

## UNIVERSITY COUNCIL Agenda – September 28, 2023

**Location: ARTS 241, Neatby Timlin Theatre**  
**Time: 2:30 - 4:30pm**

The University of Saskatchewan Act, 1995 established a representative Council for the University of Saskatchewan, conferring Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2023/24 academic year marks the 29th year of the representative Council.

### Meeting Modality and Protocols Instructions

Council will be meeting in-person in the Neatby-Timlin Theatre (Arts 241). As was done last year, although we encourage all members to attend in-person, Council will be offered in a hybrid format allowing members to participate by Zoom, if needed. Although every effort will be made to accommodate those connecting remotely, please note that we are unable to completely duplicate the experience of attending in-person.

The Agenda and Zoom link will be posted on the [Governance Website](#) 10 days prior to each meeting.

### Land Acknowledgment

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 onikānēwak kā māmawi apiyāhk, nikiskēhtiyinān ōma niktowāsik 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 miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkmoonihataan ka ishi waakohtooyaahk.

# Agenda

## Call to Order

1. **Agenda**
  - 1.1. Adoption of the Agenda
  - 1.2. Council Motions
2. **Council Meeting Modality and Protocols**- Plan for 2023-24 meetings from Julian Demkiw, University Secretary & Chief Governance Officer
3. **Council Chair Opening Remarks**- Dr. Marjorie Delbaere, Associate Dean Research and Faculty Relations, Edwards School of Business
4. **Minutes**
  - 4.1. Approval of Minutes – June 15, 2023
5. **Business Arising**
  - 5.1 Provost’s reply to June 15, 2023 question from the floor regarding faculty position postings
6. **Reports**
  - 6.1. President
  - 6.2. Provost and Vice-President Academic
  - 6.3. Graduate Students Association (GSA)
  - 6.4. University of Saskatchewan Student’s Union (USSU)
7. **Planning & Priorities Committee (PPC)**
  - 7.1. For Information: UPlan Retrospective Update- Dr. Airini, Provost and Vice-President Academic
8. **Governance Committee**
  - 8.1. Request for Decision: College of Arts and Science Faculty Council Bylaws Revisions
9. **Academic Programs Committee (APC)**
  - 9.1. Request for Decision: Master of Science (M.Sc) in Management
  - 9.2. Request for Decision: Admissions Qualifications Changes- Master of Music (Music Education)
  - 9.3. For Information: Changes to the Academic Calendar 2023-2024
10. **Nominations Committee:**
  - 10.1 Request for Decision: Council and Collective Agreement Committee Vacancies



11. **Joint Committee on Chairs and Professorships**

11.1 For Information: Annual Report for 2022-23 on the work of the Joint Committee on Chairs and Professorships (JCCP)

12. **Other Business**

13. **Question Period**

14. **Adjournment**

Next Council meeting is October 19, 2023- please send regrets to [governance.office@usask.ca](mailto:governance.office@usask.ca)

Due to the later September Council Meeting, the deadline for submission of motions to the Executive Committee for the October meeting was on September 25, 2023. The deadline for the November meeting is October 23, 2023. A full list of submission deadlines can be found [online](#).

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**Zoom Link:**

**Join Zoom Meeting:**

<https://usask-ca.zoom.us/j/92790168469?pwd=YIF6cXRRNEZQeTRxT2hFWTAzQUYvQT09>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/92790168469>

Join by Video Conferencing Device (SIP):

[92790168469@zoomcrc.com](mailto:92790168469@zoomcrc.com)

Meeting ID: 927 9016 8469

Passcode: 18259972

Telephone Passcode: 18259972





## University Council Agenda Motions September 28, 2023

### Governance Committee

#### **8.1 College of Arts and Science Faculty Council Bylaws Revisions**

Motion: *That University Council approve revisions to the bylaws of Faculty Council of the College of Arts and Science as shown in 7.1 attachment and that Council's bylaws be amended accordingly, effective September 28, 2023.*

### Academic Programs Committee

#### **9.1 Master of Science (M.Sc.) in Management**

Motion: *That Council approve the Master of Science in Management, effective May 2024.*

#### **9.2 Admissions Qualification Changes – Master of Music (Music Education)**

Motion: *That Council approve the changes to the admissions qualifications for the Master of Music (Music Education), effective the 2024-25 admissions cycle.*

### Nominations Committee

#### **10.1 Council and Collective Agreement Committee Vacancies**

Motion: *That the nominations be approved, as attached, effective immediately.*

**Call to Order**

The meeting was called to order at 2:37 pm.

The Chair, Dr. Susan Detmer, summarized the meeting protocols.

No members of the media identified themselves.

**1. Adoption of the agenda and Opening Remarks****1.1 Adoption of the Agenda**

(Bell/James-Cavan): *That the agenda be approved as circulated.*

CARRIED.

**1.2 Chair's Opening Remarks**

Chair Detmer thanked outgoing members of Council, welcomed any new Council members who may be attending, and expressed thanks to continuing and re-elected members for their ongoing commitment to academic governance at USask.

Chair Detmer also reminded members that the nomination period of the role of Chair of University Council is open until June 16, 2023.

Chair Detmer provided an update on the monthly meeting between PEC and Council Executive Committee, explaining that the discussion at that meeting focused on issues of large classrooms and classroom technology.

**2. Minutes of the meeting of May 18, 2023**

(de Boer/Grosvenor): *That the minutes of May 18, 2023 be approved.*

CARRIED.

**3. Business Arising**

Provost Airini responded to a question from the floor posed at the last Council meeting regarding postings for faculty positions. She noted that at that time there were 50 postings under the heading of "Faculty" on the usask.ca website and 30 of those were tenure-track positions.

**4. Planning and Priorities Committee (PPC)**

Dr. Darrell Mousseau, vice-chair of the Planning and Priorities Committee presented the committee's items.

**4.1 Request for Decision: Merger of Departments of Art and Art History, Drama, and Music into New College-level School**

Dr. Mousseau noted that this item was presented as a notice of motion at the last meeting of Council and there was a good discussion at that point. He asked if there were any questions as this item comes forward for decision. There were no questions.

*(Mousseau/Bonham-Smith): The Planning and Priorities Committee recommends to University Council the establishment of a college-level interdisciplinary school in the College of Arts & Science temporarily called “the school” effective July 1, 2024. The school will consist of the amalgamated departments of Art & Art History, Drama, and Music; these departments will be disestablished once the school is established. The interdisciplinary school will be the new academic authority for the existing programs in the disestablished departments of Art & Art History, Drama, and Music.*

*It is the expectation that a formal name for the school be brought forward to Council prior to July 1, 2024, as per the governing practices, policies, and Bylaws of University Council.*

CARRIED.  
2 opposed  
5 abstentions

#### **4.2 Request for Decision: to endorse “A University for Everyone: Equity, Diversity and Inclusion Framework for Action”**

Dr. Mousseau presented this item, noting that it had been presented as a Notice of Motion at the May 18, 2023 meeting.

A Council member asked for a commitment to universal design for the website for the Framework for Action and for the employment of sensitivity readers for all materials related to the framework.

President Peter Stoicheff responded and made a commitment to the employment of a sensitivity reader going forward. He noted that this is a framework to support and guide actions in units around campus and will establish themes to guide that work.

President Stoicheff expressed his appreciation for the close, thoughtful, and thorough reading of the framework that the council member did in preparation for and following the May 18, 2023 meeting.

President Stoicheff also noted that the website developed for the Framework for Action will provide some of the context for the framework, including information about the history of consultation.

*(Mousseau/Burshtyn) The Planning and Priorities Committee recommends to University Council the endorsement of “A University for Everyone: Equity, Diversity and Inclusion Framework for Action” at the University of Saskatchewan.*

CARRIED.  
1 abstention

#### **4.3 For Information: 2022/23 PPC Annual Report**

Dr. Mousseau presented the annual report from the committee. There were no questions.

#### **4.4 For Information: Provisional BRIDGE Centre in Edwards School of Business**

Dr. Mousseau explained that the Centres Subcommittee reviewed and PPC approved the provisional BRIDGE Centre in the Edwards School of Business and reminded members that approval of provisional centres is the purview of PPC. He explained that if the Centre were to seek full approval, it would need to go through the full review and approval process, including approval by University Council.

There were no questions.



#### 4.5 For Information: Annual Enrolment Report 2022/23

Dr. Mousseau invited Mr. Russ Isinger, Interim Vice-Provost, Teaching, Learning and Student Experience and University Registrar to present this item.

Mr. Isinger presented a PowerPoint presentation, highlighting information contained with the Enrolment Report and how this information impacts Strategic Enrolment Management at USask.

He explained that, looking forward, USask is seeing small increases in enrolment and is seeing strong confirmations of enrolment, which will hopefully translate into strong registration for 2023-24.

Mr. Isinger discussed the various factors impacting international enrolment, including the global pandemic, changes in the post-secondary market in other countries, and visa processing times, amongst other things.

A member noted the focus of the report on Indigenous and International students and asked about domestic undergraduate and graduate students and whether we are seeking increases, decreases or relative stability in terms of enrolment. Mr. Isinger explained that that information is available, though not expressly conveyed in the report and committed to bringing information specifically on domestic (both Saskatchewan and out-of-province) students at a future Council meeting, but noted that as USask is focusing on growing international and Indigenous student enrolment, they are also looking at increasing domestic enrolment.

### 5. Governance Committee

Dr. Tamara Larre, vice-chair of the Governance Committee, presented the committee's item.

#### 5.1 Request for Decision: College of Nursing Faculty Council Bylaws Revisions

Dr. Larre presented this item, noting that it came to Council on May 18, 2023 as a Notice of Motion in accordance with Council Bylaws and there were no questions at that time. There were no questions on this item.

*(Larre/Sarjeant-Jenkins): That University Council approve revisions to the bylaws of Faculty Council of the College of Nursing as shown in attachment 1 and that Council's bylaws be amended accordingly, effective June 15, 2023.*

CARRIED.

#### 5.2 Request for Decision: Nominations to the Nominations Committee

Dr. Larre explained that as the Nominations Committee cannot nominate their own membership, the Governance Committee is tasked with that work.

The chair called three times for nominations from the floor. There were none.

*(Larre/Sarjeant-Jenkins) That the slate of nominations to the Nominations Committee of University Council for 2023-24 be approved effective July 1, 2023, as found on attachment.*

#### 5.3 Notice of Motion: College of Arts and Science Faculty Council – Revision to Bylaws

Dr. Larre presented this item, noting that the revisions appear in the Council package. There were no questions on this item.

#### 5.4 For Information: 2022/23 Governance Annual Report

Dr. Larre presented the annual report of the Governance Committee. There were no questions.



## 6. Academic Programs Committee (APC)

Dr. Keith Da Silva, vice-chair of APC presented the committee's items.

### 6.1 Request for Decision – Revisions – Academic Courses Policy

Dr. Da Silva noted that this was presented as a notice of motion at the May 18, 2023 meeting. Dr. Da Silva noted that minor adjustments were made to the policy based on feedback received to add a sentence at the end of section 7.3.a to clarify that an instructor needs approval of the college and department to change the form of final assessment from that approved. College representatives have confirmed this addresses the concern they raised. There were not other questions posed at of following the May 18, 2023 meeting.

(Da Silva/Okoko): *It is recommended that Council approve the changes to the Academic Courses Policy, effective September 1, 2023.*

CARRIED.  
1 opposed

### 6.2 For Information 2022/23 APC Annual Report

Dr. Da Silva took the opportunity to thank committee members for their work during another busy year for the committee and extended thanks as well to the Governance Office for their support of the committee.

### 6.3 For Information Program Approval Form – New Academic Program and Change Proposal Form

Dr. Da Silva explained that at its final meeting of 2022-23 the committee approved a new form for use by proponents when submitting proposals for new programs or revisions to existing programs. This change is part of the larger program approval process review and will make it clearer what information proponents need to provide, ensures that the committee asks for the information needed to fulfill its mandate, and ensures important information, such as information about budget/financial information, is provided in just one place to avoid confusion or error. The committee will begin using this form next year, but will allow for transition as there will be programs already in development that are using the existing form.

## 7. Nominations Committee

Dr. Scott Bell, vice-chair of the Nominations committee presented the committee's items and took the opportunity to recognize Pride Month and the upcoming Juneteenth day in the United States.

### 7.1 Request for Decision: Omnibus Committee Selections

Dr. Scott Bell presented this item, highlighting the challenge of the committee in filling the slate of vacancies for Council committees and thanked committee members for supporting the work over the last number of weeks and the support of the Governance Office.

Chair Detmer called three times for nominations from the floor.

(Bell/Bradford): *That the slate of nominations to the various committees of University Council for 2023-24 be approved effective July 1, 2023, as found on the attachment.*

CARRIED.

### 7.2 For Information: 2022/23 Nominations Committee Annual Report

Dr. Bell presented the annual report of the Nominations Committee, noting the time commitment of members and the learning that occurred within the committee this year. There were no questions.





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

Dr. Steven Rayan, chair of RSAW, presented the committee's items.

### **8.1 For Information: 2022/23 RSAW Annual Report**

Dr. Rayan presented the annual report of RSAW, noting that it was a good year and commended committee members for their engagement throughout the year. There were no questions.

### **8.2 For Information: CGPS Annual Report**

Dr. Rayan invited Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies, to present the CGPS Annual Report.

Dr. Burshtyn took the opportunity to highlight some of the reporting occurring within CGPS regarding student success and time to completion, particularly to understand the impact of the pandemic on that. She also noted the ongoing focus on career transition that has been developed to support that transition. Also looking at an introduction of professional skills into graduate curricula. Dr. Burshtyn highlighted work that is ongoing with regard to changes to the internal graduate student funding to give more control to departments to ensure funding aligns with their goals and directives and to ensure all PhD students have a minimum-level of funding.

There were no questions regarding the CGPS Annual Report.

### **8.3 For Information: OVPR Annual Report**

Dr. Rayan invited Dr. Baljit Singh, Vice-President Research to present this item.

Dr. Singh discussed the highlights of the last year, including our work on the rankings project and the progress being made. He discussed the support being developed around the signature areas to revitalize research, scholarly, and artistic work activity on campus and the development of communities of researchers around the signature areas comprised of existing researchers and new researchers as they join USask. Dr. Singh took the opportunity to thank the members of of the OVPR for their support of the research mission.

There were no questions regarding the OVPR Annual Report.

## **9. Teaching, Learning, and Academic Resources Committee (TLARC)**

### **9.1 Information: TLARC Annual Report 2022/23**

Dr. Kathleen James-Cavan, Chair of TLARC, presented the committee's annual report. There were no questions.

## **10. Reports:**

### **10.1 Report of the President**

President Stoicheff presented his report. He offered thanks to the Governance Office team for the smooth running of Council meetings, to the Chair for her leadership of the meetings, to University Secretary Julian Demkiw, and also specifically thanked departing chairs of Council committees and those doing to work on Council committees.

President Stoicheff highlighted the work of the institution over the last year on EDI, the work on the deywewin | taapwaywin | tapwewin: Indigenous Truth policy, and the profile that it has given USask on a national stage. He noted



that we are participants, not bystanders, on the path of reconciliation, and that despite some missteps on that path, we are continually learning and doing better. He expressed thanks for the support of elders, knowledge keepers, Indigenous students and scholars for this work.

President Stoicheff noted the growth in our research funding and the extraordinary impact that will have on our research mission. He noted that 25% of all federal research funding came to USask last year.

President Stoicheff discussed the success of recent Convocation ceremonies, thanking all those who worked to make the ceremonies happen and noted the five honorary degrees awarded at those ceremonies.

President Stoicheff discussed the value of rankings and how they impact our reputation and how we attract students. He discussed our standing on the latest QS rankings, noting that we jumped from 473<sup>rd</sup> to 345<sup>th</sup>, our highest position ever in those rankings.

The President also highlighted that it is Pride month, noting that the whole university is proud to celebrate Pride activities and noting specifically the upcoming Pride parade that USask will be participating in and the recent and well-attended flag raising in front of the Peter MacKinnon Building.

There were no questions on the President's report.

## **10.2 Report of the Provost**

Provost Airini presented the Provost's report.

Provost Airini echoed the President's thanks to USask members for how their dedication to our values and their research, scholarly, and artistic activity helped advance USask in the QS rankings. She also offered thanks to members of Council for their service this year.

Provost Airini highlighted the upcoming National Indigenous Peoples Day on June 21, 2023.

In closing, Provost Airini extended a warm welcome to the incoming dean of the College of Education, Dr. Julia Paulson and offered heartfelt thanks to the outgoing senior leaders: Dr. Peta Bonham-Smith, dean of the College of Arts and Science; Dr. Beth Bilson, former interim dean of the College of Education; Dr. Mary Buhr, interim vice-provost Faculty Relations; and Dr. Suzanne Kresta, dean of the College of Engineering.

There were no questions on the Provost's report.

## **10.3 Report from the GSA**

Mostofa Kamal, President of the GSA, presented this report, highlighting places where the GSA is seeking to be able to extend services to graduate students, with a focus on investigating the establishment of a childcare centre similar to the USSU childcare centre to ensure access to childcare for graduate students.

He also noted improvements to the GSA commons and work being undertaken to diversify GSA revenue streams to support graduate students and activities.

There were no questions for the GSA President.



#### 10.4 Report from the USSU

Ishita Mann, President of the USSU, presented the report. Vice-President Elisabeth Bauman joined the President in presenting the report.

President Mann expressed thanks to the USSU staff for the support that they have provided to the new executive during the first month and a half to help them understand their roles and prepare to thrive and to senior leaders for their engagement and support of the USSU executive.

President Mann highlighted the goals and priorities of the USSU for the upcoming year, with a focus on empowerment, wellness, and accessibility.

She outlined what the USSU will see as indicators of success, including better engagement with university governance, improved student morale, and increased interest in student governance.

There were no questions for the USSU President.

#### 11. Other business

There was no other business.

#### 12. Question period

A member followed-up on the Provost's response provided under Business Arising regarding 30 tenure-track faculty positions USask current has posted, asking for more context on the positions. They asked that these vacancies can be put into context of how many tenure-track positions we currently have, how many we may have lost recently, how many we previously had. The Provost agreed to bring together information compiled by deans of regarding faculty complement planning to share with Council.

A member asked a question to the President regarding the recent cycling tragedy that occurred near campus at the corner of Wiggins Ave and College Dr. Specifically, they asked what the university is doing to work with the City of Saskatoon to ensure that all who cycle to the USask campus are able to do so safely.

The President responded, noting that it is important for USask to be involved in discussions about road safety around campus and that USask has engaged with the City over the years regarding safe commuting to campus as part of the planning of the bus rapid transit (BRT) project. He also noted some discussions that have occurred with the city focusing on speed limits on College Dr. He stated that this recent tragedy has highlighted the need for a safety committee with representatives of both the City and USask to be developed as part of the MOU that we have with the City to ensure that there is a forum to discuss safety issues.

Deputy Provost Patti McDougall noted ongoing work that is occurring regarding the question of pedestrian and cyclist safety at intersections coming over College Dr. onto campus. She noted that USask has been engaged on the Campus Corridor plan and in the BRT planning processes and we have been able to influence those plans and to achieve revised designs that allow for adequately sized pathways and traffic calming measures to make those areas, including the intersection in question, more appropriate to a school environment. Dr. McDougall noted that USask has offered and continues to offer support and expertise to the city as they advance on a proposed safety review of the intersection of Wiggins Ave and College Dr.



A member took the opportunity to remind members about the importance of cycling safety at road intersections on campus as well as off campus.

There were no further questions.

**13. Adjournment**

(Urquhart): The meeting was properly adjourned at 4:16 pm.



# PRESIDENT'S REPORT TO COUNCIL

## September 2023

Dear colleagues,

Welcome back to all university council members. I hope you were able find time to unwind and relax over the summer months, and recharge for the new academic year.

I always look forward to this time of year, and to welcoming new and returning students to our campus. I am pleased to note that we experienced record enrolment this fall, with first day of semester numbers showing an increase of three percent over last year. It is clear students are choosing USask to learn, to grow as leaders, and to create new ideas as innovators and researchers.

Over the summer months, we continued to hear of success with research, scholarly and artistic work, including the receipt of more than **\$8.7M from the NSERC Discovery Grants Program**, the announcement of a **new research chair appointed to explore improving indigenous children's health**, and the **planning of a concert that mixes jazz and math**. And to kickstart the fall semester we celebrated with Welcome Week, the Welcome Back Powwow and Metis Cultural Dance, and homecoming activities that culminated in a sell-out crowd at Griffith's Stadium for our Huskie Football season home opener.

I am looking forward to the coming months and our monthly meetings in Neatby Timlin theatre. Together, we will continue to advance USask's mission to be the university the world needs.

Best regards,  
Peter

## Meewasin and USask renew MoU

In mid-September, the Meewasin Valley Authority (Meewasin) and the University of Saskatchewan re-signed a three-year Memorandum of Understanding. The MOU is aimed at fostering and advancing joint initiatives in sustainability and conservation in the Saskatoon region.

Meewasin and USask have a longstanding history of collaboration and shared interests. The Meewasin Valley Authority Act (1979) outlines the authority of Meewasin and articulates USask has a shared

responsibility (with the City of Saskatoon and the provincial government) for the governance of Meewasin. More informally, USask and Meewasin collaborate through teaching and research opportunities within the river valley, student engagement and employment, and governance processes related to infrastructure development and approvals. The MOU signifies a continued commitment by both organizations to this collaboration. Both organizations share a focus on sustaining, conserving and preserving the natural beauty and ecological integrity of the Meewasin Valley, a unique and vital environmental asset within Saskatoon and the surrounding area. USask's expertise in sustainability, environmental science and research, and Meewasin's on the ground work in active conservation and monitoring, are a strong combination.

Meewasin and USask believe that this MOU will have a lasting positive impact on the Meewasin Valley, USask students, staff and faculty and set an example for collaborative environmental stewardship in the region and beyond.

## **Generosity of USask community fuels Giving Day success**

On Sept. 12, the University of Saskatchewan held its first Giving Day, in support of the Be What the World Needs Campaign.

Thanks to the generosity of more than 400 donors, \$253,859 was raised to support 64 projects ranging from student scholarships and critical research to Indigenous priorities and a new design hub for the College of Engineering. Gifts made on Giving Day had double the impact as several generous alumni stepped up to match donations dollar-for-dollar. And thanks to a partnership with Rawlco Radio, Giving Day was featured on News Talk 650 CKOM through live interviews throughout the day with USask leaders, faculty, staff and students as they spoke about the impact of giving across all areas of the university.

Matching donations were generously provided by USask alumni Grit (BEd'91) and Scott McCreath (BComm'69), Jefferson Mooney, C.M. (BA'66, LLD'19), Greg (BComm'79) and Rae Smith, and the Engineering Advancement Trustees.

## **World-leading quantum computer will give USask 'Quantum Boost'**

The inauguration of the 'Quantum System One' quantum computer by the Platform for Digital and Quantum Innovation of Quebec (PINQ<sup>2</sup>) and IBM Canada is making waves for research, scholarly and artistic works (RSAW) at the University of Saskatchewan.

Dr. Steven Rayan (PhD), professor in USask's College of Arts and Science's Department of Mathematics and Statistics, who is also the director of USask's Centre for Quantum Topology and its Applications (quanTA), and lead of USask's Quantum Innovation Signature Area of Research, joined government representatives, industry leaders and researchers from across U15 universities in Bromont, Que., for the inauguration event on Sept. 22, 2023. Having worked closely with IBM Canada and PINQ<sup>2</sup> to envision and expand the 'use applications' for Quantum System One in institutional and industrial settings across Canada, Rayan is now championing a 'quantum boost' to existing and future RSAW at USask.

Though Quantum System One itself is stationed in Quebec, Rayan noted that emerging partnerships and USask’s strong relationships with both IBM Canada and PINQ<sup>2</sup> will allow use of the new quantum computer by faculty, staff and students across the university.

Rayan believes an important factor in USask’s involvement with and access to Quantum System One is the breadth and diversity of the RSAW taking place across campus. Interdisciplinary and forward-thinking approaches to agricultural innovation, vaccine development, material science, social science and the humanities are opening new and creative doorways for quantum applications. As quantum computers make the once impossible possible, the USask community is embracing this technology to help advance solutions to the world’s most pressing challenges.

## **Celebrated USask medical researchers named Canadian Academy of Health Sciences fellows**

I congratulate USask researchers Dr. Alan Rosenberg (MD) and Dr. Nazeem Muhajarine (PhD), who were named members of the Canadian Academy of Health Sciences (CAHS) in recognition of their work in the greater health sciences community. Both Rosenberg and Muhajarine were recipients of CAHS fellowships and are now part of the organization which seeks to “provide independent, objective, evidence-based analyses of health challenges that inform both public and private sectors in decision-making about policy, practice and investment,” per the CAHS website.

## **Huskies begin the chase for championships**

More than 400 Huskie Athletics student-athletes began their academic year this September with USask, all on a the quest for national titles this season. While chasing championships is the ultimate goal for all teams, the student half of the student-athlete equation remains first and foremost for the program, with 118 Huskies named Academic All-Canadians in 2022/23 (for posting an academic average of 80 per cent or better while completing a full course load) including 26 student-athletes earning remarkable averages of more than 90 per cent.

Huskie Athletics also began the year with all 11 head coaches back, with many having coached internationally in the off-season.

For more information on season and schedules, please visit the [Huskies Athletics site for the 2023/2024 season schedule.](#)

## **Welcome to new senior leadership team members:**

### **Dr. Jerome Cranston, Vice-Provost, Students and Learning**

Dr. Cranston (PhD), a scholar-educator, administrator, author, speaker, and leader, has joined the University of Saskatchewan as vice-provost, students and learning.

Dr. Cranston, who most recently served as dean and professor in the Faculty of Education at the University of Regina, began his five-year term as part of USask’s senior leadership team on Aug. 1, 2023.

As **vice-provost, students and learning**, Dr. Cranston will work closely with staff in the Teaching, Learning and Student Experience (TLSE) portfolio to lead, support, and celebrate the student learning and development cycle. This includes further implementing the USask plan titled **Fostering Tomorrow's Leaders: Learning, Teaching and the Student Experience 2019 – 2025**.

### **Dr. Corinne Schuster-Wallace, Executive Director of GIWS**

Dr. Corinne Schuster-Wallace (PhD) is the new executive director of the Global Institute for Water Security (GIWS) at USask. Dr. Schuster-Wallace began a five-year term on September 1.

Dr. Schuster-Wallace, who holds a BSc (Hons) from Leicester University (Physical Geography) and a PhD from Wilfrid Laurier University (Glacial Hydrometeorology), said her broad experience in water research in coupled systems approaches to water-related health and well-being can help bring together all types of research disciplines as it relates to water.

Schuster-Wallace joined the Department of Geography and Planning in USask's College of Arts and Science in 2018 as an associate professor leading research in the areas of local water security and health, and water and sustainable development. She was also the associate director of the pan-Canadian Global Water Futures (GWF) program since 2019, a research initiative led by USask alongside three key partners: Wilfrid Laurier, McMaster, and Waterloo universities.

### **Dr. Scott Walsworth, Vice-Provost, Faculty Relations**

Dr. Scott Walsworth (PhD), a labour-relations expert, researcher, author, and professor at the University of Saskatchewan, has been appointed as USask's new vice-provost, faculty relations.

Walsworth, a faculty member in the Department of Human Resources and Organizational Behaviour at Edwards School of Business, began his five-year term as part of USask's senior leadership team on Aug. 1, 2023. In his new role, he will provide leadership and support for faculty relations at USask, working in partnership with Provost and Vice-President Academic Dr. Airini (PhD) and other members of the university's senior leadership team to support the institution's strategic directions and ensure the successful implementation of the **University Plan 2025**.



BE WHAT THE WORLD NEEDS

## Provost’s Report to Council

### September 2023

Hello Council Chair, members, and visitors. Bonjour.  
 tānisi. hǎn. ǎdłanet’e? taanishi. aniiin  
 [English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

### GENERAL REMARKS

I hope you have enjoyed a restful and rejuvenating summer. Today, during the first Council meeting of the Fall Term, I would like to welcome all faculty, staff, and students back to the University of Saskatchewan. A special welcome to new members of our university community. Sincere thanks to all Council and committee members, and welcome to new members. I am looking forward to working alongside you as we continue to realize the [five aspirations outlined in the University Plan 2025](#): Transformative Decolonization Leading to Reconciliation; Productive Collaboration; Meaningful Impact; Distinguished Learners; and Global Recognition. I wish you all the very best for the new term and for a wonderful 2023/24 academic year.

Transformative decolonization leading to reconciliation	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
Productive collaboration	A university in which research and innovation are inspired by and accountable to community partners.
Meaningful impact	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
Distinguished Learners	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
Global recognition	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

### University Plan 2025 presentation available online

Based on three strong commitments and 12 courageous goals, the [University Plan 2025](#) is a forward-thinking, strategic document guiding our university to the year 2025. In the summer of 2018, the Indigenous community gifted a name for the plan—nīkǎnītān manāchitowinihk in Cree and ni manachītoonaan in Michif—which translates as “Let us lead with respect.”

Each year, as our university engages in programs and initiatives to further advance the University Plan, we continue to monitor our progress toward the outcomes that we aim to obtain. A [retrospective University Plan presentation](#) summarizing some of the progress made during the past year is now available for viewing online. Using both qualitative and quantitative data, the presentation charts USask's progress toward the five aspirations outlined in the University Plan. Visit the [University Plan 2025 website](#) for more information.

### **USask reaches record enrolment**

More students are choosing USask to learn, to grow as leaders, and to make new knowledge as innovators and researchers. As of the first day of classes, on Wednesday, Sept. 6, 2023, [enrolment at the University of Saskatchewan increased by almost three per cent compared to the first day of fall classes last year](#).

Included in that is a nearly two per cent increase in self-declared Indigenous students, as well as a six per cent increase in international student enrolment. The number of new students beginning their studies at USask has also increased by nine per cent compared to last year. An increase of new and international students corresponds with the University Plan 2025, which outlines a goal for growth in both undergraduate and graduate students to help foster an inspired global community of learners who are ready to tackle challenges, solve problems, and become graduates the world needs.

### **September 30 is the National Day for Truth and Reconciliation and Orange Shirt Day**

September 30 is the [National Day for Truth and Reconciliation](#), a federal statutory holiday created through legislative amendments made by the Parliament of Canada, and [Orange Shirt Day](#), an Indigenous-led annual day of commemoration that opens the door to conversations about the legacy and impacts of Canada's residential school system.

To help raise awareness and acknowledge the truth behind the Canadian residential school system, the USask Indigenous Space & Visual Symbols in the Health Sciences Committee has again partnered with [Shop USask](#) to provide orange shirts to help acknowledge Orange Shirt Day and the National Day for Truth and Reconciliation. [The shirts are based on a commissioned painting created by Vanessa Hyggen \(BA'17\)](#), a USask graduate and artist.

Leading up to September 30, the USask community is encouraged to participate in a week of reflection on the history of Truth and Reconciliation. Faculty, staff, and students are encouraged to walk through The Bowl and read the orange banners featuring the Calls to Action pertaining to post-secondary education. USask community members can also visit the library's website for suggested readings, podcasts, and movies, and show their support by participating in activities happening on campus and around Saskatoon. [More information about events and programming is available on the website of the Office of the Vice-Provost Indigenous Engagement](#).

### **USask launches Period Equity Project**

[USask has launched a new initiative to enhance menstrual equity](#). Through the Period Equity Project, free menstrual hygiene supplies will be made available to members of the USask community who need them. Dispensers stocked with free tampons and pads will be available in more than 70 women's, gender-neutral, and men's washrooms in various USask buildings.

Using an evidence-informed approach, the [Period Equity Project](#) was launched at USask by the Office of the Provost and Vice-President Academic following ongoing consultation with students. Period products will now be available in washrooms in the following locations: Health Sciences Building; Leslie and Irene Dubé

Health Sciences Library; Gordon Oakes Red Bear Student Centre; Arts Building; Edwards School of Business; Law Building; Education Building; Thorvaldson Building; W.P Thompson Biology Building; Physics Building; Agriculture Building; John Mitchell Building; Archaeology Building; Engineering Building; Physical Activity Complex (PAC); St. Thomas More College; Murray Building; Western College of Veterinary Medicine; Marquis Culinary Centre; Place Riel food court; GSA Commons; Kirk Hall; Diefenbaker Building; Peter MacKinnon Building; Geology Building; Collaborative Sciences Research Building; and Toxicology Building.

### **USask hosts Welcome Back Powwow and Métis Dance Celebration**

On Sept. 12, USask held the [Revitalizing the Circle: Welcome Back Powwow and Métis Dance Celebration](#) event to kick off the 2023/24 academic year in a culturally meaningful way. Hundreds of participants and members of the USask community gathered in The Bowl for USask's largest Indigenous cultural event. The goals of the event's organizing committee included affirming Indigenous students and providing an opportunity for non-Indigenous people to learn. Many thanks to the organizing team members for their hard work, and to all volunteers, participants, and others who attended Revitalizing the Circle: Welcome Back Powwow and Métis Dance Celebration.

### **Two new vice-provosts appointed at USask**

Two new vice-provosts began five-year terms at the University of Saskatchewan on Aug. 1, 2023. [Dr. Jerome Cranston \(PhD\)](#) has been appointed as vice-provost, students and learning, and [Dr. Scott Walsworth \(PhD\)](#) has been appointed as vice-provost, faculty relations.

Dr. Cranston, who most recently served as dean and professor in the Faculty of Education at the University of Regina, will work closely with staff in the Teaching, Learning and Student Experience (TLSE) portfolio to lead, support, and celebrate the student learning and development cycle. This includes further implementing the USask plan titled [Fostering Tomorrow's Leaders: Learning, Teaching and the Student Experience 2019 – 2025](#).

Dr. Walsworth, a faculty member in the Department of Human Resources and Organizational Behaviour at USask's Edwards School of Business, will provide leadership and support for faculty relations at USask, working in partnership with Provost and Vice-President Academic Dr. Airini (PhD) and other members of the university's senior leadership team to support the institution's strategic directions and to ensure the successful implementation of the University Plan 2025.

### **This month's congratulations:**

- Congratulations to **Dr. Helen Baulch (PhD)**, who has been announced as a [new member of the Royal Society of Canada's College of New Scholars, Artists and Scientists](#)—a prestigious achievement celebrating excellence in research.

- USask has announced [the 2023 winners of the Alumni Achievement Awards](#), one of the university's highest honours. Congratulations to the following USask graduates: **Dr. Belinda Daniels** (BEd'98, MEd'05, PhD'21); **Arla Gustafson** (BA'82); **Dr. M.N. Srikanta Swamy** (MSc'60, PhD'63); **Sarah Buhler** (LLM'11); **Shauna Curry** (BE'94); and **Zoey Roy** (BEd'17, MPP'20).

- Congratulations to **Dr. Corinne Schuster-Wallace (PhD)**, who has been named [the new executive director of the Global Institute for Water Security \(GIWS\)](#) at the University of Saskatchewan. Dr. Schuster-Wallace joined the Department of Geography and Planning in USask's College of Arts and Science in 2018 as an associate professor, leading research in the areas of local water security and

health, and water and sustainable development. Since 2019, she was also the associate director of the pan-Canadian Global Water Futures program.

- Congratulations to **Dr. Pierre Hucl (PhD)**, who has been named a [2023 Saskatchewan Order of Merit recipient](#). A professor and plant breeder in the Department of Plant Sciences and Crop Development Centre in USask's College of Agriculture and Bioresources, Dr. Hucl's expertise in bread wheat, specialty wheats, and canaryseed breeding and genetics has revolutionized farming practices and enhanced food security across Western Canada.

- Congratulations to **Rory April** and **Talia Iwanchysko**, who have been named [USask's 2023 recipients of the prestigious Schulich Leadership Scholarship](#). Through The Schulich Foundation, entrance scholarships are awarded to 100 high school graduates enrolled in a science, technology, engineering, or mathematics (STEM) undergraduate program at 20 partner universities in Canada, including USask.

- Congratulations to **Dr. Zoë Dubus (PhD)**, [USask's recipient of the Banting Postdoctoral Fellowship](#). Dr. Dubus, whose research focuses on the historic medical use of psychedelics, will be working with Dr. Erika Dyck (PhD), a professor in the Department of History in the College of Arts and Science and the Canada Research Chair in the History of Medicine.

## UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

### nīkānītān manācihitowinihk / ni manachīhitoonaan



### Meaningful Impact

#### Edwards School of Business: School's AACSB accreditation renewed

In July 2023, the [Edwards School of Business successfully renewed its accreditation with the Association to Advance Collegiate Schools of Business \(AACSB\) International](#), the longest-serving global accrediting

body for business schools. AACSB accreditation is synonymous with the highest standards in business education, with less than six per cent of business schools worldwide having obtained AACSB accreditation. This is the school's first reaccreditation review since earning initial accreditation in 2018.

### **Edwards School of Business: School hosts entrepreneurship camp for children and youth**

During the month of July 2023, the Edwards of Business hosted its second [Edwards Entrepreneurship Summer Youth Camp](#) to introduce children ages nine to 14 to business principles and entrepreneurship. There were 31 businesses at the camp this year. Although making a profit was not the goal of the camp, each camper was able to pay back their business loan—and most left with a net gain. The camp was made possible for the second time thanks to the generous support of Gordon and Maureen Haddock, longtime donors and friends of the Edwards School of Business.

### **Western College of Veterinary Medicine: Funding partnership expands outreach program**

A new funding partnership with PetSmart Charities of Canada will help a [USask veterinary outreach program expand its impact in northern Saskatchewan communities](#) where animal owners have little or no access to animal health services. The Canadian pet charity will provide the Western College of Veterinary Medicine (WCV) Northern Engagement and Community Outreach (NECO) program with \$405,000 over three years to launch a pilot project. It's aimed at improving access to veterinary care as well as supporting community education, youth engagement, and community-led problem solving.

## **Productive Collaboration**

### **Canadian Centre for Rural and Agricultural Health: New name announced**

The Canadian Centre for Health and Safety in Agriculture (CCHSA) at the University of Saskatchewan is excited to announce its new name: [Canadian Centre for Rural and Agricultural Health](#). The new name took effect on June 1, 2023.

This USask centre hosts programs, services, and research supported through the National Agricultural Industrial Hygiene Laboratory (NAIHL) funded by the Canada Foundation for Innovation (CFI), including: labs and programs focusing on rural health; respiratory and occupational exposures; musculoskeletal health; mass spectrometry; Rural Action Dementia Research (RADAR) and Rural and Remote Memory Clinics; a knowledge translation lab and home of the Agricultural Health and Safety Network (AHSN), which includes One2One clinics offering respiratory and hearing health clinics and mask fitting, and Discovery Days programs for children; a tele-transmission laboratory, and more.

The centre has longstanding research, service, and knowledge-mobilization activities with rural and agricultural partners, including the Saskatchewan Association of Rural Municipalities, Ministry of Agriculture, Ministry of Health, Ministry of Rural and Remote Health, many First Nations located within Saskatchewan, and a number of organizations. The centre works closely with colleagues across the USask campus, Canada, and beyond, moving research to action for the health and safety of rural and agricultural populations. The refreshed name reflects the past, current, and future strength of the centre, and the importance of its grassroots relationships.

### **College of Arts and Science: USask concert mixes music and math**

At a free concert at USask this month, audience members were part of a bold experiment in conveying mathematical meaning through music. On Sept. 20, 2023, the Saskatoon Jazz Orchestra and guest musicians debuted new music by Canadian composer Jeff Presslaff, based on the work of USask quantum science researcher Dr. Steven Rayan (PhD).

The event, "[Math + Jazz: Sounds from a Quantum Future](#)," was held in Convocation Hall. Plans for the concert started in the College of Arts and Science more than two years ago during conversations between Dr. Rayan and Prof. Dean McNeill, head of the USask Department of Music and artistic director of the Saskatoon Jazz Orchestra. Prof. McNeill connected Dr. Rayan with Mr. Presslaff, a Montreal-based composer known for his intellectual and exploratory approach to music. Dr. Rayan and Mr. Presslaff began to collaborate on a set of five compositions that would carry listeners through the five sections of a 2021 research paper titled "Hyperbolic band theory."

## **Distinguished Learners**

### **Aspiring researchers show work, gain experience at SURE symposium**

The [Student Undergraduate Research Experience \(SURE\) Summer symposium](#) offered undergraduate researchers, scholars, and artists an opportunity to showcase their summer projects and grow as young academics. Nearly 70 undergraduate students displayed their research, scholarly, and artistic works throughout the day on Aug. 31, 2023, at Convocation Hall. The purpose of the symposium was to give undergraduate students the opportunity to share projects undertaken in the past year.

The symposium was hosted by Research Acceleration and Strategic Initiatives (RASI), a unit in the Office of the Vice-President Research (OVPR), and was supported by the OVPR, the College of Graduate and Postdoctoral Studies (CGPS), USask Career Services, and RBC Future Launch. The participating students were judged by various faculty members and graduate-level researchers for the opportunity to win awards at the end of the symposium.

### **Final launch a success in student space training program**

With [the launch of two balloons to the edge of space](#) in July 2023, an international group of students marked the end of a unique seven-year space mission training program led by USask. Twelve graduate students from universities in Canada and Norway were this year's participants in the International Space Mission (ISM) Training Program funded through the Natural Sciences and Engineering Research Council of Canada (NSERC) CREATE program. During a three-week field school at USask, the students designed payloads for two scientific missions and launched them on stratospheric balloons to an altitude of 30 km. The launches happened on July 25 at the Cudworth airstrip northeast of Saskatoon.

## **Transformative Decolonization Leading to Reconciliation**

### **College of Arts and Science: Department of Indigenous Studies celebrates 40 years**

When a group of Indigenous students started a grassroots movement four decades ago to create a department that focused on Indigenous studies, their actions were the beginning of a larger impact on academia on a local and international scale. On Sept. 22, 2023, the [Department of Indigenous Studies in the College of Arts and Science held a 40th anniversary celebration](#) to recognize its alumni, students, staff, and faculty, and accomplishments from the past 40 years. The event celebrated the department's graduates and the department's role in "Indigenizing the Academy since 1983."

### **College of Education: Film screening to mark National Day for Truth and Reconciliation**

The College of Education and the Saskatchewan Teachers' Federation (STF) will host a film screening and discussion in Quance Theatre at 7 pm on Sept. 28, 2023, to mark the National Day for Truth and Reconciliation. The event will include a screening of the film [Understanding and Finding Our Way – Decolonizing Canadian Education](#), followed by a discussion featuring Elder Mary Lee, Dr. Verna St. Denis (PhD), professor emerita in educational foundations and special advisor to the president on anti-racism

and anti-oppression at the University of Saskatchewan, and Linda Aspen Baxter, associate director of professional learning with the Saskatchewan Teachers' Federation.

A joint production between the STF and USask, the film was created through the support of Dr. Jennifer Simpson, principal investigator of the Social Science and Humanities Research Council grant Building and Mobilizing Knowledge on Race and Colonialism in Canada. The film was produced by Dr. St. Denis and directed by award-winning filmmaker Alison Duke following appropriate protocols and under the guidance of Elder Mary Lee. The event is being coordinated by staff and faculty on the College of Education Indigenous Oversight Anti-Racism Subcommittee and is open to staff, faculty, students, alumni, and the public.

## **Global Recognition**

### **USask, University of the South Pacific explore partnerships**

The University of Saskatchewan and [the University of the South Pacific \(USP\)](#) are [exploring ways to collaborate on future initiatives](#) that could benefit students and researchers at both institutions. On July 20-21, 2023, USask welcomed Dr. Pal Ahluwalia (PhD), USP's vice-chancellor and president, to USask's main campus in Saskatoon. Ahluwalia was hosted by Dr. Airini (PhD), USask's provost and vice-president academic, and met with USask leaders, faculty, and staff during his visit, including Dr. Baljit Singh (PhD), vice-president research.

USP is an international university serving 12 Pacific Island countries: Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu. The university has campuses in each of its member countries, including three campuses in Fiji, where it is headquartered. USP is one of only two regional universities in the world—along with the University of the West Indies—and is known as an international centre for teaching and research on Pacific culture and environment. It is home to about 30,000 students living in island states situated across 33,000 square kilometres of ocean.

### **USask hosts International Conference on Isotopes**

The University of Saskatchewan was proud to be [a partner in the 11th International Conference on Isotopes \(11ICI\)](#), which took place from July 23-27, 2023, in Saskatoon. It was produced through a partnership with Discover Saskatoon and the Sylvia Fedoruk Canadian Centre for Nuclear Innovation Inc. (Fedoruk Centre). Themed "Isotopes Around Us, their Applications and Beyond," the 11ICI brought together members of the scientific community, producers, processors, industry, and regulators from around the globe to exchange knowledge and explore the latest advancements in the field of isotopes.

## **REVIEWS, SEARCHES, APPOINTMENTS**

### **Appointments:**

- Dr. Scott Walsworth has been appointed as vice-provost, faculty relations for a period of up to five years, beginning Aug. 1, 2023.

- Dr. Cindy Shmon has been appointed as head of the Department of Small Animal Clinical Sciences, Western College of Veterinary Medicine, effective July 1, 2023, to June 30, 2026.

- Dr. Joel Lanovaz has been extended as interim dean, College of Kinesiology, beginning July 1, 2023, to Dec. 31, 2023, or until a new dean is appointed, whichever occurs first.

- Dr. Anne Leis has been extended as head, Department of Community Health and Epidemiology, College of Medicine, beginning July 1, 2023, to Dec. 31, 2023.
- Dr. Scott Noble has been appointed as head, Department of Mechanical Engineering, College of Engineering, for a period of up to five years, effective July 1, 2023, to June 30, 2028.
- Dr. Lisa Feldman has been appointed as head, Department of Civil, Geological, and Environmental Engineering, College of Engineering, for a period of up to five years, effective July 1, 2023, to June 30, 2028.
- Dr. Nazmi Sari has been appointed as head, Department of Economics, College of Arts and Science, for a period of up to one year, beginning July 1, 2023.
- Dr. Amin Mousavi has been appointed as head, Department of Educational Psychology and Special Education, College of Education, for a period of up to five years, effective July 1, 2023.
- Dr. Alison Oates has been extended as acting associate dean, academic, College of Kinesiology, beginning July 1, 2023, to Dec. 31, 2023, or until a new dean is appointed, whichever occurs first.
- Dr. Marie-Diane Clarke has been re-appointed as head, Department of Languages, Literatures, and Cultural Studies, for a period of up to three years, beginning July 1, 2023. In recognition of Dr. Clarke's planned administrative leave, the appointment will be extended an additional six months until Dec. 31, 2026.
- Dr. Veronika Makarova has been appointed as acting head, Department of Philosophy, College of Arts and Science, for a period of up to one year, beginning July 1, 2023.
- Dr. Ramakrishna Gokaraju has been appointed as acting associate dean, graduate studies and strategic projects, College of Engineering, for a period of up to one year, beginning July 1, 2023.
- Dr. Sarah Oosman has been appointed as acting director of the School of Rehabilitation Science, College of Medicine, for a period of up to six months, beginning July 1, 2023, and ending no later than Dec. 31, 2023, or until a new director is appointed, whichever occurs first.
- Dr. Marc Mentzer has been appointed as acting head, Department of Human Resources and Organizational Behaviour, Edwards School of Business, for a period of four months, beginning Sept. 1, 2023.
- Prof. Heather Heavin has been appointed as acting associate dean, academic, College of Law, beginning Sept. 1, 2023, and ending no later than April 30, 2024, or at which point the current associate dean, academic, returns to her position, whichever occurs first.
- Dr. Ken Wilson has been appointed as acting head, Department of Indigenous Studies, College of Arts and Science, for a period of up to six months, beginning Aug. 1, 2023.
- Dr. Brenna Bath has been appointed as director of the School of Rehabilitation Science, College of Medicine, for a five-year term, beginning Sept. 1, 2023.



- Prof. Mark Carter has been appointed as acting associate dean, research and graduate studies, College of Law, for a term beginning Sept. 1, 2023, and ending no later than April 30, 2024, or at which point the current associate dean, research and graduate studies, returns to their position, whichever occurs first.

- Dr. Stella Spriet has been appointed as acting head, Department of Languages, Literatures, and Cultural Studies, College of Arts and Science, for a period of six months, beginning Jan. 1, 2024.

- Dr. David Cooper has been appointed as acting vice-dean, research, College of Medicine, for a period of six months, beginning Jan. 1, 2024.

#### **Searches:**

- Vice-Provost, Indigenous Engagement
- Executive Director, School of Public Health
- Dean, College of Kinesiology
- Dean, College of Engineering
- Dean, College of Medicine

#### **Reviews:**

- None at this time.

### **2023 AWARDS APPLICATIONS**

**Royal Society of Canada Fellow:** All 2024 nominations must be received by the Royal Society of Canada Secretariat by Dec. 1, 2023. The RSC consists of Fellows elected in three Academies (Academy I, Arts and Humanities; Academy II, Social Sciences; and Academy III, Science), Members of the College of New Scholars, Artists and Scientists, and institutional members from across Canada. There are currently more than 2,500 RSC Fellows, more than 400 members of the College, and more than 60 institutional members.

There are three pathways to Fellowship in the Royal Society of Canada, including:

- **Fellows** are those with exceptional and original publications, intellectual achievements, and creative activities. Their achievements are in the arts, the humanities, the social sciences, and the sciences. They are either Canadian citizens or permanent residents of Canada for at least three years at the time of their nomination.

**Distinguished Professor:** The Distinguished Professorship Program was created to honour and celebrate outstanding achievement in research, scholarly, or artistic work by USask faculty or emeriti. Professors emeriti or current faculty members possessing academic qualifications corresponding with an appointment at the rank of full professor are eligible for appointment to the distinguished professor position. The nomination deadline is Oct. 15, 2023.

thank you

māši / pidamaya / pināmaya miigwetch / marsee / hiy hiy



## **Graduate Students' Association Report to CGPS Faculty Council,**

**September 2023**

### **1. GSA Fall'23 Orientation Program: September 07, 2023**

The GSA organized an in-person Fall orientation at the GSA Commons on September 7, 2023. This year, the GSA distributed custom-designed polo shirts among the graduate students. The design of the Polo shirt was selected through a student design competition. The GSA invited guests from different departments of the University of Saskatchewan. The guests were as follows:

- Robyn Paches, Program Manager, Student care
- Jesse Todd, Regional Representative, North Saskatchewan Region, PSAC
- Mirjana Mandaric, Senior International Education Officer, Regulated International Student Immigration Advisor (RISIA), ISSAC
- Kacia Whilby, Events and Communications Specialist, University of Saskatchewan, Career Services
- Guest Speaker: Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies
- Angie Gerrard, Liaison librarian for psychology and political studies
- Susan Bens, Academic Integrity Strategist, Teaching and Learning Enhancement



Picture: Pictures from the orientation event.



Picture: GSA distributed custom-designed polo shirts among graduate students

## **2. GSA-CGPS Spring/Summer Need-based Bursary**

The bursary selection committee selected 18 applicants for the Spring/Summer GSA-CGPS need-based bursary. During the 2022-2023 GSA Fiscal year, 100 graduate students received the GSA-CGPS Need-Based bursaries. Each bursary is worth \$1000. Of the 100 bursaries, 68 bursaries were awarded from GSA's funding. The College of Graduate and Postdoctoral Studies (CGPS) funded 32 bursaries. The GSA has been trying to increase the number of bursaries and advocating to CGPS to match funding equivalent to GSA's contribution. The CGPS committed to increasing its annual bursary sponsorship by 25% (\$8,000) for the 2023-2024 fiscal year. The GSA wants to thank the CGPS for its continuing financial support for the need-based bursary.

## **3. Health and Dental Care Coverage Expansion from Fall 2023**

Starting Fall 2023, graduate students are eligible to receive a \$40 reimbursement (100% increment) per paramedical practitioner compared to \$20 from 2022-2023. The GSA also enhanced the dental annual maximum coverage to \$ 1,000 25% coverage expansion) during 2023-2024 from \$750 during 2022-2023.

## **4. GSA Advocacy and Service Priorities for the 2023-2024**

The GSA leadership team of 2023-2024 set goals for the following activities and advocacy priorities for the 2023-2024 fiscal year:

### **Planned New Events and Service Expansion:**

- i. Establish a Child Care Centre under GSA management: Many graduate students struggle to find a childcare center for their kids, compromising their research and scholarly work time and taking an extraordinarily long time to complete their degrees. The current executive team wants to start a childcare center under the management of GSA. The main objective is to help graduate parents find a childcare center for their children and use their valuable time to complete their degree requirements.
- ii. Expansion of vision care services: The GSA wants to expand existing vision care service coverages during 2024-2025 following the success of the health and dental care coverage expansion starting from Fall 2023.

- iii. Establish an Endowment Fund: This fund will generate annual revenue and help GSA's financial sustainability.
- iv. Flagship Research Communication Workshop: Start a new research communication workshop to help graduate students research communication skills beyond journal publications, conference talks, and poster presentations.
- v. Elevator Speech Competition: A competition to help graduate students share their research in less than one minute in a situation like a dinner party, traveling, etc.

**GSA Advocacy Priorities for the 2023-2024 fiscal year:**

- I. To advocate for a minimum guaranteed funding for all thesis-based graduate students not less than the equivalent of Saskatchewan's minimum wage salary.
- II. To advocate ensuring a university-wide minimum guaranteed scholarship/stipend for thesis-based graduate students for a duration compatible with the median degree completion time of the University of Saskatchewan graduates.
- III. Advocacy for the introduction of walk-in clinic service at the student wellness center.
- IV. Advocacy for the introduction of part-time study opportunities coupled with part-time tuition fee options for part-time students.
- V. Advocacy for the introduction of paid maternity leave for graduate students (currently, a limited number of colleges offer such benefits at USASK).
- VI. Advocacy for the removal of international tuition differential for master's students.
- VII. Advocacy for a seat on the University of Saskatchewan Board of Governors.
- VIII. Advocacy for broader and faster adoption of Equity, Diversity, and Inclusion (EDI) principles across the university.
- IX. Expanding the anti-racism and anti-oppression training beyond top-level university leaders, especially for faculty members, managers, and directors of different university services.

Regards,

Mostofa Kamal, President

Ramin Mohammadi, VP Finance and Operations

Sristy Sumana Nath, VP Academic and Student Affairs

Kayla Benoit, Vice President of Indigenous Engagement

Abbas Fazel Anvari-Yazdi, Vice-President External Affairs

**Graduate Students' Association (GSA)**

**University of Saskatchewan**

**Saskatoon, SK, CANADA**

Email: [gsa.pres@usask.ca](mailto:gsa.pres@usask.ca) | Web: <https://gsa.usask.ca/>

Facebook: [UsaskGSA](#) | Twitter: [GSA\\_USask](#) | Instagram: [GSA\\_Usask](#)

Address: 1337 College Dr, Saskatoon, SK S7N 0W6

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

2023 | September

# UNIVERSITY COUNCIL



UPDATES  
RECOMMENDATIONS





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# INTRODUCTION

Honourable members of the University Council,

The USSU is pleased to welcome everyone back to campus after the spring and summer break. Our current report highlights the projects, initiatives, and partnerships from the recent months and sets out our primary goals for the year ahead.

To dive deeper into our activities and see firsthand the vibrant campus life over the past months, we invite you to peruse our Instagram @ussuexec and visit the USSU website.

The pulse of the university is its students. Recognizing their diverse needs and aspirations, we've meticulously curated our priorities, grounded in direct feedback and extensive consultations. Our refocused trajectory revolves around three cardinal pillars:

1. **Empowerment:** Beyond mere recognition, our vision is to foster an environment where students are inspired to fully realize their potential, leading their academic and co-curricular activities with assurance and enthusiasm.
2. **Wellness:** Recognizing the multifaceted pressures of modern academic life, our allegiance goes beyond just scholastic achievement. We are dedicated to promoting holistic well-being, inclusive of extensive mental health support, resources for physical health, and avenues for emotional well-being.
3. **Accessibility:** With a commitment to inclusivity at the forefront, we are amplifying our initiatives to ascertain that all students, irrespective of their unique backgrounds, abilities, or situations, can effortlessly access the comprehensive range of resources, opportunities, and experiences we proudly offer.



# RETURN TO CAMPUS



As the University ushered in the fall semester, the USSU leadership launched a comprehensive social media outreach initiative aimed at elevating the campus experience for incoming, returning, and newly enrolled students. Recognizing a surge in enrollments at USask, the USSU team bolstered their support resources for the student body. We made our presence felt at several orientations across colleges, such as the Indigenous Students' Achievement Program, the Arts and Science Orientation, the Nursing Students Orientation, the Campus Expo, and numerous other events.

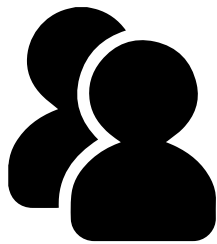
***It is imperative that students feel the tangible presence and impact of the USSU executives, ensuring they are valued and empowered in their academic and personal journeys.***

# WELCOME WEEK 2023



This year, the USSU orchestrated a four-day Welcome Week on the Saskatoon campus, marking the start of the academic year in collaboration with our esteemed community partners including SaskTel, Discover Saskatoon, Studentcare, Affinity Credit Union, Grip It Climbing, TD Bank, RBC on campus, Stoked Centre, and CIBC. Throughout these days, our executives disseminated a plethora of resources to the campus community, encompassing both academic and non-academic aids, opportunities for volunteering, applications for student-at-large positions, and an assortment of giveaways such as survival calendars, lanyards, pens, tote bags, among others. We further engaged students this year by TikTok challenges, scavenger hunts, bingo-games, and other unique modalities.

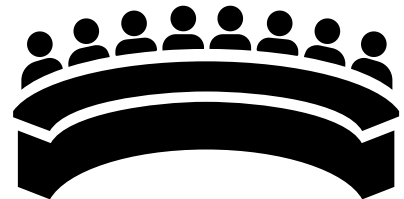
# STUDENT LEADERSHIP



## Association of Presidency of Constituency (AOCPC)

AOCPC members are the bridge between USSU and the student community, and collaboratively, they advocate for student support and services. We are in the midst of setting up our first meeting. In the introductory meeting, we will aim to focus on sharing our strategies and priorities for the year, achievements, and resources for the presidents. Additionally, we will encourage the association presidents to share their priorities for the year and how USSU can help them achieve their goals.

## University Students Council (USC)



University Students' Council Meetings are every Thursday at 6:00 PM in the Roy Romanow Student Council Chamber, with the exception of May, June, July, and August. On September 14, we began council meetings and welcomed several new councillors who are just starting their advocacy journeys. We would like to thank everyone in the uSask community who will be coming to the council and using the opportunity to engage with young leaders.



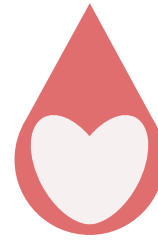
**GET INVOLVED!**

BECOME A STUDENT AT LARGE MEMBER ON OUR COMMITTEES

**Apply Today** Deadline to Apply: September 14, 2023

- Academic Relations
- Advocacy
- Campus Groups
- Elections
- Finance
- Governance
- Student Life & Sustainability
- Student and City of Saskatoon Connection

# PERIOD EQUITY



In reflecting on the achievements of the community, one initiative stands out prominently - the Period Equity Project. This project transitioned from being a mere vision to a tangible reality, and for this transformative journey, a great deal of credit is owed. We would like to particularly commend Tasnim Jaisee, our former USSU president. Tasnim's relentless dedication, paired with her collaborative efforts with the University administration, played a pivotal role in the success of this initiative. Her leadership in this regard serves as an exemplary model of commitment, collaboration, and drive to bring about positive change for our student community.

The very essence of this project underscores a crucial issue that affects many in our community, ensuring that all students have access to necessary menstrual products without financial or social barriers. Such an initiative not only addresses a basic need but also challenges long-standing societal norms and stigmas associated with menstruation.



# KEY NETWORKS

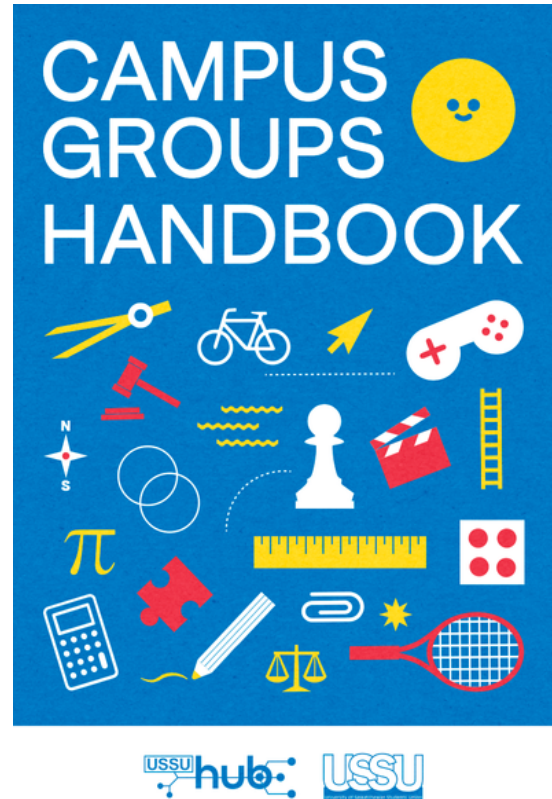
The USSU had the privilege of attending the Student Union Development Summit, where we engaged and collaborated with fellow union leaders. These interactions proved fruitful, setting the stage for potential collaborations as the USSU gears up for our Federal and Provincial lobbying endeavours. President Mann and VP Mehta are slated to represent us alongside representatives from other **U-15 Universities** in Ottawa from November 19 to 25, furthering our lobbying efforts. Additionally, our provincial lobbying activities are scheduled to take place in Regina this fall. We are optimistic about the strides we can make through these combined efforts and collaborations.



The USSU executives have been proactive in engaging with the community, key stakeholders, and the university administration. Our collaborations span a range of entities, from USask Rec and Huskies to College Deans and the Office of Sustainability. Moreover, we have marked our presence at the City of Saskatoon Council meetings. In the coming days, we're planning a focused 1-on-1 discussion with the city authorities. The agenda includes pressing concerns such as bus routes, BRT, corridor infill, e-scooters, and broader city planning initiatives.

Additionally, our outreach extends to the political realm. We are forging ties with political figures like Tajinder Grewal, Carla Beck, and Betty Nippi-Albright. Our objective is clear: to champion the causes of diverse student groups, from Indigenous and international students to those with disabilities. We aim to advocate for increased financial support, opportunities for career development, and resources that promote mental well-being. Through these efforts, the USSU remains committed to enriching the student experience and ensuring a robust support system.

# USASK COMMUNITY



Campus groups stand as a cornerstone of the diverse services offered by the USSU. In a bid to fortify their financial foundation, we implemented ratification discounts, advice, and resources over the summer months. Our user-friendly USSUhub portal has been designed to simplify processes for these groups, enabling seamless applications for ratification, easy access to funding, and hassle-free space reservations. Notably, this academic year has seen an unprecedented surge in interest, with as many as **12805** students choosing to partake in clubs ratified with the USSU.

**- VP Nishtha Mehta**



# USSU CENTRES

The USSU takes pride in its centres, which serve as inclusive sanctuaries equipped with pivotal resources for the campus community. Throughout the summer, these centres were abuzz with preparations, organizing a range of programming and support initiatives for the forthcoming academic year.

Before stepping into their roles, our centre volunteers undergo comprehensive training. This covers several crucial areas, such as USSU-specific training, protocols related to sexual violence and assault, anti-racism and anti-oppression measures, LGBTQ2SA+ inclusivity, and peer health education.

In recognition of their invaluable contributions, every USSU centre volunteer is awarded CCR credit along with an honorarium.

Currently, the USSU centres are open and ready to assist from 9 AM to 4:30 PM, Monday through Friday.



The USSU extends its centre support to the entire academic community, embracing both undergraduate and graduate students. For a deeper dive into what our centres offer, please visit our website at [www.ussu.ca](http://www.ussu.ca).

A heartfelt thank you from all of us at the USSU team. Should you have any inquiries or suggestions, please do not hesitate to contact Ishita Mann, S.V.M., at [president@ussu.ca](mailto:president@ussu.ca) or call 306-966-6965. We're here to listen and assist.


# UPCOMING EVENTS




## ACADEMIC AWARENESS WEEK!

**SEP 18-22, 2023**


Table in the North Concourse (Place Riel)



Free Academic handbooks and syllabus guides



Ask questions, learn about your academic rights and resources



Come and tie-dye a t-shirt, do a quiz to enter a draw, and win prizes!

**THURSDAY & FRIDAY** | "Ask Me Anything" with VP Academic Elisabeth Bauman  
@ussuexec

**Questions?**

**Elisabeth Bauman**  
Vice-President Academic Affairs  
vpacademic@ussu.ca (306) 966-6968

**Connor Rodriguez**  
Academic & Governance Assistant  
aga@ussu.ca (306) 966-6989



## CAMPUS GROUP WEEK

SEP 25-28, 2023  
IN THE ARTS TUNNEL



If you are a campus group and are interested in setting up a booth and being a part of this, contact:  
[tables@ussu.ca](mailto:tables@ussu.ca)



USSU PRESENTS  
**Harry Potter**  
TRIVIA NIGHT

Win Prizes 🎁

**LOUIS'** | **7PM** MONDAY  
MEMORIAL UNION BUILDING | DOORS OPEN 6:30PM  
SEP 25, 2023



Sign up through this QR code!

For more information visit:  
[ussu.ca/events](http://ussu.ca/events)

# NATIONAL TRUTH & RECONCILIATION WEEK

The University of Saskatchewan Students' Union (USSU) deeply acknowledges the profound impacts of residential schools on Indigenous communities, the historical wrongs committed, and the ongoing challenges Indigenous peoples face. We recognize the importance of honouring and remembering the victims of residential schools, educating the university community, and actively participating in reconciliation efforts. As an organization, our mission resonates with advocating for the rights of Indigenous students, fostering a culture of respect, inclusivity, and education, and promoting a forward-looking vision of reconciliation.

## Goals:

- Educational empowerment to raise awareness about the impacts of residential schools.
- Foster community unity among students, faculty, staff, and the broader community.
- Amplify Indigenous voices and stories.
- Encourage active participation in reconciliation efforts.
- Strengthen partnerships with Indigenous student groups, local communities, and other stakeholders.



# ACKNOWLEDGEMENTS

We are very grateful to our USSU senior managers, Amanda Mitchell (Controller), Jason Ventnor (Communications and Marketing Manager), Jason Kovitch (Business and Services Manager), and Stefanie Ewen (Facilities Manager), for answering our questions and guiding us in the right direction.

*We thank the university administration for your continued support in our efforts to empower more resilient student leaders.*



## President

Ishita Mann, S.V.M.

1 Campus Dr, Saskatoon, SK S7N 5A3

306-966-6965

[www.ussu.ca](http://www.ussu.ca)

[president@ussu.ca](mailto:president@ussu.ca)

Instagram | [@ishitamann\\_](https://www.instagram.com/ishitamann_)

**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
FOR INFORMATION**

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**PRESENTED BY:** Dr. Vicki Squires, Planning and Priorities Committee

**DATE OF MEETING:** **September 28, 2023**

**SUBJECT:** UPlan Retrospective Update

**COUNCIL ACTION:** **For Information Only**

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**SUMMARY:**

Dr. Airini, Provost and Vice-President Academic will provide an update on the UPlan Retrospective.

The slides can be found at: <https://plan.usask.ca/documents/uplan-update-2023.pdf>

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** September 28, 2023

**SUBJECT:** **College of Arts and Science Faculty Council Bylaws Revisions**

**COUNCIL ACTION:** **Motion**

*That Council approve revisions to the Bylaws of Faculty Council of the College of Arts and Science as shown in Attachment 1 and that Council's Bylaws be amended accordingly, effective September 28, 2023*

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**SUMMARY:**

The revisions to the College of Arts and Science Faculty Council were brought forward and approved in May 2023 within the college, as seen in the attachments provided. The Governance Committee met with Prof. Maxym Chaban, Chair of the Bylaws Committee, College of Arts and Science, on May 30, 2023, to discuss revisions approved by the College of Arts and Science Faculty Council to its Bylaws, and to ensure the revised Bylaws remained in accordance with the Bylaws of University Council.

Revisions to Faculty Council bylaws require approval by University Council at the recommendation of the Governance Committee of Council. A notice of motion to approve the revisions to the College of Arts and Science Faculty Council Bylaws was brought to University Council on June 15, 2023.

**ATTACHMENTS:**

1. Summary of College of Arts and Science Bylaws Revisions



**Purpose:** (1 and 2) To define the group identity of potential A&S Faculty Council voting members from external academic entities. (3 and 4) To define the substantive subject matters and motions under consideration at A&S Faculty Council meetings on which members from external academic entities can cast a vote.

	Current version	Proposed
	<b>Bylaws PART ONE, III, 1 (b)</b>	
Clause 1	All full-time faculty, instructors and special lecturers from STM teaching courses recognized for the B.A., B.Sc. or B.A.&Sc. degrees (voting rights to be limited to matters set out in Part One, Section II. 2. of these Bylaws and all academic matters that affect B.A., B.Sc. or B.A. & Sc. programs in which STM offers courses)	All full-time Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers from St. Thomas More (voting rights are limited as per College of Arts and Science Bylaws PART ONE, III, 5).
Clause 2	All full-time faculty from Biomedical Sciences departments of the College of Medicine that offer B.Sc. (BMSC) degree programs through the College of Arts and Science (voting rights to be limited to matters set out in Part One, Section II. 2. of these Bylaws )	All full-time Professors, Associate Professors, Assistant Professors from Biomedical Sciences departments of the College of Medicine that offer programs through the College of Arts and Science (voting rights are limited as per College of Arts and Science Bylaws PART ONE, III, 6).
	<b>Bylaws PART ONE, III, 5</b>	
Clause 3	Voting rights of St. Thomas More faculty, instructors and special lecturers are specific to the terms of the federation with the College of Arts and Science and apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which affect B.A., B.Sc. or B.A. & Sc. programs in which STM offers courses.	Voting rights of St. Thomas More Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers are specific to the terms of the federation with the University of Saskatchewan. The rights apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which (i) affect fields of study in which STM offers courses that are included in the Major Requirement or that (ii) affect certificate programs in which STM offers courses.



	Bylaws PART ONE, III, 6	
Clause 4	Voting rights of Biomedical Science department faculty apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which affect the B.Sc.(BMSC) degree programs offered by the Biomedical Science departments through the College of Arts and Science	Voting rights of Professors, Associate Professors, Assistant Professors from the Biomedical Science departments apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which (i) affect fields of study in which these departments offer courses that are included in the Major Requirement or that (ii) affect certificate programs in which these departments offer courses.



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Keith Da Silva, vice-chair, Academic Programs Committee

**DATE OF MEETING:** September 28, 2023

**SUBJECT:** **Master of Science in Management**

**MOTION:** *It is recommended that Council approve the Master of Science in Management, effective May 2024.*

**PURPOSE:**

University Council has the authority to approve new degree-level programs, including degree-level certificates.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies and the Edwards School of Business is proposing a Master of Science (M.Sc.) in Management.

The M. Sc. in Management will build upon the two existing thesis-based Master's programs in the Edwards School of Business, the M.Sc in Finance and the M.Sc in Marketing. This proposed program will establish a college-wide research-based Master's program that will expand offerings into disciplines such as human resources, accounting, management science, strategy, organizational behaviour, and behavioural science, in addition to finance and marketing. As a college-wide program, all qualified faculty will be able to engage in graduate student supervision.

This new thesis-based Master's program will complement the existing professional Master's program and will allow students with an interest in research more opportunities. The existing M.Sc. programs in Marketing and Finance will eventually be phased out with marketing and finance being areas of specialization under the new degree program. This is consistent with offerings at other schools of business.

The M.Sc. in Management will require student to complete a minimum 15 c.u, with different requirements for the different areas of specialization.

**CONSULTATION:**

The Graduate Programs Committee reviewed the proposal at its June 12, 2023 meeting and recommended that it be brought forward for approval. The Academic Programs Committee reviewed the proposed programs at its September 6, 2023 meeting. The committee appreciated the detail in the proposal and appreciated that this new program will align with standard degree conventions at comparator institutions. The committee was also pleased that this change will open up more opportunities to faculty within the Edwards School of Business to engage in graduate student supervision and, thus, will allow for students to engage with more disciplines within the college.

**ATTACHMENTS:**

1. **Proposal for Academic or Curricular Change – Master of Science in Management**



UNIVERSITY OF SASKATCHEWAN

College of Graduate  
and Postdoctoral Studies

GRAD.USASK.CA

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

## MEMORANDUM

**To:** Academic Programs Committee of Council  
**From:** Graduate Programs Committee, CGPS  
**Date:** August 11, 2023  
**Re:** MSc in Management

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The College of Graduate and Postdoctoral Studies is recommending the approval of the Master of Science in Management.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meetings on June 12, 2023. The committee noted concern that the 15-credit minimum may impact time in program as students may feel pressure to take more than the minimum number of credits. This concern will be addressed by the proponent, in terms of future communication to students and advertising the program. The committee was supportive of this proposal and the following motion was passed:

**Motion:** *To recommend approval of the new Master of Science in Management. (Eramian/Heavin) CARRIED*

Attached please find the proposal for the Master of Science in Management.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** *Master of Science in Management*

**Degree(s):** Master of Science in Management

**Field(s) of Study:** Management, including Finance, Marketing, Management Research

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

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

**Degree College:** College of Graduate and Postdoctoral Studies / Edwards School of Business

**Contact Person(s):**

**Marjorie Delbaere**

Associate Dean, Research & Faculty Relations  
[delbaere@edwards.usask.ca](mailto:delbaere@edwards.usask.ca)

**Vicky Parohl**

Manager, Accreditation & Strategic Initiatives  
[parohl@edwards.usask.ca](mailto:parohl@edwards.usask.ca)

**Proposed date of implementation:** September 2024

### Proposal Document

#### ACADEMIC JUSTIFICATION

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

The Edwards School of Business has a long history of strong thesis-based masters programs. Edwards currently offers an MSc in Finance and an MSc in Marketing. Building on the successful models of these two programs, the proposed MSc in Management would establish a college-wide research-based masters program that would enable the School to offer thesis-based programming across all business disciplines, resulting in a more flexible program management structure and increased options for incoming students. In addition to finance and marketing, thesis topics could be in the scope of human resources, organizational behaviour, strategy, management science, accounting, data analytics, behavioural sciences, and more depending on the interest of students and capacity/expertise of faculty. An MSc in Management would establish a foundation for a potential PhD program in the future. The proposed program will also prepare students for a career in industry. Over the last few years and for the next few years, the top in-demand skills shared by institutions such as the National Association of

Colleges and Employers (NACE) and Forbes, have consistently included attributes and competencies such as analytical skills, creative and critical thinking and complex problem-solving abilities, deep discipline knowledge and teamwork skills, all of which are competencies that can be built and achieved in this program.

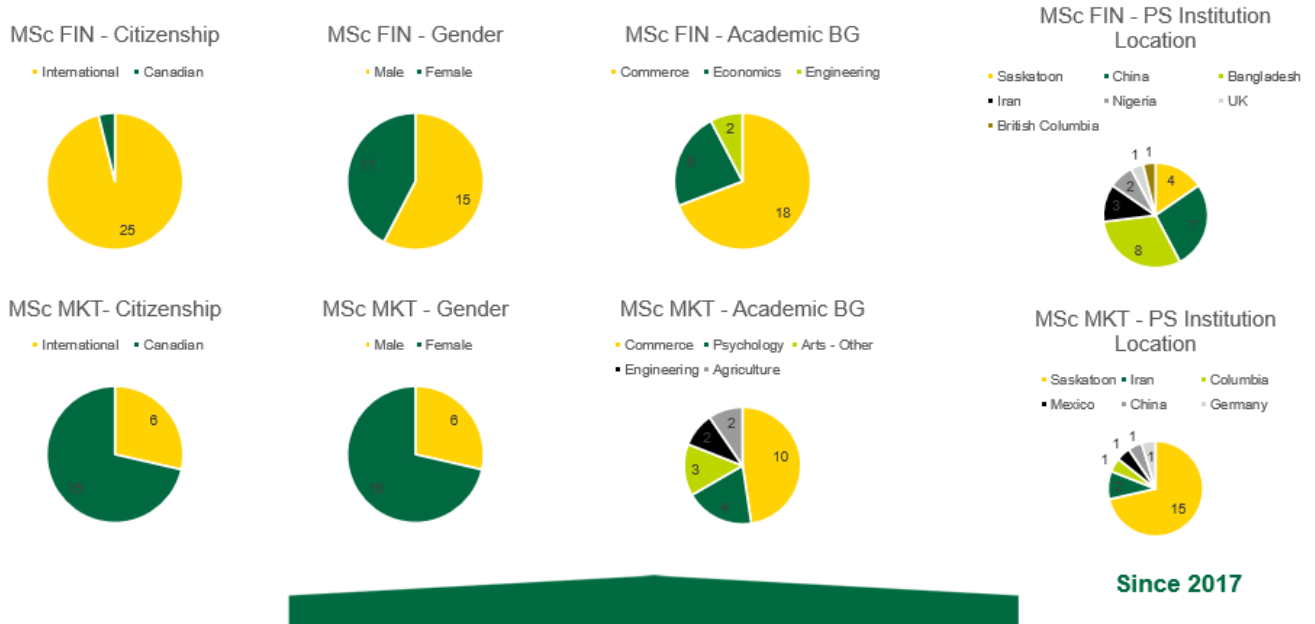
**Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.**

The proposed program aligns with the Edwards School's strategic goal of "advancing impactful research and knowledge creation." Through an expanded MSc in Management program, we will be able to work toward our objective of increasing our research intensity at Edwards and strengthening our research reputation as well as increasing collaboration and partnerships with other disciplines or industries. Flexibility in program electives may also allow for interdisciplinary elective options, aligning with the USask Plan 2025's commitments courageous curiosity and boundless collaboration as well as the goal of embracing interdisciplinarity. The program also aligns with USask's call for innovative solutions through increased flexibility for students, increasing the overall graduate student enrolment (at both Edwards and USask), and increasing administrative efficiency.

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

Our current MSc students come from a variety of backgrounds in terms of citizenship, gender, academic preparation, and where they pursued their undergraduate degrees. We anticipate the program will appeal to students from even more diverse backgrounds with the opportunity for specializing in areas other than finance and marketing.

# Where do our MSc students come from?



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

The University of Regina Levene Graduate School of Business does not offer research-based graduate programming in business; the proposed MSc in Management program would be the only one offered in Saskatchewan and would appeal to students graduating from undergraduate programming in Saskatchewan should they wish to stay in the province. While similar programs exist at the University of Manitoba, University of Lethbridge, Queen’s University, Brock University, and the University of Guelph, we see there being a demand for programming in Saskatchewan as our existing programs are in high demand; for the 2021 academic year we received 159 applications for the MSc Finance program and 142 applications for the MSc Marketing program.

## ADMISSIONS

### What are the admissions requirements of this program?

#### MSc Management

- Letter of intent:
  - Your letter of intent is a chance to tell the Edwards MSc in Management Selection Committee what unique and valuable contributions you can make to the program.
  - Provide a brief description of your business and educational background, and your goals for the future. How will an MSc in Management help you achieve your goals? Briefly describe your research interests and identify your preferred area of specialization.

- Based on your preferred area of specialization, identify three potential supervisors with whom you would like to work and briefly explain why you would like to work with these individuals.
  - Discuss why you have decided to apply to the Edwards MSc in Management program, and why it is a good fit for you. What specific parts of the Edwards MSc program are you looking forward to?
  - Make sure your letter of intent is unique and specific to the Edwards MSc in Management program. We don't want to read generic letters that sound like they could have been sent to any school; We want to know why you have chosen the Edwards MSc in Management, and why we should choose you!
- Three letters of reference (at least two academic references);
  - Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English;
  - a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units);
  - GMAT Score of 550 or equivalent GRE\*;
  - A four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, or a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate degree;
  - **Note that** students pursuing a **finance specialty** must have at least 6 U of S equivalent credit units (1 year) of Statistics, 6 equivalent credit units of Economics (1 year), and 3 U of S equivalent credit units (1/2 year) of Calculus.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

Each applicant package will be reviewed holistically to assess their skills, personal attributes, background, and experiences, and how these relate to success in the MSc program. An interview may be included as part of this review.

\*While a minimum GMAT score of 550 is required, the GMAT requirement may be waived if:

- An applicant has successfully completed a Bachelor of Commerce degree from the Edwards School of Business within this last 10 years and achieved an average of 75% in their last two years of full-time study (60 credit units)
- An applicant has successfully completed an undergraduate business degree from an accredited Canadian business school (i.e.: AACSB or EQUIS) and has a converted entrance average of a minimum of 80% in the last two years of full-time study (60 credit units)
- An applicant has significant Canadian research experience, which could include the successful completion of an extensive research project for an advanced undergraduate course, or a minimum of one year working as a research associate for a research group or firm.

## DESCRIPTION OF THE PROGRAM

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

Students will be trained in academic business/management research, enabling them to embark on research-based careers. Students will be well-positioned to apply for PhD programs or industry-based research careers (business analysis, market research, financial analysis, consulting, etc.). These objectives will be accomplished through strong personal mentorship.

**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.**

**Modes of delivery.** In-person delivery.

**Experiential learning opportunities.** The nature of a thesis program is experiential. Students will be exposed to other experiential learning opportunities through coursework (e.g., Dembroski Student Managed Portfolio Trust). The program is well-suited for industry internship opportunities (e.g., MITACS Accelerate).

**General teaching philosophy.** Embracing the teacher-scholar model, the Edwards School of Business delivers our mission through faculty with strong academic and professional expertise. Our vibrant faculty consistently earn prestigious teaching awards, attesting to their investment in student learning. The School is accredited through the Association to Advance Collegial Schools of Business (AACSB); a requirement of maintaining accreditation is to maintain and strategically deploy qualified (by academic or professional preparation) faculty who support the School’s mission. To deliver quality business education, faculty members must pursue continuous development in their specialty area, whether through discipline-based discovery scholarship, teaching and learning scholarship, or applied/integration scholarship. As we strive for excellence in our students, we should hold ourselves to similarly high standards of productivity and engagement among our faculty. We require faculty teaching in our research-based graduate programs and supervising graduate students to maintain Scholarly Academic Level 1 (SA1) status; these faculty will have a doctoral degree in the area in which they teach and must maintain high levels of research productivity. Research-focused faculty in tenured or tenure-track appointments are expected to meet the requirements for SA Level 1.

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

The courses selected to be a part of MSc Management are designed to equip students with the skills they need to develop an advanced understanding of management research, from reviewing and synthesizing academic literature in a management discipline and formulating research questions, to data collection and analysis, to writing academic papers and presenting results/findings. The courses address the learning goals of the MSc Management as well as those outlined in the University Learning Charter.

MSc Management	RESEARCH KNOWLEDGE:	DISCIPLINARY KNOWLEDGE:	COMMUNICATION:
MGT 990.0 Seminar	X	X	X
MGT 994.0 Research Thesis	X	X	X



<b>Management Research</b>			
<b>MGT 801.3</b> Designing Management Research	x		
<b>MGT 808.3</b> Qualitative Research Methods	x		
<b>Finance</b>			
<b>ECON 808.3 or 809.3</b> Econometrics I/II		x	
<b>FIN 801.3</b> Advanced Corporate Finance		x	
<b>FIN 802.3</b> Advanced Investment Theory		x	
<b>FIN 803.3</b> Empirical Methods in Finance	x	x	
<b>FIN 805.3</b> Fixed Income Securities		x	
<b>Marketing</b>			
<b>MGT 801.3</b> Designing Management Research	x		
<b>MKT 802.3</b> Marketing Theory		x	
<b>MKT803.3</b> Consumer Behaviour		x	
<b>MGT 808.3</b> Qualitative Research Methods	x		

When appropriate, Independent Study courses may be offered to provide students with an opportunity to deepen their knowledge of an area of focus in Management for which there is not an existing graduate level course at Edwards or available from another unit on campus. For example, a student may be interested in writing their thesis on an organizational behaviour (OB) topic. As we do not yet have a graduate seminar in OB, a faculty member from the Department of Human Resources and Organizational Behaviour could offer an Independent Studies course on that topic.

**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.**

The table below illustrates how the MSc in Management addresses each of the five learning goals.

<b>Learning Goal</b>	<b>Description</b>	<b>MSc</b>
Pursuit of Truth and Understanding	Critical Thinking	x
	Multiple ways of knowing and learning	x
	Intellectual flexibility	x
	Depth of understanding in subject area	x

Pursuit of Knowledges	Breadth of understanding how subject area intersects with related subject areas	x
	Understanding how one's subject area impacts communities	x
	Using and applying one's knowledge with respect to all individuals	x
Pursuit of Integrity and Respect	Exercising intellectual integrity and ethical behaviour	x
	Recognizing and thinking through moral and ethical issues	x
	Recognizing the limits to one's knowledge, skills, and understanding and acting in accordance with these limits	x
Recognizing and thinking through moral and ethical issues	Develop and apply research, inquiry, knowledge creation, and translation skills	x
	Communicate substantively and persuasively in different contexts	x
	Locate, understand, evaluate, and use information effectively, ethically, legally, and with cultural appropriateness	x
Pursuit of Skills and Practices	Commit to positive growth and change for oneself and for local, national, and global communities	x
	Act with confidence and strength of purpose for the good of oneself and different communities	
	Embrace responsibilities to oneself and others in ways that are authentic and meaningful	
	Sharing knowledges and exercise leadership as acts of individual and community responsibility	

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

The program is direct-entry.

**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.**

- Increased enrolment
- Ability to match student to supervisor or project either at time of admission or within the first two terms
- Student completion of the program within a reasonable timeframe
- Increased collaboration across departments and perhaps other colleges across campus (interdisciplinarity)
- Increased collaboration with industry

**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.**

The Edwards school of Business is accredited by the Association to Advance Collegial Schools of Business (AACSB) and is currently meeting accreditation standards. There are no budgetary implications, as the School is accredited rather than individual programs.

**CONSULTATION**

**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?**

**Edwards MBA/MPAcc.** The MSc in Management is a research-based program while the Master of Business Administration (MBA) and Master of Professional Accounting (MPAcc) are professional programs. As such, the programs will not compete for students, but will provide additional opportunities for students wishing to pursue research-based programming.

**MSc in Finance & Marketing.** The intent of the MSc in Management program is that the existing MSc programs will become a part of the new program as specializations. Department heads representing all departments and grad chairs representing finance and marketing were involved in the proposal process. Letters of support from Department Heads are attached.

**U of S Programming.** N/A

**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 consultation process began in the fall of 2021. A project charter was developed and an initial meeting with committee members was held in September. Following this meeting, we conducted an environmental scan of similar programs across Canada. The findings were presented to the committee in November 2021. A productive discussion followed the presentation during which members expressed both excitement about the new program as well as some hesitation. The Department Head of Accounting was concerned about the capacity of faculty members to both teach in the MPAcc program as well as teach in the MSc Management program. This concern was taken into consideration in the final program structure which allows for a department without a specific major to only opt-in to supervising students when they have the capacity to do so. Other members of the committee expressed concern about losing the distinctiveness of the current MSc programs and their explicit focus on either Finance or Marketing. The members were concerned that an MSc in Management would be perceived as too general. This concern was addressed by incorporating specific specializations/majors in the MSc Management program that would have their own unique requirements as well as would appear on the students' transcripts and degrees. Consultation with different groups continued throughout the following year. A meeting was held with all department heads and graduate chairs in the fall of 2022. During this meeting, the possibility of allowing a project option in addition to a thesis option was discussed. While there was some appreciation for the opportunity for students to focus on applied research in the project option, all department heads expressed concern regarding the supervision of the projects. Some of the concerns included the need to match students to industry partners and the requirement to manage the relationship with the partners to ensure the Edwards reputation was upheld; that weaker students might be more likely to choose the project option as an easier route through the program; and the limited value to a faculty member in supervising a project as opposed to a thesis which is related to their research. Ultimately, the decision was made to drop the project option from the MSc Management program. All Edwards faculty were invited to attend a town hall meeting in March 2023. The draft program proposal was presented to the participants. One new outcome from this meeting was the need to clarify the reasons for adopting the program name of MSc in Management. Some faculty in attendance wondered why the term Management was being proposed as opposed to Business. To address this concern, we went back to the environmental scan and developed a list of other

programs at Canadian business schools which also use Management in the name of their programs. It is the most commonly used program name. Business administration would have been another possibility, but this was judged to be too close to the Master of Business Administration (MBA) program. Other faculty members inquired about the status of students wishing to pursue a specialization other than Finance or Marketing and how that would be represented on their transcripts. After further discussion with CGPS, we decided to add a third specialization/major to the program that would be called Management Research. This third specialization would be broad enough to accommodate most other disciplines in business. The program proposal was presented to the Edwards Faculty Council in March 2023 as a notice of motion. The final MSc in Management program proposal was brought to Edwards Faculty Council on May 15 for a decision. The program was approved unanimously.

Relevant communication is attached (project charter, program proposal summary sent to faculty council, and presentation delivered at faculty council).

**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 requirements when including courses from other colleges.**

The finance specialty requires students to take one of ECON 808.3, ECON 809.3, JSGS 803.3, or STAT 845.3. These options exist for students in the current MSc Finance program. Students pursuing the Finance specialization will continue to be granted access to these courses. Letters from the respective Department Heads are attached (as of May 30 we have a letter of support from the Department of Mathematics and Statistics).

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

## **BUDGET**

**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).**

Approximately nine instructors from Edwards will participate in teaching courses for the MSc Management program; these include existing courses from the MSc Finance and MSc Marketing, two new courses, and the MGT 990 seminar taught by the graduate chair. Based on estimated enrolment, approximately 25 faculty members will supervise graduate students. This number could fluctuate based on demand/interest from prospective students as well as faculty capacity to supervise.

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

This new program is replacing the existing MSc Finance and Management programs. The MSc Accounting program is currently dormant and has not accepted any students since 2023; it will be eliminated along with the MSc Finance and MSc Marketing programs after the launch of the MSc Management program.

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

Teaching a graduate-level seminar in the MSc Management program will be considered part of a faculty member's assigned duties and part of their regular teaching load. The graduate chair will teach the MGT 990 seminar and this will be counted as part of their load.

Remuneration for Independent Studies courses will follow article 18 in the USFA collective agreement:

- **18.5.6** Effective July 1, 1990, the overload stipend payable to an employee tutoring and marking an Independent Study course shall be set at 3.7% of the normal overload stipend, as set out in Articles 18.5.1 and 18.5.3, for each student enrolled in the class up to and including 27 students. When there are more than 27 students enrolled, the stipend will amount to \$100 for each additional student. **The minimum stipend for an Independent Study course shall be \$1,000 for a six-credit unit course and \$500 for a three-credit unit course.** Courses with more or fewer credit units will be prorated accordingly.

**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).**

With tuition of \$2,500 per semester (including summer) and a steady state of 30 students, the program would operate with a modest surplus. Major assumptions of the costing model include the following: nine undergraduate courses will be taught by sessional lecturers because of the core MSc MGT courses, including the MGT 990 seminar taught by the graduate chair; international students will represent approximately 60% of registered students; at capacity the program will incur approximately \$15,000 expenses the bulk of which will be items such as travel for external examiners, conference fees, space costs, etc. A detailed costing model is attached.

Graduate seminar classes will be offered in existing classrooms, either in Edwards (e.g. ESB 45) or in the Arts building (e.g. ARTS 201). The students will continue to use the graduate student carrels in room 145 (no additional resources required.)

Administration support for graduate programs is centralized within Edwards (MBA, MPAcc, MSc programs). This office will support the MSc Management program with one graduate administrator assigned to full-time support of the MSc Management program. No additional resources are required.

The proposed MSc is viable financially simply from tuition. Nonetheless, upon approval of this proposal the Dean of Edwards School of Business and the Department Head will be approaching potential donors who may have an interest in supporting the program. Donated funds would be used for student support and further program enhancement.

**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?**

Thesis based students will be able to apply for and/or receive all existing awards. With the introduction of a new program, we are also in conversation with our advancement team to seek donors and/or donations. We are exploring the possibility of creating a donor fund that would support graduate student research. For example, students would be able to apply to request funding to offset the cost of data collection, e.g. study participant compensation. Currently, graduate students can apply to the Edwards Research Fund for a dissemination grant to help cover the costs of traveling to a conference to present their research.

**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).**

In consultation with CGPS staff, we propose to charge tuition by term, as is currently done with both the MSc Finance and MSc Marketing programs. Tuition for the MSc Management program will be the same as the current tuition for the MSc Finance and MSc Marketing programs, which is above the standard graduate tuition (> \$1000 above the standard rate per term).

**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)**

Please see the detailed costing model for this information.

**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?**

Over the next five years we expect to achieve a steady state of 30 students in the program. Based on historical demand for the MSc Finance and Marketing programs and the potential for more supervisors, we are confident in our ability to reach this goal.

**Historical and Projected Enrolment: Graduate Programs**

	<u>17-18*</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u> ***	<u>25-26</u>	<u>26-27</u>
MSc FIN	17	17	14	7	17	15	12	6		
MSc MKT	10	15	11	3**	10	10	10	5		
<b>New MSc Management</b>										
FIN Spec								8	12	12
MKT Spec								5	12	12
Other Spec								5	6	6
<b>Total New</b>								<b>29</b>	<b>30</b>	<b>30</b>

NOTES: \*Academic Year Headcount – includes new and continuing students

\*\*The MSc Marketing program did not admit any students in 2020-21.

\*\*\*2024-25 MSc FIN & MKT students would be those who began their program prior to 2024-25. All students admitted in 2024 and after would apply for the MSc Management program.

Maximum enrolment would be managed year-to-year depending on faculty capacity, giving consideration sabbatical or administrative leaves and administrative duties.

**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?**

We are projecting an increase in enrolment of 6 students per year over and above the current combined enrolment for the MSc Finance and MSc Marketing programs. Please see detailed costing model for more information.

**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?**

The program will be sustainable at the projected enrolment target; please see detailed costing model.

**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).**

Please see detailed costing model.

**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 indicated any anticipated surpluses/deficits associated with the new program**

Please see detailed costing model.

## CATALOGUE ENTRY FOR *Master of Science in Management (MSc MGT)*

Students enrolled in the MSc Management program will take a minimum of 15 credit units as specified below. Students must select one of the following three specializations/majors: finance, marketing, or management research. Thesis topics in the management research specialization/major could be in human resources, organizational behaviour, strategy, management science, accounting, data analytics, and more depending on the preparation and interest of students and capacity/expertise of faculty.

### Research methods

A minimum of 6 credit units, including the following:

- For the finance specialization:
  - One of ECON 804.3, ECON 808.3, JSGS 803.3, or STAT 845.3 or quantitative research methods course approved by supervisor
  - [FIN 803.3](#) Empirical Methods in Finance
- For the marketing and management research specializations:
  - MGT 801.3 Designing Management Research (based on [MKT 801.3](#))
  - [MGT 808.3](#) Qualitative Research Methods or 3 cu quantitative research methods course as approved by supervisor.

### Area of specialization

A minimum of 6 credit units at the 800-level including:

- 6 credit units of coursework related to area of specialization
  - The finance specialization must include at least two of the following:
    - [FIN 801.3](#) Advanced Corporate Finance
    - [FIN 802.3](#) Advanced Investment Theory
    - [FIN 805.3](#) Fixed Income Securities
  - The marketing specialization must include the following:
    - [MKT 802.3](#) Marketing Theory
    - [MKT 803.3](#) Consumer Behaviour
  - The management research specialization may include independent study courses

### Electives

A minimum of 3 credit units of elective coursework as approved by supervisor

### Seminar in Management

- MGT 990 – Seminar in Management (non-credit course required by USask)

### Thesis

- MGT 994 – research thesis



University of Saskatchewan  
**Financial Implications - New or Major Revision of Existing Program Proposal**

**Instructions:**

- Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
- Areas shaded in grey denote required inputs. All other cells are auto-calculated.
- For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

	Academic Year					Comments
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Revenue</b>						
<b>Tuition</b>						
New domestic students	6	6	6	6	6	
Domestic students continuing in the program	0	6	6	6	6	
Total # of domestic students (headcount)	6	12	12	12	12	
Domestic tuition rate per credit unit, <i>if known</i>	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	
Domestic tuition rate per student	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	
Total tuition revenue - domestic	\$ 45,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	
New international students	9	9	9	9	9	
Int'l students continuing in the program	0	9	9	9	9	
Total # of international students (headcount)	9	18	18	18	18	
Int'l tuition rate per credit unit, <i>if known</i>	\$ 5,625.00	\$ 5,625.00	\$ 5,625.00	\$ 5,625.00	\$ 5,625.00	
International tuition rate per student	\$ 16,875.00	\$ 16,875.00	\$ 16,875.00	\$ 16,875.00	\$ 16,875.00	
Total tuition revenue - international	\$ 151,875.00	\$ 303,750.00	\$ 303,750.00	\$ 303,750.00	\$ 303,750.00	
Total Tuition Revenue	\$ 196,875.00	\$ 393,750.00	\$ 393,750.00	\$ 393,750.00	\$ 393,750.00	
<b>Student fees (specific to course or program)</b>						
Excursion <i>(use total amount, not per student)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	
Lab <i>(use total amount, not per student)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	
Other <i>(list in Comments)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding support <i>(list in Comments)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	
Internal re-allocation <i>(list in Comments)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Revenue</b>	<b>\$ 196,875.00</b>	<b>\$ 393,750.00</b>	<b>\$ 393,750.00</b>	<b>\$ 393,750.00</b>	<b>\$ 393,750.00</b>	
<b>Costs</b>						
<b>Start-up costs</b>						
New space/renovations <i>(classroom, office, laboratory, workshop, etc.)</i>	-	-	-	-	-	
Equipment, including IT <i>(e.g. hardware, software, lab material)</i>	-	-	-	-	-	
Faculty Recruitment	-	-	-	-	-	
Marketing and Promotion, <i>if not using centralized services</i>	-	-	-	-	-	
Curriculum Development, <i>if not using centralized services</i>	-	-	-	-	-	
Other start-up costs	-	-	-	-	-	
Total Start-up Costs	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Salary and benefits (if hired new)</b>						
Faculty						
Sessionals or limited term instructional support	\$ 62,400.00	\$ 62,400.00	\$ 62,400.00	\$ 62,400.00	\$ 62,400.00	
Students (Teaching and/or Marking Assistants)						
Staff	\$ 80,500.00	\$ 80,500.00	\$ 80,500.00	\$ 80,500.00	\$ 80,500.00	Cost currently in budget (1.0 FTE) - supporting MSc Finance & Marketing programs (not a new cost)
Honoraria						
Total New Salary and Benefits	\$ 142,900.00	\$ 142,900.00	\$ 142,900.00	\$ 142,900.00	\$ 142,900.00	
<b>Other Operational Costs</b>						
Scholarships and bursaries						
Marketing and promotion						
Materials and supplies						
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	Annual Conference registration fees paid for by Edwads for second year students to present their research - \$500 Average cost per Thesis Defense - \$500 \$500 + \$500 x 15 second year students = \$15,000 annually
Total Other Operational Costs	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
<b>Total Costs</b>	<b>\$ 157,900.00</b>	<b>\$ 157,900.00</b>	<b>\$ 157,900.00</b>	<b>\$ 157,900.00</b>	<b>\$ 157,900.00</b>	
<b>Estimated Surplus or Deficit*</b>	<b>\$ 38,975.00</b>	<b>\$ 235,850.00</b>	<b>\$ 235,850.00</b>	<b>\$ 235,850.00</b>	<b>\$ 235,850.00</b>	
<b>per student</b>	<b>\$ 2,598.33</b>	<b>\$ 7,861.67</b>	<b>\$ 7,861.67</b>	<b>\$ 7,861.67</b>	<b>\$ 7,861.67</b>	

\* If deficit in any given year, explain how it will be managed:

The MSc programs are currently, and will continue to be, funded via internal college dispersment of the annual resource allocation. Deficits would be covered by college operating funds.

## MSc Management

Master of Science (M.Sc.) – Thesis-based

### Admission Requirements

- Letter of intent
- Three letters of reference (at least two academic references);
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English;
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units);
- GMAT Score of 550 or equivalent GRE\*;
- A four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, or a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate degree;
  - **Note that** students pursuing a **finance specialty** must have at least 6 U of S equivalent credit units (1 year) of Statistics, 6 equivalent credit units of Economics (1 year), and 3 U of S equivalent credit units (1/2 year) of Calculus.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

Each applicant package will be reviewed holistically to assess their skills, personal attributes, background, and experiences, and how these relate to success in the MSc program. An interview may be included as part of this review.

\*While a minimum GMAT score of 550 is required, the GMAT requirement may be waived if:

- An applicant has successfully completed a Bachelor of Commerce degree from the Edwards School of Business within this last 10 years and achieved an average of 75% in their last two years of full-time study (60 credit units)
- An applicant has successfully completed an undergraduate business degree from an accredited Canadian business school (i.e.: AACSB or EQUIS) and has a converted entrance average of a minimum of 80% in the last two years of full-time study (60 credit units)
- An applicant has significant Canadian research experience, which could include the successful completion of an extensive research project for an advanced undergraduate course, or a minimum of one year working as a research associate for a research group or firm.

## Degree Requirements

Students must maintain continuous registration in MGT 994.

- MGT 990.0
- MGT 994.0

Students must take a minimum of 15 credit units as specified below. Students must select one of the following three specializations/majors: Finance, Marketing, or Management Research.

A minimum of 6 credit units in research methods, including the following:

- Finance specialization:
  - One of ECON 804.3, ECON 808.3, JSGS 803.3, or STAT 845.3 or quantitative research methods course approved by supervisor
  - [FIN 803.3](#) Empirical Methods in Finance
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    - [MKT 802.3](#) Marketing Theory
    - [MKT 803.3](#) Consumer Behaviour
  - The management research specialization may include independent study courses

A minimum of 3 credit units of elective coursework

## New Courses:

### **MGT 990.0: MSc Management Seminar**

A forum in which MSc students and faculty discuss and present research, as well as a forum for students to develop their professional skills. All MSc students participate in MGT 990; attendance is mandatory for MSc Management program completion.

### **MGT 994.0: Research – Thesis**

Students writing a Master's thesis must register for this course.

### **MGT 801.3: Designing Management Research**

This course provides an introduction to management research at the graduate level. It explores the steps in the research process, from literature review and research question formulation, to data collection and analysis, to publishing and presenting. Methods common to management research studies, such as experiments, qualitative interviews, are examined.



May 29, 2023

University Council  
Peter MacKinnon Building  
University of Saskatchewan  
107 Administration Place  
Saskatoon SK S7N 5A2

College of Graduate and Postdoctoral Studies  
116 Thorvaldson Building  
110 Science Place  
University of Saskatchewan  
Saskatoon SK S7N 5C9

The consultation process for the Master of Science in Management (Edwards School of Business) began in Fall 2021. A project charter was developed and an initial meeting with committee members was held in September.

Following this meeting, we conducted an environmental scan of similar programs across Canada. The findings were presented to the committee in November 2021. A productive discussion followed the presentation during which members expressed both excitement about the new program as well as some hesitation. The Department Head of Accounting was concerned about the capacity of faculty members to both teach in the MPAcc program as well as teach in the MSc Management program. This concern was taken into consideration in the final program structure which allows for a department without a specific major to opt-in to supervising students only when they have the capacity to do so.

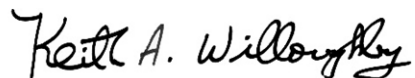
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Consultation with different groups continued throughout the following year. All Edwards faculty were invited to attend a town hall meeting in March 2023. The draft program proposal was presented to the participants. One new outcome from this meeting was the need to clarify the reasons for adopting the program name of MSc in Management. Some faculty in attendance wondered why the term Management was being proposed as opposed to Business. To address this concern, we went back to the environmental scan and developed a list of other programs at Canadian business schools which also use Management in the name of their programs. It is the most commonly used program name. Business administration would have been another possibility, but this was judged to be too close to the Master of Business Administration (MBA) program. Other faculty members inquired about the status of students wishing to pursue a specialization other than Finance or Marketing and how that would be represented on their transcripts. After further discussion with CGPS, we decided to add a third specialization/major

to the program that would be called Management Research. This third specialization would be broad enough to accommodate most other disciplines in business.

The program proposal was presented to the Edwards Faculty Council in March 2023 as a notice of motion. The final MSc in Management program proposal was brought to Edwards Faculty Council on May 15 for a decision. I am pleased to report that Edwards Faculty Council unanimously approved the program.

Best regards,



Keith A. Willoughby, Ph.D.

Dean

Professor, Department of Finance and Management Science

Edwards School of Business, University of Saskatchewan

Saskatoon, SK S7N 5A7

Phone: (306) 966-2128

E-mail: [willoughby@edwards.usask.ca](mailto:willoughby@edwards.usask.ca)



UNIVERSITY OF SASKATCHEWAN

College of  
Arts and Science

DEPARTMENT OF ECONOMICS  
ARTSANDSCIENCE.USASK.CA/ECONOMICS

819 Arts Building, 9 Campus Drive

Saskatoon SK S7N 5A5 Canada

Telephone: 306-966-5197

Fax: 306-966-1641

Email: [economics.dept@usask.ca](mailto:economics.dept@usask.ca)

To: Dr. Craig Wilson,  
Department Head,  
Finance & Management Science,  
Edwards School of Business

**RE: MSc in Management**

May30, 2023

Hello Dr. Wilson,

The Department of Economics fully supports your efforts to develop an MSc in Management.

We plan to continue to offer ECON804 and ECON808. These classes are available for as quantitative methods requirements for MSc Management students specializing in Finance. We welcome your students and do not see any issues with taking your MSc. students into our classes.

Sincerely

A handwritten signature in blue ink, appearing to read "Joel Bruneau".

Joel Bruneau

Head of Economics

**From:** Wilson, Craig <[wilson@edwards.usask.ca](mailto:wilson@edwards.usask.ca)>  
**Sent:** Wednesday, May 24, 2023 6:59 PM  
**To:** Delbaere, Marjorie <[delbaere@edwards.usask.ca](mailto:delbaere@edwards.usask.ca)>  
**Cc:** Parohl, Vicky <[parohl@edwards.usask.ca](mailto:parohl@edwards.usask.ca)>  
**Subject:** Re: Letter of support for the MSc Management program

Hi Marjorie,

I am writing to express my strong support for the proposed MSc in Management program. This program will replace the MSc in Finance program currently offered by our department. Since the course offerings and requirements of the Finance specialization of the proposed MSc in Management are almost identical to those of our current MSc Finance, there should be minimal effects on current or future finance students in the program or on the assignment of faculty duties.

The proposed program provides additional flexibility by accommodating MSc students from the Management Science side of our department. It eliminates the need for them to take courses specifically designed for finance graduate students. This flexibility will enhance our department's ability to attract and retain high-quality graduate students in Supply Chain Management, Information Systems and Data Analytics. By providing a tailored curriculum, we can better meet student needs and provide them with valuable learning opportunities in their chosen field of study.

The proposed MSc in Management program also increases the opportunities for department faculty members to mentor graduate students and retain the service of research assistants, which is a crucial aspect of fostering leadership within their respective fields. It not only improves the chances of faculty members securing external research grants but also enhances the research profile of our department. The graduate students that enter the program can serve as teaching assistants, thereby also contributing to the undergraduate learning experience. With the implementation of the proposed program, we can create an environment that supports and nurtures our graduate students, enabling them to excel and contribute to the department's success.

Thank you for considering my perspective on this matter. I firmly believe that the proposed MSc in Management program is a step in the right direction for our department, benefiting potential students and the future growth of our research endeavors.

Sincerely,

Craig Wilson, PhD | Professor of Finance & Sutherland Scholar in International Business | Department Head |  
Finance & Management Science | Edwards School of Business | University of Saskatchewan |  
Nutrien Centre | 25 Campus Drive | Saskatoon, SK S7N 5A7 Canada |  
1-306-966-8430 | [wilson@edwards.usask.ca](mailto:wilson@edwards.usask.ca)

## Delbaere, Marjorie

---

**From:** Schmidt, Joe  
**Sent:** Tuesday, May 30, 2023 9:27 AM  
**To:** Delbaere, Marjorie  
**Subject:** statement of support

Hi Marjorie,

I strongly support the proposed M.Sc. program in Management at the Edwards School of Business. The program will provide opportunities for faculty in the Department of Human Resources and Organizational Behaviour to supervise graduate students. Some of the newer faculty in our department have expressed concerns about the lack of graduate supervision opportunities. In addition to enhancing the research productivity and reputation of our college, I believe the program could also serve as a retention strategy for high performing faculty members. Moreover, in one of the town hall meetings, we discussed how the M.Sc. program could serve as a “stepping stone” to develop a quality PhD program at some point in the future. I believe this is a wise strategy. Please let me know if you require more information.

Regards,

**Joe Schmidt, PhD**

Department Head & Professor of Human Resources and Organization Behaviour  
**Edwards School of Business | University of Saskatchewan**

**Nutrien Centre, 25 Campus Drive**

**Saskatoon, SK S7N 5A7**

**Ph: 306-966-4741**

[edwards.usask.ca](http://edwards.usask.ca)





**From:** Sowa, Artur <[sowa@math.usask.ca](mailto:sowa@math.usask.ca)>  
**Sent:** Tuesday, May 23, 2023 11:29:25 AM  
**To:** Wilson, Craig <[wilson@edwards.usask.ca](mailto:wilson@edwards.usask.ca)>  
**Cc:** Delbaere, Marjorie <[delbaere@edwards.usask.ca](mailto:delbaere@edwards.usask.ca)>  
**Subject:** RE:

Dear Craig,

Thank you for reaching out to consult on the new MSc program in Management, particularly as regards the role of STAT 845 which is offered by the Department of Mathematics and Statistics. I am happy to reassure you that my department will continue to grant access to this course for students pursuing the Finance specialization under the renamed program.

Also, I am pleased to let you know that STAT 845 has recently undergone a careful revision to ensure that it continues to offer rigorous training in an optimal learning environment.

Sincerely yours,  
Artur

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Artur Sowa, Ph.D.  
Professor & Department Head  
Department of Mathematics and Statistics  
University of Saskatchewan  
106 Wiggins Road, Saskatoon, SK S7N 5E6, CANADA  
<https://researchers.usask.ca/artur-sowa/>

## MGT 801.3: Designing Management Research

<b>Section</b>	01	<b>Term</b>	1
<b>Class Location</b>	Edwards 243	<b>Class Time</b>	Fridays 9am to 12noon
<b>Delivery</b>	In-person	<b>Prerequisite(s)</b>	n/a
<b>Canvas Course Site</b>	MGT 801		

## Course Description

This course provides an introduction to management research at the graduate level. It explores the steps in the research process, from literature review and research question formulation to data collection and analysis, to publishing and presenting. Methods common to management research studies, such as experiments, qualitative interviews, are examined.

## Instructor Information

<b>Professor</b>	
<b>Contact Information</b>	
<b>Office Hours</b>	







## Land Acknowledgement

As we gather here today, we 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. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive, and respectful encounters in these places.

**This classroom is a positive space. We are committed to an inclusive and positive working and learning environment for everyone, including those in the LGBTQ2S+ community**





## MSc Program Learning Outcomes

The icons below represent the goals we expect all students who graduate from the MSc program to achieve. The learning outcomes for this course are connected to these broader goals.






	Disciplinary Knowledge	<i>Show mastery and application of relevant disciplinary knowledge.</i>
	Communication Skills	<i>Be effective written and oral communicators.</i>
	Integrity	<i>Incorporate ethical considerations into decision making and intended actions.</i>
	Discovery	<i>Be effective decision makers and problem solvers.</i>
	Methodological Knowledge	<i>Show mastery and application of relevant methodologies.</i>
	Citizenship	<i>Be engaged contributors to society.</i>

## Course Objectives

At the end of the course, students will be able to:

1. Know the management research process at both a theoretical and practical level.	
2. Understand why management research is designed as it is.	
3. Identify which research method(s) to employ to answer specific research questions.	
4. Be able to design a management research study of your own.	

## Grade Distribution

		Course Learning Outcomes	Program Learning Goals
Class Participation	20%	1,2,3,4	
Assignment #1	15%	1,2,3,4	
Assignment #2	15%	1,2,3,4	
Assignment #3	20%	1,2,3,4	
Final Exam	<u>30%</u>	1,2,3,4	
Total	100%		

The Edwards School of Business endeavours to ensure consistency of final grades across courses and sections. Variations in distribution will always be considered by the instructor where called for by the performance in each individual class. The student does not have any 'right' to a certain grade, but is responsible for earning grades. The instructor has unfettered discretion to evaluate student performance and assign all grades.

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

Please note: There are different literal descriptors for undergraduate and graduate programs.

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:  
<https://teaching.usask.ca/about/policies/learning-charter.php>

## Required Textbook and/or Materials

Required readings are provided through the links on Canvas.

## Evaluation Components

**Class Participation** Class participation will be based on attendance, preparation, discussion, and active engagement in class activities. Informal presentations will be required; further information will be provided.

<b>Excellent (90% - 100%)</b>	Contributed frequently; demonstrated a critical understanding of the assigned material; frequently made insightful connections amongst concepts from across different topics; listened actively and frequently expanded on points raised by other students in the class; near perfect attendance.
<b>Good (80% - 89%)</b>	Contributed regularly; grasped main points of assigned material; regularly made connections amongst concepts from across different topics; listened actively and sometimes expanded on points raised by other students in the class; regular attendance.
<b>Satisfactory (70% - 79%)</b>	Contributed occasionally; demonstrated a partial understanding of the assigned material; occasionally made connections amongst concepts from across different topics; listened actively but rarely expanded on points raised by other students in class; regular attendance.

**Unsatisfactory (< 70%):** Remained mostly silent or contributed minimally; demonstrated little to no understanding of the assigned material; did not make connections amongst concepts from across different topics; did not listen actively; irregular attendance.

**Assignments** Assignment #1 asks you to design a qualitative research study.  
Assignment #2 asks you to design a quantitative research study.  
Assignment #3 asks you to evaluate a management research study that will be provided to you.

**Final Exam** The final exam will be a take-home essay final that will ask you to apply all the research skills you have learned throughout the course.

## Submitting Assignments

All assignments and exams to be submitted via Canvas electronically. Please submit as WORD documents only with your name included in the file name.

## Late Assignments

Late assignments and exams will not be accepted and will result in a grade of zero. Exceptions include medical or compassionate reasons (with supporting evidence); please see me as soon as possible if problems occur.

## Deferred Exams

A student who is absent from a final examination through no fault of his or her own, for medical, compassionate, or other valid reasons, may apply to their home college for a deferred exam. Such application must be made within three business days of the missed examination and be accompanied by supporting documentary evidence. Please see <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php#62SUPPLEMENTALANDEFERREDEXAMINATIONS>

## Attendance Expectations

You are expected to attend every class. If you are unable to attend class please contact me. If you are ill and participating via Zoom is an option for you, we will make arrangements for that on an as-needed basis (but only as needed).

Important information for this class is posted in Canvas in PAWS. Students are expected to check the Announcements section for updates.

## Participation Expectations

Students are expected to read the assigned readings before class, make notes on the readings to bring to class, and be prepared to discuss the readings during class. See instructions in Reading List (below) on how to prepare for each class.

## Appealing a Grade

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a mid-term or final examination, shall follow the procedures set out in the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#).

## Contacting Your Instructor

Students requiring assistance are encouraged to speak to me any time during class or during office hours. Should you wish to meet with me outside of office hours, please email to make an appointment. If my door is open, feel free to drop by my office.

## Proper Use of Business Email

Email is commonly used by students to communicate with their instructor. Always use your PAWS/University of Saskatchewan email account ([abc123@mail.usask.ca](mailto:abc123@mail.usask.ca)) to send e-mails to instructors.

## Use of Internet and Electronic Devices in the Classroom

Use of electronic devices, such as laptops and tablets, is encouraged in class. Please use these devices to bring readings and notes to class in an electronic format but refrain from external electronic distractions.

## Course Schedule

The following is a tentative schedule for the course.

	DATE	TOPIC
Week 1	September 2	Overview of the Research Process
Week 2	September 9	Literature Review
Week 3	September 16	Research Question and Theory
Week 4	September 23	Qualitative Methods
	September 30	National Indigenous People Day – no class
Week 5	October 7	Analyzing Qualitative Data
Week 6	October 14	Quantitative Methods <i>Assignment 1 due October 14 at 8:30 am</i>
Week 7	October 21	Experimental Design
Week 8	October 28	Content Analysis and Survey Design
Week 9	November 4	Participatory Action Research <i>Assignment 2 due November 4 at 8:30 am</i>
	November 11	Fall Break – no class and no office hours

Week 10	November 18	Writing and Presenting Research
Week 11	November 25	Reviewing Research
Week 12	December 2	Evaluating Research <i>Assignment 3 due December 2 at 8:30 am</i>

Important dates can be found at the following web site:

<http://www.usask.ca/events/month.php?cal=Academic+Calendar>

**Please note:** Two weeks before the end of term, there will be a SLEQ (Student Learning Experience Questionnaire) available on PAWS. This is your opportunity to provide feedback on teaching quality and course effectiveness and helps faculty gain insight into their instructional methods and practices, providing them with guidance for improvement.

**[NB the following is a sample reading list for MGT 801; the actual reading list will depend on the instructor and the articles assigned to students are therefore likely to vary from what is included below]**

## **READING LIST and *Instructions:***

**Note** that readings with \* are ones that have been assigned previously (all or part). Find these readings in Canvas in the module corresponding to the FIRST WEEK they were assigned.

### **WEEK 1: Overview of Research Process**

Searcy, DeWayne L. and John T. Mentzer (2003), "A Framework for Conducting and Evaluating Research," *Journal of Accounting Literature*, 22, 130-67.

*Read paper up to section 5.1 closely for understanding, skipping specific accounting information. We will discuss this part of the paper today.*

Summers, John O. (2001), "Guidelines for Conducting Research and Publishing in Marketing: From Conceptualization Through the Review Process," *Journal of the Academy of Marketing Science*, 29 (4), 405-415.

*Read paper and make a list, in your own words, of tips for how to do better marketing research. Bring your list to class for discussion.*

Morning Brew (2021), "Big Deal: This Newsletter's Going to the Dogs," January 17, morningbrew.com.

*Read article and bring to class for discussion.*

### **WEEK 2: Literature Review**

Jordan, Christian H. and Mark P. Zanna (1999), "How to Read an Article in Social Psychology," *The Self in Social Psychology*, R. F. Baumeister (Ed.), Philadelphia, PA: Psychology Press, 461-70.

*Read paper and make a list, in your own words, of tips for how to read a journal article. Bring your list to class for discussion.*

University of Washington Psychology Writing Centre (2005) "Writing a Psychology Literature Review," <http://depts.washington.edu/psywc/handouts.shtml>.

*Although this paper is about writing a literature review report, the same advice can be used to write the literature review of a thesis or paper. Read for understanding but skip APA citation format section at the end.*

Journal Impact Indicators Quick Reference Guide (2016), White paper, Edwards School of Business.

*Skim, focusing on definitions—not on different journal ranking systems. Bring questions to class.*



JCR Style Guide.

*Skim Citation (p. 3-4) and Reference (p. 5-8) sections only. Bring questions to class.*

MarketingCharts (2020), "More Evidence Emerges That Host-Read Podcast Ads Outperform Others," November 1, [www.marketingcharts.com](http://www.marketingcharts.com).

*Read article and bring to class for discussion.*

### **WEEK 3: Research Question and Theory**

\*Searcy, DeWayne L. and John T. Mentzer (2003), "A Framework for Conducting and Evaluating Research," *Journal of Accounting Literature*, 22, 130-67.

*Read section 5.1 and 5.3 only. We will discuss this part of the paper today.*

Alvesson, Mats and Jorgen Sandberg (2011), "Generating Research Questions Through Problematization," *Academy of Management Review*, 36 (2), 247-71.

*Read paper for understanding; bring questions to class.*

Lee, Nick and Gordon Greenley (2008), "The Primacy of Theory," *European Journal of Marketing*, 42 (9/10), 873-8.

*Read paper for understanding; bring questions to class.*

The Morning Brew (2021), "Investors Feeling Like a Kid in an Oat Milk Store," [morningbrew.com](http://morningbrew.com), May21.

*Read article and bring to class for discussion.*

### **WEEK 4: Qualitative Methods**

Goulding, Christina (2005), "Grounded Theory, Ethnography and Phenomenology: A Comparative Analysis of Three Qualitative Strategies for Marketing Research," *European Journal of Marketing*, 39 (3/4), 294-308.

*Read paper; bring PowerPoint presentation on USB to explain your method.*

Bourassa, Maureen, Peggy Cunningham, Laurence Ashworth, and Jay Handelman (2018), "Respect in Buyer/Seller Relationships," *Canadian Journal of Administrative Sciences*, 35(2), 198-213.

*Read paper; identify strengths and weaknesses of the method.*

Phillips, Barbara J. and Trina Segó (2011), "The Role of Identity in Disposal: Lessons from Mother's Disposal of Children's Possessions," *Marketing Theory*, 11(4), 435-54.

*Read paper; identify strengths and weaknesses of the method.*

Assignment 1: *Read instructions and paper and bring questions to class.*

**WEEK 5: Analyzing Qualitative Data**

Arsel, Zeynep (2017), "Asking Questions with Reflexive Focus: A Tutorial on Designing and Conducting Interviews," *Journal of Consumer Research*, 44 (Dec.), 939-48.

*Read paper about how to interview; bring questions to class.*

Braun, Virginia and Victoria Clarke (2006), "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology*, 3 (2), 77-101.

*Read paper for how to analyze qualitative data; bring questions to class.*

Phillips, Barbara J., Edward F. McQuarrie, and W. Glenn Griffin (2014a), "The Face of the Brand: How Art Directors Understand Visual Brand Identity," *Journal of Advertising*, 43 (4), 318-43.

*Read paper, focusing on the method; bring questions to class.*

Bourassa, Maureen, Peggy Cunningham, and Jay Handelman (2013), "Marketing as a Response to Paradox and Norms in the 1960s and 1970s," *Journal of Historical Research in Marketing*, 5(1), 47-70.

*Read paper, focusing on the method; bring questions to class.*

## **WEEK 6: Quantitative Methods**

*Assignment 1 is due (for everyone) and PowerPoint presentation (if assigned).*

\*Searcy, DeWayne L. and John T. Mentzer (2003), "A Framework for Conducting and Evaluating Research," *Journal of Accounting Literature*, 22, 130-67.

*Read section 5.4; bring questions to class.*

Libby, Robert (1981), "Understanding Experimental Design: Libby Boxes," *Accounting and Human Information Processing: Theory and Applications*, Englewood Cliffs, NJ: Prentice Hall.

*Read paper closely for understanding and bring questions to class.*

Vargas, Patrick T., Brittany R. L. Duff, and Ronald J. Faber (2017), "A Practical Guide to Experimental Advertising Research," *Journal of Advertising*, 46 (1), 101-114.

*Read paper to help understand the Libby reading; bring questions to class.*

## **WEEK 7: Experimental Design**

\*Searcy, DeWayne L. and John T. Mentzer (2003), "A Framework for Conducting and Evaluating Research," *Journal of Accounting Literature*, 22, 130-67.

*Read section 6.5; bring questions to class.*

***For all other papers this week, focus on the method. Try to draw Libby boxes.***

Phillips, Barbara J. (2000), "The Impact of Verbal Anchoring on Consumer Response to Image Ads," *Journal of Advertising*, 29 (1) 15-24.

Delbaere, Marjorie, Edward F. McQuarrie, and Barbara J. Phillips (2011), "Personification in Advertising: Using a Visual Metaphor to Trigger Anthropomorphism," *Journal of Advertising*, 40 (1), 121-30.

McQuarrie, Edward F. and Barbara J. Phillips (2005), "Indirect Persuasion in Advertising: How Consumers Process Metaphors Presented in Pictures and Words," *Journal of Advertising*, 34 (2), 7-20.

*Assignment 2: Read instructions and paper and bring questions to class.*

## **WEEK 8: Content Analysis and Survey Design**

Phillips, Barbara J. and Barbara Gyoerick (1999), "The Cow, the Cook, and the Quaker: Fifty Years of Spokes-Character Advertising," *Journalism and Mass Communication Quarterly*, 76 (4), 713-728.

*Read paper, focusing on the content analysis method. Bring paper and questions to class.*

***Week 8 continued on next page ...***

Martin, Kelly D. and Ronald Paul Hill (2011), "Life Satisfaction, Self-Determination, and Consumption Adequacy at the Bottom of the Pyramid," *Journal of Consumer Research*, 38 (April), 1155-68.

*Read paper, focusing on the survey method. Bring questions to class.*

Ashworth, Laurence and Maureen Bourassa (2020), "Inferred Respect: A Critical Ingredient in Customer Satisfaction," *European Journal of Marketing* 54(10), 2447-2476.

*Read paper, focusing on the survey method. Bring questions to class.*

Jones, Steve (2013), "Pop Tarts, Goats' Cheese and Manchester City," *FinancialTimes.com*.

*Read article and bring questions to class.*

### **WEEK 9: Participatory Action Research**

*Assignment 2 is due (for everyone) and PowerPoint presentation (if assigned).*

Ozanne, Julie L. and Bige Saatchioglu (2008), "Participatory Action Research," *Journal of Consumer Research*, 35 (October), 423-39.

*Read paper and bring questions to class.*

Swanson, Lee A., Joelena Leader, and Dazawray Landrie-Parker (2016), "Effectively Engaging with Indigenous Communities Through Multi-Methods Qualitative Data Collection and an Engaged Communications Plan," *Engaged Scholar Journal*, 2 (1), 39-56.

*Read paper, focusing on the PAR method. Bring paper and questions to class.*

\*Martin, Kelly D. and Ronald Paul Hill (2011), "Life Satisfaction, Self-Determination, and Consumption Adequacy at the Bottom of the Pyramid," *Journal of Consumer Research*, 38 (April), 1155-68.

*You read this paper last week for method; bring to class for new discussion.*

### **WEEK 10: Writing and Presenting Research**

Peracchio, Laura A. and Jennifer Edson Escalas (2008), "Tell Me a Story: Crafting and Publishing Research in Consumer Psychology," *Journal of Consumer Psychology*, 18, 197-204.

*List the key take-aways of this paper in your own words; bring list to class.*

Phillips, Barbara J., Edward F. McQuarrie, and W. Glenn Griffin (2014b), "How Visual Brand Identity Shapes Consumer Response," *Psychology & Marketing*, 31 (3), 225-36.

*Evaluate this paper based on the advice given by Peracchio and Escalas.*

***Week 10 continued on next page ...***

Hamermesh, Daniel S. (1992), "The Young Economist's Guide to Professional Etiquette," *The Journal of Economic Perspectives*, 6 (1), 169-79.

*Read paper and bring questions to class.*

Gilbert, Dan, "How to Give a Good Research Presentation," Personal communication from the author, Harvard University.

*Read paper and bring questions to class.*

### **WEEK 11: Reviewing Research**

\*Summers, John O. (2001), "Guidelines for Conducting Research and Publishing in Marketing: From Conceptualization Through the Review Process," *Journal of the Academy of Marketing Science*, 29 (4), 405-415.

*Review the section "Reviewing for Scholarly Journals in Marketing" on page 414.*

Bagchi, Rajesh, Lauren Block, Rebecca W. Hamilton, and Julie L. Ozanne (2017), "A Field Guide for the Review Process: Writing and Responding to Peer Reviews," *Journal of Consumer Research*, 43 (February), 860-72.

*Read paper and bring questions to class.*

Working Paper #1 to review. *Evaluate this paper and bring review to class for discussion.*

Working Paper #2 to review. *Evaluate this paper and bring review to class for discussion.*

Assignment 3: *Read instructions and working paper and bring questions to class.*

### **WEEK 12: Evaluating Research**

*Assignment 3 is due for everyone.*

Phillips, Barbara J., Jennifer R. Sedgewick, and Adam D. Slobodzian (2019), "Spokes-Characters in Print Advertising: An Update and Extension," *Journal of Current Issues and Research in Advertising*, 40 (2), 214-228.

*Read initial submission and reviewer comments; bring ideas for how the authors should respond to reviewers.*

*Final exam will be distributed.*

## Recording of the Course

The classroom is a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities must be approved in advance by the course instructor and must not infringe on privacy rights of individuals. Any approved class recordings become the intellectual property of the person who has made the presentation in the class. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

## 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 and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](#). 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>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's "Use of Materials Protected By Copyright" Policy available at <https://policies.usask.ca/policies/operations-and-general-administration/copyright.php>.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy or by the university Copyright Guidelines (available at <https://library.usask.ca/copyright/general-information/copyright-guidelines.php>) and requires permission from the copyright holder

For more information about copyright, please visit <https://library.usask.ca/copyright/> where there is information for students available at <https://library.usask.ca/copyright/students/your-course-materials.php>, or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## Academic Integrity Defined

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

### Prepare for Integrity

Students are expected to act with academic integrity.

Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).

Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

## Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

Definitions appear in Section II of the academic misconduct regulations.

The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.

Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.

Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#).

## Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

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 at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

## Student Supports

## **Student Wellness Centre**

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Wellness to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality.

<https://students.usask.ca/health/centres/wellness-centre.php>

## **The Grad Hub**

Take control of your graduate academic journey through this online self-directed website called [The Grad Hub](#). The Hub is a specially curated centralized location of graduate student and postdoctoral information presented through the lens of the user.

## **Academic Help for Students**

The University Library offers a range of learning and academic support to assist USask graduate students. For information on specific services, please see the Learning Hub on the Library web site: [Graduate learning support - University Library | University of Saskatchewan](#) and for Study skills material:

<https://libguides.usask.ca/studyskills>

Enrolled in an online course? Explore these resources: [Online Learning Readiness Tutorial](#) and [Netiquette Guide](#).

## **Teaching, Learning and Student Experience**

Teaching, Learning and Student Experience (TLSE) provides 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 <https://students.usask.ca/indigenous/index.php> or the ASC's Facebook page <https://www.facebook.com/aboriginalstudentscentre/> for more information.



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

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit <https://students.usask.ca/international/issac.php> for more information.

### **College Supports**

Edwards offers program and career advising for all undergraduate and graduate students. Information regarding student support services can be found at <http://students.edwards.usask.ca>.

### **Other Acknowledgements**

A special thank you to Dr. Barbara Phillips who was the original creator of this course and who shared much of her wisdom and content for us to take forward.



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
- 1.2 Department with academic authority: **Edwards School of Business**
- 1.3 Term from which the course is effective: **202409**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **MGT 801**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Designing Management Research**  
Course Short Title (maximum 30 characters): **Designing Management Research**
- 2.4 Total Hours:    Lecture            **Seminar: 39**    Lab            Tutorial            Other
- 2.5 Weekly Hours:    Lecture            **Seminar: 3**    Lab            Tutorial            Other
- 2.6 Term in which it will be offered:    T1    T2    **T1 or T2**    T1 and T2
- 2.7 Prerequisite:

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):  
This course provides an introduction to management research at the graduate level. It explores the steps in the research process, from literature review and research question formulation, to data collection and analysis, to publishing and presenting. Methods common to management research studies, such as experiments, qualitative interviews, are examined.
- 2.9 Do you allow this course to be repeated for credit? **No**

**3. Please list rationale for introducing this course:**

The Edwards School is proposing a new MSc in Management program. The MSc Marketing program will be a specialty within the MSc MGT program. MGT 801.3 will replace MKT 801.3.

**4. Please list the learning objectives for this course:**

**See Syllabus**

**5. Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal?

**See program proposal**

6. **Other courses or program affected** (please list course titles as well as numbers)
  - 6.1 Courses to be deleted? **MKT 801.3**
  - 6.2 Courses for which this course will be a prerequisite?
  - 6.3 Is this course to be required by your majors, or by majors in another program? **Will be required for MSc Management with Marketing or Management Research major/specialization**
  
7. **Course outline**  
**See syllabus**
  
8. **Enrolment**
  - 8.1 Expected enrollment: 10
  - 8.2 From which colleges? **Edwards School of Business, MSc Management program**
  
9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.) **See syllabus**

  - 9.1 How should this course be graded?  
C – Completed Requirements  
*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*  
**N – Numeric/Percentage**  
*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*  
P – Pass/Fail  
*(Grade options for instructor: Pass, Fail, In Progress)*  
S – Special  
*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*
  
  - 9.2 Is the course exempt from the final examination? **No**
  
10. **Required text**

Include a bibliography for the course. **See syllabus**
  
11. **Resources**
  - 11.1 Proposed instructor: **Dr. Maureen Bourassa, PhD**
  - 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional workload as this is replacing an existing course**
  - 11.3 Are sufficient library or other research resources available for this course? **Yes**
  - 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**
  
12. **Tuition**
  - 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **Special Tuition**

- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

## **Detailed Course Information**

### **1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	<b>SEM</b>	<b>Seminar</b>
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### **2. Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

### **3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

- 3.1 Permission Required: **Departmental Approval Required**
- 3.2 Restriction(s): **MSc Management**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **N/A**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **N/A**

**4. List Equivalent Course(s) here: MKT 801.3**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

**5. List Mutually-Exclusive Course(s) here: N/A**

**6. Additional Notes: N/A**

## MGT 990.0: MSc Management Seminar

Section		Term	
Class Location		Class Time	
Delivery		Prerequisite(s)	
Canvas Course Site			

## Course Description

A forum in which MSc students and faculty discuss and present research, as well as a forum for students to develop their professional skills. All MSc students participate in MGT 990; **attendance is mandatory for MSc Management program completion.**

## Instructor Information






Professor	First Name Last Name
Contact Information	306-966-XXXX Room XX Nutrien Centre (Edwards School of Business) <lastname>@edwards.usask.ca
Office Hours	

## Land Acknowledgement

As we gather here today, we 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. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive, and respectful encounters in these places.

## MSc Management Program Learning Outcomes

The icons below represent the goals we expect all students who graduate from the MSc Management program to achieve. The learning outcomes for this course are connected to these broader goals.

	Disciplinary Knowledge	<i>Show mastery and application of relevant disciplinary knowledge.</i>
	Communication Skills	<i>Be effective written and oral communicators.</i>
	Integrity	<i>Incorporate ethical considerations into decision making and intended actions.</i>
	Discovery	<i>Be effective decision makers and problem solvers.</i>
	Methodological Knowledge	<i>Show mastery and application of relevant methodologies.</i>



Citizenship

*Be engaged contributors to society.*

This is a zero-credit course, therefore there are no graded assignments.

## Required Textbook and/or Materials

TBA

## Course Schedule

The following is a tentative schedule for the course. Students should come to class prepared by reading the assigned chapter and staying informed on current business issues.

*Sample topics include:*

DATE	TOPIC	Resources/Readings
	Teambuilding Exercise	
	Get-to-Know Faculty	
	Get-to-Know Faculty	
	Edwards Research Seminar	
	Ethics Seminar with Nick Reymond, Research Ethics Specialist at the U of S	
	Professional skills workshop #1: Professional Communication	
	Edwards Research Workshop	
	Academic writing workshop	
	Holiday Lunch (tentative)	
	Edwards Research Seminar	
	Professional skills workshop #2: Academic Etiquette: Tips on conducting yourself at an academic conference	
	Second Year Student Presentations	
	Edwards Research Seminar	
	Second Year Student Presentations	
	Professional skills workshop #3: How to Write an Academic CV	
	Edwards Research Seminar	
	Theorizing about Theses #1	
	Theorizing about Theses #2	
	Edwards Research Seminar	

Important dates can be found at the following web site:

<http://www.usask.ca/events/month.php?cal=Academic+Calendar>

## Attendance Expectations

Attendance is mandatory for all students and is a requirement for the completion of the MSc Management program. Your presence is necessary for everyone's success in this seminar. You are allowed to miss three meetings. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

## Contacting Your Instructor

Students requiring assistance are encouraged to speak to their instructor during class or during their office hours. Should you wish to meet with the instructor outside of office hours, please phone or email the instructor to make an appointment. Students should get into the habit of making and keeping business appointments.

## Proper Use of Business Email

Email is commonly used by students to communicate with their instructor. Always use your PAWS/University of Saskatchewan email account ([abc123@mail.usask.ca](mailto:abc123@mail.usask.ca)) to send e-mails to instructors.

## Use of Internet and Electronic Devices in the Classroom

Electronic devices are welcomed in class to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

## Recording of the Course

The classroom is a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities must be approved in advance by the course instructor and must not infringe on privacy rights of individuals. Any approved class recordings become the intellectual property of the person who has made the presentation in the class. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

## 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 and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](#). 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>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's "Use of Materials Protected By Copyright" Policy available at <https://policies.usask.ca/policies/operations-and-general-administration/copyright.php>.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy or by



the university Copyright Guidelines (available at <https://library.usask.ca/copyright/general-information/copyright-guidelines.php>) and requires permission from the copyright holder

For more information about copyright, please visit <https://library.usask.ca/copyright/> where there is information for students available at <https://library.usask.ca/copyright/students/your-course-materials.php>, or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## Academic Integrity Defined

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

### Prepare for Integrity

Students are expected to act with academic integrity.

Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).

Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

### Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

Definitions appear in Section II of the academic misconduct regulations.

The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.

Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.

Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#).

## Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

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 at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

## Student Supports

### Student Wellness Centre

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Wellness to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality.

<https://students.usask.ca/health/centres/wellness-centre.php>

### The Grad Hub

Take control of your graduate academic journey through this online self-directed website called [The Grad Hub](#). The Hub is a specially curated centralized location of graduate student and postdoctoral information presented through the lens of the user.

### Academic Help for Students

The University Library offers a range of learning and academic support to assist USask graduate students. For information on specific services, please see the Learning Hub on the Library web site: [Graduate learning support - University Library | University of Saskatchewan](#) and for Study skills material: <https://libguides.usask.ca/studyskills>

Enrolled in an online course? Explore these resources: [Online Learning Readiness Tutorial](#) and [Netiquette Guide](#).

## Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides 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 <https://students.usask.ca/indigenous/index.php> or the ASC's Facebook page <https://www.facebook.com/aboriginalstudentscentre/> for more information.

## International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit <https://students.usask.ca/international/issac.php> for more information.

## College Supports

Edwards offers program and career advising for all undergraduate and graduate students. Information regarding student support services can be found at <http://students.edwards.usask.ca>.



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
- 1.2 Department with academic authority: **Edwards School of Business**
- 1.3 Term from which the course is effective: **202409**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: MGT 990
- 2.2 Academic credit units: 0
- 2.3 Course Long Title (maximum 100 characters): **MSc Management Seminar**  
Course Short Title (maximum 30 characters): **MSc Management Seminar**
- 2.4 Total Hours:   Lecture       **Seminar: 39**   Lab       Tutorial       Other
- 2.5 Weekly Hours:   Lecture       **Seminar: 1.5**   Lab       Tutorial       Other
- 2.6 Term in which it will be offered:   T1       T2       T1 or T2       **T1 and T2**
- 2.7 Prerequisite:

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):  
A forum in which MSc students and faculty discuss and present research, as well as a forum for students to develop their professional skills. All MSc students participate in MGT 990; attendance is mandatory for MSc Management program completion.
- 2.9 Do you allow this course to be repeated for credit? **No**

**3. Please list rationale for introducing this course:**

The Edwards School is proposing a new MSc in Management program. The MSc Marketing program will be a specialty within the MSc MGT program. MGT 990.0 will replace MKT 990.0 and FIN 990.0.

**4. Please list the learning objectives for this course:**

See syllabus

**5. Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)
  - 6.1 Courses to be deleted? **MKT 990, FIN 990**
  - 6.2 Courses for which this course will be a prerequisite? **N/A**
  - 6.3 Is this course to be required by your majors, or by majors in another program? **Will be required for MSc Management**
  
7. **Course outline**  
See syllabus
  
8. **Enrolment**
  - 8.1 Expected enrollment: **25**
  - 8.2 From which colleges? **Edwards School of Business, MSc Management program**
  
9. **Student evaluation**  
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.) **No assignments**
  - 9.1 How should this course be graded?  
**C – Completed Requirements**  
(Grade options for instructor: *Completed Requirements, Fail, IP In Progress*)  
N – Numeric/Percentage  
(Grade options for instructor: *grade of 0% to 100%, IP in Progress*)  
P – Pass/Fail  
(Grade options for instructor: *Pass, Fail, In Progress*)  
S – Special  
(Grade options for instructor: *NA – Grade Not Applicable*) If other, please specify:
  
  - 9.2 Is the course exempt from the final examination? **No**
  
10. **Required text**  
Include a bibliography for the course. **N/A**
  
11. **Resources**
  - 11.1 Proposed instructor: **The Graduate Chair of the MSc Management program who will be a faculty member with a PhD**
  - 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional workload as this is replacing an existing course**
  - 11.3 Are sufficient library or other research resources available for this course? **Yes**
  - 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**
  
12. **Tuition**
  - 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Special Tuition**
  - 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”

## **Detailed Course Information**

### **1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	<b>SEM</b>	<b>Seminar</b>
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### **2. Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

#### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

#### 2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

### **3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

- 3.1 Permission Required: **Departmental Approval Required**
- 3.2 Restriction(s): **MSc Management**

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

**4. List Equivalent Course(s) here: N/A**

**5. List Mutually-Exclusive Course(s) here: N/A**

**6. Additional Notes: N/A**

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Keith Da Silva, vice-chair, Academic Programs Committee

**DATE OF MEETING:** September 28, 2023

**SUBJECT:** **Change to Admissions Qualifications – Master of Music (Music Education)**

**MOTION:** *It is recommended that Council approve the changes to the admissions qualifications for the Master of Music (Music Education) program, effective the 2024-25 intake.*

**PURPOSE:**

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies is recommending a change to the admissions qualifications to add the requirement of an original writing sample (minimum 1500 words) for all applicants to their course-based and thesis-based Master's programs.

This new requirement will help the program assess the many applications and will be used as an additional tool to determine if applicants have the writing skills necessary for success in graduate studies. Additionally these changes will put the admission requirements for the M.Mus. (Music Education) more in line with those for the M.Mus. (Theory) and the M.A. in Musicology.

**CONSULTATION:**

This proposed change was approved by the department faculty on January 11, 2023. It was reviewed by the Graduate Programs Committee on June 12, 2023 and that committee was supportive of the change, thought noted that it will be important to clarify for applicants how the sample will be assessed. The Academic Programs Committee reviewed the proposed changes at its September 6, 2023 meeting and echoed the college's thoughts on assessment and also asked that applicants be provided with a clear understanding of the program's understanding of "original". APC voted to recommend these changes to University Council.

**ATTACHMENTS:**

1. **Change to admissions requirements for the Master of Music (Music Education)**





UNIVERSITY OF SASKATCHEWAN

College of Graduate  
and Postdoctoral Studies

GRAD.USASK.CA

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

# MEMORANDUM

**To:** Academic Programs Committee of Council

**From:** Graduate Programs Committee, CGPS

**Date:** June 21, 2023

**Re:** Admission requirement change for the Master of Music (M.Mus.) (Music Education) Course-based & Thesis-based

---

The College of Graduate and Postdoctoral Studies is recommending the approval of the change to the admission requirements for the Music MMUS-Education – course-based and thesis-based, to include an additional writing sample.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the proposed admission change at its meeting on June 12, 2023, and was supportive of the proposal. The committee noted it might be helpful to future applicants to understand how the new writing sample is assessed and encouraged the unit to consider advertising how the requirement is assessed when marketing the programs. The following motion was passed:

**Motion** “To recommend approval of the admission requirement change for the MMUS-Education (course-based and thesis-based)” **(Heavin/Lieverse) CARRIED**

Attached please find the proposal for the admission change requirement for the Music MMUS-Education – course-based and thesis-based.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)

## **Master of Music (M.Mus.) (Music Education) Course-based & Thesis-based**

### **Request**

That one original writing sample (minimum 1500 words) be added to both the Course Based and the Thesis Based Master of Music in Music Education degrees as an admission requirement.

### **Department approval**

This request was approved by the Department of Music Faculty on January 11, 2023.

### **Rationale**

With the introduction of the two Master of Music Education degrees (course-based and thesis-based) in September 2021, the Department of Music receives many applications each year and it is proving difficult to assess the quality of the writing to indicate potential success in the thesis stream especially. This request also places our admission requirements more in line with the M.A. in Musicology and MMus (Theory) degrees in which writing is also a significant component. Currently we request only a philosophy of music education often resulting in an applicant's brief statement about why they want to pursue a graduate degree in music education. We would still like to request the philosophy of music education statement, however, an additional original writing sample will provide more information to us about the command of the language, writing fluency, and ability to communicate ideas effectively.

## Master of Music (M.Mus.) (Music Education) - Course-based

### Admission Requirements

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

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

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. **one original writing sample (minimum 1500 words)**
- c. 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.
- d. Three letters of reference.

### Degree Requirements

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

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research
- [GPS 962.0](#) Ethics and Integrity in Animal Research
- [MUS 990.0](#) Music Forum

A minimum of **30 credits units**, including the following:

- [EMUS 991.3](#) Music Education Capstone
- **9 credit units** in Music Education to be selected from:
  - [EMUS 805.3](#) Critical Perspectives in Music Education
  - [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
  - [EMUS 890.3](#) Advanced Seminar in Music Education
  - [MUS 828.3](#) Advanced Choral Pedagogy
  - **18 credit units** of electives approved by the student's Advisory Committee. Examples of elective options might include:
    - [MUS 822.3](#) Seminar in Schenkerian Theory
    - [MUS 833.3](#) Advanced Seminar in Choral Literature and Materials
    - [MUS 838.3](#) Advanced Seminar in Instrumental Conducting
    - [MUS 845.3](#) Seminar in Music Analysis
    - [MUS 851.3](#) Seminar in Music Theory
    - [MUS 853.3](#) Seminar in Musicology I

- [MUS 854.3](#) Seminar in Musicology II
  - [MUS 855.3](#) Seminar in 20th Century Music Theory
  - [MUS 863.3](#) Advanced Seminar in Instrumental Literature and Materials
- 

## Master of Music (M.Mus.) (Music Education) - Thesis-based

### Admission Requirements

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

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

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. **one original writing sample (minimum 1500 words)**
- c. 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.
- d. Three letters of reference.

### Degree Requirements

Students must maintain continuous registration in EMUS 994.

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research
- [GPS 962.0](#) Ethics and Integrity in Animal Research
- [MUS 990.0](#) Music Forum
- [EMUS 994.0](#) Research – Thesis

A minimum of **15 credit units**, including the following:

- **9 credit units** in Music Education to be selected from:
  - [EMUS 805.3](#) Critical Perspectives in Music Education
  - [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
  - [EMUS 890.3](#) Advanced Seminar in Music Education
  - [MUS 828.3](#) Advanced Choral Pedagogy
  - **6 credit units** of electives approved by the student's Advisory Committee. Examples of elective options might include:
    - [MUS 822.3](#) Seminar in Schenkerian Theory

- [MUS 833.3](#) Advanced Seminar in Choral Literature and Materials
- [MUS 838.3](#) Advanced Seminar in Instrumental Conducting
- [MUS 845.3](#) Seminar in Music Analysis
- [MUS 851.3](#) Seminar in Music Theory
- [MUS 853.3](#) Seminar in Musicology I
- [MUS 854.3](#) Seminar in Musicology II
- [MUS 855.3](#) Seminar in 20th Century Music Theory
- [MUS 863.3](#) Advanced Seminar in Instrumental Literature and Materials

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

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

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

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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	<input type="checkbox"/>	No	<input type="checkbox"/>
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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.

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

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 - as per current set-up**

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?

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.)

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?



**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 - as per current set-up**

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?

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 other than noted**

Updated admission requirement is for the Music Education [EMUS] major in the Master of Music-Thesis [MMUS-T-GP] program and the Master of Music-Course [MMUS-C-GP] Programs

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

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

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

Addition of "one original writing sample (minimum 1500 words)".

11 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.)

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes  No

**Section 9: Government Loan Information - as per current set-up**

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

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

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

**Section 10: Convocation Information (only for new degrees) - not applicable**

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?

202505 [May 2025]

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**

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**

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**

1 Should classes count towards T2202s?

Yes  No

**Section 15: Awards Information**

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**

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 - as per current set-up**

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\*

\* 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?

Yes  No

If NO, please describe.

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?

Yes  No

If YES, from which tuition code to which tuition code?

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes  No

14

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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 TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 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"/>
9 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10 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  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Keith Da Silva, Vice-chair, Academic Programs Committee

**DATE OF MEETING:** September 28, 2023

**SUBJECT:** **Changes to Academic Calendar 2023-24**

**COUNCIL ACTION:** For information only

**SUMMARY:**

At its September 6, 2023 meeting, the Academic Programs Committee was advised of a change to the dates for University Senate from October 28, 2023 to November 4, 2023. This change was made because of scheduling issues and was communicated to Senators in August 2023.

UNIVERSITY COUNCIL  
**NOMINATIONS COMMITTEE**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Veronika Makarova, Chair, Nominations Committee of Council

**DATE OF MEETING:** September 28, 2023

**SUBJECT:** **Council Committee Omnibus Nominations 2023-24**

**DECISION REQUESTED:**

*That Council approve the slate of nominations for 2023-24 effective September 28, 2023, as attached.*

**SUMMARY:**

In the fall, the Nominations Committee reviews the outstanding vacancies of the Council committees and other university-level committees, and submits a list of nominees to Council for approval. The attached report contains this year's nominees for the consideration of Council. Sessional Lecturers are nominated to Council committees in September after the new Sessionals employee list is made available in late summer.

Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across campus, and prioritizes equity, diversity, and inclusion in representation. In recommending committee chairs, the Nominations Committee considers experience, leadership, continuity, and commitment as key attributes of chair nominees.

This fall, there were 26 faculty volunteers and 5 Council Committee faculty vacancies, 2 Senior Leader Search Committee vacancies, 5 URC vacancies, 17 Promotion Appeal Panel vacancies, 4 Renewals and Tenure Appeal Committee vacancies, 1 Joint Committee on Chairs and Professorships (JCCP) vacancy, and 3 Sessional Lecturer vacancies on the various committees. There are differences in requirements for GAA and Council membership on each of the committees.

**ATTACHED:** 2023-24 List of Committees and Nominees (nominees highlighted in yellow)



## Omnibus Nominations – September 2023

### 1. Senior Leader Search Committee

#### 1.1 USask Chief Financial Officer Search Committee: 2 members of the GAA.

- George Tannous – Edwards
- Banani Roy – Arts & Science

### 2. Council Committee Membership

#### 2.1 Governance

One Council member, 3-year term.

- Nadeem Jamali – Arts & Science

#### 2.2 RSAW

One Council member, 3-year term.

- James Nolan – Agriculture & Bioresources

#### 2.3 TLARC

One University Council member (3-year term):

- Stephen Urquhart – Arts & Science

One GAA member, replacing Alec Aitken, January 1 to June 30, 2024 (leave):

- Dolores (Lori) McKee – Education

One Sessional Lecturer 1- year term.

- Raha Moazed – CGPS



### 3. Collective Agreement Committee Membership

#### 3.1 URC

Five tenured/continuing employees, 3-year term, replacing Jim Hardy, Alexander Moewes, Scott Napper, Maureen Bourassa, Nurul Chowdhury.

*Note: Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year.*

- Maha Kumaran - Library
- Marla Mickleborough – Arts & Science
- Bishnu Acharya - Engineering
- James Benson – Arts & Science

#### 3.2 Promotion Appeal Panel

#### 4. Seventeen GAA members, who hold the rank of Professor or Librarian, replacing:

Kirsten Bett	Plant Sciences
Bev Brenna	Curriculum Studies
Egan Chernoff	Curriculum Studies
Valery Chirkov	Psychology
John Gjevre	Medicine
Donna Goodridge	Nursing
<i>Vacant – TBD</i>	
Janet Hill	Veterinary Microbiology
Emily Jenkins	Veterinary Microbiology
Vikram Misra	Veterinary Microbiology
Ingrid Pickering	Geological Sciences
Jerzy Spzuner	Mechanical Engineering
Verna St. Denis	Educational Foundations
Karen Tanino	Plant Sciences
Stephen Urquhart	Chemistry
Keith Walker	Educational Administration
Alex Wilson	Educational Foundations



### Promotion Appeal Panel Nominees:

- Colleen Dell – Arts & Science
- Amir Ghezelbash – Arts & Science
- Mary Longman – Arts & Science
- David Mykota - Education
- Emer O’Hagan – Arts & Science
- Ibiroinke Odumosu-Ayanu – Law
- Vivian Ramsden - Medicine
- Karen Schwean-Lardner – AgBio
- Valerie Thompson – Arts & Science
- Julio Torres-Recinos – Arts & Science
- Fangxiang Wu - Engineering

### 4.1 Renewals and Tenure Appeal Committee

Four tenured/continuing status faculty members - three employees replacing: Kerry Mansell, Petros Papagerakis, Noelle Rohatinski; and one Senior Administrator, replacing Heather Heavin - 3-year terms.

- Ludmilla Voitkovska – Arts & Science
- Julie Kaye – Arts & Science
- Enchuan Shao – Arts & Science

### 1 Senior Administrator - 3 year term

- Marilyn Baetz – Medicine

## 4. Other Committees

### 4.1 Joint Committee on Chairs and Professorships (JCCP)

One member, 3-year term – replacing: John Gjevre, Council Member 2023

- Catherine Boden – Library

**UNIVERSITY COUNCIL  
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Provost Airni  
Associate Vice-President Research (Engagement) Dawn Wallin  
Vice-Provost Faculty Relations Scott Walsworth

**DATE OF MEETING:** **September 28<sup>th</sup>, 2023**

**SUBJECT:** Annual Report for 2022-23 on the work of the Joint  
Committee on Chairs and Professorships (JCCP)

**COUNCIL ACTION:** **For Information Only**

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**SUMMARY:**

*The University of Saskatchewan Act, 1995, Section 61.1 states that Council may “... where it considers it appropriate on academic grounds, authorize the Board to provide for (i) the establishment of any college, school, department, chair, endowed chair or institute.”* As the establishment of a Chair or Professorship has a financial consequence, the board’s role in approving the establishment of a Chair is required. The Joint Committee on Chairs and Professorships (JCCP) between the Board and Council was established to engage both approving bodies, thus ensuring that academic and financial concerns are considered in conjunction with one another.

In August 2020, Deloitte submitted a report to the President’s Executive Committee that offered recommendations regarding the process and controls relating to the Chairs and Professorships policy and procedures. The recommendations fell into the following categories: governance and oversight; chair funding requirements; chairs and professorship guidelines; chair agreements; establishment and appointments, and, reporting and monitoring. The bulk of the work completed by the JCCP and its leadership during the 2022-2023 academic year focused on updating the JCCP Guidelines to respond to those recommendations.

The JCCP Guidelines call for an annual report to the Board. The committee actioned three items during the 2022-23:

1. Approval of revisions to the Wolfe-Saskatchewan Fellowship Terms of Reference;
2. Approval of revisions to the Jarislowsky Chair on Regenerative Agriculture Terms of Reference;

### 3. Approval of the updated JCCP Guidelines in response to audit recommendations.

Major effort was undertaken to revise the JCCP Guidelines in response to audit recommendations including:

- Updated nomenclature where appropriate to reflect current offices and positions;
- Reference of important foundational documents (EDI Policy, ohpahotân | oohpaahotaan, International Blueprint);
- Creation of a co-chair leadership structure between the Vice-Provost Faculty Relations and the Associate Vice-President Research to ensure collaboration, communication and consistency of leadership;
- Focus on reporting: Ensured there is an annual financial review but instituted a biennial scholarly review to minimize oversight commitments; included a final report at the end of term.
- Creation of templates that standardize the processes for requesting for a chair; scholarly reporting; financial reporting; Management Committee reporting, and; end of term reporting;
- Added the requirement that proposals for a chair must include mentoring strategies as well as recruitment strategies for equity-deserving groups;
- Added a section on renewal processes;
- Added a section on vacancies;
- Added a section on disestablishment of a Chair;
- Added a section on allegations/reconciliation, and;
- Added a section on review and/or revision of terms.

In addition to the formal committee work noted above, the Interim Vice-Provost Faculty Relations and the Associate Vice-President Research (Engagement) worked with representatives from University Relations to review the Trust Deed template used to create terms of reference for donor-funded chairs. The intent was to align the updated JCCP Guidelines with the trust deed template such that processes and oversight are clear.

#### **NEXT STEPS AND TIMELINE:**

The focus for JCCP in the 2023-24 year will be to:

- Complete alignment between JCCP Guidelines and Trust Deed template;
- Create a shared digital space for research chair records with appropriate access for members from Provost's Office, Office of the Vice-Provost Faculty Relations, Office of the Vice President Research, University Relations, and Finance;
- Ensure records are accurate within and across the chairs and professorship internal list, the research chairs website, and UnivRS;
- Create processes for updating & maintaining records within & across these units;
- Communicate changes to the guidelines to research chairs, unit leaders and Management Committee chairs;

- Focus efforts on ensuring reporting requirements are being upheld.

**RELATED REFERENCE MATERIALS:**

Membership of the JCCP in 2022-23 included:

Provost and Vice-President Academic or designate (Co-Chair)	Mary Buhr
Vice-President Research or designate (Co-Chair)	Dawn Wallin
Member of Council	John Gjevre
Member of the Board of Governors	Grant Devine
Member of the Research, Scholarly and Artistic Work Committee	Vacant
University Secretary or Designate	Jacque Thomarar
Vice-President, University Relations or designate	Shandi Boser
Associate Vice-President, Financial Services or designate	Trevor Batters