

**AGENDA****2:30 p.m. Thursday, March 18, 2021****Via WebEx - <https://usask.webex.com/usask/j.php?MTID=mc00cb8d82192d2f479dfb76c429b5b99>****Please note the following steps for the March 18<sup>th</sup> meeting:**

- **Thursday March 18<sup>th</sup> from 2:30 – 4:30 pm:** We will host a virtual WebEx meeting with access to the link provided, you do not need a WebEx account to join the meeting. The virtual meeting will have access to both video and audio with everyone's microphones automatically muted (red icon). Video will be enabled for the **presenters of the Council Meeting use only**. Please be sure to turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.
- **Motions:** Only voting members can move or second a motion. Please use the 'Chat' function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.
- **Questions or Comments:** If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. **Please do not type your question or comment** directly into the chat dialogue box.
- **Attendance and quorum** will be determined by the list of participants at the virtual WebEx meeting.

In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2020/21 academic year marks the 26<sup>th</sup> year of the representative Council.

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

niyanān onīkānēwak kā māmawi apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni mīyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakaanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakohtooyaahk.

- 1. Call to Order**
- 2. Tributes**
  - 2.1 Tribute to Professor Emeritus Che Kan Leong, College of Education, presented by Dr. Michelle Prytula**
- 3. Adoption of the agenda**
- 4. Chair's Opening remarks**
- 5. Approval of Minutes of the meeting of January 28, 2021**
- 6. Business Arising from the Minutes**
- 7. Report of the President**
- 8. Report of the Provost**

9. **Pandemic Response and Recovery Team (PRT) Verbal Report** – presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair
10. **Student Societies**
  - 10.1 Report from the USSU
  - 10.2 Report from the GSA
11. **Research, Scholarly and Artistic Work Committee**
  - 11.1 Request for Decision: Designation of Active/Inactive Researcher Designation in TABBS  
*It is recommended that University Council support in principle a) the rejection of the use of “active/inactive” designations for researchers and b) the request that the Integrated Planning and Assessment Office and all other administrative units abandon the concept of and metrics associated with the designation of individual faculty members as “active” or “inactive” researchers for all planning and budgetary allocation purposes.*
12. **Academic Programs Committee**
  - 12.1 Request for Decision: Master of Music (M.Mus) in Music Education  
*It is recommended that Council approve the Master of Music (M.Mus) in Music Education, effective May 2021.*
13. **Nominations Committee**
  - 13.1 Request for Decision: Council Nominees to Deputy Provost Search Committee  
*It is recommended that Council approve the nominees to the Deputy Provost Search Committee, effective immediately (as attached).*
14. **Governance Committee**
  - 14.1 Request for Input: Postdoctoral Fellows Policy Revisions
15. **Other business**
16. **Question period**
17. **Adjournment**

*Next Council meeting is April 15, 2021 – Please send regrets to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca).  
Deadline for submission of motions to the coordinating committee: March 22, 2021*



**MINUTES OF UNIVERSITY COUNCIL**  
**2:30 p.m. Thursday, January 28, 2021**  
**Via WebEx**

**1. Call to Order**

The meeting was called to order at 2:34pm.

**2. Tributes**

There was a tribute to Professor Joseph Garcea, Department of Political Studies, presented by Professor Neil Hibbert and Professor Loleen Berdahl.

**3. Adoption of the agenda**

(Chowdhury/Downe): *That the agenda be approved as circulated.*

CARRIED.

**4. Chair's Opening remarks**

The Chair of Council, Dr. Jay Wilson, acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another. He also noted that given the remote meeting modality, that members may be connecting from other locations and that we acknowledge our shared relations with the Indigenous peoples of this land.

The chair informed Council members of the protocols for the synchronous remote meeting.

Dr. Wilson asked that if there was any media present that they please identify themselves. He reminded those present that no video or audio recordings of the Council meeting are permitted.

Dr. Wilson reported on the regular monthly meeting between Council chairs and the President's Executive Committee (PEC). He reported that the discussion topics were the pandemic response, and the university's *Wellness Strategy*, and mental health supports for students (with Patti McDougall, Vice Provost, Teaching, Learning, and Student Experience).

He also thanked Amanda Storey, Academic Governance and Hearings Advisor in the Governance Office, for going above and beyond for the Council team this week.

Dr. Wilson reminded Council members that there would be no meeting of Council in February.

**5. Approval of Minutes of the meeting of December 17, 2020**

(Marquez-Mellidez/Downe): *That the minutes be approved with minor amendments as noted.*

CARRIED.

**6. Business Arising from the Minutes**

A Council member inquired as to the university's strategy for discussing with the province the potential move to performance-based funding. The question was deferred to question period.

## **7. Report of the President**

President Stoicheff conveyed his condolences for the passing of Professor Joe Garcea.

The President noted that January 28<sup>th</sup> is Bell Canada's "Let's Talk Day," which encourages awareness and supports for mental illness.

He spoke to key items in his report to Council: the continuation of hybrid program delivery for the spring and summer; Health Canada's recent approval of VIDO's clinical trials for a COVID-19 vaccine; and the announcement of Research Junction projects in partnership with the City of Saskatoon.

The President thanked Dr. Melissa Just for her service as Interim Provost and Vice President Academic. He also thanked Dr. Karen Chad for her service as Vice President Research over the last 12 years and highlighted several of the university's significant research accomplishments under her leadership.

There were no questions related to this report.

## **8. Report of the Provost**

On behalf of University Council, the Chair also thanked Dr. Melissa Just, Interim Provost, for her service.

Dr. Just reported on key themes in the Provost's Report as included in the Council materials, particularly government relations given the change in leadership in the Ministry of Advanced Education, and recent meetings with Ministry and university officials.

Dr. Just thanked the President for the opportunity to serve as Interim Provost and indicated that she was looking forward to working with the incoming Provost, Dr. Airini.

There were no questions related to this report.

## **9. Reflections of the Vice President Research**

The Chair welcomed Dr. Karen Chad to reflect on her service as Vice President Research for the University of Saskatchewan.

Dr. Chad shared her thoughts on the transformations at USask over the last 15 years with regard to successes in research, scholarly, and artistic works. Her early work focused on identifying areas of strength, critical mass, and local connection at USask, which through extensive consultation resulted in the *Signature Areas of Research*. She reflected that her day-to-day leadership focused on proactively promoting research, ensuring accountability for and reporting on research outcomes, and building multiple and diverse partnerships to support research, scholarly, and artistic works. She stated that we are not the same university that we were 15 years ago – we went from a local, primarily undergraduate university to an internationally recognized research institution. Many lessons were learned along the way, which we should heed into the future. She reported that she will be sharing a second document with Council with her reflections, which might be interesting and informative for the narrative going forward. She thanked the university community for granting her the privilege of serving as the Vice President Research.

## **10. PRT (Pandemic Response and Recovery Team) Report**

Dr. Patti McDougall gave the report on behalf of Dr. Darcy Marciniuk, chair of the PRT. She reported on:

- Number of positive COVID-19 rates and case prevalence rates on- and off-campus at USask.

- Announcement of the mode of delivery for the Spring and Summer sessions.
- Announcements regarding mode of delivery for Fall 2021/22 would occur soon.
- Approved on-campus research activities.
- Number of COVID-19 safety training courses that have been completed.
- Results of the recent 'Pandemic Pulse Survey.'

Dr. McDougall also reminded Council members of the Safety Resources challenge to clean out all labs and specialized freezers for a chance to win \$10K from an outside provider, which is intended to free-up potential storage spaces for the vaccine roll-out.

There were no questions related to the report.

## **11. Student Societies**

### **10.1 Report from the USSU**

Kiefer Roberts presented the report of the USSU as provided in the materials.

There were no questions on the report.

### **10.2 Report from the GSA**

Humaira Inam, President of the GSA, presented the report from the GSA as provided in the materials.

There were no questions on the report.

## **12. Research, Scholarly, and Artistic Works Committee (RSAW)**

Dr. Marjorie Delbaere, Chair of RSAW, presented a notice of motion.

### **12.1 Notice of Motion: Designation of Active/Inactive Researchers in TABBS**

*It is recommended that University Council support in principle a) the rejection of the use of "active/inactive" designations for researchers and b) the request that the Integrated Planning and Assessment Office and all other administrative units abandon the concept of and metrics associated with the designation of individual faculty members as "active" or "inactive" researchers for all planning and budgetary allocation purposes.*

Dr. Delbaere provided the background and context for the motion. At the October 15, 2020 meeting of University Council, a concern was raised about the active/inactive researcher designation, and the RSAW committee was asked to look into it. The Provost's Office was invited to present to the committee on November 19, 2020. On December 10, 2020, the committee passed the motion that is now before Council.

There was a round of Q&A.

The Dean of the Edwards School of Business indicated on behalf of the School that there is alignment between the designation of research activity for their accreditation purposes.

A Council member noted that there are other accreditation processes that do not require this kind of institutional-level assessment, and that it is not necessary for financial planning purposes.

Another Council member stated that Council is not informed of the use of the TABBS metrics in a timely or proactive manner. The Chair of RSAW noted the Provost's and Institutional Planning and Assessment's (IPA) timely response to the committee's request.

Several committee members asked about the alternatives and potential implications of not using this indicator or the TABBS model would be. There was a suggestion that perhaps more information was needed. The RSAW Chair noted the 'in principle' nature of the motion as the basis for the level of information that was provided in the Council materials.

A Council member commented that using this metric at the individual level is not necessary, and that the label of 'inactive' could be insulting or demoralizing. Dr. Just responded that this is not the spirit behind the metric, and that faculty members could speak to their deans about any other uses of the metric, which for administrative purposes is only used for budgeting.

### **13. Academic Programs Committee (APC)**

Dr. Alison Oates, Vice Chair of APC, presented items for decision and information as provided in the materials.

#### **13.1 Request for Decision: Graduate degree-level certificate in Veterinary Diagnostic Pathology**

(Neufeld/Papagerakis): *It is recommended that Council approve the graduate degree-level certificate in Veterinary Diagnostic Pathology, effective May 2021.*

CARRIED.

#### **13.1 Report for Information: Second Degree Policy – College of Engineering**

#### **13.2 Report for Information: Academic Calendar 2021-22**

#### **13.3 Report for Information: Change to the 2020-21 Academic Calendar**

Dr. Wilson asked if there were questions on the reports that were presented for information by APC.

There was one question on item 13.2, i.e., since the common core courses could be used toward a second degree, what is the timeline within which someone would have to start the second degree? It is important that the courses from the first degree remain current. The Chair of Council responded that the question would be referred back to APC or to an associate dean in the College of Engineering.

### **14. Planning and Priorities Committee (PPC)**

Dr. Darrell Mousseau, Chair of PPC, presented one request for decision.

#### **14.1 Request for Decision: Request to adopt the Sustainability Strategy**

(Mousseau/Burgess): *It is recommended that Council adopt the "Critical Path to Sustainability: The University of Saskatchewan Sustainability Strategy (2021-2030)" effective immediately.*

There were questions about the potential financial implications of implementing the strategy and about the transparency related to the costs. Dr. Irena Creed, Special Advisor to the President on Sustainability, responded that this is a ten-year strategy, and that the next stage of the project is to develop an implementation plan. They are committed to transparency with the university's governing bodies about potential costs when these plans are developed. Greg Fowler, Vice President Finance and Resources, added that his unit will be supporting the costing work that will occur in the next phase of the project and that there may be opportunities for federal funding.

There was another question about how the action plan will address the university's greenhouse gas emissions. Dr. Creed acknowledged the challenges this presents for the university, and that the university's target is even higher than the federal government's target. Yet, it also brings hopefulness and momentum to the initiative.

There was another question about whether the overall strategy is bold enough. Dr. Creed responded that each commitment will have detailed plans to meet the targets.

The President added that the Federal Liberal Government may develop mechanisms for funding green infrastructure at universities, but nothing has been announced. USask will be far better positioned to compete in accessing this kind of funding with an approved strategy such as this. He reiterated that there will be transparency in the decision-making around the implementation, but that the *Sustainability Strategy* itself first needed to be decided on.

CARRIED.

#### **15. Governance Committee**

Dr. Terry Wotherspoon, the Chair of the committee, presented one request for decision.

##### **13.1 Request for Decision: SENS Faculty Council Membership**

(Wotherspoon/Larre): *It is recommended that Council approve the membership of the School of Environment and Sustainability's Faculty Council effective immediately, as part Part III section V.1. (A&B) of the Council Bylaws.*

CARRIED.

#### **16. Nominations Committee**

Dr. Paul Jones, Chair of the Committee, presented one request for input.

##### **16.1 Request for Decision: Academic Programs Committee membership**

(Jones/Lamb): *It is recommended that Council approve the nomination of Jing Xiao, Department of Education Administration effective January 31, 2021 until June 30, 2021.*

Dr. Wilson called for nominations from the floor three times. There were none.

CARRIED.

#### **17. Other business**

None.

## 18. Question period

A Council member repeated his inquiry [from business arising] as to the university's strategy for discussing with province the potential move to performance-based funding.

Dr. Just responded that this is an issue of greater concern in provinces with several universities, like Ontario, whereas we only have two under the current funding model in Saskatchewan. Her office has been working to identify measures/metrics that would position USask well if the province moved in this direction. That said, there has been no specific mention of it, and the university will engage in good dialogue with the province given the opportunity.

There was a question about remote workspace regulations for faculty. The chair responded that this is covered in university policy on services and information technology.

## 19. Adjournment

(Flynn): *Adjourned.*

## Action Items

NA

Appendix A: Listing of members in attendance

*Next Council meeting is March 18, 2021 – Please send regrets to [Michelle.Kjargaard@usask.ca](mailto:Michelle.Kjargaard@usask.ca)*

## Attendance Summary - Voting Participants

Sep 17, 2020 - meetings are being held via Webex and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Adl	Sina	A	P	P	P	P					
Aitken	Alec	R	P	P	P	P					
Alcorn	Jane	A	A	A	P	A					
Augusta	Carolyn	P	P	P	R	P					
Bedard	Derek	n/a	n/a	A	A	A					
Bedard-Haughn	Angela	P	P	P	P	R					
Bell	Scott	P	A	P	P	A					
Bilson	Beth	n/a	n/a	n/a	n/a	P					
Boland	Mark	R	A	A	A	P					
Bonham-Smith	Peta	P	P	P	P	P					
Brook	Ryan	A	P	P	P	Sabbatical - Jan 1 - Jun 30, 2021					
Brothwell	Doug	P	P	P	P	P					
Bruni-Bossio	Vince	P	P	P	P	P					
Burgess	David	P	P	A	P	P	Resigned Council position Feb 4/21				
Burshtyn	Deborah	P	P	P	P	P					
Card	Claire	P	P	P	A	P					
Chernoff	Egan	R	R	R	P	P					
Chibbar	Ravindra	P	P	P	A	P					
Chowdhury	Nurul	P	P	P	P	P					
Cooper	David	P	P	P	P	P					
Cross	Emma	n/a	n/a	P	R	P					
Dadachova	Kate (Ekaterina)	P	P	P	A	P					
DaSilva	Keith	P	P	P	P	P					
Dawson	DeDe	P	P	P	P	P					
de Boer	Dirk	A	A	P	P	P					
Delbaere	Majorie	P	P	P	P	P					
Deters	Ralph	P	P	P	P	P					
Detmer	Susan	A	P	P	P	P					
Dick	Rainer	P	A	A	P	P					
Downe	Pamela	P	P	P	P	P	Sabbatical - Jan 1 - Jun 30, 2022				
Flynn	Kevin	A	P	A	P	P					
Fotohui	Reza	A	A	A	A	P					
Gabriel	Andrew	A	A	P	P	A					
Gillis	Glen	P	P	P	A	P					
Gjevre	John	P	P	P	P	P					
Gyurcsik	Nancy	P	P	P	P	P					
Harrison	William	A	P	A	A	P					
Harvey	Evan	n/a	n/a	P	A	A					
Hu	Katie	A	A	A	A	A					
Illing	Kate	n/a	n/a	A	A	A					
Jacob	Sharon	n/a	n/a	P	A	A					
Jamali	Nadeem	P	P	P	R	P					
James-Cavan	Kathleen	R	P	P	P	P					
Jensen	Gordon	P	P	P	P	Sabbatical - Jan 1 - Jun 30, 2021					
Jones	Paul	P	P	P	P	P					
Just	Melissa	P	P	P	P	P					
Kahn	Maria	n/a	n/a	P	A	A					
Kalra	Jay	A	P	P	P	P					
Keller	Taylor	n/a	n/a	P	P	P					
Kelly	Timothy	P	P	P	P	P					
Khandelwal	Ramji	P	P	P	P	P					
Kim	David	n/a	n/a	A	A	A					
Koechl	Natasha Martina	P	P	P	P	P					
Kresta	Suzanne	P	P	R	P	R					
Kumaran	Arul	P	P	P	P	P					
Lamb	Eric	A	P	P	P	P					
Langhorst	Barbara	P	A	P	P	A					

Last Name	First Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Larre	Tamara	P	P	P	P	P					
Lies	Madelyn	n/a	n/a	A	A	A					
Lindenschmidt	Karl-Enrich	P	P	P	P	P					
London	Chad	P	P	P	A	P					
Lovick	Olga	P	P	P	P	P					
Luke	Iain	P	P	A	R	A					
Lummerding	Dominique	A	A	A	A	A					
Macfarlane	Cal	A	A	A	A	A					
Makarova	Veronika	P	P	P	P	P					
Mamun	Abdullah	P	R	P	P	A					
Manley-Tannis	Richard	R	A	A	A	P					
Marquez	Carmen	P	P	P	P	P					
Mousseau	Darrell	P	P	P	A	P					
Muir	Gillian	R	A	A	R	R					
Murphy	JoAnn	P	P	P	P	P					
Neufeld	Matthew	P	P	P	P	P					
O'Connell	Ryan	P	P	A	P	P					
Palmer	Sue	n/a	n/a	A	A	A					
Papagerakis	Petros	P	A	P	P	P					
Paslawski	Teresa	P	P	P	P	P					
Peternej-Taylor	Cindy	A	P	P	P	P					
Phillipson	Martin	P	P	A	P	P					
Pocha	Sheila	A	P	A	A	A					
Poettcker	Grant	A	A	A	A	A					
Pomazon	Alisha	P	P	P	P	P					
Prytula	Michelle	P	P	P	P	Beth Bilson is the Interim Dean of Education (Jan 18/21)					
Rayan	Steven	P	P	P	P	P					
Ripley	Laura	n/a	n/a	P	P	A					
Risling	Tracie	P	P	P	P	P					
Sarjeant-Jenkins	Rachel	P	P	P	P	P					
Sarty	Gordon	P	P	P	P	P					
Shevchuk	Yvonne	P	P	P	P	P					
Shin	Hyunjung	R	R	R	P	A					
Singh	Jaswant	P	A	P	P	P					
Smith	Martha	P	P	P	P	P					
Smith	Preston	P	P	P	A	A					
Smyth	Stuart	P	P	P	A	P					
Somerville	Kara	P	P	A	A	P					
Sorensen	Charlene	P	P	P	P	P					
Spurr	Shelley	P	P	P	P	P					
Squires	Vicki	P	P	P	P	P					
Steele	Tom	P	P	P	A	P					
Stoicheff	Peter	P	P	P	P	P					
Stuart	Glenn	A	P	P	P	P					
Urquhart	Stephen	P	P	P	P	P					
Waldner	Cheryl	P	P	P	P	P					
Walker	Keith	P	P	P	P	P					
Wallace	Alexa	n/a	n/a	A	A	A					
Willenborg	Christian	P	P	P	P	P					
Willoughby	Keith	R	A	P	P	P					
Wilson	Jay	P	P	P	P	P					
Woods	Phil	A	R	P	A	P					
Wotherspoon	Terry	P	P	P	P	P					
Xiao	Jing	P	P	P	P	P					
Yao	Yansun	P	A	A	A	A					
Zhang	Chris	A	P	P	A	P					

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

Sep 17, 2020 - meetings are being held via Webex and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sep 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Chad	Karen	P	P	P	P	P	Dr. Chad has completed her VP Research as of Jan 31, 2021				
Fowler	Greg	P	P	P	P	P					
Gill	Qasim	A	A	A	A	P					
Inam	Humaira	P	P	P	P	P					
Isinger	Russell	P	P	P	A	P					
Kaminski	Nicholas	P	P	P	P	P					
LaRose-Smith	Autumn	P	P	P	A	P					
McDougall	Patricia	P	P	P	P	P					
Osburn	Debra Pozega	P	P	P	p	P					
Ottmann	Jacqueline	A	A	A	P	P					
Roberts	Kiefer	P	R	P	P	P					
Singh	Baljit	Dr. Singh to begin as VP Research Feb 1, 2021									
Still	Carl	P	P	P	P	P					
Thronberg	John	P	P	A	P	A					
Willness	Chelsea	P	P	P	p	P					



# PRESIDENT'S REPORT TO COUNCIL

## March 2021

Earlier in the month I posted an update on the outlook for Fall term, noting that optimism is building for a post-pandemic world. More vaccines are being approved, manufactured and distributed, and people in Saskatchewan are now being vaccinated in increasing numbers. USask's VIDO lab has a vaccine candidate in human trials, and Merlis Belsher Place is being readied as a mass immunization clinic. A recovered post-pandemic world is now in sight. With this growing optimism, our focus at USask has turned to planning for the Fall term.

As we announced in January, the Spring and Summer terms (May through August) will remain primarily remote, but I am confident we will see a significant increase to in-person, on-campus instruction for Fall 2021. Due to current uncertainties around vaccine roll-out in this province and beyond, we cannot at this stage say exactly what the proportion of face-to-face versus remote program delivery will be in the Fall term. However, the increasing number of vaccinations, combined with continued health and safety measures in the province such as mask wearing, physical distancing, and restrictions on the size of gatherings, will enable a graduated return to our campuses beginning in September for many students, faculty, and staff. We anticipate having more of our student residences open by the fall and many of our other university services and facilities operating to the fullest extent possible.

The Pandemic Response and Recovery Team will work closely with university colleagues and provincial health officials to ensure this return -- and the safety of the USask community. Program delivery details and other aspects of opening our campuses for Fall 2021 will be announced in May -- well in advance of the Fall registration period -- once the vaccine roll-out timeline is clearer. And while there is much planning and logistical work to be done, I am confident that the Fall term will begin our transition back to a completely operational university campus, with full face-to-face program delivery likely at the start of 2022. At the same time, we will work to meet the needs, where possible, of students unable to join us on campus with continued remote learning options. Similar analysis is underway to determine the options available for staff returning to work on campus or continuing with remote working arrangements.

My deepest thanks to everyone for their continued patience and responsiveness during these challenging times. A year into the COVID-19 crisis, we are closer to the end of this pandemic, but we haven't finished with it, or it with us, quite yet. Continued flexibility may be required of all of us, as COVID-19 has proven to be unpredictable and a planning challenge. Let us all work together to do everything we can to accelerate the end of the pandemic, including continuing to follow all provincial COVID-19 guidelines and getting vaccinated when able to do so. This will ensure we are collectively headed in the direction of being back together again before too long.

## **USask welcomes two new members to senior leadership team**

On February 1<sup>st</sup>, I had the pleasure of officially welcoming Dr. Airini, our new Provost and VP Academic; and Dr. Baljit Singh, our new VP Research, to USask. Both highly acclaimed researchers and accomplished administrators, Dr. Airini and Dr. Singh bring extensive experience to their new roles and will add value to the USask campus community through improved educational experience, and research and innovation opportunities.

In the role of provost and VP academic, Dr. Airini will be the senior academic, planning and budget officer at USask. Working with colleges and schools, Dr. Airini will lead the development of an academic agenda that is connected to the university's financial realities in order to give students an outstanding experience at USask.

As USask VP research, Dr. Singh will assume a critical role for both USask and the province in driving outstanding research and innovation as one of Canada's top 15 research universities. Dr. Singh is also well-acquainted with USask, having spent 17 years here previously with the Western College of Veterinary Medicine.

I am proud to have Dr. Airini and Dr. Singh join our senior leadership team, as they aim to move USask forward on its commitment to be the university the world needs. Please join me in welcoming them.

## **VIDO receives provincial and municipal support for becoming a 'Centre for Pandemic Research'**

In late February, VIDO received a provincial commitment of \$15 million to support the USask VIDO federal proposal to become a Canadian Centre for Pandemic Research, along with a \$250,000 commitment from the city. The funding will contribute to upgrading and expanding VIDO's containment infrastructure and to supporting its role in Canada's response to emerging infectious diseases. Scientific training will also be a fundamental aspect of the centre.

VIDO has been at the forefront of Canada's response to the COVID-19 pandemic — this includes being the first in Canada to isolate SARS-CoV-2, the virus that causes COVID-19, the first to develop an animal model of disease, and the first university organization to have a COVID-19 vaccine in clinical trials.

## **Elder and USask Indigenous Advisor receives appointment as Parliamentary Poet Laureate**

I would like to congratulate Elder Louise Halfe - Sky Dancer, on the tremendous achievement of being appointed Canada's next Parliamentary Poet Laureate. Born on the Saddle Lake Reserve in Two Hills, Alberta; Elder Halfe is a highly renowned USask advisor, mentor, writer and honorary degree recipient. She will be the ninth poet to hold the position and the first to hail from an Indigenous community.

Appointed for a two-year term, Elder Halfe's duties as Parliamentary Poet Laureate include writing compositions for special occasions, sponsoring readings, advising the Parliamentary Librarian and performing related duties at the request of the Speaker of the Senate or the Speaker of the House of Commons.

Having served as an Elder for the Gordon Oakes Red Bear Student Centre since 2016, Elder Halfe provides support to USask students, staff and faculty, and provided guidance and knowledge towards the creation of USask's Indigenous Strategy. In 2001, she became the first Indigenous poet to have her work included in a standard

Canadian poetry anthology, and now, according to one of her nominators, it would be “unthinkable” for her work not to be included in any general anthology of Indigenous writing in Canada. Elder Halfe has participated as an instructor in university courses, and as a speaker and reader at numerous conferences, workshops and literary festivals in Canada and abroad. In 2019, Elder Halfe received an Honorary Doctorate from USask, the highest honour the university can bestow.

## Indigenous Achievement Week 2021

USask recently celebrated Indigenous Achievement Week, an annual event that celebrates the successes and contributions of First Nation, Métis and Inuit students, faculty, staff and alumni. One of the highlights of the week is the Indigenous Student Achievement Awards ceremony, where students are honored for their academic achievement, leadership, research, resiliency and community engagement. I was pleased to once again be a part of this important ceremony and extend my congratulations to each of the [2021 Indigenous student award winners](#).

## USask awarded \$6.76M to help revive North American bison population, strengthen Canadian cattle industry

USask has been awarded \$6.76 million from the Canada Foundation for Innovation (CFI) to help conserve bison and other threatened animal species and address challenges facing the beef cattle industry, including antimicrobial resistance which poses a global threat to animals and humans. The wide-ranging research program, made possible through the CFI Innovation Fund, includes working with Indigenous communities to develop the world’s first bison genome biobank at the university’s Livestock and Forage Centre of Excellence (LFCE). Team leader Dr. Gregg Adams is a specialist in reproductive biology at USask’s Western College of Veterinary Medicine (WCVN) and notes that a genome biobank provides one of the best opportunities to revitalize the bison species and will serve as an excellent model that can be applied to other threatened Canadian species, such as caribou.

# Provost's Report to Council

March 2021

Hello Council members. Bonjour.

tānsi. hau koda. ěđłanet'e? hau kola. taanishi. hau kona. anin

[English. French. Cree. Dakota. Dene.Lakota. Michif. Nakota. Saulteaux]

Thank you for this opportunity to provide my first report to the University of Saskatchewan Council.


## GENERAL REMARKS

The commitment, courage, hope, and drive of faculty, staff, students, senior administration, and university elders have been so apparent during my first 1.5 months in the role of Provost and Vice-President Academic. I am very grateful for the warm welcome from President Stoicheff and colleagues, and for collegiality everywhere, as I come to know the university. I am excited to have the honour to serve the University of Saskatchewan's mission, vision, and aspirations; and our president's own vision for our university. At a time when all universities are experiencing the headwinds of change, USask is redefining what it means to be a world-class university – for Saskatchewan and from Saskatchewan. I very much look forward to working with the Council and entire USask community in this vital effort.

In the first month my focus has been on connecting, learning and listening, to inform the university's development of an academic agenda that is responsive to the university's financial realities, in order to give an outstanding experience at USask. Formal and informal contact has included Chancellor, Board of Governors, President, Vice Presidents and their teams, Provost's Executive, Deans and Executive Directors, Department Heads, College Councils, Pandemic Response Team, Post-Pandemic Shift Project team, University Council Chair, Chairs of Council Committees meeting, Planning and Priorities Committee of Council, Elders, Special Advisor to the President for Anti-Racism and Anti-Oppression, ARAO committee on academic credentials, Research Centre Directors, USFA, faculty, staff, students, USSU Executive and Council, GSA Executive, USask custodial staff, Ministry of Advanced Education, and Provosts of University of Regina and Saskatchewan Polytechnic. I look forward to visiting every College/School Council during 2021.

Projects that are continuing, commenced (\*), and completed (+) in the past six weeks include:

- Performance Framework (see further information below) +
- 2020/21, 2021/22 budgets and resource allocation
- Tuition planning and consultation: Including open Q/A sessions with GSA Executive (23 Feb) and USSU Council (25 Feb), and meetings with the GSA Executive (8 March, 15 March)
- Transition to campus (Fall/Winter terms): Thank you to the PRT for their outstanding leadership
- TABBS refresh\*: A number of areas in TABBS have been identified for proposed revision in 2021. These include the 'active researcher' designation. 94 percent of faculty are currently identified as active researcher. We are in project initiation phase, and will complete the project during this calendar year, in time for FY2022/23 resource allocation. As the project develops, advice will be sought from Council and its committees.
- Financial sustainability (Academic): Scoping project \*

- 
- Supplemental Support Centre Activities and Resource Allocation \*

Undergraduate and Graduate courses and programs are making their way to and through Council Committees, including the Master of Music (M.Mus) which comes today to Council. The development of micro-credentials is also underway. Thank you to Council members, Departments/Schools/Colleges and University Governance for the positive effort towards shortening the approval process while retaining academic quality.

Events attended in this reporting period include: *People Around the World* (PAW) Conference (led by USask International); and the USask *Indigenous Student Achievement Awards*, to honour USask Indigenous students for their academic excellence, leadership, research, community engagement and resiliency. The award ceremony was part of Indigenous Achievement Week (IAW), which celebrated the successes and contributions of Métis, First Nations and Inuit students, staff and faculty within the context of this year's theme: *nīkānihk itohtētān*, walking together into the future. In addition, I participated in the anti-racism/anti-oppression training which began at the end of February for the President's Executive. On International Women's Day I hosted a virtual USask gathering of women leaders. About 60 per cent of the leadership roles reporting to the provost are women. My participation continues as an advisor to the United Nations Food and Agriculture Organisation in preparation for the 2021 UN Food Systems Summit; and I have contributed to an edited forthcoming book on international security studies, entitled: *Risks, Identity and Conflict: Theoretical Perspectives and Case Studies*. I look forward to contributing to teaching/supervision.

#### Accreditation granted:

- Master of Public Health. Congratulations to the School of Public Health. Thank-you to Dr Doug Brothwell (Dean, College of Dentistry) who as former Interim Executive Director SPH led the school's team through their successful accreditation process.

#### Appointments:

- Dr Melissa Just, Interim Deputy Provost
- Dr George Mutwiri, Interim Executive Director, School of Public Health

#### Searches commencing/in-progress:

- Dean of Nursing
- Dean of Western College of Veterinary Medicine
- Executive Director School of Environment and Sustainability
- Deputy Provost. In the past three years there has been recognition of the growing complexity of the university and associated need for a deputy provost role. Through the interim deputy provost appointment, the need and benefits for the university of having this capacity and capability has been confirmed. The search will be internal to USask during 2021, to tap into existing institutional knowledge and networks, and to provide a leadership opportunity for our university community. Affordability has been considered carefully and will be managed through several approaches: (a) internal search; (b) a vacated position in the provost's office remaining unfilled; (c) work reassignment in the provost's office; and (d) further strengthened financial controls. In 2010/11 the provost's office comprised 24FTE (Administration). In this current fiscal year (2020/21) the office comprises 5.9 FTE (Administration). This will be reduced further during FY 2021/22. The provost's office has the smallest Administration complement of all units reported at USask.

#### External appointment/ resignation

- Associate Provost (Institutional Planning and Assessment), Dr Dena McMartin has been appointed to the role of Vice President Research at the University of Lethbridge. Dr McMartin's contributions have been significant in service to our university and she is a truly valued colleague. We wish Dr McMartin well in her new leadership role.



## COVID 19 PANDEMIC

Last week our president wrote to our university to thank all members for perseverance, vision and collegiality over the past year in which we have responded to the COVID-19 pandemic. Across Canada and the world we have seen the COVID-19 pandemic impact higher education institutions and their communities. Thank you for all that the Council, academic colleagues, staff, student leaders and staff at the University of Saskatchewan have provided for one another and our community over this year. There was and still is no guidebook for what we are going through as a sector and university. USask has been creative, collaborative, and caring in making a way forward. During this crisis, there has been adaptation, working long hours, creating virtual and real solutions, resilience and compassion. This is a time in which our most human abilities, most needed expertise and research, and most fundamental values have been elevated.

Thank you to your friends, families, partners, children (and pets) who have stood by you as the focus has so often been on supporting others, and leading others across our university. We are grateful for the gift of time that could have been with friends and families instead. Thank you to every member of this wider family of the University of Saskatchewan. For all those who have known sadness and loss, we pause, offering our best thoughts, and we continue to show compassion for one another and to help each other through challenging times.

Thank you to each member of the Pandemic Response and Recovery Team for the planning and coordination of procedures and protocols that are seeing us safely through this pandemic. Your commitment to the [principles of the PRT](#) have remained steadfast, and a model to us all. Thank you.

Our University Plan includes four [principles](#) gifted to the University: Sustainability, Creativity, Diversity and Connectivity.

### āniskōmohcikēwin | naashkoopitamihk


**The principle of connectivity** has been gifted with guiding words that resonate one year on - a time now for remembering *and* for looking ahead with a unique strength and understanding that comes from a year that has been shaped by courage, kindness, and hope:

"Our connectivity is our source of resilience, and the interactions that bring us closer together are energized by wonder and a playful spirit. Together, we have the flexibility to flourish in the face of change—and the confidence to take our place among leaders, emboldened by the unity of the community we carry with us."

In this spirit of connection, and with genuine respect for all that has been made possible through your actions of leadership, service and kindness, I join with our President Stoicheff to say, thank you.

## PERFORMANCE FRAMEWORK PROJECT UPDATE

In early 2020, the Ministry of Advanced Education (MAE) initiated a project to develop a Saskatchewan post-secondary education performance framework based on five expectations of the sector (accessible, responsive, high quality, sustainable, and accountable). The project involves identifying performance indicators at the sector level and for each institution with the goal of supporting increased information and reporting on oversight, compliance, and outcomes for the sector. Although the project was initiated early in 2020, it was put on hold for most of this year due to the pandemic situation and other government priorities. The first phase was restarted



with provincial post-secondary institutions in December with a focus on developing a set of sector-wide and individual institutional measures associated with sector expectations.

On February 26, 2021, the University of Saskatchewan (USask) submitted 16 indicators to the MAE for consideration and further analysis. The indicators were identified through the leadership of the President's Executive Committee (PEC) and feedback from deans, executive directors, and other senior leaders between December 2020 and February 2021. With this, each indicator was evaluated to determine how it aligns to the five aspirations of the University of Saskatchewan's strategic plan and to the 10 priority areas of the Government of Saskatchewan's Growth Plan. The performance framework is currently a planning and reporting tool that enables USask to profile its areas of strength and sector differentiation and has no government funding attached to it. Additional updates will be provided to University Council as the project continues to unfold.

Thank you to former Interim Provost Dr. Melissa Just for initiating this project and to Institutional Planning and Assessment (lead: Dr. Dena McMartin) for stewardship of the development of the indicators.

## COLLEGE AND SCHOOL UPDATES

### *College of Medicine*

The Canadian Medical Association (CMA) has elected USask alumnus Dr. Alik Lafontaine (MD'06) as CMA president in 2022-23. Lafontaine will serve as president-elect until August 2022, when he will become president. Lafontaine is an award-winning physician who practices anesthesia in Grande Prairie, AB. He was born and raised in Treaty 4 Territory and has Anishinaabe, Cree, Métis, and Pacific Islander ancestry. Congratulations, Dr. Lafontaine! [More information](#)

### *College of Education*

#### **26<sup>th</sup> Annual National Congress on Rural Education in Canada**

The college's Department of Educational Administration and Saskatchewan Educational Leadership Unit (SELU) are hosting the 26<sup>th</sup> Annual National Congress on Rural Education in Canada virtually this year on March 28 and 29. Positioned around the theme "*Rural Education Beyond Borders: Reframing the Conversation*", the congress will highlight global perspectives on rural and remote education and research, and includes a keynote address by The Honourable Bev Busson, member of the Senate of Canada, an international expert panel on "Why Rural Matters", and over 50 learning sessions. Attendees from across Canada and around the globe are registered to attend.

### *Edwards School of Business*

In February 2021, the Edwards School of Business (Edwards) celebrated Indigenous Achievement. Our Indigenous Business Student's Society (IBSS) hosted its first Indigenous Achievement Week Conference with over 253 registrations and sessions on Navigating Indigenous and Non-Indigenous Businesses, Student Journeys, Cultural Showcases and more. Edwards recognized Brayden Caron, Allyn Eger, and Lori Waterhen for achievements in leadership, community involvement and resiliency, and our Enactus USask students held the 14<sup>th</sup> annual Indigenous Youth Idea Challenge Final Gala with Leading Sage Marketing taking home first place for their business venture.



## *College of Nursing*

### **Truth and ReconciliACTION and Anti-racism activities in the College of Nursing**

In the summer of 2020, the College of Nursing publicly declared a renewed commitment to anti-racism advocacy and education. The college has identified “integrity, social justice, and unconditional positive regard” as key values that underlie our efforts to create diverse, inclusive, and safe learning spaces. Delivering on these values and this commitment is very important to the college.

Dr. Holly Graham (PhD), the Indigenous Research Chair in Nursing, is now on the College Leadership Team and is the co-chair of the Indigenization Committee for the 2025 College of Nursing Plan. She has partnered with the Saskatoon Anti-Racism Network to offer six days of anti-racism education for our college staff and faculty. Four of the six days have now been completed, and the final two days of training will be offered in April. Faculty and staff have expressed gratitude for the training opportunity.

In late 2020, Dr. Graham gifted [truth and reconciliACTION lanyard cards](#) to all the students in our graduate and undergraduate programs as well as all faculty and staff. As part of the gifting, Dr. Graham has invited recipients to undertake their personal and professional journey with truth and reconciliation. These lanyard cards have been warmly received, and the cards have now been gifted to the Saskatchewan Registered Nurses Association (SRNA) Council members and staff.

### *Some of the many highlights from the Colleges and Schools*

#### **College stories:**

[‘The environment is supportive and constant’: USask students praise ISAP, STEM Accelerator courses - News - Arts & Science - University of Saskatchewan](#)

<https://news.usask.ca/articles/colleges/2021/graduate-students-enrolled-in-agbio-programs-receive-funding-to-help-set-them-up-for-success.php>

<https://news.usask.ca/articles/colleges/2021/usask-jsgs-students-place-third-in-national-competition.php>

<https://news.usask.ca/articles/colleges/2021/building-a-better-college-of-medicine.php>

<https://news.usask.ca/articles/colleges/2021/nunavut-law-program-set-for-first-graduates.php>

<https://news.usask.ca/articles/colleges/2021/usask-professor-publishes-first-full-length-ethnography-on-family-life-and-hiv-aids-in-canada.php>

#### **Students**

<https://news.usask.ca/articles/colleges/2021/indigenous-student-scholars-experience-helps-usask-students-achieve-their-goals.php>

<https://news.usask.ca/articles/colleges/2021/usask-linguistic-student-hopes-to-create-a-language-revitalization-program-for-deneshine,her-ancestral-language.php>

<https://news.usask.ca/articles/colleges/2021/usask-mba-student-recognized-for-her-community-work.php>

<https://news.usask.ca/articles/colleges/2021/usask-kinesiology-student-a-role-model-who-inspires-healthy-living-for-indigenous-youth.php>

<https://news.usask.ca/articles/colleges/2021/usask-students-team-places-second-in-international-thinkathon-competition.php>

<https://news.usask.ca/articles/people/2021/alumni-usask-grad,-dolapo-fadare,-advocates-for-representation,-anti-racism,-and-systemic-change..php>

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Thursday March 18th, 2021

The month of February began on a positive note, with February 1st-5th being Indigenous Achievement Week. The USSU had been a part of the planning committee and our President enjoyed emceeing the Indigenous Achievements Award Ceremony, along with Candace Wasacase-Lafferty. During that week we saw many events, including the 2 day conference hosted by the Indigenous Business Students Society in partnership with the university. We also welcomed our new Provost, Dr. Airini, who made a point to meet with the executive on the first day in the new position, emphasizing the importance of students at this institution. We have also been working with the planning committee for the Internal Truth and Reconciliation Forum which takes place on March 26th and the Indigenous Spend a Day committee to explore renaming the event! The USSU met with other stakeholders and students unions in the province for the Scholarships, Bursaries, and Loans committee hosted by the Ministry of Advanced Education. The reading week break was welcomed by many students, however, there were a number of students who shared concerns before and after that they had assignments and class time that took place over the break. Thankfully, the Friday before the break Vice Provost McDougall was able to resolve issues that were brought to our attention, but the executive is still learning that some students did not receive a break due to improper scheduling.

Since the break we have hosted a number of week long events including Mental Health week hosted by the USSU Help Centre, the USSU Undergraduate Project Symposium, our Provincial Asks Campaign (shared below), Women In Leadership hosted by the USSU Women's Centre, Sex Week hosted by the USSU Pride Centre, and a two week Town Hall Series with our colleges and constituencies. We have had an opportunity to meet with 9 different colleges and learn about their experiences this year, most of which has been negative.

The unknown effects of "COVID University" has started to become apparent for students who have been taking classes online throughout the year. Many students express that they are unable to get summer internships/ employment due to not having the hands-on experience that their labs should have provided. Almost all students from every college we met with expressed that if they were asked to demonstrate in person what they have been taught in online labs this year that they would not even know where to begin. The overall sentiment is that students do not feel like they are actually learning what they are being taught, regardless of what their grades show. Almost every college we spoke to expressed that students feel that there is not a proper method to give feedback to the professor, the SLEQ survey is ineffective in regards to raising complaints about specific professors. A quote from one student, which was the sentiment of the students we talked to shared that "we can tell the difference between professors who have to teach, and professors who want to teach". Covid has made it clear that there needs to be a better way for students to provide feedback, criticism, and raise complaints

about the poor teaching practice of some professors. The concerns around quality of education which have been raised since the beginning of Fall 2020 are now paired with anger, frustration, and confusion with regards to increasing tuition. Tuition consultation among most colleges has not been effective, there is not clear messaging and students do not feel like they are being heard.

Throughout this time, our Senior managers continue to distribute the UPASS to undergraduate and graduate students and we are currently in the process of developing the 2021-2022 Budget. We remain active in the numerous university committees that our executive takes part in and have met with the Association of Constituency President's committee to discuss future advocacy efforts and plans. Our Students council had a long and fruitful discussion with Vice Provost Dr. McDougall and our council welcomed our new Provost, Dr. Airini.

We are currently in the process of election season for the new USSU executive and undergraduate senate members and are excited for the next generation of student leaders.

Provincial asks:

The University of Saskatchewan Students' Union is calling on the Provincial Government to:

- Implement a 1 year interest-free grace period on provincial student loans starting the last day of study.
- Build on the Graduate Retention Program by implementing a 2 year student loan grace period from the last day of study for students who stay and work in Saskatchewan.
- Develop, in consultation with students and post-secondary institutions, a funding model for post-secondary institutions in Saskatchewan.
- Create and increase scholarships, bursaries, and grants for Indigenous and International students

By supporting post-secondary students, we are investing in our province.

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The USSU is calling on the Provincial Government to  
**Invest in Students Today, for a Better Saskatchewan, Tomorrow.**

# Students Need

 **1-year Interest-Free Grace Period on Provincial Student Loans**

 **Predictable Funding Model for Post-Secondary Institutions**

 **2-year Student Loan Grace Period for Students Who Stay and Work in Saskatchewan**

 **Increased Scholarships, Bursaries, and Grants for Indigenous and International Students**



With respect,

Autumn LaRose-Smith, President  
Jamie Bell, Vice President, Operations and Finance  
Jory McKay, Vice President, Student Affairs  
Kiefer Roberts, Vice President, Academic Affairs



University of Saskatchewan Graduate Students' Association

**University Council Report, March 2021**

Dear Members of Council,

The GSA Executives are preparing for the end of the fiscal year and have been focusing on the following initiatives:

1. Tuition
2. Three Minute Thesis Competition
3. GSA Annual Awards
4. Winter 2021 Bursaries
5. Graduate Professional Skills

**1. Tuition**

On behalf of the GSA Executives, I would like to express my disappointment in regard to the tuition consultation for the 2021-2022 academic year. As of today, March 3, 2021, the GSA Executives did not have any tuition consultations with the Provost's team to discuss the content of the tuition proposal. Additionally, after asking for the tuition proposal for the past 2-3 months, the GSA Executives only learned of specific numbers very recently, when the deadline for Council is fast approaching. This process is far from being transparent, clear, and consultative. The GSA Executives have no place to properly advocate for our graduate students and provide input and feedback in the tuition proposal. We will continue to seek to be included in the conversation and implore senior administration to open the door for conversation.

## **2. Three Minute Thesis Competition**

The Three Minute Thesis Competition is an essential event that allows students to share their outstanding research interests and celebrates our graduate students at the UofS. Therefore, this event will take place virtually on **March 26, 2021**. Videos will be recorded and shared with judges for further evaluation. Unfortunately, due to COVID-19, there will be no live presentations; however, we will release the 3MT videos on the GSA website once the process has been completed. We would also like to thank the College of Graduate and Postdoctoral Studies for their financial support in making this event possible.

## **3. GSA Annual Awards**

Due to the ongoing pandemic situation, the GSA Executives have decided not to hold the Annual Awards Gala in-person this year, which would have been taking place at the Remai Modern Museum under normal circumstances. The GSA will be hosting a virtual event where we will be announcing award winners and delivering or mailing their awards to their place of residence.

## **4. Winter 2021 Bursaries**

The GSA bursary applications closed on February 25, 2021 and successful bursary applicants will be informed by March 10, 2021. We received over 100 applications this term, and we would like to thank the College of Graduate and Postdoctoral Studies for continuing to support our students financially through these bursaries during this difficult time.

## **5. Graduate Professional Skills**

One of our goals this academic year was to provide initiatives that will enhance professional skills and assist graduate students in the working world after graduation. We hosted another “Financial Literacy Seminar” this term where we invited Professor Brian Lane back from the Edwards School of Business. Additionally, we will be hosting a “Resume and Cover Letter Writing” workshop in collaboration with the Student Employment and Career Centre on March 10, 2021, as well as two additional workshops that will focus on interviews, networking, and job search on March 17 & 24, 2021 respectively.

The GSA continues its role to advocate on behalf of graduate students in order to support student success and relay student concerns, organize events to engage students, and collaborate with the USask community to foster an environment of positivity.

Humaira Inam

*President*

*Graduate Students' Association*

**UNIVERSITY COUNCIL  
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Marjorie Delbaere, Chair, Research, Scholarly, and Artistic Work Committee

**DATE OF MEETING:** March 18, 2021

**SUBJECT:** Designation of Active/Inactive Researcher Designation in TABBS

**REQUEST FOR DECISION:**

*It is recommended that University Council support in principle a) the rejection of the use of “active/inactive” designations for researchers and b) the request that the Integrated Planning and Assessment Office and all other administrative units abandon the concept of and metrics associated with the designation of individual faculty members as “active” or “inactive” researchers for all planning and budgetary allocation purposes.*

**PURPOSE:**

University Council has statutory power to make recommendations to the President, the Board, or the Senate respecting matters that Council considers to be in the interests of the University. A matter may be referred to a Council committee by Council to develop recommendations to be presented to the President, the Board, or the Senate.

**DISCUSSION SUMMARY:**

At the October 15, 2020 meeting of University Council a member asked about the designation of active/inactive researcher in the TABBS budgeting model as compared with what constitutes research, scholarly, and artistic work for tri-council funding. The Research, Scholarly, and Artistic Work (RSAW) committee was asked to look into this matter.

At its November 19, 2020 meeting, the RSAW committee met with Dr. Melissa Just, Interim Provost, and Dr. Dena McMartin, Associate Provost, Institutional Planning and Assessment and were provided an overview of TABBS and how the active/inactive research metric operates in the resource allocation model. The Provost and Associate Provost explained that the premise of the metric is to reward research activity within each revenue centre (college/school) and to incentivize eligible faculty to be involved in research, scholarly, and artistic work. Dr. Just and Dr. McMartin provided 11 metrics used to determine if faculty are research active, such as supervision of graduate students, publication in refereed

journal, being principle investigator or co-principle investigator on externally or internally funded projects, and so on. Institutional Planning and Assessment (IPA) Office conducts an initial assessment of research activity, which is provided to the dean of the college, who can also indicate researchers are active based on the standards used within their college. A faculty member is either denoted as active or inactive for the purposes of resource allocation – there is no weighting.

Prior to the December 10, 2020 meeting of RSAW, a group of committee members raised concerns about the implications of being denoted “inactive” through the resource allocation process and asked that RSAW consider bringing the following motion forward to University Council:

*University Council rejects the use of “active/inactive” designations for researchers and requests that the University’s Integrated Planning Office and all other administrative units abandon the concept of and metrics associated with the designation of individual faculty members as “active” or “inactive” researchers for all planning and budgetary allocation purposes.*

The members bringing forward the above motion raised concerns that faculty labelled as “inactive” through TABBS received heavier teaching loads when it was time for assignment of duties, and faced difficulty in becoming research active, as they did not have time for research (because of the heavier teaching load) or access to college resources (because of the designation). It was suggested that the designation of “inactive” is stigmatizing for faculty members and reduces their opportunities for research success.

The committee discussed this motion at its December 10, 2020 meeting. The committee did not have the opportunity to solicit information from deans or executive directors about how they utilize the active/inactive designation in processes like accreditation or assignment of duties, or whether the designation impacts a researcher’s ability to develop and grow research portfolios or their ability to access research support.

After this discussion about the role of the active/inactive research designation in resource allocation and the November 19 presentation on the said designation, the motion above was accepted by majority vote by members of RSAW and will now come to University Council for consideration.

This motion came to University Council as a Notice of Motion on January 28, 2021 for discussion. Members discussed the importance of research metrics to ongoing accreditation efforts in some colleges, the consideration of alternatives to the current designation, as well as the potential for the designation to contribute to the stigmatization of some faculty members.

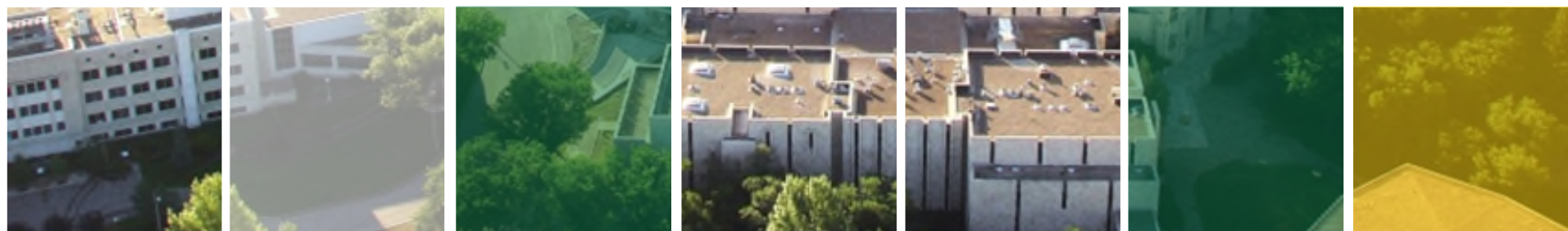
## **ATTACHMENT(S):**

### **1. TABBS Active Researcher Metric – Research, Scholarly, and Artistic Work Committee – November 19, 2020**



# TABBS Active Research Metric

Research, Scholarly and Artistic Work Committee: November 19, 2020

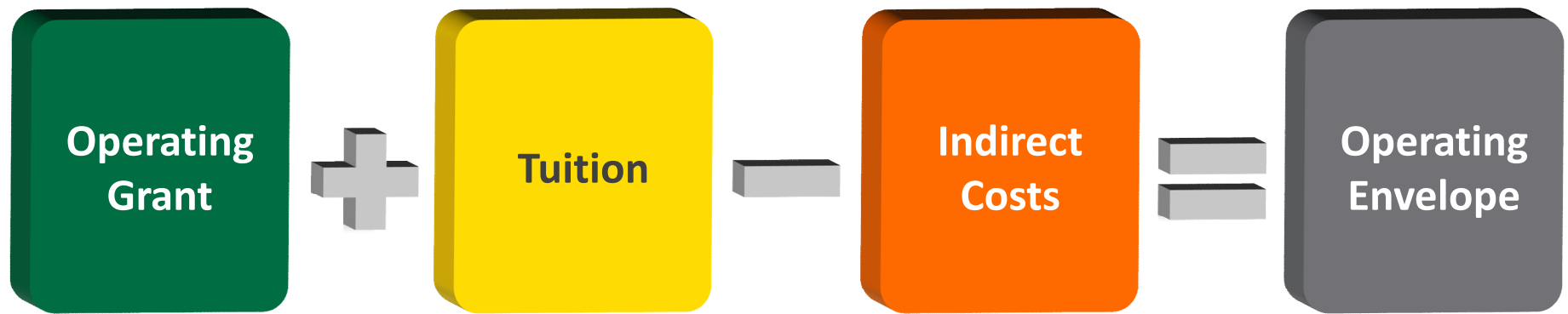


# Purpose

- There is a great deal of interest in the concept of “active researcher” and how it is used in the TABBS model
- Intent of this presentation is to provide insight on the active researcher metric:
  - How it is determined
  - How it is approved by college leaders
  - How it is used in the model

# TABBS Model

- TABBS = Transparent Activity-Based Budget System
- Utilizes a series of inputs (metrics) related to teaching, research, supervision, etc.
- Provides a result for each revenue centre based on the following components:



# TABBS Model

## **The basic premise is:**

- that research activity within each revenue centre should be rewarded/credited

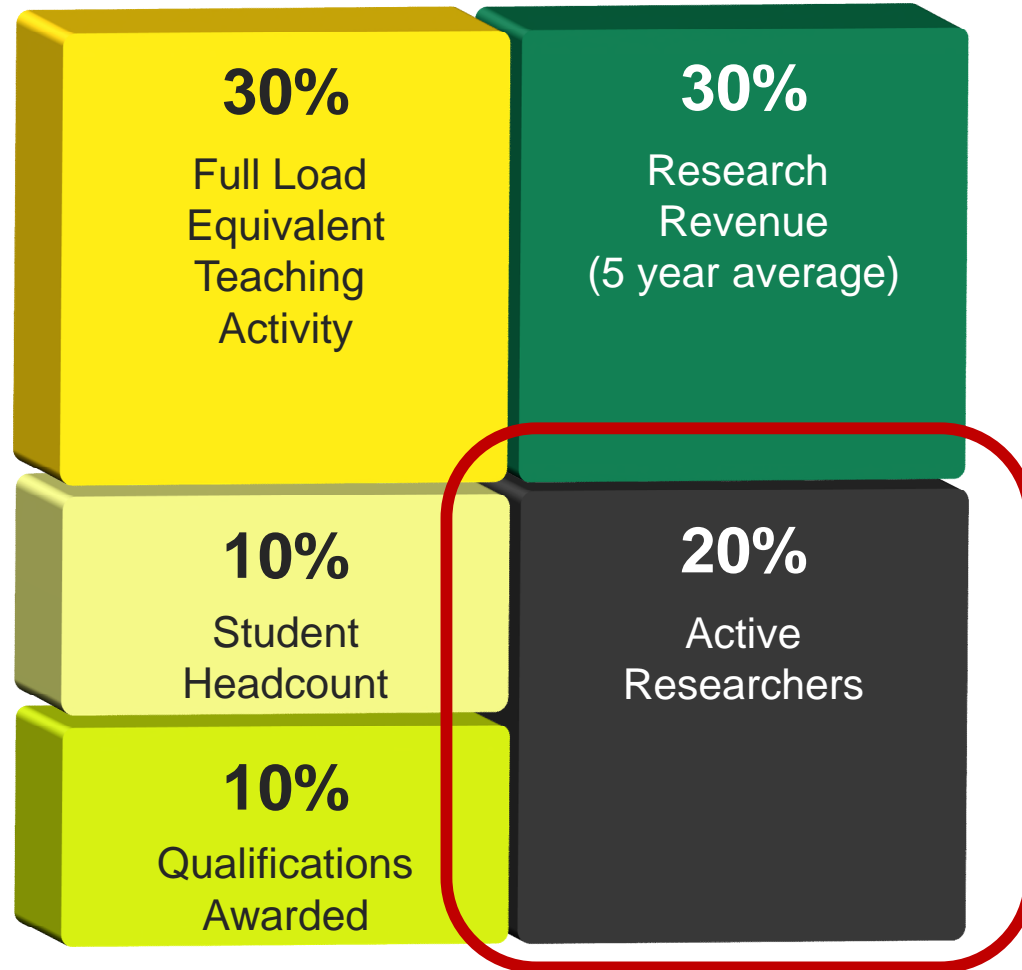
## **The objective/incentive is:**

- that every eligible researcher would be actively involved in research, scholarly and artistic activity

# Unrestricted Operating Grant

Teaching

Research, Scholarly  
and Artistic Work



# Active Researchers

Faculty are deemed research active if they have activity in any of the following metrics:

- Principal Investigator or Co-Principal Investigator on externally funded project
- Co-Investigator on externally funded project
- Principal Investigator or Co-Principal Investigator on submitted external funding application
- Co-Investigator on submitted external funding application
- Principal Investigator, Co-Principal Investigator, or Co-Investigator on internally funded project
- Supervision of Masters students
- Supervision of PhD students
- Papers in Refereed Journals
- Books and Chapters in Books
- Refereed Conference Publications
- Reports and Other Outputs

**OR**

- Faculty have been deemed active by their respective Dean based on the standards used within their college/school relating to tenure and promotion

No weightings are used with respect to active researchers

# Process

- IPA sends out an annual listing of all eligible researchers to each revenue centre
- Included in the listing is an indication of activity in 11 areas based on what is recorded in USask or external data sources (e.g., UnivRS, Scopus)
- Dean/leadership team reviews the list to identify activity and submits back to IPA for input into TABBS

# Summary

- Active researcher concept was established to ensure that all RSAW activity is credited, including that which does not generate external funding
- Deans have authority on active researcher designation based on their internal data sources, processes and standards (e.g., faculty CVs)
- Active research concept has been identified as a potential area of revision in TABBS (from binary designation to one that reflects magnitude of activity)

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Susan Detmer, chair, Academic Programs Committee

**DATE OF MEETING:** March 18, 2021

**SUBJECT:** Master of Music (M.Mus) in Music Education

**DECISIONS REQUESTED:**

*It is recommended:  
That Council approve the Master of Music (M.Mus) in Music Education, effective May 2021.*

**PURPOSE:**

University Council has the authority to approve degree-level programs.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral proposes the Music Education field for the Master of Music (M.Mus) program.

Graduate-level training in Music Education is sought-after among music educators practicing in the profession, yet many of our neighboring institutions do not offer programs in Music Education. The M.Mus in Music Education will differ from the M.Ed programming offered through the College of Education as it will focus on music's role in society and in the education system, and will offer courses pertaining to music curriculum, literature, pedagogy, and philosophical, psychological, sociological perspectives of music and music education.

This program targets recent graduates of the current undergraduate Music Education programs and Education programs who wish to continue their studies in this field. In addition, this program will appeal broadly to local and provincial educators, for whom Graduate degrees are highly sought after by educators in the provincial, national, and international context for potential salary benefits and career advancement.

The college intends to offer both course-based and thesis stream. The course-based stream will include lecture/seminar requirements as well as a capstone project. The thesis stream will have program requirements outlined in the attached proposal.

The College of Arts and Science supports the introduction of this new program have indicated that there is the faculty complement available to support this move.

Currently programming in Music Education at the graduate level is offered under the Master of Music (Performance) program, which has performative requirements which does not align with the Music Education stream.

**CONSULTATION:**

The academic programs committee reviewed the proposal for this program at its February 10, 2020 meeting.

This program was also reviewed and approved by the CGPS Programs committee on January 18, 2021 and by the CGPS Executive Committee on January 21, 2021.

**ATTACHMENTS:**

1. **Proposal for Graduate Study in Musical Education**



## MEMORANDUM

**To:** Academic Programs Committee of Council

**Copy:** Dr. Jennifer Lang, Department of Music

**From:** Office of the Associate Dean, CGPS

**Date:** February 3, 2021

**Re:** New Music Education field of study for the Master of Music degree

---

The College of Graduate and Postdoctoral Studies is seeking approval to implement a new field of study in Music Education for the Master of Music degree. The Department of Music has had some faculty renewal in recent years, and much work has gone into curricular review and revision. At the graduate level, Music Education programming was offered with Conducting as a combined concentration option in the Master of Music in Performance programming. That combined programming was not ideal to delivering curricular outcomes or providing the specialized training sought by potential applicants. Recently, the concentrations were divided to provide distinct curricular outcomes for students interested in pursuing graduate studies in Conducting. In the field of Music Education, it was determined that it would be more appropriate for the revised programming to be a new field of study for the Master of Music degree. Undergraduate programming in Music, including Music Education has been revised recently as well.

The Music Education field in the Master of Music degree would include both course- and thesis-based options. The thesis-based program would consist of 15 credit units of coursework and the thesis, while the course-based program would consist of 30 credit units of coursework including a new capstone project course. The programming would charge the standard graduate tuition.

The Graduate Programs Committee reviewed and supported the proposal on January 18, 2021, and the CGPS Executive Committee reviewed and supported the proposal on January 21, 2021. We are seeking to have the program added to the Course and Program Catalogue addendum with implementation in fall 2021.

Attached please find:

- support memos from the Executive Committee of CGPS and the Graduate Programs Committee
- the complete program proposal
- the Notice of Intent and supporting documentation as provided to the Planning & Priorities Committee
- support from the Planning & Priorities Committee of Council
- consultation with the Registrar documentation

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca)  
:kc



## MEMORANDUM

**To:** Graduate Programs Committee (GPC)  
**From:** Debby Burshtyn, Chair - Executive Committee  
**Date:** January 21, 2021  
**Re:** Master of Music in Music Education

---

On January 21, 2021, the Executive Committee (EC) considered the noted proposal.

The EC approved the recommended both streams of The Music Education field in the Master of Music including both course- and thesis-based options. **Simonson/K. Walker ALL IN FAVOUR CARRIED**

The executive committee minutes document that the proposal meets [CGPS policy 20.3](#) outcomes and meets the minimum requirements; however, the committee recommends that the proponents clearly articulate and differentiate the learning outcomes within the proposal on both the course and thesis-based options. For example, time in program expectations and career paths may be different.

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at [debby.burshtyn@usask.ca](mailto:debby.burshtyn@usask.ca) or 306-966-5759.

/II



## MEMORANDUM

**To:** Executive Committee of CGPS

**Copy:** Dr. Jennifer Lang, Department of Music

**From:** Graduate Programs Committee

**Date:** January 18, 2021

**Re:** Master of Music in Music Education

---

The Department of Music is seeking approval to implement a new field of study in Music Education for the Master of Music degree. The Department of Music has had some faculty renewal in recent years, and much work has gone into curricular review and revision. At the graduate level, Music Education programming was offered with Conducting as a combined concentration option in the Master of Music in Performance programming. That combined programming was not ideal to delivering curricular outcomes or providing the specialized training sought by potential applicants. Recently, the concentrations were divided to provide distinct curricular outcomes for students interested in pursuing graduate studies in Conducting. In considering the field of Music Education, it was determined that it would be more appropriate for the revised programming to be a new field of study for the Master of Music degree. Undergraduate programming in Music, including Music Education has been revised recently as well.

The Music Education field in the Master of Music degree would include both course- and thesis-based options. The thesis-based program would consist of 15 credit units of coursework and the thesis, while the course-based program would consist of 30 credit units of coursework including a new capstone project course. The programming would charge the standard graduate tuition.

The Graduate Programs Committee reviewed the proposal on January 18, 2021, and passed the following motions:

Motion: *To approve the thesis-based Master of Music in Music Education.* Chibbar/Tanaka  
CARRIED Unanimous

Motion: *To approve the non-thesis Master of Music in Music Education with 30 credit unit equivalent.*  
Tanaka/Walker CARRIED Unanimous

Attached please find the proposal for new programming, new course proposal for the capstone course, and letters of support.

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca)

:kc



UNIVERSITY OF SASKATCHEWAN

# College of Arts and Science

DEPARTMENT OF MUSIC

ARTSANDSCIENCE.USASK.CA

Dr. Jennifer Lang  
University of Saskatchewan  
Department of Music  
1049 Education Building  
28 Campus Drive  
Saskatoon, SK S7N 0X1  
[Jennifer.lang@usask.ca](mailto:Jennifer.lang@usask.ca)  
306.966.6812

December 18, 2020

Dear Graduate College Programs Review Committee,

Respectfully, the Department of Music is proposing a Master of Music in Music Education for consideration of implementation in September 2021. In keeping with the Department's impressive forward progress of curriculum renewal, particularly in the Graduate area, the Department of Music has reimagined the Conducting/Music Education Concentration degree as it is currently listed under Master of Music (Performance). We have separated Conducting and Music Education and while the Conducting program will remain housed as a concentration within the Master of Music (Performance) stream, the Master of Music (Music Education) would be a separate degree stream.

As the current program exists, it is not deliverable, nor is it sustainable as Music Education does not align with the performative requirements of the Performance stream. There is considerable interest recently in the Master of Music in Music Education and as such, we are proposing a more sustainable course of study that is comparable to other Canadian institutional offerings of a Master of Music in Music Education.

This proposal has received approval from the Department of Music faculty, and the College of Arts & Science Vice-Dean Academic Gordon DesBrisay. The music librarian, Carolyn Doi, has been approached regarding library resources, and Lucy Vuong has confirmed the budget and resource document. Jacquelyn Ottman has been contacted to discuss the role of Indigenization in the proposal and Kelly Clement at the College of Graduate and Postdoctoral Studies has been instrumental in receiving and advising information for the required documents.

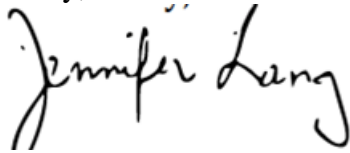
Please find attached in this package:

- 1) A letter of resource support from Department of Music Head, Prof. Dean McNeill
- 2) A letter of Academic support from Vice-Dean Academic of College of Arts & Science, Dr. Gordon DesBrisay
- 3) A Notice of Intent
- 4) A budget and finance template

- 5) A Master of Music in Music Education proposal of course offerings and examination of programs at comparable institutions

Thank you for your consideration of this proposal. Please contact me if you require any additional information.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Lang". The signature is written in a cursive style with a large, stylized 'J' and 'L'.

Dr. Jennifer Lang  
Assistant Professor, Choral Music Education  
University of Saskatchewan



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Graduate Study in Music Education

Degree(s): Master of Music (M.Mus.)

Field(s) of Specialization: Music Education

Level(s) of Concentration: Master's Degree

Option(s): Course-based and thesis-based

Degree College: Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail): Ryan Walker, Associate Dean, CGPS, 306-966-2229, [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca), and Jennifer Lang, Professor, Music, 306-966-6812, [Jennifer.lang@usask.ca](mailto:Jennifer.lang@usask.ca)

Proposed date of implementation: September 2021

### Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

#### 1. Academic justification:

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

The Department of Music previously had a Conducting/Music Education concentration in the Master of Music (Performance) degree program. A Master of Music (Performance) with an independent concentration in Conducting has recently been approved.

Faculty with expertise in music education reviewed the existing programming, as well as programming at comparator institutions determining that a Master of Music in the field of Music Education would be appropriate to accurately reflect the program content and appeal to prospective students. The proposed programming would include both a thesis and course-based option.

Music Education as a specific focus at the graduate level is common in post-secondary institutions included in the U15 research intensive universities, yet many neighbouring institutions do not offer graduate programs in music education. This program would be appealing to music education practitioners in the area who seek to obtain a graduate degree.

A Master of Music in Music Education would be a sought-after program for many music educators who are practicing in the profession. Music Education differs from a Master of Education that might be obtained in the College of Education as it focuses on courses specifically pertaining to music's role in society and in the education system. It will serve to provide a program that reflects on the pedagogy and content knowledge that is specific to music education. As such there will be courses pertaining to music curriculum, literature, pedagogy, and philosophical/psychological/sociological perspectives of music and music education. Currently there are a limited number of programs of this nature, which would fulfil a void that currently exists in Western Canada.

- b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The Department of Music embraces the three commitments of the University Plan 2025. The study of music inherently lends itself to "Courageous Curiosity, Boundless Collaboration and Inspired Communities." By establishing a music education graduate program, we can utilize the knowledge and skill sets of faculty members in new and innovative ways. We can also expand our influence within our musical community by empowering people to become effective musicians, creators, communicators, and leaders – all characteristics of a strong music educator.

The Department of Music has made great strides to overhaul all aspects of our curriculum, as instructed by the College of Arts and Science. With specific reference to our Graduate programming, the Department has increased focus on attracting students to study music in a variety of areas. The Department already has graduate program offerings in Music Performance, Theory, and Musicology. This program addition would provide a much-needed complement to our music area.

The Vision of the University of Saskatchewan clearly aims to advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying

knowledge. A Master of Music in Music Education would be fulfilling a need for existing and future provincial music educators to advance their aspirations in meaningful ways of teaching and learning with and from faculty and each other. As such we are continually preparing and supporting students in their quest of enriching careers and fulfilling lives as engaged global citizens.

This new degree offering honours the College of Graduate and Postdoctoral Studies plan to Be Bold, Be Ambitious, as well as the College of Arts & Science plan of Think Big-Be Bold as its focus resides on encouraging and supporting faculty in offering courses and programs that extend off campus and into local and regional communities. We are attempting to meet a demand to connect with our alumni who are education practitioners in the communities and strengthening their continued relationship to the university through their professional development. We also know that there is an appeal from international students interested in music education studies in Canada and we would be one of the only Western Canadian universities to offer a graduate program in Music Education.

Furthermore, the University Plan's 2025 commitment to Courageous Curiosity with the goal of unleashing discovery is aligned with our program offering. We know that educators have a desire to be lifelong learners and as they strengthen their content and pedagogical knowledge and expertise in a graduate program in music education, their influence on their students will "allow us to imagine a brighter, more sustainable future" directly at the grassroots level. In this respect, we are also strengthening the University's commitment of Inspired Communities by energizing champions. In doing so we seek to strengthen "mutually beneficial relationships with alumni to serve the needs of our graduates and our institution" while supporting and nurturing our degree and depth of alumni engagement.

Within the commitment of Courageous Curiosity, we also seek the goal of Uplifting Indigenization. We believe in reducing systemic barriers for Indigenous students to explore the area of music education, and we seek to support collaborative and reciprocal relationships with Indigenous peoples in the university and broader communities. We are committed to recognizing Indigenous music and Culture Bearers in our undergraduate program of music education and honour the protocol with which music is gifted, shared, and explored with our music education students. We prioritize the education and exploration of Indigenous music with Indigenous community members as our students will be teaching the expectations of the provincial curriculum which include Indigenous content in the schools in which they are placed. Our respectful teaching and learning of Indigenous music and traditional ways of knowing with Indigenous community members will remain a commitment in our graduate music education degree.

- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

This particular program would be targeted towards recent graduates of our current undergraduate Music Education programs and Education programs who wish to continue their studies in this field. In addition, this program will appeal broadly to local

and provincial educators who would either take a temporary leave from their employment situation or they could accommodate graduate studies within their current employment situation. Although we anticipate the local constituents of music educators to be ideally suited for this degree offering, the national and international reputation of our Music Education faculty would be a draw to national and international music education candidates as well. Graduate degrees are highly sought after by educators in the provincial, national, and international context for potential salary benefits and career advancement which would further situate the University of Saskatchewan as a desirable institution to study for all interested music educators.

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

Currently there is not a music education graduate program at the University of Regina which would position the University of Saskatchewan to offer the only Master of Music in Music Education program in the province. An M.Mus. in Music Education is also not available at the University of Alberta, University of Victoria, Simon Fraser University, University of Manitoba, Laurier University, University of Windsor, or Memorial University. The neighbouring provinces that do provide a Master of Music in Music Education are the University of Calgary, University of British Columbia, and Brandon University. We would be offering both a thesis-based stream and course-based stream to appeal to both the academic rigor and applied pedagogical skills and techniques that one requires in the field of music education.

## **2. Admissions**

*a. What are the admissions requirements of this program?*

- a four-year Bachelor or Music degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (i.e., 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies Academic Policies for more information.
- a completed on-line application, the application fee, and all supporting application documents

Selection criteria will also include:

- a) Two-page (maximum) letter detailing the specific reasons for pursuing graduate study and outlining a music education philosophy.

- b) C.V. Typically, it would be expected that the CV would demonstrate a minimum of two years of successful teaching experience or equivalent professional involvement in music education.
- c) Three letters of reference.

### **3. Description of the program**

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

The curricular objectives are to encourage students to explore, develop, and refine their knowledge, thinking, and skills in the areas of pedagogy, leadership, and musicianship. These will be accomplished through applied and practical courses such as methods and pedagogy courses, as well as academic courses such as philosophy and psychology of music education.

- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

The mode of delivery will be:

Lecture and seminar courses

A Capstone applied project for the course-based Master's

Thesis output for students enrolled in the thesis stream of the Master of Music in Music Education.

We have provided the option of these two streams to appeal to those who would like to produce a thesis and those who prefer a course-based option. Each stream would satisfy the rigorous requirements of comparable programs in other institutions to earn a master's degree and possibly continue into doctoral programs. The course-based option contains a capstone course that can be targeted to a practical and applicable project design and possible implementation in their current teaching contexts.

The philosophy underpinning both streams is to create a balanced program that encourages exploration into relevant and topical issues engaging music educators in the current climate of the music education profession.

*c. Provide an overview of the curriculum mapping.*

**Option 1: Course-Based Master of Music in Music Education**

30 credit units (27 c/u plus 3 c/u capstone)

Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.

- GPS 960.0 Intro to Ethics and Integrity
- GPS 961.0 (If required) Ethics and Integrity, Human Research
- GPS 962.0 (If required) Ethics and Integrity, Animal Research
- MUS 990.0 Music Forum
- A minimum of 30 credit units, including:
  - EMUS 991.3: Capstone Project
  - 9 C.U. in Music Education to be selected from:
    - EMUS 838.3 (Advanced Choral Music Teaching in the Secondary School)
    - EMUS 841.3 (Advanced Philosophical Basis of Music Education)
    - EMUS 848.3 (Advanced Instrumental Music Teaching in the Secondary School)
    - EMUS 860.3 (Psychology of Music)
    - EMUS 890 .3 (Advanced Seminar in Music Education)
    - 18 C.U. of electives approved by the student's Advisory Committee. Examples of elective options might include:
      - MUS 828.3 (Advanced Choral Pedagogy)
      - MUS 838 (Advanced Seminar in Instrumental Conducting)
      - MUS 833.3 (Advanced Seminar in Choral Literature and Materials)
      - MUS 863.3 (Advanced Seminar in Instrumental Literature and Materials)
      - MUS 853.3 (Seminar in Musicology I)
      - MUS 854.3 (Topics in Musicology II)
      - MUS 822.3 (Seminar in Schenkerian Theory)
      - MUS 845.3 (Seminar in Music Analysis)
      - MUS 851.3 (Seminar in Music Theory I)
      - MUS 855.3 (Seminar in 20th Century Music)

**Option 2: Thesis-Based Master of Music in Music Education**

15 c/u plus thesis (EMUS 994)

Students must maintain continuous registration in EMUS 994.

- GPS 960.0 Intro to Ethics and Integrity
- GPS 961.0 (If required) Ethics and Integrity, Human Research
- GPS 962.0 (If required) Ethics and Integrity, Animal Research
- MUS 990.0 Music Forum
- EMUS 994
- A minimum of 15 credit units, including:

- 9 C.U. in Music Education to be selected from:
  - EMUS 838.3 (Advanced Choral Music Teaching in the Secondary School)
  - EMUS 841.3 (Advanced Philosophical Basis of Music Education)
  - EMUS 848.3 (Advanced Instrumental Music Teaching in the Secondary School)
  - EMUS 860.3 (Psychology of Music)
  - EMUS 890 .3 (Advanced Seminar in Music Education)
  - 6 C.U. of electives approved by the student's Advisory Committee. Examples of elective options might include:
    - MUS 828.3 (Advanced Choral Pedagogy)
    - MUS 838 (Advanced Seminar in Instrumental Conducting)
    - MUS 833.3 (Advanced Seminar in Choral Literature and Materials)
    - MUS 863.3 (Advanced Seminar in Instrumental Literature and Materials)
    - MUS 853.3 (Seminar in Musicology I)
    - MUS 854.3 (Topics in Musicology II)
    - MUS 822.3 (Seminar in Schenkerian Theory)
    - MUS 845.3 (Seminar in Music Analysis)
    - MUS 851.3 (Seminar in Music Theory I)
    - MUS 855.3 (Seminar in 20th Century Music)

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

All the above requirements specifically refer to the content and pedagogical skills of music educators and practitioners. Each course syllabus will have assessment design and opportunities for demonstration of learning that allow for synthesis, analysis, application, critical thinking, and problem solving in an advanced capacity. Music educators find themselves in positions of teaching music history, theory, score analysis and performance, which synthesize cultural and theoretical concepts that must then be applied in a performative context. This program is designed to seek and explore synergies of theoretical and practical applications that music educators will encounter in their music education practice. The critical thinking element will present itself as graduate students develop a projected image of who they want to be, had to be, and need to be as teachers to engage their future students in music.

A graduate student in Music Education must apply the skills and knowledge they are learning and acquiring in these graduate courses with their colleagues, and music students in classes and ensembles. These skills are acquired through Methods, Techniques, Literature, and Pedagogy courses. Furthermore, these learning skills and outcomes will ultimately be applied in a culminating thesis or capstone course.

Ultimately, the programs of study (course-based and thesis-based) encourage the graduate students to engage in reflexive awareness as reflective practitioners as they refine their understanding of music education practice.

Both the course-based and thesis-based options would be beneficial to supporting career advancement in both the private and public sectors. The thesis-based option will be appealing to students that may wish to pursue a doctoral program or simply have interest in conducting research.

*e. Explain the comprehensive breadth of the program.*

Students will participate in courses that will expand their knowledge, understanding, and application of a variety of perspectives as related to music education. These perspectives include philosophical, psychological, historical, and sociological courses as they explore critical issues that permeate the discipline of music education as it relates to school and community settings. Students will also have the opportunity to participate in research projects investigated by music education faculty to strengthen research skills and apply theoretical principles in practical contexts. The program is designed to be as specific, or as broad, as the student chooses.

*f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

As stated above, a successful music educator will be expected to critically and creatively analyse, synthesize and apply musical skills and appropriate constructs with the students they encounter in both the classroom and ensemble rehearsal contexts.

In this respect, the Pursuit of Truth and Understanding is achieved through students’ dedication to the craft of teaching by furthering their studies in this area of practice. As such, they are committed to lifelong learning and personal and professional development. The depth and breadth of the program’s course offerings provide a holistic and comprehensive knowledge base that explores perspectives of sociological, philosophical, psychological, historical, and performative frameworks that enrich the graduate student’s foundation of their subject. Essentially, these various perspectives intersect with related disciplines and facilitate exploration of differing worldviews.

Students will engage in the Pursuit of Integrity and Respect when exploring research methods and conducting primary and secondary research in respectful and ethical ways. The area of music education confronts complex issues in terms of race, gender, politics, and power not only within the music itself, but also in the dynamics of the classroom and how music is presented and explored with music learners, including the responsibility of learning in and through Indigenous music and culture bearers. Responsible teaching and learning, therefore, examines and considers these issues within the community of practice.

Students will be encouraged to pursue Skills and Practices that develop and apply appropriate skills of research through establishing research questions, inquiry-based discovery, and communication or translation of this knowledge to academic and practitioner communities. The responsibility to the profession of teaching through graduate student leadership and knowledge mobilization in the efforts to improve one’s practice and profession will adhere to the commitment of the Learning Charter’s Individual and Community Pursuits.

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

All students entering the program will be expected to produce a statement outlining their philosophy of music education and will be required to meet with the music education faculty for an interview to assess the students' goals, rationale, and objectives for enrolment in the program. Should a student want to transfer from a different Master of Music stream of study, that will be attainable, provided they have met the entrance requirements.

- h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

The program will be a success if:

Students are applying to the program and successfully completing the requirements for graduation from the program.

Students are successfully applying practices and principles from the course of study in their professional practice.

Students are seeking career advancement through seeking promotion to school administration positions.

Students are applying to doctoral programs in the field of music education or related fields.

The expected timeframe to know if the program is experiencing success would be within 3-5 years.

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

Not applicable.

#### **4. Consultation**

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

The Department of Music has Master of Music degrees in Theory, Musicology, and Performance in the following areas: Piano, Saxophone, Trumpet, Voice, Violin, Instrumental/Choral conducting. Several students across these degree streams can take similar graduate music courses in the areas of musicology, theory, and music education, and applied lessons. Offering both course-based and thesis-based streams will also provide the opportunity for students to further their graduate studies in doctoral programs in related fields if desired.

- b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

The Dean of the College of Education was contacted and provided with an outline of the proposed Master of Music in Music Education program, and a letter of support is provided. Additionally, verbal consultation with the Vice-Dean Indigenous in the College of Arts & Science was scheduled to occur on February 3, 2021.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Not applicable.

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

Email correspondence between Jennifer Lang and Carolyn Doi (Dec. 18, 2020)

Hi Jen,

Congrats on the new program proposal!

I think the library collections would be well suited to this type of program. I've purchased music education literature for many years, and those materials are complimented by the well established education literature and curriculum collections.

When the program is set to start, I'm happy to have further conversations with you about resources for specific course offerings.

All the best,

Carolyn

**Carolyn Doi, BMus MLIS**

Associate Librarian

Education & Music Librarian

Ph: 306-966-2433

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

Not applicable.

## 5. Budget

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

2-3 full-time music education faculty members can assume all teaching and advising duties in this specific graduate course of study (also taking into consideration sabbatical leaves). Estimated percentage is 16% of their teaching load (based on standard 15 Credit Units).

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

The Departmental Music Education Committee carefully reviewed and considered the Master of Music in Performance with the Conducting/Music Education concentration, and those concentration options have been separated already through institutional curricular governance processes. This program proposal will terminate the Master of Music in Performance concentration in Music Education, which was not a sustainable or desirable option for students. The previous model was a project-based program, while the new field proposes course-based and thesis-based options designed to focus on Music Education as a specific field of study and appeal to student demand.

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

Current faculty will not be adversely affected by the proposed changes. A faculty member may see a slight increase in individual advising (2-3 hours per week) and could potentially teach an additional graduate class once every academic year (3 C.U.). However, many of the courses listed in the course map are either already being taught to the complete graduate cohort or can be cross-listed within current Department of Music undergraduate offerings, thus they already fit into existing teaching loads. All affected faculty members are willing to assume a slight voluntary teaching overload to accommodate this new programming.

Because faculty members will be assuming overloads, an additional sessional instructor may be required to teach an undergraduate course previously led by one of the Music Education faculty. It is anticipated the need for supplemental instruction will be minimal, as many courses listed in the Course Map are dual delivery.

- d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

The Department does not anticipate this proposal will utilize additional unit resources. Students will be able to utilize an already established graduate student office for academic and teaching use. It is not anticipated that future students will place undue torque on existing classrooms within the Department of Music. Minimal additional administrative duties that come with the addition of students will be assumed by the existing Graduate Chair and Office Coordinator for the Department.

Please see the attached letter of support from Prof. Dean McNeill, Department Head, Department of Music.

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

Not applicable.

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

Not applicable.

- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Students will be eligible for all Departmental scholarships, as determined by specific Terms of Reference. In addition, qualified students will be considered for graduate teaching assignments that benefit the Department, and their own musical and pedagogical experience.

Students will also have access to every option of financial aid available at the department, College, and University levels. Students will also be guided to apply for Joseph-Armand Bombardier Canada Graduate Scholarships Program Master's Scholarships.

- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Tuition will be consistent with the standard graduate tuition.

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

The following information was provided by Barb Gillis, Chief Operating Office, College of Arts and Science which was used in the 2020 proposal for the Master of Music in Performance (Conducting):

There are no new direct costs. This new course of study fits into the exiting Master of Music and will be delivered with existing faculty and staff. The TABBS calculator used an assumption of an intake of 3 students per year and in year 1 the impact is a positive \$12,967 (Operating grant of \$10,059 plus tuition of \$9,703 minus indirect costs of \$6,795).

- j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

A reasonable target of students per year in the program is 2-3. It is the collective estimation of the Department that this will take approximately 3-4 years to fully achieve consistent enrolment.

- k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Please see above (section i). Revenue based on 3 students per year is \$19,762. It is entirely incremental revenue and is related to core program delivery.

- l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

As many courses are offered as dual delivery with the undergraduate program, the program will be sustainable with the anticipated enrolment target covering the cost of an occasional sessional lecturer. This sessional lecturer would offset an undergraduate music education course taught by a faculty member to enable this faculty member to teach a graduate music education course.

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

This new program may occasionally require supplementation of sessional instruction (at a cost of approximately \$7,000 for a 3 C.U. course). It is anticipated that no more than one course taught by a sessional per academic year is required. Sessional instructors will be asked to teach undergraduate courses previously taught by faculty involved with this new program of study. It is important to note that no additional funding will be required.

*n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program*

No new funding sources are anticipated, nor required, albeit the occasional sessional instructor. As previously stated, faculty involved with graduate student advising will voluntarily assume a minimal overload in teaching duties.

## **College Statement**

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

## **Related Documentation**

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

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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

## **Consultation Forms** At the online portal, attach the following forms, as required

### Required for all submissions:

- Consultation with the Registrar form

- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

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

## COURSE SYLLABUS

<b>COURSE TITLE:</b>	Music Education Capstone		
<b>COURSE CODE:</b>	EMUS 991	<b>TERM:</b>	2
<b>COURSE CREDITS:</b>	3	<b>DELIVERY:</b>	Self-Directed Study
<b>CLASS SECTION:</b>	EDUC 1049	<b>START DATE:</b>	January 2021
<b>CLASS LOCATION:</b>		<b>LAB LOCATION:</b>	
<b>CLASS TIME:</b>		<b>LAB TIME:</b>	
<b>WEBSITE:</b>			

### Course Description

This course serves as the summative experience for students enrolled in the course-based MMus in Music Education degree. The purpose of the course is to provide students with the opportunity to design, develop, and present a project that relates to and enriches their current or future pedagogical practice in music education. Students will work with their supervisor to generate a project idea, create a project proposal, present the summary of the project in a public setting, and generate revisions from written and oral feedback to complete a final project.

### **Prerequisites**

This course serves as the summative experience for students enrolled in the U of S's project stream for the Master of Music in Music Education degree. It is intended to be taken in the final term of one's graduate studies or with permission of the department.

### **Treaty Acknowledgement**

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

### Learning Outcomes

By the completion of this course, students will be expected to:

- Create a project proposal and implementation plan.
- Incorporate feedback to effectively refine proposal and plan.

- Plan, research, and publicly present a piece of original scholarship/contribution in the field of music education.
- Integrate feedback given orally and in writing, as well as insights gleaned from the experience of giving a public presentation, into a final version of the research product

*Communication and Meetings:*

- Students will set a weekly meeting time with their supervisor
- Students are welcome to make use of office hours or email to communicate with their supervisor between weekly meetings

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note:

There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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

## **University of Saskatchewan Grading System (for graduate courses)**

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

### **90-100 Exceptional**

A superior performance with consistent strong evidence of

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

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

A very good to excellent performance with strong evidence of

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

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

A satisfactory to good performance with evidence of

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

### **60-69 Poor**

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;

- some ability to examine the material in a critical and analytical manner.

### **<60 Failure**

An unacceptable performance.

### **Program Requirements**

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

## **Course Overview**

This course is intended to provide the student with the opportunity to undertake a self-directed project. Feedback will be provided weekly by the student's supervisor to help the student plan, prepare, present, and produce a final project related to the field of music education.

## **Class Schedule**

Students will set a weekly meeting time with their supervisor to report on progress.

## **Midterm and Final Examination Scheduling**

There will be no midterm or final exams for this course.

## **Instructor Information**

**Contact Information: Dr. Jennifer Lang**  
306-203-9253

[Jennifer.lang@usask.ca](mailto:Jennifer.lang@usask.ca)

## **Office Hours: By appointment**

## **Required Resources**

### **Readings/Textbooks**

There are no required materials for this course. Library resources and electronic resources are made available through the university library sites and will be recommended and tailored to the individual student's specific needs of the proposed project.

## **Grading Scheme**

<b>Component</b>	<b>Evaluation Dates and Deadlines</b>	<b>Evaluators</b>	<b>Percentage of Final Grade</b>
Assignment #1 – Project Proposal	Due within the first two weeks of the course	Supervisor	10%
Assignment #2 – Project Refinement and Implementation plan	Prior to the end of week four of the semester	Supervisor	10%
Assignment #3 – Impact Statement	Prior to the end of week eight of the semester	Supervisor	10%
Assignment #4 – Project Presentation	Two weeks prior to the end of the semester	Supervisor	20%
Assignment #5 – Final Project	Final week of class.	Supervisor	50%
Total			100%

## **Evaluation Components**

### **Assignment 1: Project Proposal**

**Value:** 10% of final grade

**Due Date:** Due within the first two weeks of the course

**Type:** A written document designed to outline the project concept

**Description:** Students are expected to submit a 1-2 page document which outlines the basic concept for the term-end project.

### **Assignment 2: Project Refinement and Implementation Plan**

**Value:** 10% of final grade

**Due Date:** Prior to the end of week four of the semester

**Type:** A written document designed to incorporate feedback from the project proposal and propose an implementation strategy of the project.

**Description:** Students will submit a 1-3 page document which refines the term-end project concept focusing specifically on the perspective of implementation feasibility of the project in a music education context and the resources required to effectively implement the project.

### **Assignment 3: Impact Statement**

**Value:** 10% of final grade

**Due Date:** Prior to the end of week eight of the semester

**Type:** A written document designed to describe the impact of the project.

**Description:** Students will submit a 1-3 page document which outlines the impact that this project will have on music education pedagogy practice for the role of educators, students, administrators, or educational policy.

### **Assignment 4: Presentation of Plan**

**Value:** 20% of final grade

**Due Date:** Two weeks prior to the end of the semester. The performance date will vary depending upon the student's individual project, however, the event date must be approved in advance by the course instructor.

**Type:** Students will make a public presentation of the term end final project.

**Description:** The presentation is a public opportunity to share the idea and implementation of the original project and should be 20 minutes in length, with an additional 10-minute question period. The presentation is assessed on the quality and delivery of the project, the effectiveness of audio-visual components, and the responses during the question period. This component is assessed by the supervisor.

### **Assignment 5: Final Project**

**Value:** 50% of final grade

**Due Date:** Final week of term

**Type:** Students will submit a final project based on approval of the project proposal plan.

**Description:** Students will have designed a project throughout the course and at this stage will submit the project for summative assessment. Each individual project will vary in format (i.e. report, paper, module, audio/visual repository, etc...) according to the initial design plan.

## **Submitting Assignments**

This course has both oral and written assignments. Written assignments must be submitted in electronic form to the instructor by the beginning of the class on the due date assigned. The written assignment must be submitted as a word document (not a pdf) in the appropriate assignment folder in Canvas. Students are required to complete assignments by the required deadlines. A summary of each assignment is provided (detailed information for each assignment will be provided during class). All final written assignments must be typed, double-spaced with Times New Roman 12-point font. References to relevant scholarly books and journal articles must be cited (in APA style) to support your assertions and provide evidence for your views. Although you may choose to start with Wikipedia or other non-professional Internet sources, do not rely on them only—check the primary source yourself. When in doubt, check with your course instructor to ensure your sources are adequate and appropriate.

Oral presentations **must be completed on the day arranged** as the timetable does not permit rearranging of presentation dates.

## **Late Assignments**

All assignments are due at the start of class on the day indicated in the syllabus. Late assignments (including those turned in after class on the same day) will be penalized 5 percentage points per day (including weekends). Late assignments will not be accepted if they are turned in more than 7 days after the due date. Extensions are only granted in rare instances (notably as a result of family or medical emergencies) and upon receipt of adequate documentation. It is your responsibility to contact the instructor prior to the due date if possible or as soon after the due date if it was unfeasible to do so beforehand.

## **Criteria That Must Be Met to Pass**

Students must complete all components of the course to pass.

## **Attendance Expectations**

## **Participation**

Students are expected to meet each week (in person or virtually) with their supervisor to receive formative feedback throughout the term to produce a culminating project.

## **Student Feedback**

Students are encouraged to discuss questions and concerns with their supervisor throughout the duration of the course.

## **Integrity Defined (from the Office of the University Secretary)**

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

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

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

**Copyright:** Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

## **Examinations with Access and Equity Services (AES)**

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

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

## **Student Supports**

### **Student Learning Services**

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

### **Student and Enrolment Services Division**

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

### **Financial Support**

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

### **Aboriginal Students Centre**

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

### **International Student and Study Abroad Centre**

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

**The USSU Pride Centre** is a welcoming, vivacious, and celebratory campus community. The centre provides a friendly environment with a diverse group of people of all sexual orientations and gender identities. For more information see <https://ussu.ca/main-page/centres/pride-centre/>

### Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at [usask.ca/cgps/forms.php](http://usask.ca/cgps/forms.php)

College <b>Arts &amp; Science</b>	Department/Unit <b>Music</b>
Authorizing Unit Head <b>Dean McNeill</b>	Authorizing Unit Head Signature 

### INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number <b>EMUS 991</b>		Course Title <b>Music Education Capstone</b>			
Total Course Hours <b>13</b>	Lecture	Seminar <b>39</b>	Lab	Tutorial	Other
Weekly Course Hours <b>3</b>	Lecture	Seminar <b>3</b>	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input checked="" type="radio"/> Term 1 or 2 <input type="radio"/> Term 1 and 2			Course is to be offered <input type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input checked="" type="radio"/> Other		
Prerequisite(s) or restriction(s) <b>This course is intended to be the final course taken within the UofS's Master of Music in Music Education degree.</b>				If there are prerequisites, who can waive them: Department _____ Instructor _____ <b>Dept. of Music Head and Instructor</b>	
Catalogue Description (not more than 50 words) <b>This course serves as the summative experience for students enrolled in the course-based MMus in Music Education degree. The purpose of the course is to provide students with the opportunity to design, develop, and present a project that relates to and enriches their pedagogical practice in music education.</b>					
Tuition code and any additional class fees:		Number of credit units: <b>3</b>		Can this course be repeated for credit? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: <b>No</b>					

### CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at [usask.ca/cgps/forms.php](http://usask.ca/cgps/forms.php)

### EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. <b>The intent of the course is to have each student design an individual project that improves their pedagogical practice, therefore no exam will be administered to assess and evaluate course content.</b>	

## Rationale

What is the rationale for introducing this course

This course serves as the culminating course in the course-based Master of Music in Music Education degree. The capstone course will focus on a project conceptualization, design, implementation, and presentation by the student that will apply skills and knowledge acquired from their required and elective graduate courses in a practical situation. This course provides a summative experience for students to synthesize and apply theoretical knowledge acquired throughout the degree that will enhance their current or future pedagogical practice in the field of music education. This culminating course provides added rigour to the course-based stream of the Master of Music in Music Education in the way that the thesis requirement functions for the thesis-based stream.

## Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

☐ Yes ☒ No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

☐ Yes ☒ No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

☐ Yes ☒ No

If yes, please list:

No

Course(s) for which this graduate course will be a prerequisite?

None. This is the final course in the Master of Music in Music Education degree.

Is this course to be required by your graduate students, or by graduate students in another program?

☒ Yes ☐ No

If yes, please list:

This course is required for students in the Master of Music in Music Education course-based degree program.

## Enrolment

Expected Enrolment

3

From which colleges/programs:

The students will be within the Department of Music in the College of Arts & Science.

## Resources

Proposed Instructor(s) (Please include qualifications):

Dr. Jennifer Lang (Ph.D)

Dr. Darrin Oehlerking (DMA)

Dr. Glen Gillis (Ph.D)

How does the department plan to handle the additional teaching or administrative workload:

The three full-time faculty members in Music Education have agreed to assume a minimal overload in our capacity as advisors to graduate students. As much of the work in the course is student-driven, the faculty will be advising the students in this course akin to the supervisory duties expected if students were completing a thesis.

Are sufficient library or other research resources available for this course:

Yes. No additional library or research resources would be required.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No additional resources would be required.

## Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters ([usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct ([usask.ca/university\\_secretary/honesty/](http://usask.ca/university_secretary/honesty/)).

**The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.**

Authorizing College Dean/Head Gordon DesBrisay, Vice-Dean Academic	Signature Gordon DesBrisay	College Approval Date January 8, 2021
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UNIVERSITY OF SASKATCHEWAN

## College of Arts and Science

DEPARTMENT OF MUSIC  
USASK.CA/MUSIC

December 18, 2020

Dear Graduate College Programs Review Committee,

I am pleased to supply this unequivocally positive letter of support in regard to the proposed M.Mus. (Music Education) document that my colleague Dr. Jennifer Lang is submitting to the Grad College on our department's behalf.

This innovative M.Mus. program proposal has been a long time in the making. It has been *thoroughly* thought through and vetted at the departmental level, over a series of years. In designing this M.Mus. (Music Education) program the Department of Music has *carefully* measured the resultant impact on our other M.Mus. and B.Mus. degrees, on faculty teaching and administrative loads, we have consulted multiple times with cognate stakeholders in the community, and, we've carefully mapped out the related facilities, curricular, and budgetary ramifications.

I am very comfortable stating the following:

- 1) **Facilities:** We can easily offer this M.Mus. program within our current space and overall facilities allocations. No additional resources are required. As but one example of this is the email response located in the budget document from our Music Librarian Carolyn Doi. We have the space in our department to make this degree happen.
- 2) **Faculty and Budget:** The Music Education area of our department in general has been a core strength of ours for decades. This is why we chose to 'spend' 2 faculty renewal positions in this Music Education area (i.e. Dr. Lang's appointment and Dr. Oehlerking's appointment). Additionally with the recent appointment of our musicologist Dr. Lalonde our department is now *very* well positioned (i.e. academically) not only to launch this M.Mus. (Music Education) program but in so doing, to assert a significant leadership role in Western Canada in this area. To put it simply this exciting new and imaginative M.Mus. (Music Education) degree is needed and it is overdue.
- 3) **Need and ramifications:** We anticipate very significant interest in this M.Mus. (Music Education) degree from potential M.Mus. students. For example a number of our recent B.Mus. grads have expressed interest in enrolling in this degree as soon as it becomes available. As well with our faculty compliment now including Jr. faculty who have come from a variety of other communities I think it safe to say that our general 'reach' in terms of attracting potential M.Mus. students from outside the province of Saskatchewan has never been stronger. As well I am very pleased to state that our faculty hirings over the past 10 years have resulted in a much more evenly balance faculty compliment in terms of gender equity. This is yet another statistic to be proud of when we are considering doing new and exciting things, in new ways.

The implementation of this M.Mus. (Music Education) degree will unquestionably augment our collective academic offerings, it will directly enrich the RSAW activities of our music faculty, it will positively impact our undergraduate and graduate students (i.e. grad students in other M.Mus. degrees). We can do this with no additional financial resources. We now have the right people in the place to make this happen.

Thank you for considering our proposal.

Please feel free to contact me if you have any questions in regard to my strong support for this most worthy proposal.

Thank you.



Dean McNeill  
Head, Department of Music  
University of Saskatchewan  
28 Campus Drive  
Saskatoon, Saskatchewan  
S7N 0X1  
Work: 306-966-6169  
Cell: 306-260-8543  
Work Email: [dean.mcneill@usask.ca](mailto:dean.mcneill@usask.ca)  
Headship Email: [music.depthhead@usask.ca](mailto:music.depthhead@usask.ca)

PS Thank you Dr. Lang for shepherd our department through this M.Mus. (Music Education) planning and proposal activities!



UNIVERSITY OF SASKATCHEWAN

## College of Arts and Science

OFFICE OF THE DEAN  
ARTSANDSCIENCE.USASK.CA

To: College of Graduate and Postdoctoral Studies University Council  
From: Dr. Gordon DesBrisay, Vice-Dean Academic, Arts and Science  
Date: September 14, 2020  
Subject: Letter of Support for Master of Music in Music Education

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Dear Colleagues,

I write on behalf of the College of Arts and Science to express our strong support for this second of two recent proposals from the Department of Music to update and revise graduate training in Music Education.

Having put forward, this past spring, a case for refreshing the study of Conducting, the department now proposes to continue the work of revitalization involved in uncoupling that program from a renewed Music Education program proposed here. As noted with regard to the earlier proposal, now is a good time to refresh this graduate musical training in light of, and in line with, the substantial faculty renewal of recent years in the Department of Music. The involvement of these new faculty, in particular, is an exciting prospect.

We agree with the Department that this initiative can be undertaken without new faculty or other resources, and can be accommodated within the current faculty's assignments of duties.

In other words, Music has the right plan, the right people, and sufficient resources to make this proposal work. The College of Arts and Science supports this initiative without reservation.

Yours sincerely,

Gordon DesBrisay  
Vice-Dean Academic



UNIVERSITY OF SASKATCHEWAN

College of Education

EDUCATION.USASK.CA

January 20, 2021

To the Executive Committee, CGPS

I am writing to lend my support to the proposal for the establishment of the M.Mus. (Music Education). From the point of view of the College of Education, the redefinition of the program so that Music Education will not be combined with Conducting as a single concentration will serve the needs of students who wish to focus on pedagogy and issues arising in an educational context. It will offer an option for graduates of this college who have an interest in extending their capacities in music education and in arts education more broadly.

It is clear from the proposal that the Department of Music has been engaged in a thoughtful curriculum review, and that this proposal has been extensively considered in relation to the priorities of the department and the other changes that have been made.

The College of Arts and Science seems satisfied that the program can be offered on the basis of the resources that are currently available, and that it aligns well with the research and teaching interests of faculty members.

Yours sincerely,

A handwritten signature in cursive script that reads "Beth Bilson".

Beth Bilson  
Interim Dean, College of Education

# Planning and Priorities Committee

## NOTICE OF INTENT for new programs

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### Notice of Intent

#### **Master of Music in Music Education**

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

The Department of Music previously had a Conducting/Music Education concentration in the Master of Music (Performance) degree program. A Master of Music (Performance) with an independent concentration in Conducting has recently been approved.

Faculty with expertise in music education reviewed the existing programming, as well as programming at comparator institutions determining that a Master of Music in the field of Music Education would be appropriate to accurately reflect the program content and appeal to prospective students. The proposed programming would include both a thesis and course-based option

Music Education as a specific focus at the graduate level is common in post-secondary institutions included in the U15 research intensive universities, yet many neighbouring institutions do not offer graduate programs in music education. This program would be appealing to music education practitioners in the area who seek to obtain a graduate degree.

What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

In the past, we have had potential graduate students inquire about music education graduate studies within the Department of Music, but due to the outdated and unsustainable model currently in place, we have had to either accept them in another field of study or refuse them.

We currently have serious inquiries from recent Department of Music alumni who are local educators prepared to seek admission to a Master of Music in Music Education program, should one be mounted. This program would be appealing to local and provincial educators who would accommodate graduate studies within their current employment situation. In other words, they would not have to leave their posts to complete graduate work. Although we anticipate the local constituents of music educators to be ideally suited for this degree offering, the national and international reputation of our Music Education faculty would be a draw to national and international music education candidates as well. Graduate degrees are highly sought after by

educators in the provincial, national, and international context for potential salary benefits and career advancement which would further situate the University of Saskatchewan as a desirable institution to study for all interested music educators. It is anticipated that within the first years of the program's implementation there will be approximately 2-5 graduate students enrolled in the Master of Music in Music Education, increasing to incoming cohorts of approximately 5-8 in subsequent years. By offering this course of study in music education, we will be serving a new community of potential students by providing an opportunity for music educators in Saskatchewan and beyond to further their musical experience, knowledge, and careers.

2. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the *University Plan 2025*, and the university's *Vision, Mission and Values*? If the program was not envisioned during the college/school strategic planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?

The Vision of the University of Saskatchewan clearly aims to advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge. A Master of Music in Music Education would be fulfilling a need for existing and future provincial music educators to advance their aspirations in meaningful ways of teaching and learning with and from faculty and each other. As such we are continually preparing and supporting students in their quest of enriching careers and fulfilling lives as engaged global citizens.

This new degree offering honours the College of Graduate and Postdoctoral Studies plan to *Be Bold, Be Ambitious*, as well as the College of Arts & Science plan of Think Big-Be Bold as its focus resides on encouraging and supporting faculty in offering courses and programs that extend off campus and into local and regional communities. We are attempting to meet a demand to connect with our alumni who are education practitioners in the communities and strengthening their continued relationship to the university through their professional development. We also know that there is an appeal from international students interested in music education studies in Canada and we would be one of the only Western Canadian universities to offer a graduate program in Music Education.

Furthermore, the *University Plan's 2025* commitment to Courageous Curiosity with the goal of unleashing discovery is aligned with our program offering. We know that educators have a desire to be lifelong learners and as they strengthen their content and pedagogical knowledge and expertise in a graduate program in music education, their influence on their students will “allow us to imagine a brighter, more sustainable future” directly at the grassroots level. In this respect, we are also strengthening the University’s commitment of Inspired Communities by energizing champions. In doing so we seek to strengthen “mutually beneficial relationships with alumni to serve the needs of our graduates and our institution” while supporting and nurturing our degree and depth of alumni engagement.

Within the commitment of Courageous Curiosity we also seek the goal of Uplifting Indigenization. We believe in reducing systemic barriers for Indigenous students to explore the area of music education, and we seek to support collaborative and reciprocal relationships with Indigenous peoples in the university and broader communities. We are committed to recognizing Indigenous music and Culture Bearers in our undergraduate program of music education and honour the protocol with which music is gifted, shared, and explored with our music education students. We prioritize the education and exploration of Indigenous music with Indigenous community members as our students will be teaching the expectations of the provincial curriculum which include Indigenous content in the schools in which they are placed. Our respectful teaching and learning of Indigenous music and traditional ways of knowing with Indigenous community members will remain a commitment in our graduate music education degree.

3. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

We anticipate that students who currently register in the College of Education for a Master of Education might opt to register for a Master of Music in Music Education program if they are music teachers and have earned an undergraduate music education degree. The music education degree is a very specialized program that would not be duplicating another program in another college or school. We do not expect a program to be deleted as a result of offering this specialized program in music education. We have completed a thorough examination of Master of Music (MMus) in Music Education

programs across Canada and have discovered that an MMus in Music Education is not available at the University of Victoria, Simon Fraser University, University of Regina, University of Manitoba, Laurier University, University of Windsor, or Memorial University. Our proposed degree structure and requirements do align with course offerings at universities that do offer an MMus in Music Education (please see appendix 1 in the proposal).

4. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program.

The Department of Music has the resources in place to offer this program and is committed in every way to offering the program and supporting its successful implementation. We have three full-time tenure-track and tenured music education professors who will teach the graduate courses. A faculty member may see a slight increase in advising (2-3 hours per week) and could potentially teach an additional graduate class once every academic year (3 C.U.). However, many of the courses listed in the course map are either already being taught to the complete graduate cohort or can be cross-listed within current Department of Music undergraduate offerings, thus they already fit into existing teaching loads. Because faculty members will be assuming overloads, an additional sessional instructor may be required to teach an undergraduate course previously led by one of the Music Education faculty. It is anticipated the need for supplemental instruction will be minimal, as many courses listed in the Course Map are dual delivery. We have one office coordinator for administrative support who would be able to provide support to the graduate students, as is the case with the current graduate students in music performance, theory, and musicology. We would not require any additional space for students as there are rooms for graduate student offices and we would not require and additional library resources as confirmed by our music librarian,

Carolyn Doi. I have met with Lucy Vuong to confirm that the resources in the budget are accounted for and described in detail.

5. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

There has not been a risk analysis of this program conducted. We do not anticipate there to be risks or constraints associated with initiating a program at this time. This proposed program already contains many of the courses required that are taught in faculty load in person. In the event that we are still in remote modality in September 2021, these courses could be offered through remote delivery. The risk in not proceeding with the program at this time is that the students who have expressed an interest in enrolling may find an alternative institution to pursue their studies. A note from a recent U of S alumni and current music educator (Danielle Strong) in Saskatoon reads:

I'm emailing you about the Masters Program in Music Ed that will hopefully be launching in 2021 (under the impression that it will not be affected by Covid-19). I'm definitely interested in doing that masters program, and I'd love to learn more from you as a mentor. I'm sure things are still up in the air, but let me know if it is still projected to happen, and if I'm able to register for the program!

If the program is not able to begin in September 2021, we would be hopeful that these students might enrol in the Performance Conducting program and then switch into their more desired stream of Music Education, but the most desirable option is to launch this Master of Music in Music Education for September 2021.

6. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

The anticipated start date of the program is September 2021. The rationale for this date is that we have recently changed the Conducting concentration in the Master of Music Performance program, and we now seek to launch the separate program of Music Education with the graduate offerings to be able to provide programming in that area of specialization. As we are aiming for approval to satisfy the course and program catalogue addendum deadline, the CGPS has indicated that the proposed start date could be accommodated inclusive of required system setup in the Student Information System.



Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal

**Requirements:** To be completed for proposals of new academic programs or revisions to existing academic programs (including termination).  
Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

**Instructions:**

- 1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
- 1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

Name of Program:

Master of Music in Music Education

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>Revenue</b>						
Tuition revenue:						
Total # of domestic students (headcount)	3	4	5	5	5	
Domestic tuition rate	\$ 4,260.00	4260	4260	4260	4260	These rates don't assume future increases.
Total tuition revenue - domestic	\$ 12,780.00	\$ 17,040.00	\$ 21,300.00	\$ 21,300.00	\$ 21,300.00	
Total # of international students (headcount)	0	1	2	2	3	
International tuition rate	\$ 6,730.80	\$ 6,730.80	\$ 6,730.80	6730.8	6730.8	These rates don't assume future increases.
Total tuition revenue - international	\$ -	\$ 6,730.80	\$ 13,461.60	\$ 13,461.60	\$ 20,192.40	
Student fees*						
Excursion	\$ -	\$ -	\$ -	\$ -	\$ -	
Lab	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (list in Comments)	\$ -	\$ -	\$ -	\$ -	\$ -	
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
<b>Total Revenue</b>	<b>\$ 12,780.00</b>	<b>\$ 23,770.80</b>	<b>\$ 34,761.60</b>	<b>\$ 34,761.60</b>	<b>\$ 41,492.40</b>	
<b>Expenditures</b>						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
						A faculty member may see a slight increase in advising (2-3 hours per week), and could potentially teach an additional graduate class once every academic year (3 C.U.). However, many of the courses listed in the course map are either already being taught to the complete graduate cohort, or can be cross-listed within current Department of Music undergraduate offerings, thus they already fit into existing teaching loads.
Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	

						Because faculty members will be assuming overloads, an additional sessional instructor may be required to teach an undergraduate course previously led by one of the Music Education faculty. It is anticipated the need for supplemental instruction will be minimal, as many courses listed in the Course Map are dual delivery.
Sessionals or limited term instructional support	\$ -	\$7,000	\$7,000	\$7,000	\$7,000	
Students	\$ -	\$ -	\$ -	\$ -	\$ -	
Staff	\$ -	\$ -	\$ -	\$ -	\$ -	
Honoraria	\$ -	\$ -	\$ -	\$ -	\$ -	
Total salary and benefits	\$ -	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	
Scholarships and bursaries	\$ -	\$ -	\$ -	\$ -	\$ -	
Marketing and promotion	\$ -	\$ -	\$ -	\$ -	\$ -	
Materials and supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	
Equipment and IT	\$ -	\$ -	\$ -	\$ -	\$ -	
Other costs <i>(list in Comments)</i>			\$ -	\$ -	\$ -	
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ 7,000.00</b>	<b>\$ 7,000.00</b>	<b>\$ 7,000.00</b>	<b>\$ 7,000.00</b>	
<b>Estimated Surplus or Deficit</b>	<b>\$ 12,780.00</b>	<b>\$ 16,770.80</b>	<b>\$ 27,761.60</b>	<b>\$ 27,761.60</b>	<b>\$ 34,492.40</b>	<i>If deficit in any given year, explain how it will be managed</i>

\*Relates to fees revenue specific to the course or program (e.g. excursion, lab, materials, etc). Excludes compulsory institutional fees (e.g. Athletic, Recreation, etc.).

**Notes:**

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at [lucy.vuong@usask.ca](mailto:lucy.vuong@usask.ca).



Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

**Requirements:** Itemize start-up costs for proposals of new academic programs or revisions to existing academic programs (including termination).  
Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

**Instructions:**

1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

**Name of Program:**

Master of Music in Music Education

	Academic Year	
	Year 1	Comments
<b>Start-Up Costs</b>		
Faculty and staff recruitment	\$ -	No additional faculty or sessionals would be required
Marketing and promotion	\$ -	Digital advertising of the program will not cause an expense
Curriculum development	\$ -	Courses are already built for the program
Facilities refurbishment	\$ -	No additional space or facilities would be required
Equipment and IT	\$ -	No additional equipment or IT support would be required for the program.
Library enhancements	\$ -	Carolyn Doi has confirmed that we have the music education resources to meet the needs of the program. See Notes below.
Other ( <i>list in Comments</i> )	\$ -	
<b>Total Start-Up Costs</b>	\$ -	

Notes: Email from Carolyn Doi: I think the library collections would be well suited to this type of program. I've purchased music education literature for many years, and those materials are complimented by the well established education literature and curriculum collections.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at [lucy.vuong@usask.ca](mailto:lucy.vuong@usask.ca).



Planning & Priorities Committee of Council  
Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

**Requirements:** Provide detailed information to support the financial information noted in the worksheets.

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

**Name of Program:**

**Master of Music in Music Education**

**Enrolment: What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?**

The anticipated target market would be music or education students who have completed their undergraduate degrees at the U of S and seek to continue their studies in a Master of Music Education program, in addition to current music educators who wish to further their studies of music education and/or advance their career objectives by pursuing a graduate degree. We do not anticipate barriers to recruiting in the coming year as we have received several serious inquiries from alumni who would like to begin a Master in Music: Music Education. If enrolment targets are not met, the program will be able to continue because we have Master of Music programs in performance, musicology, and theory of which the students could also take music education graduate courses. We believe that the music education graduate degree will be our most sought after degree in the Music Department.

**Faculty and staff: List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program.**

**This should include new and existing faculty and staff resources.**

Year 1:3 USFA music education professors; 1 CUPE office coordinator  
Year 2:3 USFA music education professors; 1 CUPE office coordinator  
Year 3:3 USFA music education professors; 1 CUPE office coordinator  
Year 4:3 USFA music education professors; 1 CUPE office coordinator  
Year 5:3 USFA music education professors; 1 CUPE office coordinator

**Indirect costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).**

The resources required from other colleges (i.e. Arts & Science, CGPS, and Education) do not exceed the courses and faculty teaching that are currently in existence in their Colleges. Furthermore, we would not be requiring additional resources from DEU and ICT as we are currently set up through webex and zoom should there be online delivery of graduate courses.

**Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.**

We do not anticipate financial repercussions from lower enrolment and a shortfall of revenue or excess in expenditures as the current 3 music education faculty members can assume all teaching and advising duties in this specific graduate course of study (also taking into consideration sabbatical leaves). The estimated percentage is 16% of their teaching load (based on standard 15 Credit Units). Current music faculty will not be adversely affected by the proposed changes. A faculty member may see a slight increase in advising (2-3 hours per week), and could potentially teach an additional graduate class once every academic year (3 C.U.). However, many of the courses listed in the course map are either already being taught to the complete graduate cohort, or can be cross-listed within current Department of Music undergraduate offerings, thus they already fit into existing teaching loads. All affected faculty members are willing to assume a slight voluntary teaching overload to accommodate this new programming. Other graduate courses are offered by musicology, theory, and performance streams that the music education students could also register. In addition, there are courses in the College of Education and College of Arts & Science currently offered that would fulfil partial degree requirements.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at [lucy.vuong@usask.ca](mailto:lucy.vuong@usask.ca).

## Clement, Kelly

---

**From:** Isinger, Russ  
**Sent:** Monday, January 25, 2021 7:11 PM  
**To:** Walker, Ryan  
**Cc:** Warrington, Seanine; Clement, Kelly; Zagiel, Eileen; Doell, Jason; Vuong, Lucy  
**Subject:** Re: Consultation with the Registrar Forms - Music Education for the Master of Music (M.Mus.) program

Approved.

Russell Isinger, BA, MA  
University Registrar  
and Professional Affiliate, Department of Political Studies

University Registrar's Office  
Teaching, Learning and Student Experience  
University of Saskatchewan  
E34 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - [306-966-6723](tel:306-966-6723)  
Cell Phone - [306-280-6178](tel:306-280-6178)  
Fax - [306-966-6730](tel:306-966-6730)

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Make your mark on a student's life with a gift today at [give.usask.ca/students](https://give.usask.ca/students)

**Confidentiality Notice:** This message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

Sent from Russell Isinger's iPhone XSMax

On Jan 25, 2021, at 5:50 PM, Walker, Ryan <[ryan.walker@usask.ca](mailto:ryan.walker@usask.ca)> wrote:

I confirm the details are correct.

Sincerely

Ryan

Ryan Walker, Ph.D. RPP MCIP  
**Associate Dean, Policy and Programming Innovation**

College of Graduate and Postdoctoral Studies  
Thorvaldson Bldg. University of Saskatchewan  
116-110 Science Place  
Saskatoon, SK S7N 5C9  
Tel: (306) 966-2229

<image001.jpg>

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

---

**From:** Warrington, Seanine <seanine.warrington@usask.ca>  
**Sent:** Monday, January 25, 2021 2:05 PM  
**To:** Isinger, Russ <russell.isinger@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>  
**Cc:** Clement, Kelly <kelly.clement@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>  
**Subject:** Consultation with the Registrar Forms - Music Education for the Master of Music (M.Mus.) program

Good afternoon,

Please see the completed Consultation with the Registrar Forms to propose a new *field of study* in Music Education for the existing M.Mus. degree program. This new field of study will be offered in both course-based and thesis-based M.Mus. programs. As a result, the existing *concentration* in Music Education will be terminated.

The tuition is standard graduate per term tuition, so there are no tuition implications.

Please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

**Seanine Warrington, M.A.**  
Senior Editor and Coordinator  
Catalogue and Academic Programs  
Registrarial Services  
**University of Saskatchewan**  
**Teaching, Learning and Student Experience**  
**Ph: 306-966-1874**

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

### Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☒ No ☐

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

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

3 What is the name of this new/revised program?

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

**Section 3: Mobility**

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☐ Revised ☒

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

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

Music Education (EMUS) - exists in Banner

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

Music (MUS) - exists in Banner

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

Music Education (EMUS) major added to the existing Master of Music-Thesis (MMUS-T-GP) program

Music Education (EMUS) major added to the new Master of Music-Course (MMUS-C-GP) program

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

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

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

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

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

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

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

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

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

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

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

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

**Section 7: Course Information**

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

No

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

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

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

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

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

**Section 8: Admissions, Recruitment, and Quota Information - As per current set-up for existing Master of Music programs  
EXCEPT for admission average (see below)**

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

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

3 Does this impact enrollment?

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

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

6 What is the application deadline?

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

Cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (60 credit units)

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

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

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

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

**Section 9: Government Loan Information - As per current set-up for existing Master of Music programs**

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

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

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

**Section 10: Convocation Information (only for new degrees)**

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

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

- 3 When is the first class expected to graduate?

4

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

**Section 11: Schedule of Implementation Information**

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

**Section 12: Registration Information - As per current set-up for existing Master of Music programs**

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

**Section 13: Academic History Information - As per current set-up for existing Master of Music programs**

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

**Section 14: T2202 Information (tax form) - As per current set-up for existing Master of Music programs**

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

**Section 15: Awards Information - As per current set-up for existing Master of Music programs**

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

Yes ☐ No ☐

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

**Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - As per current set-up for existing Master of Music programs**

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

Standard Graduate per credit

Standard Graduate per term

Non standard per credit\*

Non standard per term\*

Other \*

Program Based\*

X

X

Course based program

Thesis based program

\* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.

Yes

No

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code? If YES, from which tuition code to which tuition code?

Yes

No

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11 What is the highest level of financial approval required for this submission? Check all that apply.				
a. None - as it has no financial implications		<input type="checkbox"/>		
<u>OR</u>				
b. Fee Review Committee		<input type="checkbox"/>		
c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
e. Board of Governors		<input type="checkbox"/>		
f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Paul Jones, Chair,  
Nominations Committee of Council

**DATE OF MEETING:** March 18, 2021

**SUBJECT:** Council Nominees to Deputy Provost Search Committee

**DECISION REQUESTED:** *It is recommended that Council approve the following nominees to the Deputy Provost Search Committee, effective immediately.*

**DISCUSSION SUMMARY:**

The Board-approved Search and Review Procedures specify that Council will appoint five Council representatives to any Vice Provost search committee. It has been agreed with the Faculty Association and the Vice-Provost Faculty Relations that the Vice Provost position's search committee composition applies for this Deputy Provost search committee.

It is recommended that the following individuals be appointed to this search committee.

- One senior administrator who is also a Council member:
  - Suzanne Kresta, Dean, College of Engineering
- Four members of the General Academic Assembly:
  - Erica Carleton, Edwards School of Business
  - Som Niyogi, Department of Biology
  - Darrin Oehlerking, Department of Music
  - Holly Mansell, College of Pharmacy & Nutrition

The Nominations Committee met on March 2, 2021 to consider candidates for this search committee and voted to recommend these nominees to Council. A slate of potential nominees was determined through the consideration of previous volunteers to Council and Collective Agreement committees and ensuring a diversity of representation of disciplines from across campus. Other factors considered included faculty members' workloads (e.g., membership on other administrative committees, faculty rank), and the University's principles of equity, diversity, and inclusion.

**REFERENCES:**

The Search and Review Procedures for Senior Administrators are available here:  
<https://leadership.usask.ca/provost/searches-reviews.php>.

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR INPUT**

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**PRESENTED BY:** Terry Wotherspoon, Chair, Governance Committee

**DATE OF MEETING:** March 18, 2021

**SUBJECT:** **Postdoctoral Fellows Policy Revisions**

**PURPOSE:**

The purpose of this agenda item is to request Council's input on proposed revisions to the Postdoctoral Fellows (PDF) Policy.

**DISCUSSION SUMMARY:**

The existing PDF Policy was approved by University Council and the Board of Governors in December 2004. The postdoctoral landscape in Canada has changed over the past 16 years and more recently has changed significantly at the University of Saskatchewan (USask).

On January 16, 2019, an interest arbitration award finalized the first collective bargaining agreement between the university and the Public Service Alliance of Canada (PSAC), representing PDFs. This first collective bargaining agreement formalized terms and conditions for most PDFs as employees at USask. As a result of the changes brought forward through the collective agreement, the existing PDF Policy no longer reflects the status of PDFs at USask. Through consultation between Labour Relations and the College of Graduate and Postdoctoral Studies (CGPS), it was proposed that the PDF Policy should be revised to align with the PSAC Local 40004 Collective Agreement. CGPS also took into consideration the objectives of the current policy.

In summary, proposed major changes to the 2004 PDF Policy that are presented in the attached documentation include:

- Aligning the policy with current procedures
- Updating language and out-of-date terminology and providing links to relevant policies and procedures
- Expanding on the definitions for faculty members and supervisors
- Defining the different appointment categories for postdoctoral fellows (in-scope and external)
- Clearly defining the maximum term for a PDF
- Formatting the policy to align with other institutional policies

**CONSULTATION:**

After consultation with the Governance Office and People & Resources, it was determined that certain sections of the policy were procedure-based and would be

more appropriately housed under the purview of CGPS, rather than university policy. The Policy that had previously been approved by Graduate and Postdoctoral Council on October 13, 2020 was therefore separated into two documents, one being the policy, the other being procedures.

Changes to the policy since its October 13, 2020 approval by Graduate and Postdoctoral Council:

- Minor updates to the language for clarification and links to relevant policies and documents
- Moved the following sections from policy document to the CGPS procedures document:
  - Intellectual property
  - Recruitment and selection
  - Notice
  - Remuneration
  - Benefits
  - Research allowances
  - Teaching
  - Conflict resolution procedures

Graduate and Postdoctoral Council was updated about the modification in format, breaking the document into two, at its February 9, 2021 meeting, and the CGPS Postdoctoral Studies Advisory Committee has reviewed and given its continued endorsement to the two documents on February 17, 2021, with minor modifications.

On February 23, 2021 representatives from CGPS, the Governance office and People & Resources met to discuss the policy and procedures and made additional minor modifications to the documents.

Additionally, drafts of the PDF Policy and the CGPS Postdoctoral Procedures documents are being shared with the Public Service Alliance of Canada (PSAC) Local 40004 representing Postdoctoral Fellows for information.

The procedures are attached to this request for input to Council for information only, they will not be presented for approval to Council or the Board.

### **DECISION PROCESS:**

At its meeting on October 13, 2020 Graduate and Postdoctoral Council of the CGPS accepted the revised PDF Policy. On March 9, 2021, the Governance Committee of Council approved a motion to recommend to Council the attached proposed revisions to the PDF Policy. Considering any input received, a request for decision will be presented to University Council to approve these revisions on April 15, 2021. Pending Council approval, a request to approve the revisions will be presented to the Board of Governors on June 21, 2021.

**ATTACHMENTS:**

Attachment 1: Postdoctoral Fellows Policy

Attachment 2: Postdoctoral Fellows – CGPS Procedures (*for information*)

No tracked changes version of the current policy is provided given the extent of the proposed changes, which results in very limited readability.

Reference: [Link to existing Postdoctoral Fellows Policy \(2004\) on USask website](#)

## Postdoctoral Fellows Policy

Authorization: Board of Governors / University Council

University Council approved on XXXXX

Board of Governors approved on XXXXX

This policy should be read in conjunction with the Collective Agreement between the University of Saskatchewan and the Public Service Alliance of Canada (PSAC), Local 40004 (Post Doctoral Fellows)

(<https://careers.usask.ca/agreements/psac/agreements/postdoctoral/psac-pdf-table-of-contents.php>).

### 1.0 Guiding Principles

1.1 Postdoctoral Fellows (PDFs) are valuable members of the University of Saskatchewan community. As trained researchers, they have the opportunity to make meaningful contributions to the vitality of the university's research environment.

The PDFs' primary objectives include developing the skills and knowledge necessary to become independent investigators and making scholarly contributions to the conception, development and completion of research projects.

### 2.0 Purpose

2.1 The purpose of this policy is to define the status and the role of a person holding an appointment as a PDF (see "appointment categories for PDFs" below) and, in support of this purpose, to establish the requirements for such appointments and to outline the scope of a PDF's intended activities.

### 3.0 Scope

3.0 This policy applies to PDFs (whether in-scope or externally funded), faculty members, and administrators at the University of Saskatchewan.

### 4.0 Definitions

4.1 Postdoctoral Fellow (PDF): An individual who holds a Postdoctoral Fellowship appointment.

4.1.1 There are two appointment categories for PDFs:

- a) A PDF who receives full or partial funding from university sources (e.g. from a research grant or contract obtained by their supervisor, from a research unit of the University, etc.) is considered an employee of the University of Saskatchewan and will be appointed in-scope of the Public Service Alliance of Canada (PSAC), Local 40004 (referred to as an in-scope PDF). The terms and conditions of their working relationship with the faculty supervisor will be governed by the Collective Agreement between the University of Saskatchewan and the Public Service Alliance of Canada (PSAC), Local 40004 (Post Doctoral Fellows).

- b) A PDF who has secured 100% of their own transferrable funding from an external source (e.g., NSERC Postdoctoral Fellowship, SHRF Research Fellowship, etc. awarded directly to the PDF, not to the supervisor) is not an employee of the university and will be appointed as an external PDF. In some cases, funding derived from external sources may be administered through the university payroll system as a “paymaster,” but it does not constitute an employment relationship.
- c) Unless otherwise required by the context, both in-scope and external PDFs will be referred to in this policy simply as PDFs.

4.2 Faculty member: Any professional position at or through the University of Saskatchewan, excluding PDFs, that confers the right to hold a research grant. For purposes of this definition, a “faculty member” includes a person holding an appointment at the university in one of the following ranks: Assistant Professor, Associate Professor, Professor, Adjunct Professor, and Professor Emeritus.

4.3 Supervisor: The individual to whom the PDF reports directly in the performance of their research (and sometimes teaching [LINK]) duties, and with whom the PDF carries out research projects. The supervisor shall be a member of the College of Graduate and Postdoctoral Studies (CGPS).

4.4 University: University of Saskatchewan.

## 5.0 Policy

The following applies to all PDFs, regardless of whether they are in-scope or externally funded.

### 5.1 Appointment Requirements and Eligibility

5.1.1 CGPS is the college responsible for the academic and administrative needs of PDFs at the University of Saskatchewan. All PDFs shall be appointed through and registered with CGPS. Guidelines regarding these appointment and registration processes are available on the [CGPS website](#). The information gathered from these processes may be used to provide information for both strategic and research planning.

5.1.2 The PDF must normally have been awarded a PhD or equivalent within five (5) years immediately preceding the appointment.

5.1.3 Appointments are normally one-to-two years and may be renewable to a maximum of five years from the year of PhD conferral.

5.1.4 An exception to the requirements set out in section 5.1.3 may be made by the Associate Dean, CGPS, on request by the supervisor, but only when such an application is made in advance, in writing.

5.1.5 All PDFs must have a supervisor.

5.1.6 All PDFs are required to adhere to all university policies, the respective collective agreement and relevant legislation as applicable.

5.1.7 At all times, both the offer and the continuation of an appointment as a PDF will be subject to the availability of sufficient funding.

5.1.8 PDFs may be appointed full-time or part-time.

#### 5.4 Research Responsibilities

5.4.1 The supervisor is required to provide a research environment suitable for the completion of the research project(s) that the PDF will undertake. The nature of this research should be appropriate to the PDF's desire to gain additional skills, knowledge, and expertise relevant to future career goals.

5.4.2 The supervisor is required to manage the research space and activity to ensure compliance with university policies including certificates for [Animal Care and Human Ethics](#).

5.4.3 The PDF must acknowledge the role of the supervisor in the general direction of the research and provide all research results and conclusions to the supervisor in a timely and cooperative manner.

5.4.4 The supervisor and PDF must comply with the [Responsible Conduct of Research Policy](#), other university policies, the respective collective agreement and relevant legislation as applicable.

#### 6.0 Additional Items

Additional information for appointments of external PDFs is outlined here [LINK]

Additional employment information for in-scope PDFs is outlined in the [USask/PSAC Collective Agreement \(Post Doctoral Fellows\)](#), including hours of work, vacation, leaves of absence, postings and appointments, etc.

## Postdoctoral Fellows – CGPS Procedures

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Where applicable, these procedures should be read in conjunction with the with the [University of Saskatchewan Policies for Postdoctoral Fellows](https://careers.usask.ca/agreements/psac/agreements/postdoctoral/psac-pdf-table-of-contents.php) and the Collective Agreement between the University of Saskatchewan and the Public Service Alliance of Canada (PSAC), Local 40004 (Post Doctoral Fellows) (<https://careers.usask.ca/agreements/psac/agreements/postdoctoral/psac-pdf-table-of-contents.php>)

### 1. Recruitment and Selection

- 1.1. Faculty members are responsible for the recruitment and selection of PDFs, must ensure that selected individuals are eligible to hold a PDF appointment at the university and must adhere to the appointment requirements under the applicable collective agreement.
- 1.2. PDF candidates may be required to submit documentation to potential supervisors. Possible documentation may include, but is not limited to: a CV, letters of reference, official transcripts (forwarded directly from the granting institutions), research papers (in press or submitted), and a brief research proposal.

### 2. Remuneration

- 2.1. In-scope PDFs must receive a minimum salary as outlined in the USask/PSAC Local 40004 (Post Doctoral Fellows) Collective Agreement and are subject to any negotiated annual increases.
- 2.2. All external PDFs must receive a minimum stipend in line with the current minimum salary of in-scope PDFs.
- 2.3. In cases where external funding does not meet the minimum requirement, the funding must be topped up by the supervisor or other internal sources to meet or exceed the minimum requirement. An internal top up will change the appointment category for the PDF; please refer to the appointment categories as outlined in the Postdoctoral Fellows Policy [LINK].

### 3. Benefits

- 3.1. In-scope PDFs are eligible for benefits as outlined in the USask/PSAC Collective Agreement (Post Doctoral Fellows).
- 3.2. External PDFs are not eligible for the University of Saskatchewan's employment benefits as defined in the PSAC Collective Agreement, as they are not employees of the University.

### 4. Notice

- 4.1. Written notice of one (1) month is expected for the resignation of an external PDF.
- 4.2. Written notice of six (6) weeks is expected for the termination of an external PDF.
- 4.3. Notice requirements for in-scope PDFs are outlined in the USask/PSAC Collective Agreement (Post Doctoral Fellows).

### 5. Intellectual Property

Please note that the Office of the Vice President, Research is currently conducting a university-wide review of Intellectual Property policies that might result in a modification to the following language.

- 5.1. Intellectual property is the term used to describe the creative results of research and scholarly activity which may have immediate realizable value or value upon further development and commercial use or production. It may take various forms, such as patentable discoveries and

inventions, copyrightable works (books, paintings, photographs, computing software, graphics, etc.) non-patentable technical knowhow and trade secrets. Ownership of intellectual property rests in the creator but is assignable. University faculty and administrative personnel assign certain intellectual property ownership rights to the university on appointment.

- 5.2. The supervisor will inform a PDF of any prior intellectual property agreements covering any research work that they are to undertake. The commitments made in the agreements, and any benefits or the lack thereof, must be communicated in writing to the PDF. A copy of this intellectual property agreement must accompany the registration, along with an acknowledgement by the PDF that the conditions are understood.
  - 5.3. The supervisor will involve PDFs in any intellectual property agreements for any research work that the PDF will be involved in that may yield patentable or commercial benefits.
  - 5.4. In-scope PDFs should refer to the article on Intellectual Property as outlined in [the USask/PSAC Collective Agreement \(Post Doctoral Fellows\)](#).
6. PDF Research Allowances
- 6.1. Many agencies which provide funding to PDFs from competitions (e.g. Tri-Agency, SHRF, Mitacs, etc.) also provide small research allowances. These research allowances when administered by the University of Saskatchewan may be held by a faculty member (or equivalent) or the PDF, who agrees to manage the funds on behalf of the PDF as per university and funding agency policies.
  - 6.2. Different agencies have specific rules concerning these allowances which are outlined in the terms and conditions of the award. Most granting agencies that provide these funds do so for the benefit of the PDF, not the benefit of the supervisor. These funds are intended to provide support for eligible expenses as outlined in the conditions of the award related to the PDF's research activities (e.g. travel for meetings and conferences, journal subscriptions, computer and software, and possibly moving expenses, etc.) that might not be normally available to PDFs from the supervisor's research funding. In the absence of regulations from the granting agency, all items purchased with these funds remain the property of the University of Saskatchewan.
  - 6.3. Research allowances administered by the University of Saskatchewan, including those provided by the supervisor's research grants, are not considered employment income.
7. Teaching
- 7.1. PDFs may be eligible to participate in a limited amount of teaching activity. Normally, teaching will be limited to a maximum of three credit units per annum.
  - 7.2. While the primary purpose of a PDF is to conduct research, the University of Saskatchewan embraces the teacher/scholar model. PDFs are encouraged to build a teaching portfolio; a PDF who intends to teach should discuss the arrangements with the supervisor and establish whether or not the terms of the grant or fellowship allow teaching. The supervisor must be satisfied that the research obligations and responsibilities of the PDF will not be negatively affected by any teaching duties and responsibilities.
8. Conflict Resolution Procedure
- 8.1. The academic home for PDFs is CGPS.
  - 8.2. A PDF and supervisor are encouraged to resolve any issues informally through discussion. Should this be unsuccessful, the PDF and/or supervisor may bring unresolved issues to the attention of an appropriate authority (Department Head, Director of an academic unit or

centre, or Dean of a College).

- 8.3. If the higher authority is not able to resolve an issue, the authority, supervisor or PDF may bring the issue to the attention of the Associate Dean, CGPS. If necessary, the Associate Dean will work with the Office of the Vice President, Research to facilitate any subsequent actions.
- 8.4. Should the steps outlined in 8.2 and 8.3 be unsuitable, a PDF or supervisor may bypass these steps to bring the issue directly to the attention of the Associate Dean, CGPS.
- 8.5. An alternative reporting option is the safe disclosure reporting mechanism, provided by ConfidenceLine (available 24/7, [online](#) or by phone at 1-844-966-3250).
- 8.6. Additional conflict resolution and formal grievance procedures for In-Scope PDFs are outlined in the [USask/PSAC Collective Agreement \(Post Doctoral Fellows\)](#).
- 8.7. Additional resources include the Equity, Diversity, and Inclusion Policy, the Discrimination and Harassment Prevention Policy, the Sexual Assault Prevention Policy and the Violence Prevention Policy (<https://policies.usask.ca>).