The following Motions and Documents were considered by the Board Learning, Research and Student Experience Committee during the Open Session of its June 2, 2023 meeting:

Agenda Title: **Investment Management Agreement (2023-24 and 2024-25)**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee recommend that the Board of Governors approve the 2023-24 and 2024-25 Investment Management Agreement targets, thresholds, and weightings as presented in Attachment 1.

Final Recommended Item: 2.

Agenda Title: **Delegation of Authority for Program Terminations**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee recommend that the Board of Governors delegate to General Faculties Council approval of terminations for programs suspended prior to 2019, to take effect upon final approval.

Final Recommended Item: 6b.

Agenda Title: **Faculté Saint-Jean (FSJ) Proposal: Maîtrise en sciences**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the Maîtrise en sciences in the Faculté Saint-Jean, as per attachment 1, and for implementation upon final approval.

Final Recommended Item: 6c.

Agenda Title: **Faculté Saint-Jean (FSJ) Proposal: Doctorat Etudes Transdisciplinaires**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the Doctorat Etudes Transdisciplinaires in the Faculté Saint-Jean, as per attachment 1, and for implementation upon final approval.

Final Recommended Item: 6d.

ITEM NO. 2

Decision X **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: Obtain Board of Governors approval of the Fiscal Year 2023-24 and 2024-25 Investment Management Agreement targets, thresholds, and weightings.

DATE	June 2, 2023
TO	Board Learning, Research and Student Experience Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic) Vice-President (University Services and Finance)

MOTION: That the Board Learning, Research and Student Experience Committee recommend that the Board of Governors approve the 2023-24 and 2024-25 Investment Management Agreement targets, thresholds, and weightings as presented in Attachment 1.

Note: The Board Finance and Property Committee is also recommending the IMA as related to its mandate.

EXECUTIVE SUMMARY: The Government of Alberta (the Government) requested the Fiscal Year (FY) 2023-24 and 2024-25 Investment Management Agreement (IMA) targets be submitted informally before April 30, 2023. In preparation for formal submission, the IMA targets require approval by the Board of Governors.

The FY 2023-24 and 2024-25 IMA metrics have 25% and 40%, respectively, of the Operating and Program Support Grant (OSG) at risk. In addition to the metrics included in the original 2022-25 IMA, the Government has added two new funding metrics: Research Commercialization and Administrative Expense Ratio.

Table 1 summarizes the FY 2023-24 and 2024-25 targets[1]. Further details on targets, metric weighting, and tolerance bands are in Attachment 1. Domestic Enrolment increases recognize funded enrolment growth, namely Targeted Enrolment Expansion (TEE) funding. Targets for the Job Relatedness and Grad Employment rate are only required for FY 2024-25, given that they are based on a biennial survey, with the next survey and results release set to be in late 2024.

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[1] *The Government has indicated verbally that 2024-25 targets can be revisited next year. Targets have been set conservatively to minimize funding risk.*

GOVERNANCE OUTLINE

ITEM NO. 2

Table 1. Funding Metrics, 2023-24 and 2024-25 IMA Targets

Year / Target	Work Integrated Learning	Domestic Full Load Equivalent	Job Relatedness	Research Commercial-ization	Administrative Expense Ratio
FY 2023-24	95%	31,324	N/A	$105.4M	6%
FY 2024-25	95%	31,919	95%	$110.7M	6%

Additionally, targets have been set for four transparency metrics (see Table 2), which do not have any at-risk funding. Note that the Government only requires one transparency metric (international enrolment) to be submitted, but targets have been set for three of the metrics in case this requirement changes.

Targets have not been set for the revenue dependency metric as the way this metric is calculated makes it relatively unpredictable, and counter-intuitive. Specifically, this metric includes all Government revenue so items such as large capital grants can make it fluctuate significantly.

It is recommended that the U of A continue to report only International Full-Load Equivalent (FLE) enrolment as its one transparency metric.

Table 2. Transparency Metrics, 2023-24 and 2024-25 IMA Targets

Year / Target	International FLE Enrolment[2]	Indigenous FLE Enrolment[3]	Domestic Graduate Employment Rate	Revenue Dependency
FY 2023-24	7,894	1,466	N/A	N/A
FY 2024-25	7,894	1,466	92%	N/A

Background
In the spring of 2020, the Government of Alberta introduced performance-based funding for post-secondary institutions in the form of an Investment Management Agreement (IMA). Implementation of the IMAs was to begin in fiscal 2020-21, however, this was delayed due to the COVID pandemic.

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[2] Future targets are set conservatively at steady state from the 2022-23 target, due to the following reasons:
- Downward pressure on international applications in the current admission cycle.
- The global environment is currently unstable, with potential geopolitical tensions that may affect international student mobility.
- Possible additional VISA processing delays due to the recent federal labour disruption.

[3] The target for 2023-24 has been set conservatively, based on the following reasons:
- 2022-23 total Indigenous enrolment has seen an annual decrease, driven by a drop in the number of graduate students as well as the exit of a large undergraduate graduating class, resulting in lowered FLE.
- Significant decrease in Indigenous undergraduate and graduate applications for the current admission cycle.
- The target has been set based on these observed trends plus a safety margin of 3%.

GOVERNANCE OUTLINE

The IMAs were implemented in 2021-22 with one measure: proportion of programs with work-integrated learning (WIL). The U of A met its 2021-22 target of 78% of programs with WIL for which 5% of our funding is at risk with a 2021-22 actual of 99% of programs with work-integrated learning.

The 2022-23 IMA involved 3 mandatory funding measures with 15% of operating funding at risk across:

- proportion of programs with work-integrated learning,
- domestic enrolment, and
- proportion of employed graduates in jobs related to their programs.

Based on preliminary data, the U of A has met each of its targets for the mandatory funding measures and the one transparency metric, international enrolment.

Table 3. 2022-2023 IMA Metric Target and Actual

Metric	Target	Actual[4]
Work-integrated Learning	89%	99%
Domestic Full-Load Equivalent	30,704	33,350
Job Relatedness	95%	95%
International Full-Load Equivalent[5]	7,894	8,357

Consultation

The FY 2023-24 and 2024-25 targets were endorsed by the President's Executive Committee - Strategic at their April 20, 2023, meeting. The targets set in consultation with subject matter experts from the following areas:

- Deputy Provost, Student and Enrollment
- Deputy Provost, Academic
- Research Services Office
- Office of the Registrar
- Provost Office staff, including Work Integrated Learning Lead
- Finance, Procurement and Planning
- Performance, Analytics and Institutional Research

Risk Discussion / Mitigation of the Risk

With up to 25% of the OSG at risk in fiscal year 2023-24 and 40% of grant at risk in fiscal year 2024-25, it is imperative that the funding metric targets set are reasonably achievable. If targets are not met and grant funding is subsequently reduced, it will be increasingly challenging for the university to deliver on the core missions of teaching and research. To mitigate this risk, targets have been set taking into account historical achievement and current trends.

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[4] Preliminary data as of April 25, 2023
[5] Transparency Metric

GOVERNANCE OUTLINE

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<u>Next Steps</u>
Our Government colleagues have indicated that next steps are dependent on the appointment of a new minister for Advanced Education. One potential path is that the IMAs will continue as conceived, in which case board approval and sign-off for submission to the Advanced Education minister is required.

Supporting Materials:
1. Investment Management Agreements (IMAs) Government of Alberta template (7 pages)

Investment Management Agreements (IMAs)

Funding and Transparency Metrics

Notes

1 <mark>Please provide values for all highlighted cells coloured yellow for the funding metrics (green tabs).</mark>

2 All four transparency metrics have been provided for information (blue tabs). Select at least one to be included in the IMA, and provide values for the highlighted cells for your selected transparency metric(s).

3 Please submit completed Excel file to Emma Kamanja at **emma.kamanja@gov.ab.ca**.

4 The 2024-25 targets are submitted with the priviso that Advanced Education has indicated institutions can revisit these in the spring of 2024.

FUNDING PERFORMANCE METRIC

Proportion of In-Scope Approved Programs with a Work Integrated Learning (WIL) Opportunity by School Year1

Source: 2021-22 and 2022-25 Signed IMA.

The Univeristy of Alberta supports the GOA goal to have 100% of programs with WIL and are proud of our accomplishments in support of that goal.

We have increased our target from 89% to 95% in recognition of the fact that we are currently working with AE to make adjustments to our PAPRS data, which may impact the WIL calculation.

Once PAPRS is adjusted we can revisit this target.

Provider	2020-21 Actual	2021-22 Target	2021-22 Actual	2022-23 Target2	2023-24 Target3	2024-25 Target4
University of Alberta	62%	78%	99%	89%	95%	95%
Tolerance Threshold		4%		5%	7%	7%
Metric Weighting5		5%		4% 6	9% 7	9% 8

Notes:

1 In-scope programs exclude: open studies, second language learning, academic upgrading, adult basic education.

2 Actuals to be validated against PAPRS data as of July 1, 2023.

3 2023-24 target should be equal to or greater than the 2022-23 target plus the 2023-24 tolerance threshold, but not required.

4 2024-25 target should be equal to or greater than the 2023-24 target plus the 2024-25 tolerance threshold, but not required.

5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 5% in 2021-22, 15% in 2022-23, 25% in 2023-24, 40% in 2024-25.

6 All metric weightings add up to 15% for 2022-23. Minimum: 2%, Maximum: 8% for any one metric.

7 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.

8 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

FLE Enrolment for "Domestic" learners, excluding apprenticeship, by School Year1

Source: LERS Cubes (filtered on select Legal Status - see notes and excluding "Journeyman" Program Type)

We have set our targets to reflect TEE growth over and above our most recent target.
As context, across Alberta, our colleagues have seen the domestic market softening.

Provider	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Estimate	2021-22 Actual	2022-23 Target2	2023-24 Target3	2024-25 Target4
University of Alberta	28,769	29,112	31,029	31,970	32,886	30,704	31,324	31,919

Tolerance Threshold	921	2%	2%
Metric Weighting5	8% 6	10% 7	16% 8

Notes:

1 International Learners are Non-Canadian learners attending an approved program within Alberta, and therefore require a visa to attend.

2 Actuals to be validated against data in LERS in summer 2023.

3 2023-24 target should be equal to or greater than the 2022-23 target plus the 2023-24 tolerance threshold, but not required.

4 2024-25 target should be equal to or greater than the 2023-24 target plus the 2024-25 tolerance threshold, but not required.

5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 5% in 2021-22, 15% in 2022-23, 25% in 2023-24, 40% in 2024-25.

6 All metric weightings add up to 15% for 2022-23. Minimum: 2%, Maximum: 8% for any one metric.

7 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.

8 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

Proportion of Employed Graduates in Jobs Related to their Programs1

Source: Graduate Outcome Survey

U of A graduates continue to excel in the labour market.

Given the unpredictability of the employment market, and out lack of direct control over it, we are suggesting a steady

state target.

Provider	2018 Actual	2020 Actual	2022 Target	2022 Actual2	2024 Target3
University of Alberta	95%	97%	95%	95%	95%

	2022 Target	2022 Actual2	2024 Target3
Tolerance Threshold	8%	8%	10%
Metric Weighting4	3%	3% 5	5% 6

Notes:

1 Proportion of domestic graduates from approved programs who state their current job is very or somewhat related to the general skills and abilities acquired by program two years after graduating.

2 Actuals were provided to PSIs in January 2023.

3 2024 target should be equal to or greater than the 2022 target plus the 2024 tolerance threshold, but not required.

4 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 5% in 2021-22, 15% in 2022-23, 25% in 2023-24, 40% in 2024-25.

5 All metric weightings add up to 15% for 2022-23. Minimum: 2%, Maximum: 8% for any one metric.

6 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

Administration Expense Ratio1

Source: FIR reporting from Data Collection and Reporting System

The U of A runs an administratively lean organization and is targeting to maintin its administrative expense ratio.

Provider	2020-21 Actual	2021-22 Actual	2022-23 Estimate2	2023-24 Target3	2024-25 Target4
University of Alberta	6%	6%	TBD	6%	6%

	2023-24 Target3	2024-25 Target4
Tolerance Threshold	2%	2%
Metric Weighting5	3% 6	5% 7

Notes:

1 Expressed as administration expense divided by (total expense - extraordinary expense)

2 Please provide an estimate for 2022-23.

3 2023-24 target can be similar to previous years.

4 2024-25 target can be similar to previous years.

5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 25% in 2023-24, 40% in 2024-25.

6 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.

7 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

Research Commercialization1

Source: Technoloy and Innovation annual survey of CARUs

The U of A has been successful in its research commercialization, however, this metric can fluctuate quite substantially.

In setting our target we first removed the last two years, as these include amounts related to COVID research, which are anticipated to decrease.

Given that this metric is subject to flucuation, we set our 2023-24 target to the lowest year during the 2016-17 to current period.

As this is a key area for the U of A, we have set a growth target for 2024-25.

Provider	2020-21 Actual (Mil)	2021-22 Actual (Mil)	2022-23 Estimate2	2023-24 Target3	2024-25 Target4
University of Alberta	139.76	167.15	118.7M	105.4M	110.7M

			2023-24	2024-25
Tolerance Threshold			5%	5%
Metric Weighting5			3% 6	5% 7

Notes:

1 Expressed as sponsored research revenue from industry and non-profit sectors

2 Please provide an estimate for 2022-23.

3 2023-24 target should be equal to or greater than the 2022-23 estimate plus the 2023-24 tolerance threshold, but not required.

4 2024-25 target should be equal to or greater than the 2023-24 target plus the 2024-25 tolerance threshold, but not required.

5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 25% in 2023-24, 40% in 2024-25.

6 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.

7 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FOR DISCUSSION ONLY

TRANSPARENCY METRIC

FLE Enrolment for International Learners by School Year1

Source: LERS Cubes (filtered on select Legal Status of "Visa" or "Other Visa")

The U of A has targeted a steady state for international enrolment.

The global environment is currently unstable, with potential geopolitical tensions that may affect international student mobility
and there will be VISA processing delays due to the federal labour disruption. Given this situaion, it will be particularly important
to revisit the 2024-25 metric for this target.

Provider	2020-21 Actual	2021-22 Estimate	2021-22 Actual	2022-23 Target 2	2023-24 Target	2024-25 Target
University of Alberta	7,609	7,894	7,894	7,894	7,894	7,894

REVISE

Notes:

1 International Learners are Non-Canadian learners attending an approved program within Alberta, and therefore require a visa to attend.

2 Actuals to be validated against data in LERS in summer 2023.

3 U of A figures do not include "off-shore" students, who had previously been included.

UNIVERSITY OF ALBERTA

Decision ☒ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: To delegate the authority to approve a set of terminations for programs suspended prior to 2019 to General Faculties Council.

DATE	June 2, 2023
TO	Board Learning, Research, and Student Experience Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Board Learning, Research and Student Experience Committee recommend that the Board of Governors delegate to General Faculties Council approval of terminations for programs suspended prior to 2019, to take effect upon final approval.

EXECUTIVE SUMMARY:

Background

Academic programs are defined as a set of courses, a number of which may be mandatory and of a specialized nature, leading toward a particular credential.

When a Faculty decides that a program will no longer be offered, the normal governance path is to first suspend the program (which ends the process of admitting students to the program) and then, following completion by all registered students (normally 5 years), terminate the program.

Prior to 2019, program suspensions were approved by GFC and, following the 5-year suspension period, program terminations were approved by both GFC and the Board of Governors. In 2019, the Board of Governors decided that suspensions should be approved by the Board, in recognition that suspending a program is the more weighty decision, because of the student impact. At the same time, the Board determined that, going forward, terminations, which are normally more administrative in nature and have no student impact, would only require GFC approval

As a part of this decision, the Board agreed to a grandparenting process for programs that had already been suspended prior to 2019, in which terminations of those programs would continue to advance to both GFC and the Board for approval. Since then, terminations of these grandparented programs have been handled through consent agendas with minimal comment, indicating that the full governance process under this grandparented structure, which includes five separate governance committees, may be unnecessary.

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ITEM NO. 6b

Current Proposal
The Office of the Provost expects that 23 program suspensions (the remaining set of pre-2019 programs) will come forward for termination in 2024. Under current authority, these 23 program terminations would all require board approval because they were suspended by GFC prior to the 2019 board decision. Given the number coming forward, and In order to reduce the process for these routine and administrative decisions, we are recommending that the Board delegate authority to GFC for terminating those programs suspended prior to the 2019 decision.

Current Governance Routing for terminating programs suspended before July 1, 2019: GFC Programs Committee → GFC Academic Planning Committee → GFC → Board Learning, Research and Student Experience Committee → Board of Governors

Proposed Governance Routing for terminating programs suspended before July 1, 2019: GFC Programs Committee → GFC Academic Planning Committee → GFC
Note: This routing aligns with the Board's decision in 2019 for termination of all programs.

Risk
Programs suspended prior to 2019 that are now coming forward for termination have not been admitting students, meaning there will be no registered students in the programs when they are terminated. The approval of terminations of programs that have duly undergone the teach-out period carries little risk because there are no impacts on current students. General Faculties Council has the authority to approve programs of study and is well-placed to make the final decision on program terminations. The Board is able to delegate its powers in these matters. Proceeding with this delegation will allow the Board and BLRSEC to focus on strategic and institutionally significant policy issues.

Legislation
Post-Secondary Learning Act Section 26 (1) (l)
BLRSEC Terms of Reference Section 2d
Principles for Board of Governors Delegation of Authority

ITEM NO. 6c

Decision ☒ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: The Faculté Saint-Jean is proposing a new Maîtrise en sciences, for implementation upon final approval along with the corresponding calendar changes (which were approved by the GFC Programs Committee).

DATE	June 2, 2023
TO	Board Learning, Research and Student Experience Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the Maîtrise en sciences in the Faculté Saint-Jean, as per attachment 1, and for implementation upon final approval.

EXECUTIVE SUMMARY:

The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. It offers students the chance to choose their research topic from several science disciplines. Students can choose amongst the following general research areas:

- health sciences, biology, chemistry, and psychology;
- data sciences, mathematics, statistics, and computing sciences; and
- earth sciences, physics, and environment.

Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

Professors in the sciences division at FSJ hold NSERC funding, they work in various fields across the university with lab spaces in the the fields of Engineering, Biology, Physics and Medicine. FSJ professors in the sciences hold adjunct status with various departments and collaborate on research projects, various KMP activities, as well as training the HQP. However, because FSJ does not have its own MSc, these professors contend with being co-supervisors. This proposal addresses this equity issue to ensure that all professors at the UofA have equal privileges to supervise and hold funds.

Because of the interdisciplinary nature of the program, we have built an innovative individualized Masters program that gives the student and the supervisor flexibility to choose specific courses besides the two required courses. Students have to address the learning outcomes of the program by developing a study plan during the first semester of study. They also have WIL in the form of a Work-based learning internship, which includes the development of a proposal for the

GOVERNANCE OUTLINE

community or a possible employer, and 4-8 months of work to complete the proposal project. To ensure academic rigor, there is a written comprehensive exam on the basic knowledge of the study plan field. Students will submit and defend a thesis.

We will work in collaboration with colleagues and programs in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies. We will solidify our network of collaboration with other Francophone institutions and French programs across Canada through the Institut nationale de recherche scientifique (INRS), the Association canadienne des collèges et universités de la francophonie canadienne (ACUFC) and ACFAS-Association canadienne francophone pour le savoir.

Risk Discussion / Mitigation of the Risk
If this program is not approved, faculty members will not be able to supervise their own graduate students and would limit opportunities for graduate students interested in pursuing graduate studies in French. Both of these impacts would harm the quality of the learning environment at Campus Saint-Jean.

Supplementary Note
The full proposal, including consultation and alignment with the university's strategic plan, can be found in the April 17, 2023 meeting of General Faculties Council agenda and documents (Item 6).

Supporting Materials:
1. Proposition de MSc-FSJ (23 pages) – for recommendation

GOVERNANCE OUTLINE

Proposal Template: New Master's and Doctoral Degree Programs
(Part A: System Co-ordination Review)

Complete this template for proposals for new master's and doctoral degree programs or specializations.

Institutions should:

● ensure that submission content is concise. Any additional information may be appended;
● indicate "not applicable" in cases where questions are not relevant to the particular proposal; and
● ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

Institution	**University of Alberta, Faculté Saint-Jean**
Program Name	**Master of Science**
Specialization Name	**Etudes interdisciplinaires en sciences**
Credential Awarded	**Master of Science**
Proposed Effective Date	**July 1, 2024**

1. Type of Initiative *(Answer the following questions)*
This is a proposal for (select one from the drop-down menu):

New master's program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*
a. Attach (as an appendix to this proposal) a concise program description document that includes:

See Appendix

● 3-4 sentence calendar description

Le programme de maîtrise en sciences au Campus Saint-Jean offre (CSJ), en français, une éducation universitaire au deuxième cycle de haut niveau dans les disciplines scientifiques organisées selon les grands axes de recherche de CSJ. Établi pour répondre aux besoins professionnels du 21eme siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme, offert de façon innovative personnalisée, constitue un milieu incontournable pour la recherche scientifique disciplinaire et interdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. Established to meet the

professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality

- whether the program is course-based or thesis-based
  Thesis based

- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,

Déroulement du programme	Course of the program
Le programme comprend: ● Deux cours obligatoires (1er semestre académique) ● Développement d'un plan d'étude (1er semestre académique) ● Un examen de synthèse écrit sur les connaissances de base du domaine du plan d'étude (fin du 2e semestre) ● Une proposition de la recherche (fin du 2e semestre académique) ● Temps de recherche (à partir du 2e semestre jusqu'à la fin) ● Stage apprentissage en milieu de travail – développement d'une proposition pour la communauté ou un employeur possible et travail de 4 à 8 mois pour compléter le projet de proposition. Le tout entamé dans le cadre d'un projet MITACS ou autres (optionnel). ● Rédaction d'une thèse (fin 5e / début 6e semestre académique) ● Une soutenance de thèse (6 au 9e semestre académique)	The program includes: ● Two required courses (1st academic semester) ● Development of a study plan (1st academic semester) ● A written comprehensive exam on the basic knowledge of the study plan field (end of 2nd semester) ● A research proposal (end of 2nd academic semester) ● Research time (starting at the 2nd term until the end of the program) ● Work-based learning internship - development of a proposal for the community or a possible employer and 4-8 months of work to complete the proposal project. All initiated as part of a MITACS or other project (optional). ● Writing a thesis (end of 5th / beginning of 6th academic semester) ● A thesis defense (6th to 9th academic semester)

Structure du programme de MSc

Step 1: Year 1	a. In the first week of fall term, students will be welcomed into the program and will take part in the following activities: - Cohort building; - Orientation; - Workshops about the use of eclass, online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use GSMS and other LMS, applying for grants; - Required training in indigenous research spaces in Canada, and in EDI in scientific research; - Personal portfolios; - Using the library; - Meeting with the supervisor, if selected already; - Registering for classes. b. Academic advisory team: given the dual disciplinary and interdisciplinary nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad program administrator and the Grad Program Advisor/ADgrad and a member of the CES. They will answer students' questions about courses and the nature of their research work. This will be be initial stage of the "f*euille de route,*" or roadmap. Students will start working on their work plan "*plan d'études,*" or program plan. c. Course work Fall/Winter, Fall 1 year 1: two required Course (FSJ-ES 500 and 505) and either a directed studies course and/or another regular course of interest to the student with supervisor agreement. Winter 2 year 1: either a directed studies course and /or a regular course of interest to the student with supervisor agreement. The two required courses pertain to conducting research in scientific fields. These courses will be taught every year. In consultation with the student, the supervisory committee will decide on the topics of the directed studies courses and if any additional formal courses will be required. Under certain circumstances, students may take one of their courses during the spring & summer of the first year. This has to be approved by the supervisor.	
Step 2: Year 1	a. Development of a WIL plan with the supervisor and the graduate office team. The grad office will provide a list of all stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (*encadrant*).	

		b. Each year, FGSR Supervisory guideline requirements are completed, and a copy is submitted with the professor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirements. NB: Professors/supervisors submit the first meeting form to the FEC as well. c. Early winter semester, students are given a list of readings to prepare for their comprehensive exam (*examen de synthèse*). d. Students, in collaboration with the Graduate coordinator and the supervisor start working on their Professional Development requirement. e. Students work on their research plan in collaboration with the supervisor. f. Given the bilingual nature of this program, Francophone students will have the option to take a non-credit ALS course to improve their English, especially their reading and writing skills.	
	Step 3: Year1	At the end of spring term of the first year, students take their "*examen de synthèse*" - Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research and study. - Supervisory committee prepares the question for the comprehensive exam. - Comprehensive examination will be scheduled during a three-day period. This can be modified as needed. - Part two: students submit to the supervisory committee a detailed research proposal with a research plan. - Part three: Oral presentation of the research proposal with a detailed outline and timeline of work (two hours meeting with the supervisory committee).	
	Step 4: Year 2	a. Research work (summer and fall terms). b. WIL and internship of 4-8 months.	
	Step 5: Year 2	a. Writing the thesis. b. Completing the learning outcomes forms. c. Students start to prepare manuscript and dissemination activities: conference papers, journal papers, field-specific organizations, etc).	

STEP 6:	a.	Thesis defense takes place at the end of year 2.
Year 2	b.	Final evaluation and report on the WIL.
	c.	Exit survey and interview completed.

- program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and

  The program will be delivered in various formats: online; face-to-face, virtual; and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system used by the university.

- program learning outcomes.
  See **Appendix A** for a description of each learning outcomes with indicators for progress and assessment purposes

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b. Identify any special requirements for accreditation/certification of the program.

Not applicable

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c. Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.

We will work in collaboration with colleagues and programs primarily in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies, of the University of Alberta. We will also build a network of collaboration with other Francophone institutions and French programs across Canada through the ACUFC and the *Institut nationale de rercherche scientifique* (INRS). In the attached letters of supports for this program, we have already established a collaboration with these faculties and institutes for research collaboration, co-supervision of students and researchers (both students and professors) mobility

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Reviewer's Comment:

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2. **Work Integrated Learning (WIL) (e.g. internships, clinical placements)** *(If applicable, answer the following questions)*

a. Specify which program learning outcomes map into WIL components of the program.

- Competencies demonstrated through learning from an internship within a work environment. The following table presents the learning outcomes of the program:

Résultats d'apprentissage visé par la MSc interdisciplinaire

Interdisciplinary MSc Learning Outcomes

Attribut de finissant **Graduate Attributes**	Résultats d'apprentissage **Learning outcomes**	Indicateurs **Indicators**

Niveau et profondeur des connaissances
 	
Level and depth of knowledge
	● Approfondir leurs connaissances dans les domaines [premier domaine], [deuxième domaine]…[autres domaines] du programme individuel disciplinaire ou interdisciplinaire [nom du domaine]
	● Développer des compétences de base en recherche en complétant un cours méthodes de recherche et méthodes statistiques.
	● Compréhension systématique et critique de la littérature et/ou états des connaissances du sujet de recherche
	● Connaissance approfondie du domaine de spécialisation.
	● La défense du projet et l'achèvement du cours [THES 90X]
	
	● Deepen their knowledge in the [first area], [second area]...[other areas] of the disciplinary or interdisciplinary individual program [name of area]
	● Develop basic research skills by completing a research methods and statistical methods course.
	● Systematic and critical understanding of the literature and/or states of knowledge of the research topic.
	● Thorough knowledge of the area of specialization.
	● Project defense and course completion [THES 90X].
		● Compléter le cours de méthodes de recherches FSJ ES 500 et méthodes expérimentales et statistiques FSJ ES 505.
		● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des :
		  o Statistiques ou mathématiques nécessaires pour la recherche dans le domaine
		  o Des domaines du programme d'étude (révision et synthèse de livres, d'articles, d'œuvres créatives …)
		  o Des méthodes de recherche et/ou technique/outils de pointe dans les domaines du programme d'étude
		  o Complété durant le cours FSJ ES 509
		● Évaluer par
		  o un examen de synthèse écrit à la fin du 2e semestre sur la liste de sujet dans le plan d'étude
		  o Les résultats des cours
		  o La revue de littérature du projet final
		  o La défense orale du projet final
		
		● Completion of FSJ ES 500 Research Methods and FSJ ES 505 Experimental and Statistical Methods.
		● Development of an individual plan of study with the supervisory committee approved by the Associate Dean of

		Graduate Studies. The plan must include knowledge in the areas of: ◊ Statistics or mathematics needed for research in the field ◊ of the field (review and synthesis of books, articles, creative works ...) ◊ Advanced research methods and/or technique/tools in the curriculum areas ◊ Completed during FSJ ES 509 • Evaluate by ◊ a written synthesis exam at the end of the 2nd semester on the list of topics in the study plan ◊ Course results ◊ The literature review of the final project ◊ Oral defense of the final project
Compétence de recherche et érudition **Research competence and scholarship**	- Capacité de développer des arguments logiques. - Compréhension conceptuelle des cadres théoriques, des méthodologies et/ou de la conception expérimentale permettant une évaluation critique des résultats de la recherche. - Capacité à concevoir de nouvelles expériences ou de nouveaux modèles. - Capacité à évaluer de nouvelles informations dans le contexte des connaissances actuelles dans le domaine. - Conscience des limites des cadres théoriques, des méthodologies et/ou de la conception expérimentale dans le développement d'une interprétation alternative pour tirer des conclusions. - Capacité à produire une recherche ou un projet original d'une qualité suffisante pour satisfaire à l'examen par les pairs et mériter une publication et/ou démontrer un impact pour un public cible.	• Développement d'un plan de recherche de moins de 10 pages, approuvé par le comité de supervision, qui inclu : o Introduction o Synthèse de la littérature o Objectifs o Méthodes de recherche propre au domaine pour obtenir les résultats o Résultats escomptés o Format du projet final o Nombre et format de transfert de connaissances originaux (article et/ou conférences, œuvres, public cible et transfert des connaissances) o Budget o Diagramme de Gantt o Citations (pas inclue dans le nombre de pages) o Appendices (pas inclue dans le nombre de pages) • Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique…) • Défense du projet final

| | Ability to develop logical arguments. Conceptual understanding of theoretical frameworks, methodologies, and/or experimental design allowing for critical evaluation of research results.

Ability to design new experiments or models.

Ability to evaluate new information in the context of current knowledge in the field.

Awareness of the limitations of theoretical frameworks, methodologies and/or experimental design in developing an alternative interpretation for drawing conclusions.

Ability to produce an original research or project of sufficient quality to satisfy peer review and merit publication and/or demonstrate impact for a target audience. | ● Development of a research plan of less than 10 pages, approved by the supervisory committee, which includes:
○ Introduction
○ Synthesis of the literature
○ Objectives
○ Field-specific research methods to obtain results
○ Expected results
○ Format of the final project
○ Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer)
○ Budget
○ Gantt chart
○ Citations (not included in page count)
○ Appendices (not included in page count)

● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...)

● Defense of the final project |
| **Habiliter d'appliquer les connaissances**

Empower to apply knowledge | Compétences démontrées dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.

Compétences démontrées dans le contexte d'une expérience d'apprentissage en milieu de travail

Demonstrated competence in the research process through the application of an existing body of knowledge to the critical analysis of a new question or specific problem in a new context, | ● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision

● Défense du projet final

● Développement du portfolio d'apprentissage en milieu de travail

● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail

● Formal evaluation of program and/or project progress at least twice a year |

<table>
<tr>
<td></td>
<td>assessed at least annually with the supervisor or supervisory committee and at the time of the project defense.

Skills demonstrated in the context of a work-based learning experience</td>
<td>by the supervisor and once a year by the supervisory committee

● Defense of the final project

● Workplace Learning Portfolio Development

● Use of their knowledge during a work-based learning placement</td>
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<tr>
<td>**Compétence en communication**

Communication skills</td>
<td>- Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine par la création d'un projet final et sa défense orale.
- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche.
- Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs.
- Communiquer efficacement des connaissances générales dans le domaine de [nom du domaine] par le biais d'activités d'assistanat à l'enseignement.

- Effectively communicate research findings in written and oral form according to the standards of the field through the creation of a final draft and its oral defense.
- Communicate research findings in oral presentations consistent with research standards.
- Ability to compose research style manuscripts that are acceptable for peer review.
- Effectively communicate general knowledge in the field of [name of field] through teaching assistantship activities.</td>
<td>● Communication écrite par le biais :
   o du plan d'étude,
   o du plan de recherche,
   o les communications propres au domaine de recherche (article, manuscrit, etc.) s'il y a lieu
   o Le document du projet final s'il y a lieu
● Communication orale par le biais
   o de présentations dans les rencontres de comité de supervision,
   o présentations durant des conférences ou autres propres au domaine (diffusion, exhibition)
   o Défense du projet final
● L'habilité de communiquer les connaissances du domaine par le biais d'assistanat à l'enseignement
● Complétion du portfolio personnel et WIL

● Written communication through:
   ○ the study plan,
   ○ the research plan,
   ○ Communications specific to the research area (article, manuscript, etc.) if applicable
   ○ Final project document if applicable

● Oral communication through</td>
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		○ presentations at supervisory committee meetings ○ presentations at conferences or other events specific to the field (dissemination, exhibition) ○ Defense of the final project ● Ability to communicate domain knowledge through teaching assistantship ● Completion of personal portfolio and WIL
Capacité professionnelle et autonomie **Professional capacity and autonomy**	- Faire preuve d'un comportement éthique dans la recherche et les études. - Faire preuve d'initiative et de responsabilité personnelle. - Atteindre un niveau d'indépendance suffisant pour prendre des décisions correctes dans des scénarios complexes. - Faire preuve de développement professionnel en matières EDI et réconciliation - Demonstrate ethical behavior in research and study. - Demonstrate initiative and personal responsibility. - Achieve a level of independence sufficient to make correct decisions in complex scenarios. - Demonstrate professional development in EDI and reconciliation	● Ne pas contrevenir le code des étudiants ● Compléter le cours d'éthique de FGSR ● Compléter un plan de développement professionnel ● Compléter des ateliers de développement professionnel sur les préjugés inconscients, l'intersectionnalité, la réconciliation ● Not violate the student code ● Complete the FGSR ethics course ● Complete a professional development plan ● Complete professional development workshops on unconscious bias, intersectionality, reconciliation
Leadership et collaboration	Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (2 ans). Travailler efficacement au sein d'une équipe de recherche	● Plan de recherche et achèvement du projet dans un délai de deux ans ● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision

| Leadership et collaboration | Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (2 years).

Work effectively as part of a research team | • Atelier de développement professionnel sur le travail d'équipe et de leadership
• Un membre actif de la communauté du Campus Saint-Jean
• Participation active dans les instituts et groupe de recherche du superviseur de programme

• Research plan and completion of project within two years
• Teamwork during work-based learning, on the research team, with the supervisory committee
• Professional development workshop on teamwork and leadership
• An active member of the Campus Saint-Jean community
• Active participation in the program supervisor's institutes and research group |

b. Identify the number of placements required in the program (including evidence that placements will be available when needed).

- One placement of 40 hours will be required
  The students will be responsible to work with their supervisors and to network with community members/partners to develop, as part of their program, a research proposal that meets MITACS (funding organization https://www.mitacs.ca/en) requirements that will then be completed within the working environment of the community partner.

c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.

- Not applicable – since the research collaboration or contract-based opportunities, MITACS programs will be of a French or a bilingual nature.

Reviewer's Comment:

SECTION C: ENROLMENT PLANNING

1. (a) Projected Student Enrolment *(Complete the table below as applicable).*

Proposed Enrolment	1st Year of Implementation	2nd Year of Implementation	3rd Year of Implementation	4th Year of Implementation	5th Year of Implementation	Annual Ongoing
Total Headcount						
● 1st Year of Study	5	8	10	10	10	10
● 2nd Year of Study	0	13	18	20	20	20
Anticipated No. of Graduates	0	5	8	10	10	10
Reviewer's Comment:						

a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.

● We did not include international students in the calculation. We are basing our numbers solely on domestic students and current **minimum** capacity of faculty members to supervise graduate students. It is expected that this program will attract a greater number of students based on its flexibility and ability to tackle uniquely interdisciplinary research projects that meet societal needs. Furthermore, as the only such innovative French science program in Western Canada, with a robust marketing strategy, it is expected that the program will interest students from all of the Francophonie.

● We expect 4-5 international students per year in addition to the domestic numbers but these will not be factored into the budget.

b. Briefly comment upon whether the program is primarily designed to:

i. cater to graduates of your institution ii. to meet a local demand iii. to meet a national demand iv. meet an international demand	● Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework .
Reviewer's Comment:	

2. **Learner and Labour Market Demand** *(Answer the following questions)*

a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

- Labour markets in STEM and STEAM, worldwide, demand highly qualified graduates who are broadly trained to tackle interdisciplinary projects, who are leaders, critical thinkers, life-long learners, who can work in teams, have great communication skills and are adaptive.
- Labour markets in Canada are recruiting bilingual individuals, with typically greater starting salaries, that expand their ability to broaden their markets base.
- The federal government only recruits bilingual, highly qualified experts (Tri-council agencies, NRC patent office), with broad field expertise and exceptional competencies. A number of studies demonstrated these requirements (Seward et al 2018, ACUFC)
- Students will also have the opportunity to undertake a similarly designed PhD program at CSJ afterwards.
- Unique to FSJ sciences faculty: They all hold NSERC funds and in the past had to content themselves with co-supervising students in other faculties as FSJ did not have its own MSc. On an annual basis, we received a dozen requests from students all over Western Canada and the world asking for a graduate program in the sciences.
- An informal search of an employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy.

b. Identify which stakeholder groups were consulted regarding demand/need for this program:

☑ Student/learners	☐ Employers and professional associations
☑ Faculty	☑ Community organizations
☐ Program advisory committee	☑ Other post-secondary institutions
☐ Regulator and/or accreditation bodies	☑ Other FGSR

c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

- All consultations with external parties have led to positive support and endorsement of the proposal (attached letters of support). French based organizations, research institutes have been waiting for such graduate program opportunities in Western Canada.
- This program and proposal were developed after consultation with experts in sciences and FGSR, the Faculty of Sciences, the Faculty of Engineering, The Faculty of Medicine, The faculty of Pharmacy, and College of Natural and applied sciences. These consultations have ensured that the content and process of the programs meet similar masters of Science.
- There has been an active demand at CSJ for graduate programs that meet the STEAM-based investigators' graduate student requirements who currently must (officially) co-supervise students that they fund in other faculties; this program addresses a serious equity matter at CSJ.

d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.)

- Students graduating from this program will have the same skills and competencies as those in the current MSc across UofA and other programs in Western Canada and beyond. The notable difference is that they will be working in both official languages.
- MSc programs are in great demand; the Faculty of Science, UofA, has over 700 Masters students, demonstrating student demand for the MSc program. Of these 700 students, there are a few who are supervised by CSJ faculty (please see the CV of the professors for more information about supervision).

- CSJ professors already fund more graduate students than is suggested under the proposed enrolment for the new program in other programs outside of CSJ. This is because students want to work with our professors, and in our faculty. However, they are registered in the faculty of science. We expect that the recognition and support for our graduate student teaching will encourage professors to increase their research activities and lead to graduate student enrollment growth.

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e. Identify and discuss any additional factors that may impact student demand for this proposed program.

- Statistics Canada has found a substantial establishment of Francophone newcomers to Alberta.

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f. Comment on the overall sustainability of learner demand for this program over the longer term.

- Because of its programs and structure, CSJ will always have STEM- and STEAM-based professors who are required to train graduate students. The sustainability of this program is assured.

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g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

This program offers students the chance to choose their research topic from among several science disciplines, or combine several disciplines. Students can choose amongst the following general research areas to answer directly to needs identifies in the society:
- health sciences, biology, chemistry, and psychology;
- data sciences, mathematics, statistics, and computing sciences; and
- earth sciences, physics, and environment.

There are plenty of opportunities for graduates in any field that need highly qualified personnel with interdisciplinary training and prior work experience. An informal search of one employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy.

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

1. **Employment Outcomes** *(Answer the following questions)*

a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

- We expect a 50/50 split between graduates entering the labour market and those continuing to a PhD.
- We will also receive people who are already working and are pursuing professional development and continuing education.

b. What types of academic/professional positions does the proposed program prepare graduates for?

- Due to the nature of the program, graduates are expected to be specialists in their field such as physics, chemistry, biology, and mathematics; but, in many cases, will redefine boundaries of their research field to tackle broader research questions, which will open doors to a broad set of possible academic and professional positions.
- Continue to a PhD for an academic or research career.
- They can work in government ministries, research labs, advisory positions, consultant companies, start-ups, banking and economics world, stock market (mathematics, statistics, and computing sciences), environmental practices (biology, chemistry, etc), and education. Education is in dire need for STIM trained graduates who can be the sciences subjects and math teachers as well as the subject matter experts in Alberta Education and the various school boards.

c. Identify program supports that assist graduates to successfully transition from university to employment.

- This is multifaceted support:
  - supervisors play an important role in this transition;
  - CSJ has the support from "*la Centrale,*" which plays an important part in this transition through formal preparation programs. *La Centrale* is CSJ's academic support services centre (mentoring, tutoring, wellness etc.).
  - The WIL experience will provide networking opportunities to aid the transition.
  - The office of Graduate studies offers extensive support for students to succeed: the provide an extensive list of potential bilingual employers, they carry out the initial contacts and maintain communication, provide the supervisors with template and timelines, check in progress and keep a record of formative evaluation.

Reviewer's Comment:

2. **Societal Benefits and Pathways** *(Answer the following questions)*

a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.

- It is incumbent on CSJ leadership to ensure equity to our community of learners, professors and French/bilingual highly trained individuals by providing these programs.
  - From a societal context, offering to the French linguistic minority a unique-to-Western-Canada graduate program in the STEM/STEAM areas is an important equity issue for the University of Alberta that has equity, diversity and inclusivity (EDI) as a strategic priority.
  - Canada, a bilingual country, needs well-trained bilingual experts with an in depth knowledge of the issues confronting Western Canada (oil and gas sector, forestry, agriculture, etc) and who understand the advantages of pan-Canadian partnerships and networks that will benefit Alberta's and Canada's knowledge-based economies. As such, we will offer students the opportunity to continue learning English so that by the time they graduate, they can be fully functional in both official languages.

b. Comment on how the program creates opportunities for graduates in areas such as entrepreneurship, innovation, and/or social/community development.

This program, as detailed in its learning outcomes and competencies, trains students to meet needs of these key areas. Students must create WIL proposals that hone entrepreneurial skills focusing on community or employer needs, leading to innovative solutions. The students are trained in their fields of interest, providing them a broader set of skills and knowledge, preparing them to be catalysts of innovation.

c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).

This program offers a new pathway through a unique and quality program. By providing post-secondary education to those who speak French, including the Métis students, this program benefits all Albertans.

Reviewer's Comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

1. Budget and Funding Sources *(Answer the following questions)*

a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:

- The program requires very few resources as there are only two courses that are also required by other programs. Tuition will mostly flow towards student services and support for their research, professional development, WIL and other activities. CSJ has a student support system that will be further tailored to support graduate students.

b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.

- The program will not add any new costs to CSJ. CSJ has a graduate coordinator and the required infrastructure and current ability to teach the needed courses. This program is one of a set of graduate programs offered or being proposed. The sources of costs are shared between all these programs. It is anticipated that the added revenues will support current graduate program activities. If revenues are not achieved, mitigation of costs will be undertaken and resources found in other operational revenues to sustain the program.

Reviewer's Comment:

2.	**Financial Aid and Support for Students** *(If funding support is provided to students, answer the following questions)*
a.	Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)? • It is expected, but not mandatory, that all students will be funded.
b.	Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum). • Students should be fully funded by supervisors at $14,000 per annum. • Students will have other funding opportunities such as teaching assistantships.
c.	Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded. • Tri-council scholarships, MITACS, Alberta Excellence Graduate Scholarships, Association des collèges et universités de la francophonie canadienne (ACUFC)
Reviewer's Comment:	
3.	**Tuition and Student Cost Considerations** *(Answer the following questions)*

a.	Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):
	
	 • Both domestic and international students will pay University of Alberta graduate program tuition and students fees.
	 • Domestic:
	     o Instructional fees - $4,192.80
	     o Non-instructional fees - $1213.31
	 • International
	     o Instructional fees - $8,700.00
	     o Non-instructional fees - $1213.31
	 • Conference and other costs are expected to be covered by the supervisor and through awards available through GSA.
	 • The two mandatory courses will not require texts or other costs.

b.	Does the proposed program align with the Tuition and Fees Regulation? ☑ Yes; or ☐ No
c.	Please elaborate on above answer, if necessary. • This is a typical graduate program that meets TFR.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*

a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, provides access to innovative learning opportunities, and advances connections with the Francophone and bilingual communities. The program will also support the University's mandate that graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support disciplinary, interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increase access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the University's reach, and effectiveness.
- Work closely with key provincial partners and government agencies.

- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. The proposed program will bring equity to the professors at CSJ who have seen their research, funding and supervisory efforts under-recognized and under-rewarded for far too long.
- It aligns with the calls to action on reconciliation and EDI as the program includes required professional development in the area.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

    i.   Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.

9) OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.

    ii.   Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

This program is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in Canada's second official language. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to FSJ which, for five decades now, has played a pivotal role in training citizens in French.

It aligns with government priorities that all programs should include work-integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will greatly prepare graduates for employment or postdoctoral fellowships.

b. To what extent does the program build on the institution's existing programs, infrastructure, resources and experience from offering programs in related fields?

- The program builds on the need for graduate programs at CSJ. Our professors have been supervising students in other faculties as a result of not having such programs at CSJ. These professors have strong, long-established working relationships with partners at the University of Alberta and at other institutions, which creates a very strong learning environment that opens doors for students to build a broader portfolio of knowledge, competencies, and networks vital for their post-program successes.

Reviewer's Comment:

2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.
- Conseil de la Faculté Saint-Jean
- Faculty of Graduate Studies and Research Council
- General Faculties Council (GFC) Programs Committee
- GFC

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

1. Impact on Alberta Adult Learning System *(Answer the following questions)*

a. How does this program support provincial priorities for the Alberta post-secondary system?

- The proposed program **improves access** to education for our linguistic minority and **improves the student experience** by employing student-focused research and learning.
- By including WIL and competency-based education, the program ensures that students **develop skills for jobs**.
- The interdisciplinary nature of the program aligns fully with the aim to **support innovation and** strengthens opportunities for partnerships that can lead to **commercialization.**
- CSJ plays an important role in la Francophonie, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions, which will allow us to **strengthen internationalization**.
- The program supports professors' efforts to obtain research funds, train exceptional students and produce exceptional research which **improves** CSJ's (as a faculty) **sustainability** and uses existing tuition and minimum funding guidelines to ensure **affordability.**
- Direct investment of professor effort and student tuition into CSJ **strengthens our governance system** by reducing paper work, and difficult-to-verify accountabilities in the research/graduate student supervision. Offering our own programs ensures equity in the system.

b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.

- This program is similar to other MSc programs offered in the Alberta Adult Learning system.
- It is unique by being in French and by allowing for and encouraging clear interdisciplinarity and collaboration among disciplines in scientific inquiry.
- It includes work integrated learning which few, if any programs, structurally include in the program

c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

- The program is not a duplication but is similar to the existing MSc in the Faculty of Science at the University of Alberta. However, it is important to note both that our program is offered entirely in French, and the dual disciplinary and interdisciplinary nature of the proposed program versus the field-specific programs offered in the Faculty of Science.

d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).

- Not applicable – this program is unique and offered in French, which no other provincial or western Canadian institutions can offer.

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

There is an increasing need to prepare Alberta's workforce in STEM-related competencies for employment. Providing a unique opportunity to do this for the bilingual population of Alberta is an important factor for ensuring quality and equity of work for Albertans, and for attracting international and national investors in the province's economy. It has been found that a bilingual employee has a greater economic impact than a unilingual one: in Alberta, where ~2% of the population is bilingual, using both official languages, this same demographic generates 6.6% of Alberta's gross domestic product.

Reviewer's Comment:

REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)
Recommendation(s):

| **Rationale for Recommendation:** |
| **Reviewer(s):** |
| **Date Completed:** |

ITEM NO. 6d

Decision ☒ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: The Faculté Saint-Jean is proposing a new PhD in transdisciplinary studies (Doctorat en Etudes Transdisciplinaires), for implementation upon final approval along with the corresponding calendar changes (which were approved by the GFC Programs Committee).

DATE	June 2, 2023
TO	Board Learning, Research and Student Experience Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the Doctorat Etudes Transdisciplinaires in the Faculté Saint-Jean, as per attachment 1, and for implementation upon final approval.

EXECUTIVE SUMMARY:

For over a decade, Campus Saint-Jean has been working to create its own doctoral program. It is an equity issue that Faculté Saint-Jean (FSJ, as an academic unit) has its own doctoral program in order to offer a complete university degree program in French across Alberta and in Western Canada. In their final recommendation, The Quality Assurance Review (QAR) committee of independent reviewers concluded:

> *"The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master's programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact."*

In 2017-2018, we conducted an extensive survey among our graduate alumni to seek their feedback and input into our existing programs and potential new programs. The large majority of our graduates had a positive experience and they would like to see a complete university program offered in French at the UofA.

We have developed an innovative doctoral program that is the result of extensive consultation and feedback locally, provincially, and nationally from various stakeholders. Within the program, students will have a personal portfolio as well as a WIL plan integrated into the program. Besides the two required courses, the student and the supervisory committee will have the possibility to craft an individualized plan of study and research.

We have mobilized various groups (Business, agencies, NGO, etc) to assist students in work placements and in conducting research.

GOVERNANCE OUTLINE

ITEM NO. 6d

The program is built with open collaboration for supervision and/or for both the comprehensive examination as well as the candidacy with colleagues from across the university. Built into the program is an openness to collaborate and work in interdisciplinary groups.

The cohort model that we propose in this program will train the student at the start of their academic journey to ensure that Indigenous perspectives as well as EDI in research is implemented and taught at the very core of the program. We are also planning several team building activities and orientations that provide the students with peer and administrative support for their overall well-being.

Campus Saint-Jean offers a unique fostering environment for students to learn and interact with professors and students in other fields and disciplines that will give them a chance to broaden their perspective of research.

Once approved, we have everything in place to start receiving students. Bibliothèque Saint-Jean of UA Libraries is one of the best collections of French resources outside of Winnipeg. Our professors collaborate with colleagues from across the university, the country, and beyond.

Woven into the program are specific learning outcomes, implemented from the very beginning of the program with clear measurable indicators for success. The LOs will provide a solid backbone for a rigorous and unique academic program.

Risk Discussion / Mitigation of the Risk
Currently,
1. Professors at FSJ cannot fully engage in supervisory duties of their own doctoral students
2. French speaking students in the province seek other institutions to continue their higher education in French
3. It is difficult to attract and retain professors without such a program

With a Doctoral program at FSJ, the University of Alberta will gain an international pool of students and researchers in various fields in the Applied and Natural Sciences, in the Humanities and Social sciences, as well as in health and the environment by opening doors for graduate education in the Francophone world, especially in Africa.

Supplementary Note
The full proposal, including consultation and alignment with the university's strategic plan, can be found in the April 17, 2023 meeting of General Faculties Council agenda and documents (Item 7).

Supporting Materials:
1.   Complete PhD Proposal. Version Feb1, 2023 (23 pages) – for recommendation

GOVERNANCE OUTLINE

Proposal Template: New Master's and Doctoral Degree Programs
(Part A: System Co-ordination Review)

Complete this template for proposals for new master's and doctoral degree programs or specializations.

Institutions should:

● ensure that submission content is concise. Any additional information may be appended;
● indicate "not applicable" in cases where questions are not relevant to the particular proposal; and
● ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

Institution	Faculté Saint-Jean of the University of Alberta
Program Name	**Doctor of Philosophy**
Specialization Name	**Études Transdisciplinaires (Transdisciplinary studies)**
Credential Awarded	**Doctor of Philosophy**
Proposed Effective Date	**July 1, 2024**

1. Type of Initiative *(Answer the following questions)*
This is a proposal for (select one from the drop-down menu):

New doctoral program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*
a. Attach (as an appendix to this proposal) a concise program description document that includes:
● 3-4 sentence calendar description
Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21eme siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire intégrée qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.
The doctoral program at Campus Saint-Jean offers, in French, a high-level post-graduate education in several fields of science, health, social sciences and humanities, organized under these three main research orientations. Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation-Francophonie, this program constitutes an essential environment for integrated transdisciplinary research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

- whether the program is course-based or thesis-based
  Thesis based

- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,
  The structure of the program is detailed in the following table:

Step 1	a. First week of fall term, students will be welcomed into the program and will take part in the following activities:
	  • Cohort building;
	  • Orientation;
	  • Workshops on the use of the eClass Learning Management System (LMS), online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use Graduate Student Management System (GSMS) and other LMS, applying for grants and awards;
	  • Personal portfolios;
	  • Workshop and training on EDI in research
	  • Using the library;
	  • Meeting with the academic advisory team;
	  • Registering for classes after consultation with and approval of the supervisor.
	  • Workshop and training on indigenous perspective in research and graduate learning with a visit to Métis Crossing.
	Upon their admission, students should have scheduled a meeting with their supervisor. The supervisory appointment form must be signed at this stage and submitted to the FSJ Graduate office and Faculty of Graduate Studies and Research (FGSR)
	b. Orientation/Meeting: During their orientation week, students will attend a training session. Where appropriate, PhD students will have an affiliation with **The Institut Marcelle et Louis Desrochers for Transdisciplinary Research in Canadian and International Francophonies (**IMELDA) and will participate in various activities of the institute.
	c. Residency is not required in this program. However, we encourage students to attend this first meeting. Professors who fund students through their own research grants may require residency of the student. Financing will not be mandatory.
	d. Academic advisory team: given the nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad Program Administrator and the Associate Dean Graduate programs and a member of the Comité des études supérieures-CES. They will answer students' questions about courses and the nature of their research work. This will be the initial stage of the "feuille de route."

Step 2	a. Course work Fall/Winter, potentially Spring and/or Summer Fall 1 Year 1: Two required courses (FSJ-ES 600 and 605- **Appendix C**), and if required/advised by the supervisory committee a directed-studies course. Winter 2 Year 1: Directed studies courses. The two required courses pertain to conducting research in disciplinary and interdisciplinary fields. These two courses will be taught every year. The program is based on self- and supervisor-directed studies. The supervisory committee (**Appendix D.1 and D.2**), in consultation with the student, can decide on additional formal courses to be taken in the program if necessary. b. Development of a Work Integrated Learning (WIL) plan with the supervisor and the graduate office team, in addition to a staff member of the Career Center of the UA. The graduate office will provide a list of all partners and stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (*encadrant*). c. Each year, FGSR supervisory guideline requirements are completed, and a copy is submitted with the supervisor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirement. NB: professors/supervisor submit the first meeting form from Step 1 above to Faculty Evaluation Committee along with their annual report.

Step 3	a.	Meeting with supervisor and graduate administration team to establish timeline for research work, Individual Progress Plan (IPP) and Professional Development (PD). Forms are finalized and added to the students' files.
		For the IDP and PD, approved by the supervisor and the ADG, students will abide by FGSR requirements.
	b.	When necessary, students can enroll in the English language modules. These modules do not count as credits for the required courses in the program (18 course credits). Students take an English language test, and are placed according to their language proficiency into the appropriate module. They follow these modules offered online by FSJ and when they are finished, they receive an FSJ certification of completion.
	c.	Students start to fill their WIL plan and fill their personal portfolio. The personal portfolio will serve as their professional doctoral progress report where they reflect on their progress, display/showcase their work, and engage with the program for their future work endeavors. A major part of their personal portfolio is addressing and fulfilling the doctoral learning outcomes of the program. Students keep artifacts of their progress in this portfolio.
	d.	Implementation of WIL. A progress evaluation form will be developed and used by the supervisor, the work "*encadrant,*" and the graduate program coordinator to ensure proposed progress within the WIL setting. Note: This step will repeat every semester for the first two years.
	e.	Spring, Year 1: As we seek to train students, they will attend the teaching assistant training offered in collaboration with the Center of Teaching and Learning. CTL offers this training and grants a certificate afterwards; we will work with CTL to provide a French version of this training.
Step 4	a.	Student meets with the supervisory committee and start preparation for the Candidacy exam. - First meeting with the supervisory committee should be scheduled during the first year, preferably first term: identifying members, defining the roles, and timelines of research work. - A List of readings is provided to the students during the summer of year 1.
	b.	Year 2: For the first teaching assistantship work, students will assist a professor in a course.
	c.	WIL continues.
	d.	Achievement of learning outcomes and development of personal portfolio continue.
Step 5	a.	Winter, Year 2: candidacy exam - Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research. - Supervisory committee prepares the questions for the comprehensive exam. - Comprehensive examinations will be scheduled during a three-day period. This can be modified as needed.
	b.	Winter, Year 2: candidacy exam - Part two: student submits to the supervisory committee a detailed research proposal with an extensive bibliography.
	c.	Winter/Spring, Year 2: candidacy exam - Part three: oral defense of the proposal with a detailed outline and timeline of work (three hours with the supervisory committee).
	d.	WIL continues.
	e.	Learning outcomes and personal portfolio continues.
	f.	As appropriate for the project, students start to participate actively in IMELDA or other organizations: preparing events and dissemination activities (conference, congress, journal papers, field-specific organizations, etc).

Step 6	a.	For Year 3, the focus is on finalizing research pertaining to the dissertation. Note: research has been underway since the beginning, but it is in earnest at this stage.
	b.	During Year 3 and Year 4, students assume full teaching responsibilities for first and second year courses.
	c.	Students play a role in mentorship of the junior doctoral students as well the Master's students, they organize the graduate students' colloquium, and they help with the initiation meeting of entering cohorts (Step1).
	d.	WIL continues.
	e.	Achievement of learning outcomes and development of personal portfolio continue.
	f.	Active and broad participation in preparing events and dissemination activities.
Step 7	a.	End of Year 3 or Year 4, depending on progress in dissertation writing, thesis defense will take place. For students in the creative arts stream--music & drama--in addition to the defense of their thesis, The supervisory committee will determine and schedule a performance organized by the student.
	b.	Presentation of the personal portfolio – engagement and collaboration.
	c.	Final evaluation and report on WIL.
	d.	Exit survey and interview completed.

- program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and

The program will be delivered in various formats: online; face-to-face (both physically in class in virtually); and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system (LMS) used by the university.

In addition, and since we aim to offer this program in different modalities to accommodate learners' needs, we will integrate our delivery with our satellite campuses in the province (Lethbridge, Calgary, Red Deer and Grand -Prairie), and in the Northwest Territories.

Currently, we offer a cohort to our students in Calgary, we do orientations for these students, they meet face-to-face with the professors and the program administrators. For the doctoral students, we plan to organize orientation at the beginning of the program with the professors and the administrator staff to ensure that students are well informed and have a clear understanding and procedure of the program. Furthermore, in 2020, we were launching our first summer on campus program, but it was halted during COVID. In addition and upon request from the graduate students in our current program who come from various parts of the province, we will hold a three weeks orientation in the *La Résidence Saint-Jean*. This summer program has been discussed and approved with ancillary services in 2018-2019 and we are ready to offer this cohort and team building to all our students: most of these students will be professionals and offering them as intense two-three weeks sessions

where they get to fully understand the program, meet their supervisors and have the chance to be part of FSJ would be a valuable asset to the program both academically and linguistically.

We also plan to work with other organizations such as school boards, Alberta learning consortia, the Francophone community agency and Indigenous Education Council for further satellite delivery across the province.

- Program learning outcomes.

    The program outcomes are inspired by and in-line with the Alberta Credentials Framework (ACF). **Appendix A** provides detailed of these learning outcomes for our doctoral programs. All these outcomes will be measured longitudinally and in a formative way through the personal portfolios of the students and through a Work-Integrated Learning (WIL) protocol as stated in the structure of the program above.

    We identified 6 graduate attributes that serves of essential competencies of the program. The Learning outcomes of the program are nested within each of the graduating attributes; and each learning outcome has a clear indicator of its achievement, and which will direct our assessment of these learning outcomes. The 6 graduating attributes are as follow:

Niveau et profondeur des connaissance	Level and depth of knowledge
Compétence de recherche et érudition	Research skills and scholarship
Habiliter d'appliquer les connaissances	Empower to apply knowledge
Compétence en communication	Communication skills
Capacité professionnel et autonomie	Professional capacity and autonomy
Leadership et collaboration	Leadership et collaboration

Additionally, the program will address specific linguistic learning outcomes as well as global learning outcomes to create a unique learning environment. The following goals will be addressed.

- Prepare future researchers with a unique set of transversal, cross-disciplinary skills that will help to develop community leadership qualities and support the application of foundational knowledge in disciplinary and/or interdisciplinary research.

- Focus on the Francophone and linguistic minority perspectives by creating a deeper understanding of, and response to, broad societal needs.

- Fulfill the requirement of the provincial and federal governments in matters pertaining to French as an official language

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- Establish new collaborations with potential for a higher-education network, as well as fostering effective relationships with bilingual and Francophone institutions in Canada, and around the world.

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Identify any special requirements for accreditation/certification of the program.

The program meets the requirements for bilingualism at all federal and provincial levels, which allows for special funding opportunities.

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Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.

The program will be unique at UofA, in Alberta, and in Western Canada, and there will be ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams, and for training. CSJ Professors are multidisciplinary : in social science and humanities, in sciences, in engineering, in health sciences, we foresee collaborations at the three colleges level, as well the faculties level, and with specific departments and programs within these units: psychology, sociology, political sciences, economics, physics, Mathematics, biology, history, communication and media studies, music, computing sciences, medical microbiology and immunology, business, finance, secondary education, elementary education, policy studies in education, educational psychology, modern languages and cultural studies, african studies program, sustainability, Métis and indigenous studies, etc.

Professors are also part of the various signature areas of the UofA, for instance: AI4 society (Dr. ElAtia) Situated Knowledges: Indigenous Peoples and Place (CRC in Métis studies : Dr. Gauget, Dr. Lemaire), Intersections of Gender (Dr. Donia Moncef, Dr. Lapointe Gagnon, Dr. Sauwert) , Energy Systems (Dr. Wilson and Dr.Ghoul), precision Health (Dr. Lemieux, Dr. Ferdaouissi, Dr. Safouhi)

We will seek to work in collaboration within the UofA, with other Francophone institutions and French programs across Canada through the *Medouest* agreement: *Le consortium des établissements universitaires de l'Ouest canadien*: https://ustboniface.ca/medouest (francophone WDA), and through other agreements, such as *Institut nationale de rercherche scientifique* (INRS), University of Ottawa, University of Moncton, and Laval University; with whom we already have working agreements.

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Reviewer's Comment:

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Work Integrated Learning (WIL) (e.g. internships, clinical placements) *(If applicable, answer the following questions)*

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Specify which program learning outcomes map into WIL components of the program.

Students will be required to do internships through the course of their studies, and not only at the end. Students will also have opportunities to take a variety of courses/certificates that require a job-shadowing component. Since 2007, our master's programs (both the MA and the MEd) have successfully offered the integration of job-shadowing opportunities for students within their courses. All our alums have successfully integrated work upon completing their degrees. Students are placed within a selected

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working environment where they develop their own work plan, and collaboratively work with a WIL supervisor to fulfill course objectives that are linked to their research program.

For the Doctoral program, we will build this requirement into coursework and throughout the four-year program, as stated in the structure of the program above. Because of our strong ties to the community and the faculty research enterprise, we have built a solid network that can welcome our students for these valuable experiences. We have compiled a database for all the professional and community partnerts with whom we will collaborate for the WIL plan (Appendix E)

1. CSJ Program outcomes: Establish new collaborations with new potential horizons for a higher-education network, as well as fostering effective relationships with bilingual and francophone institutions in Canada and around the world.
2. Faculty of Graduate Studies and Research (FGSR)-Doctoral learning outcomes 4: Professional Capacity and Autonomy. Many of the future students enrolled in this program will be professionals. They are already integrated in the designated workplace while they are pursuing their degree.
3. Specific outcome under Application of knowledge « D*émontrée par l'application d'un ensemble de connaissances existantes à un problème spécifique dans un contexte d'apprentissage en milieu de travail.* » (translation: Demonstrated by applying an existing body of knowledge to a specific problem in a work-based learning context

We have consulted with various community stakeholders on the design of the curriculum and the learning outcomes of the graduate programs at CSJ in general, and the proposed PhD program in particular. These on-going consultations ensure the alignment with the needs of the workplace and build on the experiences of the professionals working in interdisciplinary bilingual contexts. These consultations were carried out with the following stakeholders:

- Institut nationale de recherche scientifique (INRS)
- Association Canadienne Française de l'Alberta (ACFA)
- Acfas-Canada
- Accès-emploi
- Conseil de développement économique de l'Alberta
- La coalition des femmes francophones de l'Alberta
- La fédération des conseils scolaire de l'Alberta
- Canadian Parents for French
- Conseil scolaire centre nord
- College of Alberta School Superintendents
- Alberta Teachers Association

b. Identify the number of placements required in the program (including evidence that placements will be available when needed).

We are planning two placements:

1. The first placement will be an initiation to work environment and would take place ideally in Spring of the first year of the program.

2. The second placement will be an in-depth experience and would take place in the Summer of year 1, and at the beginning of year 2.

c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.

We do not foresee any impacts on other programs. Our program is unique, it is the only transdisciplinary program offered in French, and focuses on student-guided learning; there is no other similar program that we can compare it to in the province.

Reviewer's Comment:

SECTION C: ENROLMENT PLANNING

1. (a) Projected Student Enrolment *(Complete the table below as applicable).*

Proposed Enrolment	1st Year of Implementation	2nd Year of Implementation	3rd Year of Implementation	4th Year of Implementation	5th Year of Implementation	Annual Ongoing
Total Headcount	3	8	13	18	24	45
● 1st Year of Study	3	5	5	5	8	10
● 2nd Year of Study	0	3	5	5	5	10
● 3rd Year of Study	0	0	3	5	5	10
● 4th Year of Study	0	0	0	3	5	10
● 5th Year of Study	0	0	0	0	1	5
● 6th Year of Study	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	2	5	10
Reviewer's Comment:						

a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.

We predict that about 1/3 of new students will be international students (35%). This projection is based on the international students' admission and enrollment rate that we have seen in the last three years in our MEDU and MA programs.

We also based our projection on data from doctoral programs that have been approved by Alberta Advanced Education over the last 10 years.

Additionally, we receive from prospective students, on average, ten requests per year for a doctoral program. Also, individual professors at CSJ receive direct requests from international students.

b. Briefly comment upon whether the program is primarily designed to:	
i. cater to graduates of your institution ii. to meet a local demand iii. to meet a national demand iv. meet an international demand	This program is designed to cater to graduates from our institution as well as from across Alberta first, and Western Canada second. It should also be attractive to international students who would like to work and study in a bilingual integrated inclusive transdisciplinary environment.

Reviewer's Comment:

2. Learner and Labour Market Demand *(Answer the following questions)*

a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

There is a continuous demand for highly trained individuals in the knowledge economy. PhDs are in demand for academic, research, and policy-based positions, among many others (Shin et al 2018; Wiley Education Services 2021). This program prepares graduates to meet the challenges of the future by providing them a uniquely tailored training program. The nature of the program prepares them to work in a wide variety of fields. A clear advantage is a multilingual graduate who can bridge the needs of employers in a bilingual country and in an international market. According to recent news outlets and government reports, more francophone newcomers are choosing to settle in Alberta. In 2022, Canada reached for the first time its target of 4.4% francophone immigrants settling outside of Quebec: 16300 French speaking newcomers (Le devoir, January 24, 2023)

For example, University Affairs posts hundreds of Canadian-based academic positions to which our graduates could apply every year. There is no shortage of demand for our graduates. Currently (December 2022: there are 696 positions posted on University Affaires, with 78 in Alberta, and 74 across Canada that require French.

b. Identify which stakeholder groups were consulted regarding demand/need for this program:
 Student/learners   Employers and professional associations
 Faculty   Community organizations

⬜ Program advisory committee ⬜ Regulator and/or accreditation bodies	⬜ Other post-secondary institutions (Peter Dorrington, Université de Saint-Boniface; Aline Germain-Rutherford, University of Ottawa; Rémi Léger, Simon Fraser University, Donald Ipperciel, York University) ☐ Other (please identify)

c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

We held several meetings with various offices at the University and community stakeholders (see **Appendix B**). All those consulted supported our proposal and attached to this proposal are letters of support for this program from these stakeholders.

The Quality Assurance Review (QAR) conducted in 2020-2021 recommended that the University of Alberta and Faculté Saint-Jean have a complete post-secondary set of programs, from Bachelor to Doctoral degrees. The QAR committee of independent reviewers concluded:

"The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master's programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact."

Formal and informal discussions with students graduating from our master's program indicate a desire for a PhD program. We find that our graduates are currently either going to the UofA North campus or to other post-secondary institutions to obtain their PhD.

d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.).

In a survey (**Appendix G** conducted in 2018-2019 among graduates of the program, 25% of respondents continued their doctoral studies. Another 38% pursued other graduate programs.

Among the respondents, 80% stated that they would recommend the graduate program at CSJ and if they have a chance they would pursue more graduate studies at CSJ.

The only drawback was the lack of variety in the courses. Since then, CSJ has developed new graduate courses that we are implementing now. The results of the survey revealed that graduates of the program benefited tremendously from their education at CSJ for (a) their own professional development, (b) the content covered in the program and the courses, (c) intellectual endeavor, (d) personal and professional growth, and (e) career choices.

e. Identify and discuss any additional factors that may impact student demand for this proposed program.

CSJ offers a unique environment that will improve graduate student completion rates, since they will have a chance to actively collaborate and work in teams within a supportive environment. Students will have a chance to interact closely with researchers and participate in various research activities on campus. Over the last 5 year period, the completion rate for students in our full-time masters program is very high (only one student in the MA program who did not finish in time, and only 1 person in the MEd program did not finish on time and in both cases these students faced challenges due to COVID pandemic).

f. Comment on the overall sustainability of learner demand for this program over the longer term.

Training PhD students is an integral part of the mission of a research intensive university such as the UofA, a U15 university in Canada and one of the top 100 research-intensive institutions in the world. CSJ is an integral part of UofA. There is no reason to believe that this program cannot be sustainable: (a) with the growth of the French immersion programs and the linguistic dual identity of young Canadians (Statistics Canada 2020) , (b) the maintain of Francophone communities in the minority context and the support of the Francophone newcomers -with a steady rise of settlement of this population in Alberta (Government of Alberta 2021) , and (c) attracting international Francophone students from around the world to study in a world-class university. At its very core, this interdisciplinary program allows professors to supervise a doctoral student without the constrains of field-specific program: it thus allows the disciplinary and interdisciplinary nature of CSJ, and minimizes required resources to ensure the viability of the program. All current faculty members can and should have at least one PhD student, thus ensuring its viability.

To meet participant, community and CSJ needs, we are proposing an innovative program with both bilingualism and multi-disciplinary research at its core.
- Canadians are more open to mastering both official languages than ever before (Statistics 150 Canada, 2017).
- Canadians are also better positioned in their work environment when they can function in field specific or inter- and trans-disciplinary capacity (Human Wanted Report 2018. They are not working exclusively in their fields.

Through our community and research partners (INRS, Acfas, Accès emplion, FCSF, etc.) we will ensure that all learning outcomes will be met.

g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

The proposed program is not linked to a single, distinct discipline that can make it difficult for graduates to find jobs. Its nature allows graduates to respond to numerous employment postings, be entrepreneurial, create spin-offs to tackle unique societal challenges and meet labour market demands. Graduates will create their own opportunities, as well as meet labour market demand to benefit society at large.

Alberta
Government

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

1. Employment Outcomes *(Answer the following questions)*

a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

Graduates from this program will be expected to enter directly into the labour market. We anticipate that a majority (2/3) of students coming to this program will have work experience or be employed, and thus be readily (re)employable. Further, the program is structured such that students will have work placement in their specific field of study and research during the course of their studies. Students who have not had relevant work experience will therefore acquire that experience through their studies. The experience will be valuable for students in building relationships and networks, and in preparing them for the labour market.

The Graduate office and *La Centrale,* the students academic and personal support center at CSJ (Please see **Appendix F** attached to this document for details about la *Centrale*), as well as all the infrastructure available at the University to Alberta and FGSR that support graduate students will play a pivotal role in preparing students for the demands of their work search. They have information about possible jobs, and help students prepare their academic CV, or resume, and a work portfolio.

Students will benefit from the close mentorship that the program will offer as stated in the structure of the program in

b. What types of academic/professional positions does the proposed program prepare graduates for?

The Office of Graduate Studies at CSJ has compiled an extensive list (see Appendix G attached) of potential offices, agencies, NGO, and businesses that can host our students. Some partners in this list have welcomed some of our students in the MA and MEd programs, the others are willing to welcome our students in the future. Discussions with MITACS, as one example, showed the openness to support student placement and research opportunities with various partners. We have developed a formal work-plan and professional portfolio that allows students to gather various artifacts to demonstrate that they have fulfilled the learning outcomes of the program.

For this program, we primarily seek to prepare doctoral students for leadership, research, and entrepreneurial positions outside of academia. They will also be formidable and highly competitive candidates for academic positions. The proposed program will have such a

breadth of skill embedded in it, that it will provide students with various competencies for a diverse suite of positions:

- research leaders in NGO, government based (Innovtech, NRC), private organizations;
- education and various educational leadership positions;
- business, banking, economics;
- leadership and research positions within community/bilingual agencies;
- global affairs and international relations;
- media and communication;
- public health; and
- entrepreneurship and partners with international francophone agencies/business.

In addition, like graduates from other programs, students may choose to pursue academic positions in other institutions.

c. Identify program supports that assist graduates to successfully transition from university to employment.

For this program, we created a professional internship with a personal portfolio and a WIL plan that starts from Year 1, and continues in Years 2 and 3. Students will work closely with their supervisor and the WIL mentor to bridge what is learned during formal learning and research activities and its application in the workplace. The program sets out a clear set of competencies that students will develop and be able to transfer to the labour market.

Reviewer's Comment:

2. Societal Benefits and Pathways *(Answer the following questions)*

a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.

This program offers a unique opportunity for Albertans, Canadians, and international participants to seek graduate education in French, and develop their bilingual skills that will open doors to various opportunities across Canada and around the world.

Among the Francophone communities outside of Quebec, this doctoral program will be a beacon in disciplinary, and inter- and trans-disciplinary research. CSJ offers a unique opportunity in that it is strongly connected to the Franco-Albertan community and is an integral part of the University of Alberta, a leading research institution in Canada and the world.

The ability of CSJ professors to build research and educational networks in Alberta, Canada, and the world is an excellent asset for the university and the province. Local, national and international students will benefit tremendously from the opportunity to work with students

and professors from the University community in both official languages. They will be uniquely prepared for a world that requires such linguistic abilities.

In an era of globalization, the program will be unique in offering an environment where students conduct research from a big-picture perspective. They will also benefit from greater personalized learning opportunities, and consistent interactions with various colleagues, staff and fellow students.

Many institutions across Canada are attempting to meet the need for bilingual or French postsecondary education, including Simon Fraser University, and the University of Regina, signaling that there is a need and a demand for a program. The population of bilingual Canadians that want to have a choice in their higher education is growing.

b. Comment on how the program creates opportunities for graduates in areas such as entrpreneurship, innovation, and/or social/community development.

Within their individualized plan, each student will engage in diverse opportunities with Francophone and bilingual stakeholders. There are ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams and for training. Our ties with the community ensure that students will have opportunities to better appreciate local and global needs, in the context of their interdisciplinary work. They will be able to work closely with stakeholders during and after their degree to tackle societal challenges. The listed competencies of the program prepare students for current needs in the labour market. The WIL program will immerse students in situations in which they are required to market themselves, their skills, be entrepreneurial, and stand out.

c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).

Within Campus Alberta, this French program, that allows for disciplinary as well as inter- and trans-disciplinary PhD, unique in Canada, will be a vital bridge to complete the educational pathway for students in the adult learning system: the first doctoral program in French in Alberta. This is a paramount step in ensuring equity and inclusivity in post secondary education in the province. Campus Alberta would offer to all Albertans a complete educational landscape in both official languages.

Reviewer's Comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

1. Budget and Funding Sources *(Answer the following questions)*

a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:

The new program revenues will be generated through tuition over and above current student quotas. The new PhD program will use the current graduate program capacity. Any additional cost should not exceed revenues. The additional costs will be limited to assistantship funding and administrative support costs. The additional assistantship costs will serve to offset instructor's costs that would otherwise be incurred. CSJ has access to other granting programs that target French in a minority setting programs-Programmes d'appui aux langues officielles/ Official Languages Support Programs (PLOE).

The PhD program will be considered a new program. However, it is not expected to affect the larger budget significantly. No additional teaching costs will be incurred, and the additional costs will consist mainly of student funding, which may eventually be funded through external research funding.

The faculty will continue to cover the costs of additional administrative support services (i.e. coordination costs) and support the program through internal sources if the full revenues are not achieved.

b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.

As detailed earlier, it is part of faculty member's work requirements to train graduate students. Currently, faculty members are required to co-supervise their fully-funded students in other faculties. This is an equity issue, as they do not receive the support and recognition for their efforts. This proposed program provides opportunities for students and faculty members to work primarily at CSJ.
Risk is further minimized insofar as CSJ already has graduate program staff that are funded and can support students and supervisors, as well as the infrastructure to support research activities. Therefore, revenue from additional students will flow to support program activities at CSJ.

Reviewer's Comment:

2. Financial Aid and Support for Students *(If funding support is provided to students, answer the following questions)*

a. Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)?

As it is part of their work requirements, it is expected that faculty members obtain research grants that will support their students. However, noting the diversity of research areas amongst faculty members, and the difficulty in some cases in obtaining research funds, PhD funding will not be mandatory. Many students will be part time because of existing employment. It is expected that 50% of students will be funded.

b. Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum).

It is expected that funded students will receive $18,000/yr.

Graduate student assistantship funding will be offered to all full time students for the duration of the program. Other funding opportunities may be available through research funding to be pursued by professors.

Students will be offered opportunities for:

Teaching assistantships;

Research assistantships;

Work in the library;

Work in *La Centrale*;

Work as lab assistants;

Work in Marcelle and Louis Desrochers Institute for Heritage Studies and Transdisciplinary Research on Francophonies (IMELDA) and other institutes in the UofA;

WIL activities may be remunerated in some instances .

c.	Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded.

Students at CSJ will be eligible for standard awards administered by FGSR and will pursue, with their supervisors' support, external funding opportunities that all students at the University of Alberta apply for, such as Tri-Council, MITACS, and Alberta Graduate Scholarships.

Reviewer's Comment:

3. Tuition and Student Cost Considerations *(Answer the following questions)*

a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):

- Campus Alberta Grant is assumed at $12,000 per student.
- Both domestic and international students will pay University of Alberta graduate program tuition and students fees.
- Domestic:
  - Instructional fees - $4,192.80
  - Non-instructional fees - $1,213.31
- International
  - Instructional fees - $8,700.00
  - Non-instructional fees - $1,213.31
- Conference and other costs are expected to be covered by the supervisor and through awards available through the Graduate Students' Association (GSA).
- The two mandatory courses will not require other costs.

b. Does the proposed program align with the Tuition and Fees Regulation? ☐ Yes; or ☐ No

c. Please elaborate on above answer, if necessary.

   •   This is a typical graduate program that meets the TFR.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*

a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to innovative learning opportunities, and advancing connections with Francophone and bilingual communities, as well as, in some cases, Alberta Education. The proposed program will also support the mandate that University of Alberta graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.
- Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students and post-doctoral fellows.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.

- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness.
- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan.
- It aligns with the calls to action on Reconciliation and EDI as the program includes required professional development in these areas.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

    i.   Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.

9) OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.

    ii.   Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

The graduate program at Faculté Saint-Jean is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in the second official language of Canada. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) look to CSJ which, for 5 decades now, has played a pivotal role in training citizens in French as the sole institution to provide, for example, graduate degrees for K-12 educators who want to become school principals.

The proposed program aligns with government priorities that all programs should include work integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will prepare graduates for employment or postdoctoral fellowships.

b. To what extent does the program build on the institution's existing programs, infrastructure, resources and experience from offering programs in related fields?

The program builds on the series of undergraduate and existing and proposed graduate programs providing a pathway to complete a full post-secondary education at CSJ, from the collegiate to the PhD. We have enough space to receive students and we have the human resources capacity to assist and supervise the students:

- graduate students office space;

- academic program coordinator;

- IMELDA;

- *La Centrale*;

- Bibliothèque Saint-Jean;

- laboratories;

- sus services;

- meeting spaces;

- examination spaces;

- the Francophone provincial archives; and

- proximity to the Cité Francophone.

Reviewer's Comment:

2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.

See **Appendix B** for the consultations and the process of governance

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

1. Impact on Alberta Adult Learning System *(Answer the following questions)*

a. How does this program support provincial priorities for the Alberta post-secondary system?

There are two elements that distinguish this program from others across Alberta: language and flexibility in disciplinarity. The program will be completely in French, from the admission process, the required courses, the research, and the writing process. The second feature is the

transdisciplinary nature of the program: it is built into the program from its conception. Graduates will take a mandatory course on conducting interdisciplinary research. They will work within interdisciplinary research teams and their research and dissertation will be conducted within interdisciplinary perspectives/research angles. We will build a collaborative learning environment for our students where various research perspectives can be addressed and developed.

- The proposed program **improves access to education** for our linguistic minority and **improves the student experience** by employing student-focused research and learning.
- By including WIL and competency-based education, the program ensures that students **develop skills for jobs**.
- The interdisciplinary nature of the program aligns fully with the aim to **support innovation and** strengthens opportunities for partnerships that can lead to **commercialization.**
- CSJ plays an important role in *la Francophonie*, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions thanks to **strengthening internationalization**.
- The program supports professors' efforts to obtain research funds, train exceptional students, and produce exceptional research which **improves** CSJ's (as a faculty) **sustainability** and uses existing tuition and minimum funding guidelines to ensure **affordability.**
- Direct investment of professor efforts and student tuition into CSJ **strengthens our governance system** by reducing paper-work and difficult-to-verify accountabilities in the research/graduate student supervision. The current situation of supervision in other programs on North campus prevents appropriate oversight of supervision and duplication of administrative efforts by our graduate program staff. Offering our own programs and ensures equity in the system

b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.

Language is the first distinguishing feature; the program will be completely in French--the admission process, the required courses, the research, and the writing process. The second is the transdisciplinary nature of the program: Professors, supervisors and students will be interacting with each other in an integrated interdisciplinary way: this feature is built into the program from its conception even if individual work may disciplinary in nature. The program opens up to new collaboration that allows for communication and learning opportunities from various disciplines

c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

Given the unique content of inter- and disciplinary research and the bilingual/ Francophone foundation of the programs, there is no duplication of this program.

d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).

Throughout the consultation process, we received encouragement and support for the PhD program: be it from current students and alumni, from employers, from all different

organizations in Alberta that we work with as well from national agencies and institutions. They all highly support such a program and praise our efforts to develop them for the students, the campus and the Francophonie. Our university partners (colleges and faculties) welcome such an initiative because it will open new research opportunities by emphasizing the bilingual collaboration among researchers across the university.

See attached support letters and implementation timeline

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

Guiding Principles for A Complete Graduate Program at FSJ

Principes directeurs pour établir un programme compréhensif d'études supérieures FSJ

In 2020-2021, our graduate programs underwent an independent quality assurance review that concluded:

> "The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master's programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact."

Based on this recommendation, and taking in consideration a survey conducted among our graduates in 2018, FSJ is finalizing two proposals: one for a PhD; and one for an MSc. With these two new degrees, CSJ will be able to offer a complete post-secondary set of university programs that will meet the needs of its community, champion minority language post-secondary education opportunities, and allow students from across Alberta and Western Canada to continue their education, uninterrupted, in both official languages. The guiding principles for these programs are as follow:

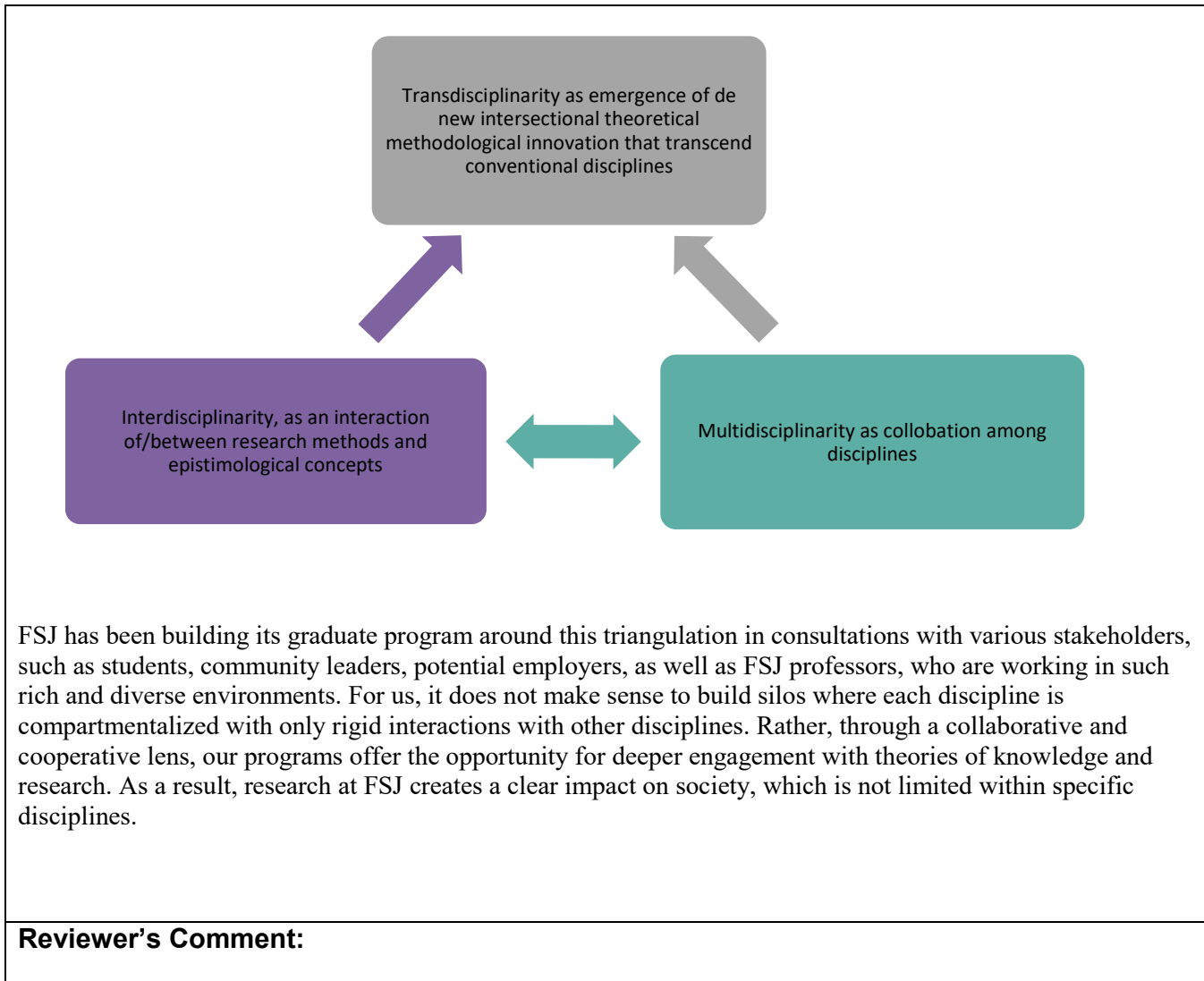|	
● Donner des opportunités de supervision aux professeurs au 2e et 3e cycles; ● S'assurer que les efforts des professeurs soient reconnus pleinement; ● Que les efforts rapportent à la réputation et la place Campus Saint-Jean au sein; ● Donner aux étudiants francophones et/ou bilingues les opportunités de faire des études	● Provide supervision opportunities to professors at the 2nd and 3rd cycles; ● Ensure that the efforts of teachers are fully recognized; ● That the efforts relate to the reputation and place Campus Saint-Jean within; ● Give French-speaking and/or bilingual students the opportunity to pursue innovative graduate studies at the Saint-

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supérieures, innovateurs au campus Saint-Jean;

- Donner aux étudiants des compétences pratiques;
- De préparer la prochaine génération de cerveaux francophone et francophile en Alberta;
- De créer l'opportunité aux professeurs de faire des demandes de subventions qui payeront pour ces étudiants et soutiendrons leurs recherches;
- De pouvoir amener plus de fond de recherche au campus saint-jean de rencontrer les métriques nécessaires pour augmenter les budgets du campus;
- Rapporter des revenus au campus;
- De minimiser les coûts nécessaires pour offrir les programmes.

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Jean campus;

- Give students practical skills;
- To prepare the next generation of Francophone and Francophile brains in Alberta;
- To create the opportunity for professors to apply for grants that will pay for these students and support their research;
- To be able to bring more research funds to the Saint-Jean campus to meet the metrics necessary to increase campus budgets;
- Report revenue to campus;
- To minimize the costs necessary to deliver the programs.

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Bilingualism

Our graduate program is unique: it is anchored in collaboration amongst our faculty members and various faculty members across the UA for all matters, including research proposals, grants, student supervision, candidacy exams. The unique opportunity to pursue graduate education in French faculty, at a French campus, nestled in a world-class university will attract many students, especially from francophone Africa. It is a tremendous opportunity for students to pursue their graduate education while mastering English. Bilingualism and the bilingual nature of our programs and partnership with other faculties is a unique feature not only for the U of Alberta, but for Alberta as a whole.   Faculté Saint-Jean encompasses the transversal linguistic, historical, political, special and cultural realities of Alberta, of Western Canada, of Canada, and of the *Francophonies internationales*.

The philosophy of our programs in FSJ.
These programs are anchored in a transdisciplinary approach to research and graduate education that integrates and goes beyond traditional interdisciplinary work. To create our transdisciplinary approach, we build on the interdisciplinary foundation of the interaction between methods and concepts, and add the collaboration that is essential to multi-disciplinary work. This transdisciplinary education has a vertical and horizontal approach to research that encompasses both inter and multidisciplinary approaches.

FSJ has been building its graduate program around this triangulation in consultations with various stakeholders, such as students, community leaders, potential employers, as well as FSJ professors, who are working in such rich and diverse environments. For us, it does not make sense to build silos where each discipline is compartmentalized with only rigid interactions with other disciplines. Rather, through a collaborative and cooperative lens, our programs offer the opportunity for deeper engagement with theories of knowledge and research. As a result, research at FSJ creates a clear impact on society, which is not limited within specific disciplines.

Reviewer's Comment:

REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)
Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed: