long since signaled its whole-hearted support for this excellent proposal to create a regularized Ph.D. program in Indigenous Studies. We are delighted to signal that support now. The 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

**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

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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.

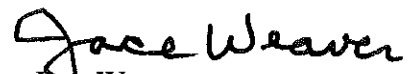
I am writing to offer my support for the University of Saskatchewan's Department of Indigenous Studies in its proposal to offer a Ph.D. in Indigenous Studies. We have long considered the department one of the best in Canada and, indeed, one of the best in North America. It is a program of international 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



UNIVERSITY OF  
SASKATCHEWAN

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

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



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,

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**

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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

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

Regards,



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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

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<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?

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

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

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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

☐

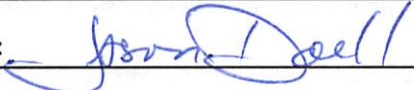
c. Institutional Planning and Assessment (IPA)

☐

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


## SIGNED

Date: 18 Nov 2016

for Registrar (Russell Isinger): 

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



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

---

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

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

**SUBJECT:** College of Medicine – changes to approved Grading System

**DECISION REQUESTED:**

*It is recommended:*

*That Council provide approve the changes to the literal grade descriptors for courses in the MD program in the College of Medicine, effective September 2017.*

**PURPOSE:**

Under University Council's authority, Registrarial Services is responsible for ensuring adherence to the university regulations on assessment that are outlined in the Academic Courses Policy. Specifically, the policy states that "University Council will receive and evaluate requests from Colleges desiring exceptions... to the percentage system of assessment."

**CONTEXT AND BACKGROUND:**

The College of Medicine has been operating under a pass/fail grading system since 2003, with all final grades being reported as a Pass or Fail on student transcripts. That said, most courses use a numeric grade to determine success in a course, to identify students at academic risk, and to determine eligibility for awards.

With the redesign of the College of Medicine MD Program, the internal course pass mark (i.e., the grade recorded by the College for advancement purposes, which does not appear on student transcripts) was reviewed and it was determined that a default pass mark of 70% appropriately captures the expectations of competence for a medical learner. Prior to 2000, the numeric grade required to demonstrate competence in the MD Program has exceeded the U of S's requirements of 50% for a Pass, though this has not been codified.

Grades will continue to be reported as Pass, Pass No Credit, or Fail on student transcripts, but for internal program use, the literal grade descriptors will denote any mark below 70% as a Fail.

**CONSULTATION:**

The Academic Programs Committee of Council reviewed the request from the College of Medicine for changes to the approved grading system at its January 4, 2017 meeting.

The Student Curriculum Review Committee (SCRC) of the College of Medicine reviewed the proposed change to the grading standard and provided their support on November 29, 2016.

**ATTACHMENTS:**

1. College of Medicine Grading System



## Grading System for the College of Medicine MD Program

### Rationale:

Students in the MD Program of the College of Medicine are expected to demonstrate competence in knowledge, skills and attitudes appropriate to their level of training.

High academic standards are expected of these medical learners, consistent with program and societal expectations of competence for learners who are being prepared to safely, effectively, and compassionately care for patients.

### Context:

The MD Program has operated under a pass/fail grading system since 2003. Final grades are reported as Pass or Fail.

Within the program, most courses also use numeric grades to determine success in the course, to assist with identifying students at academic risk, and for the determination of awards. Numeric grades do not appear on the student transcript nor in any information submitted to the Canadian Resident Matching Services (CaRMS).

Historically, since prior to 2000, the numeric grades required to demonstrate competence in the MD Program (both within courses and within the promotion standards) have exceeded the University of Saskatchewan requirements for a Pass (50%). This is consistent with many medical schools across Canada, in which (when numeric grades are assigned) the grades required exceed 50%. Ranges vary from 60-70% on a recent scan of English language MD programs.

With re-design of the College of Medicine MD Program curriculum to the new “2+2” curriculum, the internal course pass mark was reviewed. The Curriculum Committee identified a default pass mark of 70% as appropriate for the expectations of competence for a medical learner. Faculty and students were extensively consulted in the curriculum development process, with student representation provided by members of the Student Curriculum Review Committee. The review of the pass mark was done in conjunction with the development of the new MD Program Assessment Policy.

The decision to select 70% as the default internal pass mark was informed by:

- Analysis of historical data on student performance
- Comparison to the literal descriptors with the U of S Academic Courses Policy. Specifically, the literal descriptors for 50-59% (“A barely acceptable performance with evidence of a familiarity with the subject material; some evidence that analytical skills have been developed; some understanding of relevant issues...”) and 60-69% (“A generally satisfactory and intellectually adequate performance with evidence of an acceptable basic grasp of the subject material; a fair understanding of the relevant issues; a general familiarity with the relevant literature and

technique”) were felt to be inadequate as requirements of medical learners to ensure future safe and effective patient care.

### **Motion:**

That the following grading system be formally adopted for the MD Program:

Recognizing that medical students, as future physicians participating in patient care, require a high level of knowledge and competence, the College of Medicine operates on an alternate grading system as described below.

1. The College of Medicine operates on a pass/fail system. Grades submitted may include:

P – Pass - Performance demonstrates requisite knowledge and competence in that course

PN – Pass No Credit - performance demonstrates requisite knowledge and competence in that course, however student is required to repeat the course due to not meeting promotion standards in parallel integrated curriculum

F - Fail - Performance does not demonstrate requisite knowledge and competence in that course

2. Within the majority of courses a numeric grade is assigned for internal program use to determine level of knowledge and competence, to identify students at academic risk, and to assist with determination of awards. 70% is the default pass mark within the program for courses which assign a numeric mark. The pass mark is verified and supported by an accepted method of standard setting.

In some instances individual assessments may have a pass mark other than 70%, where justified by the assessment type; in this case the pass mark is verified and supported by an accepted method of standard setting.

3. The following descriptors apply to marks for internal program use:

#### **90-100 Excellent**

A superior performance with consistent strong evidence of

- 
- a comprehensive grasp of subject matter;
  - an ability to make insightful, critical evaluation of information;
  - an exceptional capacity for self-reflection and original, creative and/or logical thinking;
  - an excellent ability to organize, analyze, synthesize, and integrate concepts, to effectively apply these to solving clinical problems, and to express thoughts fluently;
  - demonstration of excellent clinical skills including effective and compassionate patient interactions, and highly effective communication of knowledge
-

### **80-89 Good to Very Good**

A good to very good performance with evidence of

---

- a comprehensive grasp of subject matter;
  - an ability to make insightful, critical evaluation of information;
  - a good to very good capacity for self-reflection and original, creative and/or logical thinking;
  - a good to very good ability to organize, analyze, synthesize, and integrate concepts, to effectively apply these to solving clinical problems, and to express thoughts fluently;
  - demonstration of strong clinical skills including effective and compassionate patient interactions and communication of knowledge
- 

### **70-79 Satisfactory to Good**

A satisfactory to good performance with evidence of

---

- a substantial knowledge of subject matter, adequate to ensure safe patient care;
  - a satisfactory to good ability to critically evaluate information;
  - a satisfactory to good capacity for self-reflection and logical thinking; and satisfactory capacity for original and creative thinking;
  - a satisfactory to good ability to organize, to analyze, and integrate concepts and apply these to solving clinical problems, and to express thoughts clearly;
  - demonstration of satisfactory to good clinical skills including effective and compassionate patient interactions and satisfactory communication of knowledge
- 
- 

### **Less than 70 Fail**

Unacceptable knowledge and/or performance, deemed inadequate to ensure future safe patient care.

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4. As per the Course Syllabi and MD Program Promotion Standards, students who are otherwise successful in a course may fail a course/ fail to be promoted on the basis of unprofessional conduct.

Prepared for MD Program Assessment Committee Sept 12 2016

November 29<sup>th</sup>, 2016

## The Student Curriculum Review Committee's Letter of Support for the MD Program Grading System

The Student Curriculum Review Committee (SCRC) serves to evaluate current and prospective curriculum and work to voice the opinion of the students on academic matters. One of the SCRC's primary roles is to represent the student body at the UGME Curriculum Committee and its subcommittees. SCRC members attend all UGME Curriculum Committee and subcommittee meetings, Dean's lunches and feedback forums. SCRC members were involved in discussions in both the Curriculum Committee and the 2+2 Working Group about the new grading system. The SCRC was involved in passing the 70% pass standard.



Dara Onasanya  
SCRC Chair, Class of 2019

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

---

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

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

**SUBJECT:** **Retroactive approval of changes to the approved grading system in the College of Dentistry**

**DECISION REQUESTED:**

*It is recommended:  
That Council provide retroactive approval to the changes to the literal grade descriptors for courses in the College of Dentistry, effective immediately.*

**PURPOSE:**

Under University Council's authority, Registrarial Services is responsible for ensuring adherence to the university regulations on assessment that are outlined in the Academic Courses Policy. Specifically, the policy states that "University Council will receive and evaluate requests from Colleges desiring exceptions...to the percentage system of assessment."

Under this direction, Registrarial Services reviewed assessment regulations for each college section of the catalogue and identified non-standard pass scores the College of Dentistry.

**CONTEXT AND BACKGROUND:**

In 2012/13 the College of Dentistry adopted a minimum passing grade of 60%, with exceptions as indicated in the attached materials. Immediately preceding this, the College of Dentistry used a Pass/Fail grading system. The change was approved by faculty members in the College of Dentistry on June 27, 2012.

**CONSULTATION:**

The Academic Programs Committee of Council reviewed the request for non-standard passing grades to be approved retroactively at its meeting on September 14, 2016. The committee agreed with the Registrar that it would be appropriate to seek retroactive approval for these grading changes for two reasons: (1) to ensure that appropriate documentation exists for the current non-standard minimum pass scores in Dentistry and (2) to correct an error caused by miscommunication at the time the changes were made. The committee further agreed that had these changes been proposed in advance of their implementation, it would have supported them fully.

**ATTACHMENTS:**

1. College of Dentistry Grading System



## Grading System

The College of Dentistry will no longer use the Pass/Fail grading system which was implemented during the academic years of 2007/08 to 2011/12. Effective the 2012/13 academic year, the grades in all years will be reported using numerical percentages, unless the UEC has granted an exemption to use Pass/Fail.

The minimum passing grade in any Dentistry course must be a minimum of 60%, but cannot exceed a maximum of 70%.

There are a small number of courses within the dental program where a “Pass/Fail” is more appropriate than a percentage grade. In such courses, a “P” or an “F” will appear on the official transcript.

Course coordinators will continue to maintain all aspects of their courses that require evaluation including didactic, practical, and professionalism components. Course syllabi will continue to outline evaluation methods and expectations of what constitutes a pass for a course.

### **Conversion of Marks to the University of Saskatchewan Standard 50% Passing Grade**

If a grade of  $\geq 60\%$  is achieved, the grade remains as such on the official University transcript.

The only grades to be converted are failing grades ( $< 60\%$ ). For example, a grade of less than 60% is a failure in a Dentistry course. Therefore such a grade must be mathematically converted to a grade below 50% to comply with the University of Saskatchewan guidelines which have the minimum passing grade at 50%. A failing grade of  $< 60\%$  would thus be recorded as  $< 50\%$  on the official transcript.

The following is an example:

Final assigned grade in a Dentistry course = 55%

Minimum passing grade in a Dentistry course = 60%

If the final assigned grade of 55% were submitted to the University, it would be considered to be a passing grade ( $> 50\%$ ). Therefore, the College must convert such a grade to reflect the 60% passing standard. In this example 55% becomes 45.83% ( $55 \times 50/60 = 45.83\%$ ).

*Policy effective 2012/13 Academic Year*

*Approved by faculty members on June 27<sup>th</sup>, 2012*

*Approved by UEC on September 19<sup>th</sup>, 2012*

*Approved by Executive on September 20<sup>th</sup>, 2012*

## Promotion & Graduation Regulations

The following promotion and graduation regulations apply within the College of Dentistry. The grading system followed differs from the general one detailed in the Grade Reporting section of the *Calendar* in that the literal descriptors have been expanded to include some terminology which reflects competency in cognitive and/or psychomotor and/or attitudinal skills.

These guidelines apply to students in all years of the dental program and supersede rules that may have been in place in any preceding year of a currently registered student.

1. In most Dentistry courses the passing grade is 60%. There are some courses in which the passing grade is 65 or 70%. When deemed appropriate by the UEC, Course Coordinators may receive approval for a pass/fail evaluation system in their courses. A failing grade in such a course will be assigned a mark of 45%.
2. There are also some courses that are P/F. A "P" grade will not be included in the overall average calculation but an "F" will be assigned a mark of 45%.
2. Should a student fail a supplemental or remedial examination, the original of the two failing grades shall be used to calculate the overall average in the current academic year.
3. Upon successful completion of a supplemental or remedial examination the student will be assigned the minimum pass percentage grade for that class.
4. Failure of a "program course", defined as a course that has a credit unit score greater than 9, will mean failure of the entire year.
5. A student achieving less than 50% in a course is not allowed a supplemental or remedial examination.
6. Failure of a single course may result in failure of an entire year if a supplemental or remedial examination is not practical, possible, or warranted.
7. At the discretion of the Undergraduate Education Committee, a student who has failed in not more than two courses, received a grade of at least 50% in the course(s) failed, and has an overall average of at least 60% or greater in all courses, may be allowed to take supplemental or remedial examinations in the course(s) failed.
8. At the discretion of the Undergraduate Education Committee, a student who has failed a laboratory or clinical course may be allowed to complete a specified remediation program between the regular academic sessions (summer months). If remediation is unsuccessful, the student will fail the year.
9. Students who have failed and wish to repeat the year must submit a formal written request to the Dean for approval by the Executive Committee within 30 days of notification of the failure.
10. A student who has failed a year and has permission to repeat must repeat all courses for that year.
11. Failure of more than one year (including failing the same year twice) automatically requires withdrawal from the program.



12. Under extenuating circumstances, at the discretion of the Executive Committee, a student may be asked or permitted to withdraw for one year. A student must apply to the college for reinstatement.
13. During any year of the program, the circumstances outlined below require the UEC to determine if a student should be allowed to continue in good standing:
  - Students missing an extraordinary length of time due to illness or personal problems such that it is not possible for them to meet the requirements prior to the next academic year.
  - Students demonstrating persistent documented weakness (< 64% grade) in one or more preclinical or clinical discipline(s) that indicates to faculty that they are not prepared to meet the standards for the next year of the program.
  - A student displaying (documented and reviewed) unprofessional behavior.
  - A student failing enough components of a “program course” or failing enough “half-classes”, that failure of the year is inevitable.

The UEC will determine if students in such circumstances are asked to withdraw or required to withdraw immediately. UEC will then determine if such students can repeat the current academic year.

14. In the year end evaluation of students, the circumstances outlined below require the UEC to determine if a student is to be allowed to proceed in good standing to the next year of the program or to graduate:
  - Students missing an extraordinary length of time due to illness or personal problems such that it is not possible for them to meet the requirements prior to the next academic year.
  - Students demonstrating persistent documented weakness (< 64% grade) in one or more preclinical or clinical discipline(s) that indicates to faculty that they are not prepared to meet the standards for the next year of the program or have not met the standards for graduation.
  - A student displaying (documented and reviewed) unprofessional behavior.

The UEC will determine if students in such circumstances are asked to withdraw, required to withdraw or permitted to repeat the current academic year.

*Approved by UEC on September 19<sup>th</sup>, 2012*

*Approved by Executive on September 20<sup>th</sup>, 2012*



**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Louise Racine, chair  
Governance committee

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

**SUBJECT:** School of Environment and Sustainability Faculty Council  
Membership

**DECISION REQUESTED:**

*It is recommended*

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

**PURPOSE:**

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. As changes to University Council's Bylaws require a 30-day notice to University Council, the changes to the membership of the School of Environment and Sustainability (SENS) faculty council are first presented as a notice of motion.

**DISCUSSION SUMMARY:**

The governance committee met with Toddi Steelman, executive director of SENS on December 9, 2016, to provide guidance and feedback to the school on revisions to its faculty council bylaws and to ensure the revised bylaws remained in accordance with the bylaws of University Council. The majority of changes discussed related to the committees of the SENS faculty council and their responsibilities and membership. However, there was one change suggested to the membership to clarify what is meant by a standard appointment. The governance committee supports this change as it clarifies the membership in University Council's Bylaws.

**ATTACHMENT(S):**

1. Faculty Council Membership of SENS – revisions showing in markup

## V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

### 1. Membership of the Faculty Councils

A. [section A lists those members common to each college or school faculty council]

B. [section B lists those members unique to each college or school faculty council]

#### Faculty Council of the School of Environment and Sustainability

See (i), Sections (a) to (o) above.

(p) All faculty members who hold a standard, 100%, in scope appointment in the School.

(q) All faculty members holding primary-joint and secondary-joint appointments in the School.

(r) The president of the School of Environment and Sustainability Students' Association.

(s) The following members may be heard in faculty council, but may not vote:

- i. Associate members
- ii. Adjunct members



UNIVERSITY COUNCIL  
**RESEARCH, SCHOLARLY AND ARTISTIC WORK**  
**FOR INFORMATION ONLY**

---

**PRESENTED BY:** Paul Jones; Chair, Research, Scholarly, and Artistic Work Committee

**DATE OF MEETING:** January 19, 2016

**SUBJECT:** Changes to Terms of Reference for the New Researcher and Distinguished Researcher Awards

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Research, Scholarly and Artistic Work committee of Council approved the changes to the terms of reference for the New Researcher Award and the Distinguished Researcher Award at their January 3, 2017 meeting.

**DISCUSSION SUMMARY:**

Both the New Researcher and Distinguished Researcher awards are presented annually to faculty members. The changes to the terms of reference allow for two awards of each the New Researcher and the Distinguished Researcher to be awarded annually, when previously there would only be one of each awarded annually. Other changes included clarifying who is eligible for the awards and ensuring that the selection committee will have representation from the fine and performing arts, in addition to natural sciences, health sciences, and the social sciences and humanities.

**ATTACHMENTS:**

1. Terms of Reference – New Researcher Award
2. Terms of Reference – Distinguished Researcher Award





## NEW RESEARCHER AWARD(S)

### Terms of Reference

#### About the Award

The New Researcher Award is presented annually to members of the university research community in recognition of significant contributions to knowledge or artistic creativity. Up to two awards may be presented annually.

#### Eligibility

The award is open to all tenured and tenure track faculty members and/or members of the College of Graduate and Postdoctoral Studies at the university.

Each year, the award will be given to eligible candidates of the university community who are within 10 years of receiving their Ph.D. or terminal degree (extensions will be granted for parental and/or medical leave).

The University of Saskatchewan encourages nominations from the four designated equity groups amongst our faculty – people of Aboriginal descent, women, members of visible minorities, and people with disabilities.

#### Selection Criteria

The New Researcher Award is given to individuals who have made a significant contribution to knowledge or artistic creativity. This contribution could be a long-term, cumulative contribution or a single, particularly insightful idea, experiment, application, or interpretation.

The selection committee may consider the following criteria in selecting the recipient:

1. Demonstrated excellence in research, scholarly, and/or artistic work;
2. Recognition by professional societies, community organizations or other external bodies;
3. Prestigious contributions to the research environment locally, nationally, and internationally. This can include the development of major research installations (e.g. a research centre), participation in the deliberations of a major research-granting agency (e.g. member and/or chair of a grant selection committee), or other forms of service to the field;
4. Contributions to the training and education of highly qualified personnel (e.g.: undergraduate and graduate students, postdoctoral fellows, and technical staff).

The selection committee reserves the right to make fewer than two awards in any year if there are no suitable candidates.

Reviewed and Endorsed by ADR Forum – 23 November 2016  
and RSAW Committee – 3 January 2016

## Selection Committee

The award recipients will be chosen by a selection committee that includes:

1. The Vice-President Research or designate (Chair);
2. Four senior scholars representing the broad areas of natural and applied sciences; social sciences and humanities; health sciences; and fine and performing arts;
3. A graduate student representative and a postdoctoral fellow representative;
4. A member of the GAA, selected by the Research, Scholarly and Artistic Work (RSAW) Committee of Council.

## Nomination Procedures

Each year, the Office of the Vice-President Research will be responsible for issuing a call for nominations.

Candidates will be nominated by two colleagues at the University of Saskatchewan. The nomination package must include:

1. A letter from the nominators summarizing the candidate's research achievements and outlining the national or international significance of the candidate's scholarly work. (The nomination letter should not exceed 3 pages);
2. Current curriculum vitae of the candidate in the standardized format required by the University of Saskatchewan;
3. Three letters of support from scholars in the candidate's main or cognate fields, commenting on the import and impact of the candidates work nationally and internationally. At least two of these letters must be from scholars outside the University of Saskatchewan.

## **DISTINGUISHED RESEARCHER AWARD(S)**

### **Terms of Reference**

#### **About the Award**

The Distinguished Researcher Award is presented annually to faculty members in recognition of significant contributions to knowledge or artistic creativity. Up to two awards may be given annually.

#### **Eligibility**

The award is open to all tenured and tenure track faculty members and/or members of the College of Graduate and Postdoctoral Studies at the university.

Each year, the award will be given to up to two eligible candidates who received their Ph.D. or terminal degree 10 or more years ago.

The University of Saskatchewan encourages nominations from the four designated equity groups amongst our faculty – people of Aboriginal descent, women, members of visible minorities, and people with disabilities.

#### **Selection Criteria**

The Distinguished Researcher Award is given to individuals who have made a significant contribution to knowledge or artistic creativity. This contribution could be a long-term, cumulative contribution or a single, particularly insightful idea, experiment, application, or interpretation.

The selection committee may consider the following criteria in selecting the recipient:

1. Demonstrated excellence in research, scholarly, and/or artistic work;
2. Recognition by professional societies, community organizations or other external bodies;
3. Prestigious contributions to the research environment locally, nationally, and internationally. This can include the development of major research installations (e.g. a research centre), participation in the deliberations of a major research-granting agency (e.g. member and/or chair of a grant selection committee), or other forms of service to the field;
4. Contributions to the training and education of highly qualified personnel (e.g.: undergraduate and graduate students, postdoctoral fellows, and technical staff).

The selection committee reserves the right to make fewer than two awards in any year if there are no suitable candidates.

Reviewed and Endorsed by ADR Forum – 26 November 2016  
and RSAW Committee – 3 January 2017

## Selection Committee

The award recipients will be chosen by a selection committee that includes:

1. The Vice-President Research or designate (Chair);
2. Four senior scholars representing the broad areas of natural and applied sciences; social sciences and humanities; health sciences; and fine and performing arts;
3. A graduate student representative and a postdoctoral fellow representative;
4. A member of the GAA, selected by the Research, Scholarly and Artistic Work (RSAW) Committee of Council.

## Nomination Procedures

Each year, the Office of the Vice-President Research will be responsible for issuing a call for nominations.

Candidates will be nominated by two colleagues at the University of Saskatchewan. The nomination package must include:

1. A letter from the nominators summarizing the candidate's research achievements and outlining the national or international significance of the candidate's scholarly work. (The nomination letter should not exceed 3 pages);
2. Current curriculum vitae of the candidate in the standardized format required by the University of Saskatchewan;
3. Three letters of support from scholars in the candidate's main or cognate fields, commenting on the import and impact of the candidates work nationally and internationally. At least two of these letters must be from scholars outside the University of Saskatchewan.

UNIVERSITY COUNCIL  
INTERNATIONAL ACTIVITIES COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Gordon Zello; Chair, International Activities Committee

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

**SUBJECT:** **Mid-Year Report of the International Activities Committee**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The International Activities Committee was established to make recommendations to Council on issues relating to international activities, as well as providing input and reviewing policies and regulations involving international activities at the University. The membership of this committee is comprised of nine members of GAA, three of whom being members of Council, as well as representatives from both the USSU and the GSA and from administrative units working closely with international students, international relations, and international student recruitment.

This year, the International Activities Committee has been busy working on building its profile and has been assessing its own terms of reference to ensure it is being as effective as possible. This work is ongoing.

Over the last year and a half, the International Activities Committee has been engaged in meeting with representatives from the colleges and schools to discuss internationalization activities in their units. These meetings highlighted many localized successes and initiatives, as well as concerns about a perceived lack of an institutional direction on how to strategically focus our international activities, research, and partnerships. The work of the committee and the issues raised through this process helped inform the content of the Blueprint for Internationalization.

The International Activities Committee has provided input at a few stages of development of the Blueprint for Internationalization, most recently in November 2016. The committee is supportive of the Blueprint and looks forward to helping the team who has worked so diligently on this to bring it forward to Council for their input and

information. The International Activities Committee anticipates that with the adoption of the Blueprint, committee work will be informed by the priorities outlined therein.

The International Activities Committee also has worked to support the USSU and GSA and has encouraged them to utilize the committee as a forum for issues or concerns around internationalization affecting the student body. The committee heard from the graduate student representative about a survey being distributed to all graduate students, and offered comments on the questions directed to international students. The committee also heard from the USSU representative about the USSU executives' trip to the UK to meet with other student unions to discuss student leadership's role in internationalization and support for international students at their institutions.

The International Activities Committee is looking forward to a busy and productive 2017.

#### Committee Membership 2016/17

##### **Council Members**

Gord Zello (Chair)	Nutrition	2018
Jafar Soltan	Chemical and Biological Engineering	2018
Gail MacKay	Curriculum Studies	2018

##### **General Academic Assembly Members**

Vikram Misra	Veterinary Microbiology	2018
Abraham Akkerman	Geography and Planning	2017
Jian Yang	Pharmacy and Nutrition	2017
Hongming Cheng	Sociology	2017
Gap Soo Chang	Physics and Engineering Physics	2017
Mirela David	History	2019

##### **Other members**

Patti McDougall	[Provost designate] Vice-Provost Teaching and Learning ( <i>ex officio</i> )
Diane Martz	[designate for Vice-President Research] Director, International ( <i>ex officio</i> )
Renata Huyghebaert	VP Student Affairs [USSU designate]
Shailza Sapal	VP Student Affairs [GSA designate]

##### **Resource members**

Alison Pickrell	Director of Enrolment and Student Affairs
Secretary: Amanda Storey,	Office of the University Secretary