**AGENDA**
**College of Graduate & Postdoctoral Studies**
**Graduate Faculty Council Meeting**
Thursday, November 28, 2024 | 3:00 – 4:30 pm
THORV 159

**The format of graduate faculty council meetings emphasizes members attending in person.**

- Zoom links will only be distributed upon request made to lori.lisitza@usask.ca if you are travelling or working remotely.
- Voting will be done by a show of hands (in person) and via a digital show of hands for those online.
- A reminder that if you are representing a program (typically graduate chairs) and cannot attend please send a delegate.
- Meeting Material: CGPS Faculty Council - College of Graduate and Postdoctoral Studies - | University of Saskatchewan (usask.ca)

Call to Order
Land Acknowledgement

**DECISION ITEMS**

1. Approval of the Agenda
**Motion:** Faculty Council approves the Nov 28, 2024, agenda as circulated.

2. Approval of the minutes                                                                              APPENDIX 1
**Motion:** Faculty Council approves the Oct 10, 2024, minutes as circulated.

3. Revisions to CGPS Policy Section 10: Graduate Student Funding [Leah Johnson]            APPENDIX 2
**Motion:** CGPS Faculty Council accept the revisions to the  Graduate Student Funding Policy 10 as presented in Appendix 2 effective immediately.

**VERBAL REPORTS**
4. Dean's Update – D. Burshtyn (10 min)
5. Society for Postdoctoral Scholars – M. Rodriguez (5 min)
6. Graduate Students' Association – D. Ohene-Amoako (5 min)
7. Update from the Awards Chair – Dr. Geraldine Balzer (5 min)

**FOR DISCUSSION**
8. Preliminary Consultation
    • PPM Revisions Section 20.1 – Revision Part 1: Structural Requirements [J. Singh]
    • PPM Additions Section 20.2 – Addition Part 2: Graduate Level Competencies [D. Burshtyn]

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**FOR INFORMATION**

9.  Graduate Program Guidelines – J. Singh (10 min)                          APPENDIX 4

**OTHER**

10. Questions or arising business from the floor
11. Adjournment

**MINUTES**
**College of Graduate & Postdoctoral Studies**
**Faculty Council Meeting**
Thursday, October 10, 2024 | 3:00 – 4:30 pm
ARTS 146

The format of faculty council meetings for the remainder of the 23/24 academic year is changing to have an emphasis on members attending in person.

- Zoom links will only be distributed upon request made to lori.lisitza@usask.ca in case you are travelling or are working from a remote location.
- Voting will be done by a show of hands (in person) and via a digital show of hands for those online.
- A reminder that if you are representing a program (typically graduate chairs) and cannot attend please send a delegate.
- Meeting Material: CGPS Faculty Council - College of Graduate and Postdoctoral Studies - | University of Saskatchewan (usask.ca)

PRESENT: Britney Bergermann (del), Peter Slade, Brian Eames, Ryan Brook, Tatiana Nomokonova, Cameron Forbes, Scot Stone, James Benson, Venkatesh Meda, Amira Abdelrasoul, Tim Kelly, Kerry McPhedran, Nazeem Muhajarine, Ian McQuillan, Lori McKee, Andreas Pollak, Laureen McIntyre, Rama Gokaraju, Alec Aitken, Steve Milosavljevic, Robert Englebert, Leonzo Barreno, Murray Jelinski, Jesse Stewart, Monica Sarghie, Chris Soteros, Alexey Shevyakov, Fang Xiang Wu, Wanda Martin, Jason Perepelkin, Peter Alward, Sasha Koustov, Katherine Stewart, Tim Jardin, Maarten Voordouw, Susan Detmer, Geraldine Balzer, Steven Rayan, Paul Jones, Debby Burshtyn, Mark Eramian, Christian Willenborg, Shafiq Alam, Randy Kutcher, Geoffrey Maina, Jennifer Amarualik -Yaremko, Dean Shamess, Meaghan Boily, Arash Amanlou, Liran Levin, Vicki Squires, Saija Kontulainen, Barbara von Tigerstrom, Craig Wilson, Trever Crowe, Louise Racine, David Blackburn, Lynn Weber, Linda Nemeth, Amy Hassett, Jing Xiao

Call to order 3:02 pm

SPECIAL GUEST, ELDER ROLAND DUQUETTE – opening CGPS' 2024-25 academic year in a good way.

**DECISION ITEMS**

1. Approval of the Agenda
**Motion:** Faculty Council approves the Oct 10, 2024, agenda as circulated.
**JONES/LEVIN – Carried unanimously**

2. Approval of the minutes                                                                                          APPENDIX 1
**Motion:** Faculty Council approves the May 9, 2024, minutes as circulated.
Friendly amendment - typo item 5 discussion, edited to read "head".
**BROOK/BLACKBURN – 1 Abstention - Carried**

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3. **Degrees, Diplomas, Certificates and Awards – November Convocation**
Graduate chairs were notified that the list of graduates for the November ceremony is available and were
encouraged to review these lists prior to this meeting.

**Motion:** That the names of candidates for the award of degrees, diplomas and certificates contained in the
lists circulated to graduate chairs be recommended to University Council for approval and that Faculty Council
authorizes the Dean, CGPS to add or remove the names of any additional candidates that meet, or do not
meet the requirements for degrees and diplomas.
**JONES/WEBER – Carried Unanimously**

*Comments: Educational administration – EdD students – PhD dissertation should be listed as EdD dissertation*

EMBARGOED Governor's Gold Medal (fall) Recipient has been selected: **Jaris Swidrovich, Dept. of Educational
Foundations.**

4. Convocation e-Vote [M. Usunier]                                                              APPENDIX 3
**Motion:** CGPS Faculty Council adopts electronic voting for all motions related to the approval of convocation
lists for graduate degree and certificate programs effective May 1, 2025.
**OHENE-AMOAKO/ MCINTYRE  Carried Unanimously**

M. Usunier provided rationale for the motion as attached in Appendix 3.

*Comments/Discussion: A member inquired about the regularly of council meetings should this motion pass.
The Chair clarified that council would continue to meet. The proposed motion provides maximum flexibility to
ensure that graduating students can be included in the respective convocation ceremonies 'up to the last
minute' and provides more flexibility for setting council dates. A member inquired about process – M.
Usunier spoke to the likely logistics of using PAWS.*

5. Revisions to CGPS Policy Section 19: CGPS Faculty Council and Terms of Reference [Dean Burshtyn]
                                                                                               APPENDIX 4
**Motion:** CGPS Faculty Council accept the revisions to CGPS Faculty Council and Terms of Reference as presented
in Appendix 3 effective immediately.
**MCINYTRE/JONES  Carried Unanimously**

The chair summarized the editorial changes as presented in Appendix 4.

*No discussion arising.*

**VERBAL REPORTS**
6. Dean's Update – D. Burshtyn (10 min)
   • CGPS Team Annual Priorities                                                              APPENDIX 5
Dean Burshtyn presented the content presented in Appendix 5 with a few additional highlights that included:

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- 6 graduate students that are Huskies athletes who maintain their graduate work in combination with being elite athletes. [see LinkedIn post]
- 3 new Vanier scholars [see news story]
- Dean Burshtyn spoke to the increase in external examiner funding to cover their travel and the value their being present adds to not only the student's defence experience but also to USask's graduate community.
- News in the increase of funding from the Tri-Agencies is significant, details will be covered in agenda number 9.
- Gratitude to the CGPS staff and postdoc scholars who helped plan and or took part in the variety of events planned during Postdoc Appreciation Week in September.

*A member inquired if the Tri-Agency funding increase would allow the opportunity to rethink minimum funding strategies. The Chair responded that indeed there needs to be a strategy in place and although at this point it is unlikely that an increase in central funding would be a solution, increasing values likely means fewer scholarships. There is an opportunity for supervisors to think through how grant applications are made and the funding lines that may help offset an increase for student stipends.*

7. Society for Postdoctoral Scholars – M. Rodriguez (5 min) not available

8. Graduate Students' Association – D. Ohene-Amoako (5 min) presented by Jennifer Amarualik-Yaremko

VP Indigenous provided the report on behalf of the GSA and include:
- The GSA's fall orientation was very successful with more than 140 students attending.
- The needs-based bursary (GSA-CGPS bursary) is awarded twice per year and students are grateful for this opportunity to apply for this additional financial support.
- Organized a professional development trip to Wanuskewin where more than 40 students attended.
- The GSA is revealing a new logo in November – a regular one and a second for use during Pride Month.
- Advocating for daycare spots and or alternatives for graduate students. This conversation is being brought to various tables.

**FOR INFORMATION**
9. Graduate Student & Postdoc Scholar Report 23-24 – Shakiba Jalal/Leah Johnson (10 min)        APPENDIX 6

Director of Program Services and Director of Scholarships & Awards Services presented an overview of the 2023-24 Graduate Student and Postdoctoral Scholar Report. This report is available online – all the data within is generated from USask's data warehouse (UDW).

*A member inquired if this data is available by department.* Indeed, it is available and the CGPS can connect you to the UDW where this data is available by department.

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*A member commented that time to completion for some PhD programs may be an issue as students go beyond a 4-year period.* This comment was acknowledged. The Chair acknowledged and added that some programs offer five years of guaranteed funding; funding amounts vary across areas and disciplines.

10. Duolingo Reset – Marc Usunier (10 min)                                                    APPENDIX 7
    M. Usunier provided the summary as appended in Appendix 7. This is not a policy change but rather information on a recalibration of test scores for Duolingo with the IELTS.

11. Provincial Attestation Letter (PALs) Requirement and PGWP for Grad Update – Marc Usunier (10 min)
    M. Usunier provided a summary. Dean Burshtyn added that timing is the key factor how admissions will be impacted going forward. At this point in time, the Federal Government has not provided an implementation date. We do know that as of today's date we are seeing a dip in Master's conversation rates and suspect that this is related to study permit issues. Further investigation is being conducted.

    *A member noted that a several of their admitted students successfully received study permits, having to defer a few of the others to another admission year and is seeking advice on best practices e.g. should the program consider over-admitting?* Dean Burshtyn noted that the funding letter accompanying the admission letter is extremely important – programs may need to consider a new funding baseline for Master's students, potentially consider a Master's funding guarantee, work through various strategic enrollment management scenarios among other considerations to support students with obtaining their study permits [see: proof of financial support IRCC].

## OTHER

12. Questions or arising business from the floor

*A member commented on the demographic student breakdown in the report and urged council members to think about the decrease in Master's students as compared to the PhD increase and noted that more effective ways of recruiting USask undergraduate Indigenous students as well as external recruitment efforts need to be made in that space.*

13. Adjournment 4:21 pm **BROOK**

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# Governance Proposal Executive Summary

## ITEM

| | |
|---|---|
| **Agenda Item Title:** PPM 10: Centrally Administered Funding | |
| **Motion:**<br><br>That CGPS Faculty Council adopt the revisions to PPM 10 as approved by the Awards Committee via email vote on October 11, 2024. [unanimously in favour] | |
| **Proposed by:** | Geraldine Balzer, Awards Committee Chair, CGPS |
| **Presented by:** | Leah Johnson, Director of Scholarships & Awards Services, CGPS |
| **Action:**  ☐ For Discussion   ☐ Notice of Motion ☒For Approval | |

## DETAILS

| | |
|---|---|
| **Office of Administration** | College of Graduate and Postdoctoral Studies |
| **Final Approval Body** | CGPS Faculty Council |
| **Recommended By** | CGPS Awards Committee |
| **Purpose of the Proposal** | Clean up inaccurate and accessible language within the funding section of the policy and procedures manual (Section 10). Changes are either editorial or provide updates in response to Tri Agency scholarship amount increases. |
| **Strategic and Policy Alignment** | CGPS Plan 2018-2025 Goal 3 & 4 - Commit to improved and equitable systems, policies, processes and service standards; Goal 7: Work toward multiyear planning. |
| **Summary** | Minor editorial changes that include language accessibility and clarity. Proposed changes outline in attached redlined document. |
| **Consultation and Approval Pathway** | Awards Committee for approval – October 11, 2024<br>Executive and Coordinating Committee for information - November 6, 2024<br>CGPS Faculty Council for approval – November 28, 2024 |
| **Implementation** | Effective upon approval. |
| **Attachments** | Redline Policy #10 |

# 10.1 CENTRALLY ADMINISTERED ~~GRADUATE STUDENT~~ FUNDING

There are a variety of funding sources for graduate students at the University of Saskatchewan. Many students are supported by a combination of awards, fellowships, or scholarships from university-wide competitions, department-specific opportunities, and national or external awards. In addition to Tri-Council and donor funding, the College of Graduate and Postdoctoral Studies (CGPS) administers approximately $8.21 million of institutional funds to support graduate students. The majority of this funding is allocated to units through the Student Support Fund (SSF) and CGPS 75th Anniversary Scholarship programs.

PURPOSE: To set regulations and guidelines in the awarding and administration of centrally provided graduate scholarships, awards, and bursaries. The policy is intended to support equitable adjudication of these Scholarships and Awards.

SCOPE: The College of Graduate and Postdoctoral Studies (CGPS) has delegated authority from the University Council Scholarship and Awards Committee for Graduate Scholarships and Awards. This policy applies to institutional and endowed funds administered through CGPS and those institutional funds transferred to academic units that are used as scholarships for graduate students, including the CGPS 75th allocations. Each type of funding has specific terms of reference that must also adhere to these general regulations.

DEFINITIONS:

- Award: Funding provided based on past performance as a lump sum.

- ~~Major Scholarship: A scholarship that is equal to or more than $17,500 per annum.~~

- Bursaries: Bursaries are funds distributed to students based on criteria that include an assessment of financial need.

- Centrally administered funds: Also referred to as Institutional funds, these funds are received by CGPS for the purpose of 1) transferring to academic units to be used for graduate student funding and scholarships, and 2) funding CGPS administered scholarships.

- CGPS-Adjudicated Scholarships: These are any scholarships that are centrally administered by CGPS and adjudicated by the Awards Committee or equivalent. This does not include unit-administered scholarships funded by CGPS 75th allocations.

- ~~Scholarship: Funding awarded on a competitive basis that may be paid as a lump sum or through monthly payments.~~

- Full Scholarship: A scholarship valued sufficiently to allow students to engage in their studies without the need for additional employment.

- Full-time graduate student: Graduate students enrolled in 6 or more credit units in a term are considered full-time. If no courses are required or finished all courses, registering in the 992, 994, 995, or 996 meets the full-time status.

- Major Scholarship:  A scholarship that is equal to or more than $20,000$17,500 per annum.

- Scholarship: Funding awarded on a competitive basis that may be paid as a lump sum or through monthly payments.

**10.2. GENERAL PRINCIPLES**

Scholarships are awarded based on inclusive academic excellence as well as criteria set out in the terms of reference for individual scholarships.  Application deadlines for scholarships and awards are set annually by the Director of Scholarships and Awards, CGPS.  The application requirements are published, and the guidelines are available well in advance of application deadlines.

CGPS is committed to equitable and holistic adjudication of all applications and nominations and will continue to adopt best practices in compliance with the **University Equity, Diversity and Inclusion (EDI) policy**.

The Awards and Scholarship Committee has delegated authority to approve application requirements and processes for CGPS-adjudicated scholarships so long as they adhere to the standards set out in this policy.

Scholarships and other forms of graduate student financial support will be stewarded by CGPS and by units receiving scholarship allocations to maximize the impact on the recruitment and retention of graduate students.

The dollar value of scholarships will be reviewed periodically for competitiveness. In some cases, fewer scholarships of a higher amount may be awarded to preserve the value of the scholarships when additional resources cannot be secured.

| Applications | - Application deadlines for scholarships and awards are set annually by the Director of Scholarships and Awards, CGPS. <br> - The application requirements are published, and the applications are available well in advance of application deadlines. <br> - For specific scholarships and awards, internal ranking and/or nomination of applications to CGPS is required and will be completed by academic units. |
|---|---|

| Eligibility for CGPS-Adjudicated Scholarships | • Scholarships are restricted to full-time registered graduate students in a thesis or dissertation unless indicated otherwise in the terms of reference for the scholarship program. |
|---|---|
| | • Students must maintain continuous registration as a full-time student meeting all requirements for such status to receive scholarship payments. |
| | • Students who are faculty are not eligible for graduate scholarships. Students who are employees of a collective agreement of the university are eligible for scholarships and awards unless the terms of reference of a particular award state otherwise. |
| | • Applicants must meet the minimum standard of first-class standing as a grade point average (equivalent to 80% in the University of Saskatchewan grading system) based on the last 60 credits or equivalent to 2 years of full-time study.  Details for calculating grade point averages for master's and Ph.D. students are in the procedures. |
| | • A student may not hold two major ~~internal~~ institutional scholarships at the same time, or a major institutional scholarship and a major external scholarship. Top-up awards and honorary scholarships at a reduced value (less than $20,000) may be combined with major scholarships. |
| Eligibility for Bursaries | • Bursaries are restricted to full-time registered ~~Needs-based~~ graduate students.  There may be other criteria, depending on the terms of reference. |
| | • ~~bursaries:~~ Students cannot~~must not~~ concurrently hold a major scholarship and needs-based bursaries, even if other ~~meet the~~ eligibility requirements are met. ~~of the specific bursary.~~ |
| | • The Director of Scholarships and Awards (CGPS) has the authority to award bursaries and may seek guidance from the Dean or the Chair of the Awards Committee as needed. |
| Academic Unit-Adjudicated CGPS-funded Scholarships | • The process for adjudicating scholarships should follow the Graduate Committee Guidelines (**CGPS Policy 18.7**~~new policy~~) for best practices on equitable applications and adjudications. |

| | |
|---|---|
| Maintenance of Scholarships and Changes to Academic Standing | • If a student is required to discontinue due to poor academic performance and/or progress in research, scholarship payments will be stopped at the end of the deadline to appeal the required to discontinue decision issued by the Associate Dean.  If the student appeals, payments will continue until the appeal is decided or the end of the scholarship term, whichever is first. |
| Renewal of scholarship | • To continue to receive scholarships students must remain in good standing in their program. Good standing includes maintaining the required average in coursework over an academic year of over 80% and a passing grade in each course. For project-based and thesis-based master's and Ph.D. programs, students must also maintain satisfactory progress in research as evaluated at least annually by the student's supervisor. Exceptions to these criteria can be made upon approval of the Dean, CGPS or designate.<br><br>• Higher cumulative GPA standing may be required for some scholarships and will be indicated in the terms of reference for the scholarship and communicated in the award letters to students. |
| Leaves and Deferrals | • Deferral: Students receiving CGPS-administered scholarships will be able to request a deferral of the scholarship for up to one year prior to the start date, as approved on a case-by-case basis by CGPS' Director of Graduate Awards and Scholarships based on the following reasons:<br><br>    o Parental or medical leave, and/or family-related responsibilities (based on the criteria established by the Tri-Agencies)<br><br>    o Delay in receiving study permit<br><br>    o Awarded a major external award in the same year they hold a CGPS-administered scholarship<br><br>• Leave: Some CGPS administeredCGPS-administered awards allow for a parental leave subsidy. Students holding one of these centrally administered awards will be automatically considered as part of the parental leave process. |

| Funds Allocated to Units Delivering Graduate Programs | • CentralWhere funds are allocated annually to the units by CGPS. , the allocations will be provided annually and communicated in early December to facilitate recruitment. Wherever possible, allocations will be committed for multiple years (for example a three-year rolling commitment) and confirmed amounts will be communicated in early December to facilitate recruitment.). <br><br>• The formulas used for the allocation will be available and units may request to see the data used to calculate their allocations. <br><br>• The procedures for distributing the funds are under the authority of theCGPS' Director of Graduate Scholarships and Awards Services.  Unit-specific policies for distributing the funds require approval from the Director of Graduate Scholarships and Awards Services.. |
|---|---|

## 10.3. CENTRAL FUNDING PROGRAM OVERVIEW

| | Funding stream | Overview | Eligibility/Value | |
|---|---|---|---|---|
| CORE PROGRAMS | | | | |
| | Student Support Fund (SSF) | Formula based allocation provided directly to units. Annually allocated by CGPS. | Highly flexible, can be used for TA, SA, RA, or stipend support \| unit determines award values | As defined by administering unit. - |

| | | | | |
|---|---|---|---|---|
| | Dean''s Doctoral Scholars – Domestic | Recipients awarded through Tri-agency CGS-D adjudication process. | $24,000 | Per year, upUp to 2 yrs. |
| | Dean''s Doctoral Scholars – International | Open application to international students up to the 4th year in program. Open application simulates a Tri-agency experience. | $24,000 | Per year, upUp to 2 yrs. |
| STRATEGIC AND SPECIALTY FUNDS | Indigenous Graduate Leadership Award Master''s | Open to Master''s students within the first 3 years of their program. | $20,000 | Per year, upUp to 2 yrs. |
| | Indigenous Graduate Leadership Award Doctoral | Open to PhD students within the first 5 years of their program. | $25,000 | Per year, upUp to 4 yrs. |
| | Indigenous Recruitment Awards | TBD | | |
| | Teacher-Doctoral Scholar | Open to doctoral students in the 2nd to 5th year of their program. Unit must provide sessional employment funding to successful recipients. | $15,000 | 1 yr. |
| | Internship Funding | TBD | | |

| | CGPS Matching Funds for External Funding Training Programs | Match commitments made in conjunction with the Office of the Vice-President Research (OVPR) during application to agencies. Programs that qualify include NSERC-CREATE, SSHRC Partnership Talent and CIHR Training Pilots. Others may be considered. | Students enrolled in training program - $20,000/year | Up to 5 yrs. of funding per project~~to program~~. |
|---|---|---|---|---|

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# Governance Proposal Executive Summary

## ITEM

| | |
|---|---|
| **Agenda Item Title:** PPM Section 20.1 Degree Level Expectations | |
| **Motion:** *To revise PPM Section 20 – Degree Level Learning Outcomes to delineate program requirements and competencies and address gaps for new types of credentials.*<br>*[Mover/Seconder]* | |
| **Proposed by:** | CGPS Dean and the CGPS Graduate Academic Affairs Committee |
| **Presented by:** | Associate Dean Jaswant Singh |
| **Action:** ☒ For Discussion    ☐ Notice of Motion    ☐ For Approval | |

## DETAILS

| | |
|---|---|
| **Office of Administration** | College of Graduate and Postdoctoral Studies |
| **Final Approval Body** | CGPS Faculty Council |
| **Recommended By** | *College of Graduate and Postdoctoral Studies* |
| **Purpose** | To update policy related to graduate degree level learning outcomes with a goal to align with national credential standards that support mobility and transferability of credentials and to incorporate the recommendations of the CAGS taskforce (2022) and to separate the characteristics of the degrees from the degree-level competencies. |
| **Strategic and Policy Alignment** | CGPS Strategic Plan: Goal 3&4 Commit to improved and equitable systems, policies, processes and service standards. Goal 5 Motivate and Support Program Innovation. Policy: Academic and Curricular Nomenclature Policy |
| **Summary** | The credential descriptions have been expanded to include Certificates and Professional Doctorates, to separate the types of master's degrees and professional doctorates. |
| **Consultation and Approval Pathway** | **Consultation**<br>Graduate Academic Affairs & Graduate Programs Committees – May 2024<br>CGPS Faculty Council – November 2024<br>Dean's council – TBD<br><br>**Approval**<br>Graduate Academic Affairs & Graduate Programs Committees – Nov/Dec<br>CGPS Faculty Council – January 2025<br>Teaching, Learning and Academic Resources Committee (TLARC) – TBD<br>Academic Programs Committee of Council - TBD<br>University Council - TBD |
| **Implementation** | TBD |

| **Attachments** | 1. Revision to Section 20 – new Section 20.1 |
| --- | --- |

## 20. DEGREE-LEVEL ~~LEARNING OUTCOMES~~ EXPECTATIONS

### 20.1 Credential Description

| Degree type | Description of Degree | Min AGPA | Minimum Requirements |
|---|---|---|---|
| **Postgraduate Diploma** | Designed to provide well-rounded graduate-level knowledge in a field of study, with an aim to cultivate and encourage expertise and practice within a professional credential.  In some fields, students may be given the opportunity to become acquainted with research techniques.* | ==65%== (on last 60 credits) of an undergraduate degree | • 30 credit units of coursework, at least 18 of which are at the 800-level the in same field of study<br>• Designed to be completed within a two-year period |
| **Graduate Certificate** | Graduate certificate programs provide graduate-level study without requiring individuals to commit to a master's program. Programs either deepen knowledge and skills in a specific discipline or field or provide exposure to an interdisciplinary area of focus.** | TBD *(70% - last 2 yrs of FT/60 credits) of an undergraduate (4 yr or equiv degree)* | • 9 – 12 credits of course work completed at the graduate level |
| **Master's** | Master's degrees maybe research- or professionally-oriented. Research-oriented Master's degrees aim to produce graduates who have a good understanding of the current issues in their chosen field of study, and who have the skills to engage in critical evaluation and research within that field. These graduates have skills that are transferable to positions of leadership and responsibility in society at large. Graduates of research-oriented Master's degrees are preparation for doctoral training. Professionally oriented master's prepare students work in various professions and are often the credential required for the entry-to-practice (e.g. CPA, physical therapist, nurse practitioner). | | |
| **Master's course-based degree** | Designed to provide students with a good understanding of current issues and methods in a discipline with the goal of applying this understanding in practical or professional contexts.<br><br>Course-based programs will provide students with a broader background in the field of study through coursework. Aside from the research activities embedded within the coursework, programs have few activities specifically dedicated to conducting research or reporting results. | 70% - last 2 yrs of FT/60 credits | • ==At least 30 credit units of course work with at least 24 credit units completed at the graduate level.==<br>• At least one full year in length, and should be able to be completed within two years |

| | | | |
|---|---|---|---|
| **Master's project-based degree** | Designed to meet the needs of students who wish to obtain advanced knowledge in a specialized field with limited research experience. | 70% - last 2 yrs of FT/60 credits | • At least 24 credit units of course work, with a maximum of 30 credit units (inclusive of the research-project course). <mark>A minimum of 18 credit units of that work must be at the graduate level</mark><br>• Research project, typically worth between <mark>0 and 6</mark> credit units, depending on the program.  The project maybe an application of research or research project.<br>• At least one full year in length, and should be able to be completed within two years |
| **Master's thesis-based degree** | Introduces students to advanced levels of research and scholarship within a related field of study where students will learn about the value of and gain experience in conducting research. Student's will gain understanding of the current issues in their chosen field of study and will develop the skills to engage in critical evaluation and research within that field. | 70% - last 2 yrs of FT/60 credits | • At least 9 credit units of course work *at the graduate level*<br>• least one full year in length, and should be able to be completed within two years<br>• Thesis proposal<br>• Annual committee meetings<br>• Thesis defence |
| **Doctorate - Professional** | "A professionally-focused doctoral program at the graduate level designed for working professionals and oriented toward practice and leadership."*** doctorate programs focus on the application of research to professional or creative activities. Students in these programs are typically mid-career; programs are designed to help students address complex problems in practice within their industry or profession. | Masters degree 70% | • Requires substantial coursework and will vary by program.<br>• Expected completion in three years<br>• May require written and/or oral exams in relevant or essential aspects of the discipline; an internship or exhibition; and satisfactory defense applied research presented in the form of a dissertation or acceptable substitute at a level commensurate with professional work in the area of study. |
| **Philosophical Doctorate (PhD)** | Designed to cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills.<br><br>Students will develop the ability to initiate and evaluate work in their field and must make an original contribution of significance to the advancement of knowledge. | Masters degree 70%<br><br>Or<br><br>80% in last 2 years of Bachelor's | • No minimum requirement for coursework. Required coursework will vary by program.<br>• Expected completion in four years<br>• Annual committee meetings<br>• Dissertation proposal<br>• Candidacy Assessment<br>• Dissertation defense |

*In other jurisdictions, graduate diploma programs provide graduate-level study to deepen an individual's knowledge or skills in a particular discipline or field or may allow individuals to transition to an interdisciplinary area of focus. Programs convey a comprehensive understanding of techniques applicable to research or advanced scholarship in the field or contribute to scholarship in a particular profession (Alberta Credential Framework 2023).

**Pulled from Alberta Credential Framework 2023

***As defined in the Academic and Curricular Nomenclature Policy – page 14.

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

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

# Governance Proposal Executive Summary

## ITEM

| | |
|---|---|
| **Agenda Item Title:** PPM Section 20.2 USask Graduate Degree Competencies | |
| **Motion:** *To endorse the revised and expanded USask competencies* *[Mover/Seconder]* | |
| **Proposed by:** | Debby Burshtyn |
| **Presented by:** | Debby Burshtyn |
| **Action:** ☒ For Discussion ☐ Notice of Motion ☐ For Approval | |

## DETAILS

| | |
|---|---|
| **Office of Administration** | College of Graduate and Postdoctoral Studies |
| **Final Approval Body** | *University Council* |
| **Recommended By** | *College of Graduate and Postdoctoral Studies* |
| **Purpose** | To update policy related to graduate degree level learning outcomes with a goal to align with national credential standards that support mobility and transferability of credentials and to incorporate the recommendations of the CAGS taskforce (2022) to update PhD competencies to better reflect the full scope of competencies needed in researchers of today. The intent is to support updating programs and to create a better way to communicate with faculty and students on the skills and attributes that are required with each degree and to generate mappings of program requirements and assessments to program and degree level competencies. |
| **Strategic and Policy Alignment** | Learning Charter University Competencies (TLARC) |
| **Summary** | CGPS and Teaching and Learning have worked to bring together the University Competency and CGPS degree level learning outcome initiatives to develop a more comprehensive set of competency areas that also differentiates the expectations for each area of competency by the degree type – bachelor's master's and doctoral degrees. The areas of competency were expanded to eight and illustration of the differences between degrees created. |
| **Consultation and Approval Pathway** <span style="color:red">**University Competencies**</span> | **Consultation** Graduate Academic Affairs & Graduate Programs Committees – May 2024 Associate Deans Academic & Associate Deans Grad – September 2024 GSA council & USSU – Fall 2024 Academic Programs Committee of Council - TBD CGPS Faculty Council – November 2024 Dean's council – TBD |

|  | **Approval**<br>Graduate Academic Affairs & Graduate Programs Committees – Nov/Dec<br>CGPS Faculty Council – January 2025<br>Teaching, Learning and Academic Resources Committee (TLARC) – TBD<br>University Council - TBD |
|---|---|
| **Implementation** | TBD |
| **Attachments** | 1. PPM 20.2 Degree Competencies subsection (new)<br>2. Draft University Graduate Competencies (leveled) |

**20.2 Degree Competencies**

On May 13th, 2013, the Graduate Faculty approved the learning outcomes stated herein as providing the necessary minimal conditions for a successful graduate degree at the University of Saskatchewan. These outcomes embody a required set of achievements and capabilities for graduates of a graduate program at the University of Saskatchewan, but specific programs may expect further (additional or more advanced) outcomes at their discretion and upon approval by the College of Graduate and Postdoctoral Studies.  In 2024 work was undertaken to refresh these degree-level learning outcomes and align them with the emerging USask competencies based on the Learning Charter and the Government of Saskatchewan Graduate Degree Level Standards.

| Degree Level Expectations | USask Graduate Competencies | Master's Level | Doctoral Level |
|---|---|---|---|
| **Depth and Breadth of Knowledge**<br><br>**Awareness of Limits of Knowledge** | **Knowledge** | **Students will be able to:**<br>• analyze the knowledge in their area of study and think critically about current problems and/or new insights at the forefront of their academic discipline, field of study, or area of professional practice.<br>• evaluate complex knowledge and concepts, and value the potential contributions of other interpretations, methods, and disciplines. | **Students will be able to:**<br>• synthesize and evaluate a substantial body of knowledge and concepts at the forefront of their academic discipline or area of professional practice.<br>• have mastered a significant range of principal skills, techniques, tools, practices and or materials that are associated with a highly specialized body of work or field of learning.<br>• synthesize critique the limits of knowledge including the limitations of their own work and discipline, and the potential contributions of other interpretations, methods, disciplines, and other ways of knowing. |
| **Knowledge of Methodologies and Research**<br><br>**Application of Knowledge** | **Research practice** | **A conceptual understanding and methodological competence that enables students to have:**<br>• a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline<br>• a capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence, and on the basis of that competence, have shown at least one of the following:<br>  * originality in the application of knowledge.<br>  * awareness of the need to ethically design research with Indigenous communities as appropriate to the discipline. | **A conceptual understanding and methodological competence that provides students with the ability to:**<br>• Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems<br>• Make informed judgments on complex issues in specialist fields, sometimes requiring new methods<br>• Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication is disciplinary appropriate forms<br>• Engage with other disciplines and operate in inter- or multi-disciplinary teams<br>• Ethically design research with Indigenous communities as appropriate to the discipline. |
| | **Adaptive Design & Problem Solving** | **Students will be able to:**<br>• have a well-developed disciplinary lens that they can describe, through which they conceptualize a problem.<br>• identify the appropriate methodological approaches to questions at the forefront of discipline(s) or professional practice(s).<br>• address complex issues and judgments based on established principles and techniques<br>• apply an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting<br>• appreciate the broader implications of applying knowledge to particular contexts and ways of knowing | **Students will be able to:**<br>• engage with other disciplines and operate collectively with multiple or interdisciplinary teams to solve complex problems.<br>• undertake pure and/or applied research at an advanced level<br>• contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials<br>• create and undertake diverse projects and effectively manage and monitor projects, programs, and people<br>• evaluate the broader implications of applying knowledge to particular contexts and ways of knowing |

| | | | |
|---|---|---|---|
| **Communication Skills** | **Communicate Meaningfully** | **Students will be able to:**<br>• share ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences, orally, visually, and in written form.<br>• develop and support a sustained argument or expression, clearly communicating layers of complex ideas coherently. | **Students will be able to:**<br>• explain complex and/or ambiguous, ideas, issues, and conclusions clearly and effectively and translate knowledge for a variety of stakeholders, orally, visually, and in written form.<br>• adjust their communication style to appropriately to meet the needs of their learners.<br>• give clear, effective feedback, and communicate transparent expectations to others, including their own students.<br>• create scholarly work that communicates their ideas successfully to the standards expected in peer and expert review. |
| **Professional Capacity / Autonomy**<br><br>**Ethics**<br><br>**Teaching** | **Leveraging Technology** | **Students will be able to:**<br>• critically assess the ethical implications of emerging technologies and use them appropriately given context and purpose.<br>• support others in using technologies appropriately in learning and/or discovery processes. | **Students will be able to:**<br>• make informed judgements about the use of existing and emerging technologies across their research and professional lives.<br>• lead others in using technologies ethically and effectively, and help others make calls about the ethical and appropriate use of technology. |
| | **Cultivating Well-being** | **Students will be able to:**<br>• engage in their work with initiative, personal responsibility and accountability<br>• proactively plan for complex, significant profession decisions, like those related to their future employment.<br>• manage their ongoing professional development. | **Students will be able to:**<br>• effectively lead change and adapt to successfully changing environments.<br>• value professionally engagement and manage their life-long learning purposefully.<br>• reflect on and apply ethical principles in decision making. |
| | **Nurturing Sucessful Relationships** | **Students will be able to:**<br>• anticipate likely elements of success and conflict in professional and supervisory relationships and utilize agency and advocacy to nurture successful relationships within their academic context.<br>• accurately assess their position and power in specific contexts<br>• when teaching, seek to build appropriate relationships with students, supervising faculty and colleagues that improve how well students can learn.<br>• be ready and able to utilize capacity in others for shared goals.<br>• when collaborating, distinguish their own cultural influences and an awareness of their own ways of making meaning in varying contexts. | **Students will be able to:**<br>• design processes that create success in teams, including facilitating conversations to raise and respond to important academic, relational, and disciplinary disagreements<br>• be ready to lead ethically and create shared visions aligned with goals and build consensus.<br>• be ready and able to develop leadership capacity in others<br>• when collaborating, utilize frameworks that aid the understanding of cultural differences and develop, manage, and maintain effective partnerships and relationships among colleagues and stakeholders. |

| | | | |
|---|---|---|---|
| | **Engaging in our Intercultural Society** | **Students will be able to:**<br>• critique research based on how successful it addresses intercultural and Indigenous perspectives and approaches.<br>• when teaching, acknowledge personal power and privilege, and provide supports to the learners that respond to diversity in culture and approach. | **Students will be able to:**<br>• offer reasoned and supported analysis about the impacts social and cultural diversity in their discipline<br>• when teaching, adjust content, approaches, and assessments to respect diversity of their students and acknowledge local place and peoples.<br>• where appropriate, create ethical approaches to research design that take diverse perspectives and lived experience into account and are aligned with OCAP. |

# Graduate Student Guidelines
# [Academic Unit]

Revised [insert revisions history with dates]

## Programs

[Master of Science/Arts in …. List your fields of specializations and concentrations here]

[Doctor of Philosophy in …..]

## Contacts

Graduate Chair:        [Name            Email            Phone]

Graduate Co-Chair:     [Name            Email            Phone]

Admin Support:         [Name            Email            Phone]

Head of Department:    [Name            Email            Phone]

*Land Acknowledgement:*

The land is acknowledged as our Mother, the Earth. The University of Saskatchewan is committed to honor and support the Indigenous peoples, Indigenous cultures, Indigenous values, and Indigenous languages that belong to the land of Treaty 6 Territory and Homeland of the Métis. The University of Saskatchewan is committed to working towards mending colonized lands and protecting the land in a way that demonstrates honour, respect, and love. The University of Saskatchewan extends this commitment to the lands and Treaty territories (Treaties 2, 4, 5, 6, 7, 8, and 10) that constitute kisiskâciwan ([Saskatchewan], *the swift current", Cree/Saulteaux*), and all Indigenous people that call kisiskâciwan home. We are born to the land and the land claims us.

[Replace with your own land acknowledgement]

# 1.  Table of Contents

[To update page numbers and section headings, click on the Table of Content and downward arrowhead. Go to "Update Table…." using the update entire table option. Delete this comment after updating]

## 2. Welcome

Welcome to graduate studies in the [Department of ………]

The purpose of this handbook is to provide you with information on the services available to you in your graduate program, articulate the expectations, and to outline the duties and requirements that you will need to fulfill. Our academic unit offers [Master's and Ph.D.] graduate programs.

[add your "mission and values" statement, details about the subdisciplines, fields of specialization and research strengths within academic unit, streams and concentrations within your degree programs and other relevant information]

# 3. Academic Integrity and Responsible Conduct of Research

The University of Saskatchewan (USask) community values integrity, honesty, and ethical behavior, as outlined in the mission, vision, and values statement. Graduate students are integral part of USask research, scholarly and artistic work endeavours and are expected to demonstrate and practice academic integrity and ethical judgement in all aspects of their academic work, including coursework, research, teaching and other non-academic settings and follow the USask responsible conduct of research (RCR) guidelines.

Our Learning Charter identifies integrity and respect as one of our learning pursuits, including exercising intellectual integrity and ethical behaviour with *kitimakeyichikewin | kitimakaymitoohk* (Cree/Michif, kindness by self to others). Visit USask Academic Integrity web page for more information.

[Add your Department's thoughts and specific policies]

## A. Academic Honesty and Misconduct

[Replace and/or modify the following section with your Departmental policies]

Follow the rules and regulations governing academic integrity at USask. Take credit for your work and acknowledge the contributions those that participated in the work. Educate yourself. Follow course examination instructions and check with instructors if use of AI tools is allowed. For committee reports, candidacy assessment and thesis preparation, check with supervisor(s), advisory committee members and graduate chair if input from fellow graduate students and faculty are allowed, including the use of artificial intelligence (AI) tools. If you are unsure about ethics of something that you witness or doing, ask your supervisor or graduate chair. Visit USask web page for academic misconduct regulations.

[Add a section of how to cite] USask Library Weblink

## B. Plagiarism and Infringement

[Replace and/or modify the following section with your Departmental policies]

USask defines plagiarism as *"… a breach of academic integrity, which includes use of someone else's work without providing proper attribution and passing it off as your own."* (USask Weblink). It is your responsibility to read and understand the USask plagiarism policy. USask library also have good resources including the following:

- Grad writing – Avoid Plagiarism
- USask Library

[Provide further your details on plagiarism]

## C.    Research Ethics and Workspace Safety

The USask requires that all [research, field work, scholarly and artistic work [modify as needed] conducted by its members including graduate students conform to the highest ethical standards in the use of human subjects, animals and biohazardous materials and follow the USask health and workspace safety regulations. To meet College of Graduate and Postdoctoral Studies (CGPS) degree requirements, you need to complete the following non-credit courses:

- GPS 960: Ethics in Research (mandatory for all graduate students)
- GPS 961: Ethics and Integrity in Human Research (mandatory if working with humans)
- GPS 962: Ethics and Integrity in Animal Research (mandatory if working with animals)

Students involved in animal and human research are required to take additional training, offered by the Office of the Vice-President of Research [modify as needed]. In addition to the training, be aware that you and/or your supervisor may require approval of the Animal Use Protocol (AUP) from the University Animal Care Committee (UACC) or approval from the Behaviour or Biomedical Human Ethics Board before starting your research. It might take **months** for these approvals. Consult your supervisor to find out which safety courses (Log in to PAWS using NSID) are required for you.

[Add your department's thoughts and specific policies]

## D.    Artificial Intelligence (AI) and Generative AI Guidelines

AI and generative AI are rapidly evolving technologies and there is not a one-size-fits-all set of rules. Our guidelines are based on the USask principles and guidelines for use of AI in teaching and learning, research scholarly and artistic work, and administrative work and CGPS framework for graduate programs on the use of generative AI. It is good practice to ask permission prior to using AI / GenAI tools in any of your courses, reports, thesis writing, publications and non-academic works and fully acknowledge the sources. If you use AI in a way that violates the course syllabus rules and the following policies for RSAW work, you are violating institutional policies.

[Provide your Departmental policies on use of AI and Gen AI]

# 4. Your Academic Team

You are a team member within the [Department of ????] and enrolled in the College of Graduate and Postdoctoral Studies (CGPS). Your graduate program is administered by our department following the policies and procedures set by the CGPS and our Departmental Graduate Studies Committee. Your graduate program involves you, your research supervisor, advisory committee members, graduate chair, graduate administrative person and the staff in the CGPS.

## A. Role and Expectations as a Graduate Student

Students are responsible for the success of their program! Supervisor/co-supervisors, advisory committee members and graduate chair and graduate administrator are always there to help, solve problems and provide guidance. Students enrolled in a thesis-based program must complete a CGPS Student-Supervisor Agreement in partnership with their supervisor(s). The agreement must be completed within [12 months or modify if your deadline is earlier] of your program start date and emailed to the graduate administrator for uploading to your CGPS record. As outlined in the agreement, you are expected to:

- Maintain contact with the supervisor(s), provide any changes in contact information.
- Maintain continuous registration, pay fees and timely submission of scholarship applications and renewals.
- Familiarize yourself with the policies, procedures, regulations and deadlines established by the USask, CGPS, and our academic unit.
- Maintain academic performance (minimum 70% average in course work) and adhere to USask regulations concerning Academic Integrity for course work and thesis research.
- Distribute reports [one week modify as needed] in advance of scheduled meetings with the advisory committee.
- Consult your supervisors (s) and advisory committee regarding workspace, workspace safety, course work, progress reports, thesis proposal, data storage and sharing, thesis writing, program examiners and assessors.
- Make timely and effective progress towards degree completion and inform the supervisor when factors outside of the program may impact productivity
- Demonstrate a commitment to your research program through [laboratory work, field work, artistic performance modify as needed] and work effectively as a member of a team.
- Keep [laboratory, research, computer areas, studio modify as needed] tidy, follow the USask workspace and laboratory safety protocols, and respect the space and property of others.
- Demonstrate appropriate professional judgment, collegial behavior, academic rigor and integrity at all times and in every facet of the graduate program.
- [Add any other expectations]

***Conference Presentations:*** Attendance and presentation of research results at local, national and/or international scientific conferences is strongly encouraged; however, it is not guaranteed. Normally, decisions on whether you will attend a particular conference are made jointly between the student and the supervisor(s). [Modify and provide specific Departmental considerations and

expectations (e.g. does your unit allows / expects students to attend one conference per year, any limits for Masters and Ph.D. students and so forth), typical procedures (such as authority to travel / Concur submissions / approvals / reimbursement procedures / whether conference registrations, per diems and hotel accommodations are covered), potential sources of funding (USask travel awards / CGPS travel awards / College sources) and alternate arrangements needed if student is TA in a undergraduate course]

## B.    Selection and Role of the Supervisor

The supervisor(s) provide advice about your research, help with research design, and provide timely review of research proposals, manuscripts and thesis drafts. Supervisor and co-supervisors also provide sufficient resources for your research project. [Selection of a supervisor should take place as quickly as possible and must occur within 12 months of the first registration and is completed by mutual agreement among the student, supervisor, graduate chair, head, dean/executive director or designate Add further details about how is a supervisor assigned/selected in your academic unit, that is, do you admit students only after the identification of a supervisor or do you assign supervisors within a prescribed period after admission. Are there any difference between Master's and Ph.D. program] Your supervisor(s) are expect to:

- Guide you on degree requirements, appropriate course work, research, thesis proposal, thesis writing, suitable resources, and workspace.
- Advise graduate chair on the composition of the advisory and examining committees.
- Responsible for ensuring that progress reports, meeting minutes, programs of study, and other advisory committee paperwork is completed and forwarded to the unit's graduate administrator.
- Give reasonable notice of extended absences from campus, such as research / sabbatical leaves and make alternate arrangements during such absences.
- Assess and confer appropriate and fair acknowledgment of your contributions to scholarly activity.
- Support the student to meet program competencies and professional skills based on their career goals. Such opportunities may include attending and presenting at scientific / professional / industry-related meetings, professional development courses/workshops and teaching experience. As a student, you should frequently discuss your professional plans with your supervisor.
- Disclose any conflict of interest that may arise.
- [Add any other expectations]

## C.    Selection and Role of the Advisory Committee

The advisory committee is the voting body that approves your course requirements, program of study, research proposal, monitors progress, performs candidacy assessment (Ph.D. students only), provides permission-to-write, and approves your thesis prior to defence. The advisory committee, including the supervisor, is responsible to take appropriate and timely action in view of student's progress, and to keep records of this evaluation and all actions taken. Committee members should

have sufficient experience and knowledge to be able to effectively assist you with research design, methods, analysis, and your career goals.

[Responsibility for naming the members of a student's advisory committee lies with the graduate chair, head, dean/executive director or designate Modify to provide further details about the time by which the committee should be constituted]. The advisory committee can be called as often as needed but should meet at least [once each year modify if it is more often] to review and assess student progress and to offer advice. You are encouraged to contact individual members or schedule a committee meeting whenever you need help. [Add who is responsible for scheduling the yearly meeting and who will typically chair the meeting].

Advisory members can include faculty from [your Department's name] or other departments or colleges, adjunct faculty, or professional affiliates, as long as they are members of the CGPS faculty. CGPS can also provided one-time permission to non-members. Postgraduate diploma and graduate certificate students do not require an advisory committee [Keep if applicable]. The use and composition of advisory committees for course- and project-based Masters's degrees is at the discretion of each academic unit [modify as needed].

Advisory committee composition:

| Masters | Ph.D. |
|---|---|
| Supervisor or co-supervisors* | Supervisor or co-supervisors* |
| Minimum of one committee member | Minimum of one committee member |
| Graduate chair | One cognate member** |
| | Graduate chair |

\* Co-supervisors will split one vote.
\*\* CGPS member from a different academic unit (can be adjunct but not a professional affiliate)

[Add any other Departmental policies about the advisory committee. For example, EDI perspective, procedure for switching members, if adjunct professor are allowed to supervise independently (i.e. without a co-supervision)]

## D.    Role of the Graduate Chair

Graduate Chair offers advice to the students and the advisory committee on the departmental and CGPS policies and procedures and acts as liaison between the Department and CGPS. They chair and record the minutes for examinations, doctoral candidacy assessment and defences. You should consider the Graduate Chair as your advocate and should be the first person that you consult, should any problems arise that cannot be resolved with or by your supervisor and/or committee members.

## E.  Role of the Program Administrator

[name] (email and contact phone number) is our Program Administrator [change the designation as needed] who maintains students' records and submits the paperwork to CGPS. They will be happy to provide you advice and guidance on graduate program procedures and CGPS policies. You should email documents (certificates of training, proposals, progress reports, etc) to the Graduate Administrator so that your file can be updated. The Graduate Administrator is also responsible for setting up meetings examinations and defences [modify as needed].

## F.  Role of the Graduate Affairs Committee

[Academic Unit] Graduate Affairs Committee consist of three [change if more] faculty members [include the names of faculty members] and is responsible for setting the admission standards, assessing applicants for admission, and establishing departmental policies for scholarships, awards and program requirements including doctoral candidacy assessment. In some cases, plocies and decisions made by the Graduate Affairs Committee are submitted to the [Academic Unit] faculty for approval.

## G.  Resolving issues

[Outline your Departmental procedures for resolving academic and non-academic issues]

# 5. Degree-Level Learning Outcomes and Competencies

USask competencies express a set of general competencies that students are expected to develop as they complete degrees with us. For graduate programs, those fall under following main domains: research practice, knowledge competency, engaging in intercultural society, nurturing successful relationships, leveraging technology, adaptive design and problem solving, communicating meaningfully and cultivating wellbeing. [Program specific competencies are not described in the USask competencies because they are too diverse, and they are appropriately established by programs of study at various levels. Articulate your department's degree level specific disciplinary competencies including those around research practice and disciplinary knowledge base. Following descriptions/examples are just the starting point and meant to be replaced with your program specific competencies]

## A. Masters

### *Research Practice*

[May include something like this:] A conceptual understanding and methodological competence that enables the student to have:

- a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in [the discipline]
- awareness of the need to ethically design research with Indigenous communities [Include this statement if appropriate to the discipline]
- a capacity to critically evaluate current and advanced research and scholarship in [the discipline or area of professional competence], and on the basis of that competence, have shown at least one of the following:
    o originality in the application of knowledge.
    o … and so forth

### *Knowledge Competency*

Student should be able to analyze the knowledge in the area of study and think critically about current problems and/or new insights at the forefront of [academic discipline, field of study, or area of professional practice].

Student should be able to evaluate complex knowledge and concepts, and value the potential contributions of other interpretations, methods, and disciplines.

## B. Ph.D.

Competencies are cumulative and built upon those achieved during master's program

### *Research Practice*

A conceptual understanding and methodological competence that provides the doctoral student with the ability to:

- Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems
- Make informed judgments on complex issues in specialist fields, sometimes requiring new methods
- Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication is disciplinary appropriate forms
- Ability to engage with other disciplines and operate in inter- or multi-disciplinary teams
- The ability to ethically design research with Indigenous communities as appropriate to the discipline

*Knowledge Competency*

- Should be able to synthesize and evaluate a substantial body of knowledge and concepts at the forefront of the [academic discipline or area of professional practice]
- Have mastered in a significant range of principal skills, techniques, tools, practices and or materials that are associated with a highly specialized body of work or field of learning.
- Should be able to synthesize and critique the limits of knowledge including the limitations of their own work and discipline, and the potential contributions of other interpretations, methods, disciplines, and other ways of knowing.

## 6. Program of Studies

### A. Mandatory Non-Credit Courses

- **[Dept Code] 990** (Seminars): The goal of this course is to help you improve your communication skills. Registration for 990 should be done for each fall and winter terms of your graduate program. Your attendance and participation in this course are mandatory. Each student is required to [Articulate your Departmental requirements]. The format of the presentation will be given to you several weeks prior to the event.

- **[Dept Code] 994** (Master's Research Thesis) or **[Dept Code] 996** (Doctoral Research Dissertation): This registration is mandatory at the start of each term and for the duration of the program (three terms per academic year), as it indicates that you are currently enrolled as a full-time research-based graduate student. **Full-time status is a mandatory requirement for all international students**.

- GPS 960 (Introduction to Ethics and Integrity). This is a required course for all first-year graduate students. The purpose of this course is to discuss ethical issues that graduate students may face. Students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

*Continuing program registration*: All graduate students are required to register, through PAWS, for the above courses.

### B. Other Non-Credit Courses

Additional training and certifications might be required for your program, including, but not limited to: GPS 961 (Introduction to Ethics and Integrity in Human research), GPS 962 (Introduction to Ethics and Integrity in Animal research), Biosafety, Lab Safety, Radiation Safety, etc. (see safety training catalogue). Email your Certificate of Completion to the Graduate Program Officer, so it can be added to your file.

Students may also elect to complete other non-credit courses offered by CGPS (see course list), such as GPS 974 (Graduate Professional Skills), GPS 984 (Thinking Critically: Profession Skills for Global Citizens), GPS 989 (Introduction to University Teaching). These courses have no credit or fees but require registration. All non-credit courses will appear on your official transcript.

### C. Required Coursework

*Course Load:*

*Passing Grades:*


*Course from Outside of USask:*

# 7.    Milestones

## A.    Annual Advisory Committee Meetings

*Purpose and Timeline:* [Are there fixed time windows / months when yearly progress meeting is held, who will chair the meetings and submit the progress reports, can student request the graduate chair/Head of Department to chair the meeting]

*Contents of the Progress Meeting:* [Outline your Departmental requirements]

*Getting Ready for Research Proposal Meeting:* [How should the student prepare for the meeting, Do you require a written report, should that be submitted ahead of meeting (one week); Does student need to prepare a presentation and give an oral talk?]

*Assessment Criteria and Outcome:* [Describe the criteria for a satisfactory versus unsatisfactory report, Outline the consequences and development of a expectations plan in case of an unsatisfactory report and timeline for next meeting]

## B.    Approval of Research Proposal

*Purpose and Timeline:* [Outline your Departmental policies, requirements and timeline for approval for Masters and Ph.D. programs, and transfer students]

*Development and Content of the Research Proposal:* [Outline your expectations and describe what should be included in the proposal. Does the student need to prepare a presentation and give an oral talk? Provide a template that students could use]

*Getting Ready for Research Proposal Meeting:* [How should the student prepare for the meeting, Do you require a written report, should that be submitted ahead of meeting (one week?), Does student need to prepare a presentation and give an oral talk]

*Assessment Criteria and Outcome:*




## C.    Master's to Ph.D. Transfer:

*Departmental Policy and Criteria:* [Outline your Departmental policies, expectations and requirements]



*Timeline:* It is CGPS policy that all master's to Ph.D. transfers must be completed by the end of second year of master's program [Outline any additional Departmental timeline for transfer]



*Conditions for Transfer:* [What conditions must be meet for a student to request transfer, e.g. any academic standard, GPA, supervisor's willingness, funding confirmation and so forth]



*Assessment Method:* [Do you require students to prepare a manuscript or a research report, do they need to present and defend their future Ph.D. research proposal. Who will chair the meeting]



*Getting Ready:* [How should the student prepare for the assessment? When should they declare their intention? Does your department require a research written report / manuscript draft / PhD research proposal; should that be submitted ahead of meeting (one week?). Does student need to prepare a presentation, give an oral talk and defend the submitted documents]



*Assessment Criteria and Outcome:* [Describe the criteria for passing the assessment, and what happens if a student does not meet the set criteria]




## D.    Doctoral Candidacy Assessment (for Ph.D. Students Only)

*Purpose and Timeline:* As of May 1, 2024, all doctoral students must complete a doctoral candidacy assessment within 24 months of start of the program (within 36 months for master's to Ph.D. transfer students). The purpose of the assessment is to demonstrate that the student has:

- An adequate grasp of the current state of knowledge in the intended field of research
- Potential ability to conduct advanced original research independently using relevant methodologies
- Ability to communicate in ways appropriate to their field of research and practice

- If applicable, the candidacy assessment may also evaluate a student's capability to meet other knowledge or skill requirements set by the academic unit for the discipline

[When will be assessment meeting is held. Are there series of events/requirements that students need to meet. Who will chair the meetings and approve the candidacy]

***Components of the Candidacy assessment:*** [Outline your Departmental requirements – Do they need to write a grant proposal or does the assessment include series of open book questions / term papers or is student require to defend research proposal. Does student need to give oral presentation? Or any combination of these and other requirements that need to be met]

***Getting Ready for Candidacy Assessment:*** [How should the student prepare for the assessment, Should that be submitted ahead of meeting (one week?), Does student need to prepare a presentation and give an oral talk. Is student allowed to contact and seek advice from peers and/or faculty members]

***Assessment Criteria and Outcome:*** [Describe the criteria for a satisfactory versus unsatisfactory candidacy assessment. Outline the consequences and timeline for second attempt]

## E.     Permission to Write Meeting

***Timeline:***

***Report:*** [Describe what components are required in the report (outline of the thesis /dissertation, methods, results?) and how long the document should be]

***Meeting and Assessment Criteria:*** [Describe the criteria for assessment and what happens next, Are more meeting required, what is the expected time of thesis / dissertation submission once the PTW is given?]

## F. Thesis (Masters) / Dissertation (Ph.D.) Writing and Defence:

[Articulate your thoughts about the thesis writing process and your Departmental expectations/commitments that student is required to meet during this time e.g. residency requirement/ TA duties]

***How to Structure the Thesis / Dissertation:*** [Describes typical thesis / dissertation styles (e.g. IMRD versus Manuscript style) used for your discipline]

***Approval of the Thesis / Dissertation by the Advisory Committee:*** [Articulate your department's timelines]

***Examining Committee Composition:***

 ***For Masters:***

 ***For Ph.D.:***

***Thesis / Dissertation Submission for Defence and Scheduling the Defence:***

***On the Day of Thesis / Dissertation Defence:***

 ***Presentation:*** [Provide details]

 ***Oral Defence:*** [Provide details]

 ***Deliberations:*** [Provide details]

 ***Outcomes:*** [Provide details for Masters and Ph.D.]

***Electronic Submission of Final Thesis / Dissertation to CGPS:*** [ What is required and who will ensure that revisions are completed. Whom should student approach to reinitiate the submission Include the tuition refund/rebate if you has time left to end of term]

***Graduation:***

# 8.    Time-in-Program, Leaves and Extensions

## A.    Time in Program

Time in program is calculated from the date of first registration in the master's or Ph.D. program. For master's to Ph.D. transfer students, the time in program starts at the start of their first term as a master's student. Time in program does not count periods of approved leave (medical, parental, and so forth). Students are expected to complete Masters within 24 months and Ph.D. within 48 months. In some exceptional instances, students may take longer – maximum allowed time by CGPS is 4 years for master's and 6 years for a Ph.D. program.

## B.    Request for Leaves

*Short-term leaves:* [Outline your Departmental policies, expectations for regular attendance (or not) and requirements]

*Long-term leaves:* [Outline your Departmental policies and requirements]

## C.    Request for Extensions

Students who have reached the maximum allowed time in the program may request a one-time program extension, for up to 12 months. For such request, student should provide the graduate chair the following information:

- Student name, degree sought, program start date, any prior approved leaves
- Duration of requested extension
- All requirements completed to date
- A detailed list of outstanding requirements
- Reasons for delays
- A detailed plan and timeline for meeting the outstanding requirements within the requested extension timeframe*

*\* Request for extension and the detailed plan and timeline must be approved by the advisory committee before sending the request to the graduate chair.*

[Modify as needed and articulate what reasons of delay are allowed and what is not allowed (e.g. outside employment, activities unrelated to thesis work, contract research work, general lack of productivity].

In exceptional circumstances, if the student has a justifiable reason for delay beyond the Departmental approval, the graduate chair may submit a request to CGPS for 1 (Masters) or 2

(Ph.D.) additional 12-month period extensions. These requests are reviewed by the Dean CGPS for approval.

## 9.    Graduate Student Scholarships and Stipends

Graduate students in [Academic Unit] are required to have stipend support for Masters [keep if applicable] and Ph.D. program [keep if applicable]. Minimum levels of support are currently at $???? per yr for 2 years for master's students and $???? per year [modify as needed] for 4 years for Ph.D. students. Supervisors are encouraged to provide more funding as resources allow. [Articulate your department's policy for students who exceed these maximum funding durations- do you require supervisors to continue to fund such students]. Be aware of your source of scholarship/stipend funding, renewal dates, duration of support, requirements for progress updates, and application dates for alternate scholarships. Inform your supervisor and advisory committee of employment or consulting work and teaching assistance that you take outside your graduate program.

### A.    Funding Policies

[Provide highlights from your Departmental Scholarship Plan including policies around teaching assistantships and eligibility to hold more than one major scholarship]

### B.    Sources of Funding

Most common sources of scholarship and stipend in [Academic unit] are listed below. Be advised that these are not the only sources. Make your own plan! Eligibility, stipend amounts, and application procedures for these and other sources of stipend funding are available from CGPS. [Few examples are provided below as a starting point…**Please complete your list**]

There are several funding opportunities available with varying eligibility criteria and awarded amounts. Federal funding is made up of three granting agencies (CIHR, NSERC, SSHRC) that provide research funding for high-calibre master's and doctoral students. CGPS oversee the submission, adjudication, and administration of the Tri Agency scholarships.

*Tri-Agency Canada Graduate Scholarships - Masters's program*

- *Who can apply:* Canadian citizens or Permanent Residents with a GPA of 80%; have completed 0-12 months of full-time studies in the program you are requesting funding.
- *Deadline:* 1st Monday in December (plan for 1-2 months to draft the application).
- *Value:* $27,000 for 12 months*, non-renewable.

*Tri-Agency Postgraduate Scholarships - Doctoral and Postdoctoral Fellowships*

- *Who can apply:* Canadian citizens or Permanent Residents with a GPA of 80%; check guidelines for time in program eligibility.
- *Deadline:* internal deadline is usually 1st Monday of October (plan for 2-3 months to draft the application).
- *Value:* $40,000 for 36 months*, non-renewable.

*CGPS Tri-Agency top-up awards:*

- CGPS provides annual top up funding to all CGS-M recipients ($6,000) and CGS-D recipients ($7,500). Awards of $28,000/year are also available students ranked highly by the Awards Committee but are unsuccessful at the national level.

*Vanier Canada Graduate Scholarships:*

- *Who can apply:* Canadian citizens, Permanent Residents, and foreign citizens with a GPA of 80%
- *Deadline:* internal deadline is generally the 4th Monday in September (plan for 2-3 months to draft the application)
- *Value:* $50,000 for 36 months*, non-renewable

*CGPS Dean's Doctoral Scholarship*:

- *Who can apply:* No direct application; students who have applied to the Tri Agency doctoral competition, highly ranked by the Awards Committee but are not selected at the national level may be then selected by the Committee to receive an award.
- *Deadline:* no deadline.
- *Value:* $24,000 per year for 2 years

*CGPS Dean's Doctoral Scholarship for International Students*:

- *Who can apply:* International Ph.D. students already in the program as of Dec 31, with a minimum GPA of 80%, who have not yet completed 24 months of study at the time of application.
- *Deadline:* beginning of January (application mirrors that of Tri Agency doctoral)
- *Value:* $24,000 per year for 2 years

*Indigenous Graduate Leadership Award*

- *Who can apply:* Canadian Indigenous students at the master's and PhD level who demonstrate leadership through active community engagement and/or involvement. with a minimum GPA of 75%,
- *Value:* Master's students receive $20,000/year for 2 years; Doctoral students receive $25,000/year for 2 years.

Be advised that these are not the only sources. [**Please complete your list**]

In addition to any funding directly administered by your department/college/school and from the Tri -Agencies, there are also scholarships administered by CGPS. Visit full list of scholarships and bursaries that CGPS offers.

## C.    Payroll documents

Scholarship, stipend and teaching assistant payments occur twice each month, on the 15$^{th}$ and the last day of the month. To avoid delays, submit the following documents at least ?? weeks before the beginning of the term:

- A direct deposit form
- Your study permit (international students only)
- Your Social Insurance Number (SIN) may be required (employment only) – you will need to apply for one if you don't have one
- A Canadian residential address

Contact the Graduate Program Officer for more information.

## 10.  Teaching Opportunities

[Articulate teaching opportunities available to your graduate students. Does your Academic Unit have teaching requirements as part of their learning. Also articulate the maximum number of hours a student can do TA work.]

## 11.    Equity, Diversity and Inclusion (EDI)

### A.    Our Shared Values

[Articulate your EDI values and policies and suggestions for the graduate students]

As a graduate student, you are expected to treat everyone with respect, regardless of their gender, country of origin, religious affiliation, rank or job description. It is our collective responsibility to make our department a welcoming unit for everyone. Feel free to reach out to your supervisor, graduate chair or department head when you witness cases of discrimination or harassment.

### B.    Access and Equity Services (AES)

USask is guided by Saskatchewan's Human Rights legislation and the university's Duty to Accommodate policy. USask Access and Equity Services (AES) along with faculty is responsible for providing reasonable accommodations for students who experience barriers to their education on the basis of a prohibited ground(s), including disability, religion, family status and gender identity. Should you require accommodation, please discuss your needs with your supervisor, advisory committee, graduate chair and/or AES.

[Articulate your AES services and support person]

## 12. Resources

### A. Grad Hub and CGPS

- Grad HUB
- College of Graduate and Postdoctoral Studies
- CGPS Policies and Procedures
- Course and Program Catalog

### B. Student Support

- Services
- PAWS
- Grades and Transcripts
- Career Development and Jobs
- Technology
- Information Technology Service Catalog

### C. Library Resources

- USask Library
- Grad Skills
- Learning Hub

### D. Professional and Career Development Opportunities

- CGPS Professional Development
- Gwenna Moss centre for Teaching and Learning

### E. Campus Life

- Graduate Student Association
- Housing and Childcare
- Student Wellness Centre
- Recreation (Physical Activity Centre)
- International Student and Study Abroad Centre
- Indigenous Students

[Add more URL specific to your discipline, department and college. Check the validity of the URLs often, at least once every 6 months]

# 13.  Progress and Tasks: Timeline and Checklist

[Adapt to your program requirements]

## A.  Master's Program

*During your first week:*

☐ Register for [????] 994 and [????] 990

☐ Register for GPS 960 and GPS 961 or 962 (as appropriate)

☐ Register for required safety courses (new employee orientation, biosafety, lab safety, etc)

*Within the first 3 months:*

☐ Complete the Student Supervisor Agreement

☐ Complete non-credit safety and training courses

☐ Develop research proposal

☐ Identify committee members

☐ Identify potential grad-level courses

☐ Complete and submit Animal Usage Protocol (if applicable)

*Within the first 6 months:*

☐ Complete your research proposal

☐ Get your research proposal approved by advisory committee

☐ Get your program of study approved by your committee

*Every year:*

☐ Meet with your advisory committee

☐ Attend and present at [????] 990

☐ Maintain registrations for [????] 994 and [????] 990

☐ Pay your fees and tuition

☐ Ensure all coursework is completed


***In the final year of your Masters:***

☐ Complete research work

☐ Call a permission to write meeting

☐ Write thesis

☐ Defend

☐ Graduate

## B.    Ph.D. Program

*During your first week:*

☐ Register for [????] 996 and [????] 990

☐ Register for GPS 960 and GPS 961 or 962 (as appropriate)

☐ Register for required safety courses (new employee orientation, biosafety, lab safety, etc)

*Within the first 3 months:*

☐ Complete the Student Supervisor Agreement

☐ Complete non-credit safety and training courses

☐ Develop research proposal

☐ Identify committee members

☐ Identify potential grad-level courses

☐ Complete and submit Animal Usage Protocol (if applicable)

*Within the first 6 months:*

☐ Complete your research proposal

☐ Get your research proposal approved by advisory committee

☐ Get your program of study approved by your committee

*Within the first 24 months:*

☐ Complete your Ph.D. Candidacy Assessment

*Every year:*

☐ Meet with your advisory committee

☐ Attend and present at [????] 990

☐ Maintain registrations for [????] 996 and [????] 990

☐ Pay your fees and tuition

☐ Ensure all coursework is completed


*__In the final year of your Ph.D.:__*

☐ Complete research work

☐ Call a permission to write meeting

☐ Write thesis

☐ Defend

☐ Graduate

## C.  Master's to Ph.D. Transfer Students

*During your first week:*

☐ Register for [????] 994 and [????] 990

☐ Register for GPS 960 and GPS 961 or 962 (as appropriate)

☐ Register for required safety courses (new employee orientation, biosafety, lab safety, etc.)

*Within the first 3 months:*

☐ Complete the Student Supervisor Agreement

☐ Complete non-credit safety and training courses

☐ Develop research proposal

☐ Identify committee members

☐ Identify potential grad-level courses

☐ Complete and submit Animal Usage Protocol (if applicable)

*Within the first 6 months:*

☐ Complete your research proposal

☐ Get your research proposal approved by advisory committee

☐ Get your program of study approved by your committee

*Within the first 24 months:*

☐ Complete all your master's coursework

☐ Complete your Ph.D. transfer examination

*Within the first 36 months:*

☐ Complete your Ph.D. Candidacy Assessment

*Every year:*

☐ Meet with your advisory committee

☐ Attend and present at [????] 990

☐ Maintain registrations for [????] 994 (pre-transfer)/996(post-transfer) and [????] 990

☐ Pay your fees and tuition

☐ Ensure all coursework is completed


*In the final year of your Ph.D.:*

☐ Complete research work

☐ Call a permission to write meeting

☐ Write thesis

☐ Defend

☐ Graduate

*(This template is based on the Graduate Student Handbook of Veterinary Biomedical Sciences)*