
AGENDA



University
of Regina

Go far,
together.

EXECUTIVE OF COUNCIL

Date: 18 September 2024
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 25 September 2024

A meeting of Executive of Council is scheduled for 25 September 2024, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (Zoom). As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who chose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of 19 June 2024 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Report from Committees of Council**
 - 6.1 Consent Items, Appendix I, pp. 3-25
 - 6.2 Joint Report - Council Committee on the Faculty of Graduate Studies and Research and Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 26-31
 - 6.3 Council Committee on the Faculty of Graduate Studies and Research, Appendix III, pp. 32-49
 - 6.4 Council Committee on Undergraduate Admissions and Studies, Appendix IV, pp. 50-51
 - 6.5 Council Committee on Research, Appendix V, pp. 52-88
 - 6.6 Faculty of Graduate Studies and Research Scholarship and Awards Committee, *Distributed Confidentially*
 - 6.7 Council Committee on Undergraduate Awards, *Distributed Confidentially*
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration

AGENDA



University
of Regina

Go far,
Together.

- 7.1.3 Faculty of Education
- 7.1.4 Faculty of Engineering and Applied Science
- 7.1.5 Faculty of Graduate Studies and Research
- 7.1.6 Faculty of Kinesiology and Health Studies
- 7.1.7 Faculty of Media, Art, and Performance
- 7.1.8 Faculty of Nursing
- 7.1.9 Faculty of Science
- 7.1.10 Faculty of Social Work
- 7.1.11 La Cité universitaire francophone
- 7.1.12 Centre for Continuing Education

8. Other Business

9. Adjournment

UNIVERSITY OF REGINA
Executive of Council

Subject: Consent Items

Item(s) for Decision:

In order to increase meeting efficiency, items that are straightforward and likely not requiring discussion have been placed in "Consent Items." Items found in the consent items will require one motion (omnibus) from Executive of Council. If a Council member has a question or feels an item should be discussed they should notify the University Secretary in writing, at least two business days prior to the meeting to ensure individuals with the relevant expertise are invited to attend, in order to respond to any questions that may arise.

1. COUNCIL COMMITTEE ON THE FACULTY OF GRDUATE STUDIES AND RESEARCH

1.1 Faculty of Business Administration

1.1.1 Program Change – Master’s Certificate in Organizational Leadership

MOTION: That GBUS 830 (Business, Government and Society) be included in the Master’s Certificate in Organizational Leadership program, effective 202510.

Master's Certificate (MCert) in Organizational Leadership

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_6		Proposed	
One of*: GBUS 870 GBUS 874	3 credit hours	One of*: GBUS 870 GBUS 874	3 credit hours
Two of: GBUS 817 GBUS 843 GBUS 844 GBUS 860 GBUS 865 GBUS 867 GBUS 871 GBUS 872 GBUS 873 GBUS 876	6 credit hours	Two of: GBUS 817 GBUS 830 GBUS 843 GBUS 844 GBUS 860 GBUS 865 GBUS 867 GBUS 871 GBUS 872 GBUS 873 GBUS 876	6 credit hours
Total	9 credit hours	Total	9 credit hours

Rationale:

The content of this course is relevant to the Master's Certificate in Organizational Leadership program and therefore students should be allowed to take it as part of their program.

(end of Motion)

1.1.2 Program Change – Master of Human Resource Management (Project and Co-op)

MOTION: That the requirement for GBUS 900 (Research Project in Business Administration) for the Master of Human Resources Management program – project and co-op routes be changed, effective 202510.

Master of Human Resource Management (MHRM) (project)

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_2		Proposed	
GBUS 817 GBUS 838 GBUS 843 GBUS 862	12 credit hours	GBUS 817 GBUS 838 GBUS 843 GBUS 862	12 credit hours
Choose 3 of: GBUS 844 GBUS 846AA-ZZ GBUS 863 GBUS 864 GBUS 868 GBUS 872 GBUS 873 EAHR 811 EAHR 850	9 credit hours	Choose 3 of: GBUS 844 GBUS 846AA-ZZ GBUS 863 GBUS 864 GBUS 868 GBUS 872 GBUS 873 EAHR 811 EAHR 850	9 credit hours
GBUS 8xx Elective	3 credit hours	GBUS 8xx Elective	3 credit hours
GBUS 900***	6 credit hours	GBUS 900***	6 credit hours
Total	30 credit hours	Total	30 credit hours
<p>***The GBUS 900 Project is worth 6 credit hours. Students following the project option must prepare and present a paper on a suitable topic. The project will be supervised by a committee chaired by a member of the Faculty of Business Administration. The paper will be presented at a seminar chaired by the Director of the Kenneth Levene Graduate School of Business. A bound copy of the report will be filed with the office of the Dean of Business Administration.</p> <p>Note: Students may request permission to replace one GBUS elective with a relevant graduate course from another faculty or a relevant senior undergraduate course.</p>		<p>***The GBUS 900 Project is worth 6 credit hours. Students following the project option must analyze an organizational problem and submit a paper to the supervisor.</p> <p>Note: Students may request permission to replace one GBUS elective with a relevant graduate course from another faculty or a relevant senior undergraduate course.</p>	

Master of Human Resource Management (MHRM) (co-op)

Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_2		Proposed	
GBUS 817 GBUS 838 GBUS 843 GBUS 862	12 credit hours	GBUS 817 GBUS 838 GBUS 843 GBUS 862	12 credit hours
GBUS 844 GBUS 846AA-ZZ GBUS 863 GBUS 864 GBUS 868 GBUS 872 GBUS 873 EAHR 811 EAHR 850	9 credit hours	GBUS 844 GBUS 846AA-ZZ GBUS 863 GBUS 864 GBUS 868 GBUS 872 GBUS 873 EAHR 811 EAHR 850	9 credit hours
Choose 3 of GBUS 8xx Electives: (9 cr. hrs) OR 1 GBUS 8xx Elective (3 cr. hrs) AND GBUS 900*** (6 cr. hrs)	9 credit hours	Choose 3 of GBUS 8xx Electives: (9 cr. hrs) OR 1 GBUS 8xx Elective (3 cr. hrs) AND GBUS 900*** (6 cr. hrs)	9 credit hours
MBA 801	0 credit hours	MBA 801	0 credit hours
MBA 802	0 credit hours	MBA 802	0 credit hours
Total	30 credit hours	Total	30 credit hours
<p>***The GBUS 900 Project is worth 6 credit hours. Students following the project option must prepare and present a paper on a suitable topic. The project will be supervised by a committee chaired by a member of the Faculty of Business Administration. The paper will be presented at a seminar chaired by the Director of the Kenneth Levene Graduate School of Business. A bound copy of the report will be filed with the office of the Dean of Business Administration.</p> <p>Although the student's actual schedule may vary, the first Co-op work placement must normally be taken during a Fall semester.</p> <p>Students will not normally be permitted to register for more than one course during a Co-op work term. A student's program must end on an academic term, not on a Co-op work term.</p> <p>*Students may complete third optional Co-op work term, MBA 803.</p> <p>Note: Students may request permission to replace one GBUS elective with a relevant graduate course from another faculty or a relevant senior undergraduate course.</p>		<p>***The GBUS 900 Project is worth 6 credit hours. Students following the project option must analyze an organizational problem and submit a paper to the supervisor.</p> <p>Although the student's actual schedule may vary, the first Co-op work placement must normally be taken during a Fall semester.</p> <p>Students will not normally be permitted to register for more than one course during a Co-op work term. A student's program must end on an academic term, not on a Co-op work term.</p> <p>Note:</p> <ul style="list-style-type: none"> - Students may complete third optional Co-op work term, MBA 803. - Students may request permission to replace one GBUS elective with a relevant graduate course from another faculty or a relevant senior undergraduate course. 	

Rationale:

This change is necessary to reflect the actual content based on the course description.

(end of Motion)

1.1.3 Program Change – Master of Administration (Course and Co-op)

MOTION: That the Master of Administration (MAdmin) in Leadership course and co-op route be changed, effective 202510

Master of Administration (MAdmin) in Leadership (course)

Current		Proposed	
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_3			
GBUS 817 GBUS 870 GBUS 874	9 credit hours	GBUS 817 GBUS 870 GBUS 874	9 credit hours
Choose 4 of: GBUS 815 GUBS 851AA-ZZ GBUS 860 GBUS 865 GBUS 871 GBUS 873 GBUS 875	12 credit hours	Choose 4 of: GBUS 815 GUBS 851AA-ZZ GBUS 860 GBUS 865 GBUS 871 GBUS 873 GBUS 875	12 credit hours
Choose 3 of GBUS 8xx Electives: (9 cr. hrs) OR 1 GBUS 8xx Elective (3 cr. hrs) AND GBUS 902*** (6 cr. hrs)	9 credit hours	Choose 3 of GBUS 8xx Electives	9 credit hours
Total	30 credit hours	Total	30 credit hours
Note: Students may request permission to replace one GBUS elective with a relevant graduate course from another faculty. ***The GBUS 902 Research Project on Leadership is worth 6 credit hours. Students following the project option must prepare and present a paper on a suitable topic. The project will be supervised by a faculty member of the Faculty of Business Administration. The paper will be publicly presented before a committee of 3 faculty members within the Faculty of Business Administration who are accredited by the Faculty of Graduate Studies and Research and appointed by the Graduate Program		Note: Students may request permission to replace one GBUS elective with a relevant graduate course from another faculty.	

Committee Chair. A bound copy of the report will be filed with the office of the Dean of Business Administration.

Master of Administration (MAdmin) in Leadership (co-op)

Current		Proposed	
https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/business.html#fact_2_3			
GBUS 817 GBUS 870 GBUS 874	9 credit hours	GBUS 817 GBUS 870 GBUS 874	9 credit hours
Choose 4 of: GBUS 815 GUBS 851AA-ZZ GBUS 860 GBUS 865 GBUS 871 GBUS 873 GBUS 875	12 credit hours	Choose 4 of: GBUS 815 GUBS 851AA-ZZ GBUS 860 GBUS 865 GBUS 871 GBUS 873 GBUS 875	12 credit hours
Choose 3 of GBUS 8xx Electives: (9 cr. hrs) OR 1 GBUS 8xx Elective (3 cr. hrs) AND GBUS 902*** (6 cr. hrs)	9 credit hours	Choose 3 of GBUS 8xx Electives	9 credit hours
GBUS 801	0 credit hours	GBUS 801	0 credit hours
GBUS 802	0 credit hours	GBUS 802	0 credit hours
Total	30 credit hours	Total	30 credit hours
<p>To successfully complete a Co-op work term and receive a grade of "P" (Pass) for each of GBUS 801, 802, 803*, students must successfully complete the required work placement, including an evaluation of feedback from the employer, and attain a passing grade on their associated work term report</p> <p>Although the student's actual schedule may vary, the first Co-op work placement must normally be taken during a Fall semester.</p> <p>Students will not normally be permitted to register for more than one course during a Co-op work term. A student's program must end on an academic term, not on a Co-op work term.</p> <p>*Students may complete third optional Co-op work term, GBUS 803.</p>		<p>To successfully complete a Co-op work term and receive a grade of "P" (Pass) for each of GBUS 801, 802, 803*, students must successfully complete the required work placement, including an evaluation of feedback from the employer, and attain a passing grade on their associated work term report</p> <p>Although the student's actual schedule may vary, the first Co-op work placement must normally be taken during a Fall semester.</p> <p>Students will not normally be permitted to register for more than one course during a Co-op work term. A student's program must end on an academic term, not on a Co-op work term.</p> <p>*Students may complete third optional Co-op work term, GBUS 803.</p>	

Rationale:

As a program template specific to the project route is being formalized, the program templates for the MAdmin in Leadership course and co-op routes need to be updated to remove reference to the

project option. This is clean-up of the graduate calendar.

(end of Motion)

1.2 Faculty of Graduate Studies and Research

1.2.1 Graduate Calendar Update – Application Requirements

MOTION: That the Application Procedures section of the Calendar be updated, effective immediately.

Current	Proposed
<p>https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen</p> <p>Application Requirements</p> <p>Note: All documents submitted to the University of Regina become the property of the University, and will not be released or copied except for purposes deemed internal to the University of Regina. Documents may not be returned to the applicant.</p> <p>Please do not send any other documentation that is not required.</p> <p>1. A completed online Application Form: For applicants applying to more than one program, a new on-line application is required for each program and accompanying fee. All materials must be received on or before any deadline dates. Incomplete applications will not be forwarded to academic units for their recommendation.</p> <p>2. Transcripts: Unofficial transcripts will be accepted through the online application document upload portal for the review process only. Any offer of admission will be conditional upon receipt of the official transcripts and/or degree certificate. An official copy of all previous undergraduate and graduate transcripts is required even if a degree was not awarded. A transcript is considered official if:</p> <ul style="list-style-type: none"> ○ It is received in an envelope from the issuing university that is sealed and bears an official University stamp across the seal. ○ It is received from an official credential service such as MyCreds. Any credential service must be verifiable by the Faculty of Graduate Studies before the transcripts will be considered official. 	<p>Application Requirements</p> <p>Note: All documents submitted to the University of Regina become the property of the University, and will not be released or copied except for purposes deemed internal to the University of Regina. Documents may not be returned to the applicant.</p> <p>Please do not send any other documentation that is not required.</p> <p>1. A completed Application Form: For applicants applying to more than one program, a new on-line application is required for each program and accompanying fee. All materials must be received on or before any deadline dates. Incomplete applications will not be forwarded to academic units for their recommendation.</p> <p>2. Transcripts: Unofficial transcripts will be accepted through the materials upload tool within the application portal and are for the review process only. Any offer of admission will be conditional upon receipt of the official transcripts and/or degree certificate. An official copy of all previous undergraduate and graduate transcripts is required even if a degree was not awarded. A transcript is considered official if:</p> <ul style="list-style-type: none"> ○ It is received in an envelope from the issuing university that is sealed and bears an official University stamp across the seal. ○ It is received from an official credential service such as MyCreds. Any credential service must be verifiable by the Faculty of Graduate Studies before the transcripts will be considered official.

<p>Transcripts in languages other than English or French must be accompanied by a certified literal translation. If the transcript does not indicate that the degree was awarded, the degree certificate is to be included.</p> <p>WES ICAP course-by-course evaluation report is strongly recommended for international credentials and is required for some program areas. Please see Supplementary Materials for more information.</p> <p>3. Official recommendation letters are to be submitted for each application and are considered official when one of these conditions is met:</p> <ul style="list-style-type: none"> ○ Received from the secure email link sent from the application portal to the referee's verifiable institutional email address. ○ Received in an envelope that is sealed and bears the referee's signature across the seal of the envelope. Note: Letter of Recommendation forms and/or letters forwarded to applicants in sealed envelopes with the referee's signature across the seal of the envelope are confidential and must not be opened. ○ Sent to GradDocs@uregina.ca from the referee's dedicated verifiable institutional email address; documents received from public domain e-mail addresses (e.g., gmail.com, hotmail.com, yahoo.co.uk) are not acceptable. <p>4. The two letters of reference are to be from persons (academics, employers) who can critically assess the applicant's ability to do research and advanced courses, and who cannot be a closely associated person or another current graduate student. Applications for Non-Degree programs require only one letter of reference. Note: Reference forms and/or letters forwarded to applicants in sealed envelopes are confidential and must not be opened.</p> <p>5. A Resume and Letter of Intent outlining one's purpose in applying to graduate studies. This is a required component of the on-line application. Please do not send paper copies if you have entered online.</p> <p>6. Fee: Effective July 1, 2023, a non-refundable fee of \$125 (CAD) for ALL domestic and international applicants (subject to change) is to be paid on-line with the on-line application. The application will not be considered submitted until the fee has been paid.</p> <p>7. Test Scores: Official Test Scores (if applicable) must be forwarded to the Faculty of Graduate Studies and Research by the testing centre. As necessary, FGSR will forward the information to relevant departments. A valid copy may be included with the application package.</p> <p>1. Applicants to the MBA program must write the Graduate Management Admission Test (GMAT).</p> <p>2. Applicants to the Post Graduate Diploma in Business Foundations program must write the Graduate Management Admission Test (GMAT).</p> <p>8. Please check Supplementary Materials required for specific units.</p>	<p>Transcripts in languages other than English or French must be accompanied by a certified literal translation. If the transcript does not indicate that the degree was awarded, the degree certificate is to be included.</p> <p>The WES ICAP course-by-course evaluation report is strongly recommended for international credentials and is required for some program areas. Please see Supplementary Materials for more information.</p> <p>3. Official recommendation letters are to be submitted for each application and are considered official when one of these conditions is met:</p> <ul style="list-style-type: none"> ○ Received from the secure email link sent from the application portal to the referee's personal verifiable institutional email address. ○ Received on letterhead in an envelope that is sealed and bears the referee's signature across the seal of the envelope. Note: Letter of Recommendation forms and/or letters forwarded to applicants in sealed envelopes with the referee's signature across the seal of the envelope are confidential and must not be opened. ○ Sent to GradDocs@uregina.ca from the referee's dedicated verifiable institutional email address; documents received from generic accounts (e.g., HOD@uregina.ca, Dean@uregina.ca) or public domain e-mail addresses (e.g., gmail.com, hotmail.com, yahoo.co.uk) are not acceptable. <p>4. The two letters of reference are to be from persons (academics, employers) who can critically assess the applicant's ability to do research and advanced courses, and who cannot be a closely associated person or another current graduate student. Applications for Non-Degree programs require only one letter of reference. Note: Reference forms and/or letters forwarded to applicants in sealed envelopes are confidential and must not be opened.</p> <p>5. A Resume and Letter of Intent outlining one's purpose in applying to graduate studies. This is a required component of the on-line application. Please do not send paper copies if you have entered online.</p> <p>6. Fee: A non-refundable fee of \$125 (CAD) for ALL domestic and international applicants (subject to change) is to be paid on-line with the on-line application. The application will not be considered submitted until the fee has been paid.</p> <p>7. Test Scores: Official Test Scores (if applicable) must be forwarded to the Faculty of Graduate Studies and Research by the testing centre. As necessary, FGSR will forward the information to relevant departments. A valid copy may be included with the application package.</p> <p>1. Applicants to the MBA program must write the Graduate Management Admission Test (GMAT).</p> <p>8. Please check Supplementary Materials required for specific units.</p>
--	--

Rationale:

The information is no longer accurate as we have transitioned to a new admissions system (i.e., Slate).

(end of Motion)

2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1 Faculty of Arts

2.1.1 Program Change – Bachelor of Arts in History, Bachelor of Arts Honours in History, and Combined Major in Economics and History

MOTION: To revise the Bachelor of Arts in History, Bachelor of Arts Honours in History, and Combined Major in Economics and History, effective 202520.

List on p. 118 in 2024-2025 Undergraduate Calendar

History Course Groups

Students majoring in History must complete at least one course from each of Groups I, II, III and IV, and an additional course from at least two of the groups:

Group I (Canada): HIST 200, 201, 202, 301, 303, 314, 318, 319, 330; INDG 228, 229; PSCI 331

Group II (Americas): HIST 231, 233, 234, 235, 239, 307, 332, 333, 334, 348

Group III (Europe): HIST 225, 226, 265, 266, 270, 271, 272, 275, 277, 278, 286, 321, 322, 323, 368, 370, 373, 374, 376, 378, 381, 382, 383

Group IV (Asia): HIST 250, 252, 255, 256, 260, 261, 262, 352, 356

Program templates on pp. 117-118 in the 2024-2025 Undergraduate Calendar.

BA in History

Credit hours	BA History Major Required Courses
Major Requirements	
3.0	One 100-level HIST course
3.0	One 100- or 200-level* HIST course (can include INDG 228 or INDG 229)
18.0	Six 200-level HIST courses* {can include INDG 228 or INDG 229}
15.0	Five 300- or 400-level HIST* courses (can include PSCI 331)
3.0	One 400-level HIST course
<i>*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups.</i>	
42.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099 Academic Integrity

Credit hours	BA History Major Required Courses
3.0	ENGL 100 Critical Reading and Writing I
3.0	INDG 100 Introductory to Indigenous Studies
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
Requirement met in major	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
3.0	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art, and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
27.0	Subtotal
Open Electives	
51.0	17 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BA Honours in History Thesis/Project Option

Credit hours	BA Honours in History (Thesis/Project Option) Required Courses
BA Honours Major (Thesis/Project Option) Requirements	
3.0	One 100-level HIST course
3.0	One 100- or 200-level* HIST course (can include INDG 228 or INDG 229)
18.0	Six 200-level HIST courses* (can include INDG 228 or INDG 229)
21.0	Seven 300- or 400-level HIST* courses (can include PSCI 331)
3.0	One 400-level HIST course
3.0	HIST 400 or 415 (or other 400-level HIST course approved by the Department Head)
3.0	HIST 498 (with a grade of at least 75%)
3.0	HIST 499 (with a grade of at least 75%)
*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups.	

57.0	Subtotal: 75.00% major GPA required
Arts Core Requirements	
27.0	Same as stated above for the BA in History.
Open Electives	
36.0	12 elective courses
120.0	Total: 70.00% PGPA and 60.00% UGPA required

Course Based Option

Credit hours	BA Honours in History (Course Based Option) Required Courses
BA Honours Major Requirements (Course Based)	
3.0	One 100-level HIST course
3.0	One 100- or 200-level* HIST course (can include INDG 228 or INDG 229)
18.0	Six 200-level HIST courses* (can include INDG 228 or INDG 229)
21.0	Seven 300- or 400-level HIST* courses (can include PSCI 331)
12.0	Four 400-level HIST courses**
*Students must complete at least one 200- or 300-level course from each of Groups I-IV, and a second 200- or 300-level course from at least two of the groups.	
**Must maintain a minimum of 75.00% average in 400-level History courses.	
57.0	Subtotal: 75.00% major GPA required
Arts Core Requirements	
27.0	Same as stated above for the BA in History
Open Electives	
36.0	12 elective courses
120.0	Total: 70.00% PGPA and 60.00% UGPA required

Combined Major in Economics and History

Credit hours	BA Economics/History Major Required Courses
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 301
3.0	ECON 302
6.0	Two of: ECON 311, 341, 353, 354, 361, 363, 364, 372, 373
3.0	ECON 480
6.0	Two ECON courses
3.0	One 100-level HIST course
3.0	One 100- or 200-level* HIST course (can include INDG 228 or INDG 229)
9.0	Three 200-level HIST courses* (can include INDG 228 or INDG 229)
15.0	Five 300- or 400-level HIST* courses (can include PSCI 331)
*Students must complete at least one 200- or 300-level course from each of Groups I-IV, and a second 200- or 300-level course from at least two of the groups.	
60.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	

Credit hours	BA Economics/History Major Required Courses
0.0	ARTS 099 Academic Integrity
3.0	ENGL 100 Critical Reading and Writing I
3.0	INDG 100 Introductory to Indigenous Studies
Requirement met in major	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, any 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
Requirement met in major	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
Requirement met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA-ZZ), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art, and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
21.0	Subtotal
Open Electives	
39.0	13 elective courses
120.0	Total: 60.00% PGPA and UGPA required

Rationale:

- The proposed change constitutes one of the recommendations in our 2023 Unit Review.
- At present, breadth and depth - which are recognized to be desirable in all the Department's programs – are achieved by requiring Majors, Honours, and Combined Majors to take a minimum number of courses from four broadly defined geographical areas.
- The geographical groups were never entirely satisfactory: the number of courses in the various groups differed widely, and some courses, like HIST 260, 261 and 262 (Classical History in the 'Asia' Group), were put into groups merely in an attempt to fill out numbers. This last measure had the virtue of making it easier for students to meet degree requirements. However, with retirements and the corresponding reduction in the number of courses offered, the choices confronting students have been reduced.
- Since the regulation for geographical groups was instituted more than 15 years ago, the department has created many thematically-based history courses that straddle two or more of the existing groups. Such courses are generally preferred by newer faculty. Situating these in one or more of the existing groups undermines the original intention of the regulation and seeds confusion on the part of students. For example, where should Susan Johnston's new courses 'History of the Book' or 'History

of the Museum’ be situated? Or Maris Rowe-McCulloch’s ‘History and Video Games’ and Robin Ganev’s ‘Animals and Humans in History’?

- The department is of the view that the complexity and restrictiveness of the existing approach greatly outweigh the advantages.
- We believe that students acquire breadth and depth by default because a transnational approach now dominates the discipline

(end of Motion)

2.1.2 Program Change – Bachelor of Arts in Political Science and Bachelor of Arts Honours in Political Science

MOTION: To revise the major requirements in the Bachelor of Arts in Political Science and Bachelor of Arts Honours in Political Science, effective 202520.

Templates on p. 139 of 2024-2025 Undergraduate Calendar

BA in Political Science

Credit Hours	BA in Political Science Required Courses
Major Requirements	
3.0	PSCI 100
3.0	PSCI 210
3.0	PSCI 220
3.0	PSCI 230
3.0	PSCI 240
3.0	SOST 203
9.0	Three 300-level PSCI courses
9.0	Three 400-level PSCI courses
3.0	One PSCI course <u>or PPE 200</u>
39.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
3.0	INDG 100
3.0	Logical and Numerical Reasoning: One of: PHIL 150, ECON 224, and 100- or 200-level MATH course, SOST 201 or 100- or 200-level STAT course
3.0	Any 100- or 200-level Humanities course from the following: ARTS, CATH, CLAS, EAS, ENGL, HIST, HUM, INDL, IDS, LING, PAST, PHIL, RLST or WGST
Requirements met in major	Any 100- or 200-level Social Sciences course from the following: ANTH, ECON, GES (except GES 121, 203, 207, and 297AA), HS, ILP, IS, JRN, JS, NSLI, PPE, PSCI, PSYC, SOC or SOST

Credit Hours	BA in Political Science Required Courses
3.0	Any 100- or 200-level Indigenous Knowledge course from the following: INCA, INHS or INDG (except INDG 100 or 104)
3.0	Any 100- or 200-level Media, Art, and Performance course from the following: ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, THST or THTR
3.0	Any 100- or 200-level Science course from the following: ASTR, BIOC, BIOL, CHEM (except CHEM 100), CS, GEOL, GES (GES 121, 203, 207, or 297AA-ZZ) or PHYS
6.0	Any two courses in the same Additional Language from the following: ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, LANG, NAK, NISH, SPAN, CLAS 150 and 151, CLAS 160 and 161, CLAS 260 and 261, RLST 184 and 284 or RLST 188 and 288
27.0	Subtotal
Open Electives	
54.0	18 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BA Honours in Political Science

Credit Hours	BA Political Science Honours Required Courses
BA Honours Major Requirements	
3.0	PSCI 100
3.0	PSCI 210
3.0	PSCI 220
3.0	PSCI 230
3.0	PSCI 240
3.0	PSCI 400
3.0	PSCI 401
3.0	SOST 201
3.0	SOST 203
12.0	Four 300-level PSCI courses
9.0	Three 400-level PSCI courses
6.0	Two PSCI courses or one PSCI course and PPE 200
54.0	Subtotal: 75.00% major GPA required
Arts Core Requirements	
24.0	Same as stated above for the BA in Political Science
Open Electives	
42.0	14 elective courses
120.0	Total: 70.00% PGPA and 60.00% UGPA required

Rationale:

The Political Science (PSCI) program contributes to the Philosophy, Politics, and Economics (PPE) program, and many PPE majors take PSCI courses. The proposed change will allow BA and BA Hon. Majors in PSCI to take the introductory PPE 200 as part of their program instead of as an elective. There are three reasons for this change: first, it responds to student interest in PPE courses as expressed by the department's student association; second, we hope to encourage higher enrollment in PPE 200; third, the change responds to a 2020 program review recommendation to improve fluidity and cohort-building across the PAIS department's three programs (IS, PPE, PSCI).

(end of Motion)

2.2 Faculty of Education

2.2.1 Undergraduate Calendar Update - Les programmes de Baccalauréat en éducation française

MOTION: That the following change be made to English Summary / Sommaire en français section, Les programmes de Baccalauréat en éducation française, **effective 202520**

(as per page 198 of the 2024-25 Undergraduate Calendar)

Students accepted into the BAC program (4 or 5 years) French immersion or Francophone offerings who are from Saskatchewan or from an Anglophone province/context will be required to complete their second year of studies at Université Laval in Quebec City. Exemptions may be considered only in cases where students have dependent children or for compassionate reasons (health concern, caregiver of an immediate family member). Documentation will be required.

Les étudiants étudiantes admis à l'un des programmes du Bac de 4 ou 5 ans (DFLL), domiciliant en de la Saskatchewan ou venant d'une autre des provinces/région anglophones ayant été aux voies immersive ou francophone auront à compléter leur de contexte anglophone auront à compléter une deuxième année à l'Université Laval à Québec. Des exemptions ne peuvent être envisagées que dans les cas où les étudiants ont des enfants à charge ou pour des raisons humanitaires (problème de santé, soignant d'un membre de la famille immédiate). Des documents seront requis.

Rationale:

These changes clarify possible reasons for exemption from the Laval experience.

(end of Motion)

2.3 Faculty of Engineering and Applied Science

2.3.1 Program Change – Software Systems Engineering

MOTION: To revise the requirements for Software Systems Engineering in the Bachelor of Applied Science, effective 202530.

- A. Change ENSE 400 (Project Start-up) to 3 credit hours and remove ENSE 452 in Term #8.
- B. Remove CS 215, CS 340 (Term #5) from the SSE Core Curriculum
- C. Add new AI course (ENSE 311) and new Operating/Real Time Systems course (ENSE 354) into Term #5.
- D. Renumber ENSE 374 (Software Engineering Management) to ENSE 281 and move it from Term #5 to Term #4. Move ENSE 271 to Term #3 to accommodate this change.
- E. Move ENSE 353 (Software Design and Architecture) from Term #6 to Term #5 and MATH 217 to Term #6 to accommodate the changes in items B and D (above).
- F. Move ENSE 375 (Testing and Verification) from Term #6 to Term #7 and remove BUS 260 from Term #6. Move an Approved Elective from Term #7 to Term #6 to accommodate the change and add another Open Elective to the curriculum.

(SSE program template on p. 24 of the 2024-2025 Undergraduate Calendar)

Credit hours	BASc in Software Systems Engineering Required Courses
Term 1 (Fall)	
3.0	CHEM 104
3.0	ENGG 100
3.0	PHY 109
3.0	MATH 110
3.0	MATH 122
Term 2 (Winter)	
3.0	CS 110
3.0	ENGG 123
3.0	ENGL 100
3.0	MATH 111
3.0	ENGG 140
Term 3 (Fall)	
3.0	CS 115
3.0	EDEL 280
3.0	ENEV 223
3.0	MATH 217 <u>ENSE 271</u>
3.0	PHYS 112
Term 4 (Winter, Spring/Summer)	
3.0	CS 210

Credit hours	BASc in Software Systems Engineering Required Courses	
3.0	ENSE 271	<u>ENSE 281</u>
3.0	ENEL 282	
3.0	MATH 213	
3.0	STAT 289	
Term 5 (Fall)		
3.0	CS 215	<u>ENSE 311</u>
3.0	CS 340	<u>ENSE 353</u>
3.0	ENEL 384	
3.0	ENSE 352	
3.0	ENSE 374	<u>ENSE 354</u>
Term 6 (Spring/Summer)		
3.0	BUS 260	<u>MATH 217</u>
3.0	ECON 201	
3.0	ENSE 375 * <u>Approved Elective</u>	
3.0	ENSE 353 * <u>Approved Elective</u>	
3.0	* Approved Elective	
Term 7 (Winter)		
3.0	ENEL 351	
3.0	ENSE 370	
3.0	ENSE 350	
3.0	* Approved Elective	<u>ENSE 375</u>
3.0	* Approved Elective	
Term 8 (Fall)		
3.0	ENGG 303	
1.0	ENSE 400	
3.0	ENSE 472	
3.0	ENSE 452	<u>ENSE 400</u>
3.0	* Approved Elective	
3.0	* Approved Elective	
Term 9 (Winter)		
3.0	ENGG 401	
3.0	* Approved Elective	
3.0	ENSE 477	
3.0	* Approved Elective	
3.0	* Approved Elective	
136.0 135.0	Total	
<p>Approved Technical Electives Four courses that are not included in the core SSE program course requirements. They must include a minimum of two ENSE 400-level courses. Eligible technical electives are any 300- or 400-level CS, ENEL, ENSE, and CTCH courses or other approved technical electives.</p>		

Credit hours	BASc in Software Systems Engineering Required Courses
	Social Sciences and Humanities elective (one is required): choose one Faculty of Arts or La Cité course.
	Natural Science Electives (two are required): from astronomy, biology, chemistry, geology, and physics. (CHEM 100 not permitted)
	Open Elective (one is two are required) Any three-credit hour course (CS 100 is not permitted)

Rationale A: As in all engineering programs, the capstone project is the culmination of an SSE student’s education. As such, more emphasis and time is intended to be put into both the expectations and deliverables on student progress earlier in the project. The removal of a course in this term (ENSE 452) and the increase in credit hours required for the project courses reflect this change. It also enables SSE students to spend an increased amount of time in Term #8 to focus on a longer-term and more complex software project that reflects more accurately practical engineering management of a larger software project and increases experiential learning for students in SSE.

Accreditation implications: There will be an increase in Design AUs to the SSE program and to the capstone project courses. The credit hours of the entire program decrease by one credit hour (135 instead of 136). However, given SSE is well above the minimum AU count for accreditation and the change increases the Design specific AUs, this ends up being a net positive for the SSE program in terms of accreditation.

Rationale B: Multiple SSE curriculum review meetings by the SSE program faculty revealed that to match Engineers Canada’s Software Engineering accreditation criteria and the evolution of the Software industry in Canada more closely, the program should include required courses that provide realtime/operating systems and AI content. The program review revealed that CS 215 and CS 340 could be removed from the SSE program to make room for the addition of new courses and adjustment of the current curriculum.

Accreditation implications: The removal of these courses does not remove any content required by the Software Engineering CEQB accreditation criteria and thus have no negative effect on accreditation. The addition of the courses that replace the courses marked for deletion improve the SSE program’s AU counts by increasing Engineering Design AUs as well as increasing the overall AU count as the new courses will also include lab content.

Rationale C: See Rationale for item B.

Rationale D: The movement of ENSE 271 and ENSE 274/374 allows students to be exposed to Software Engineering principles and their chosen discipline earlier in their program in consecutive semesters in Year 2.

Accreditation implications: There are no accreditation implications as the AU count does not change and the content of the courses do not change.

Rationale E: The movement of ENSE 274 to an earlier term D (above) opens a slot in Term #5 to move ENSE 353 from Term #6 to Term #5. The content in ENSE 353 is better suited to be learned by students earlier in their program to enable further practical project focused material in later semesters.

Accreditation implications: There are no accreditation implications as the AU count does not change and the content of the courses do not change.

Rationale F: ENSE 375 is better served in Term #7 in-tandem with the Software Systems Design course (ENSE 370) to ensure the concepts of Software Design and Testing/Verification are adequately covered and top-of-mind before the start of the capstone project in Term #8. The prerequisite changes in ENSE 400 in item II (below) also helps achieve this important goal. The addition of another Open Elective is intended to make the program more attractive and less rigid for SSE students given the competition SSE has with programs outside of engineering and the University of Regina as well as potential regulatory changes within the industry.

Accreditation implications: There are no accreditation implications as the AU count does not change and the content of the courses do not change.

(end of Motion)

2.4 Faculty of Science

2.4.1 Program Change – Bachelor of Science in Psychology and Bachelor of Science Honours in Psychology

MOTION: That the Bachelor of Science in Psychology and Bachelor of Science Honours in Psychology be revised, effective 202520.

p. 326, 2024-2025 Undergraduate Calendar

BSc in Psychology

Credit hours	BSc in Psychology Required Courses
0.0	SCI 099
3.0	PSYC 101
3.0	PSYC 102
3.0	PSYC 204
3.0	PSYC 210
3.0	PSYC 220
3.0	PSYC 230

Credit hours	BSc in Psychology Required Courses
3.0	PSYC 255
3.0	PSYC 270
3.0	PSYC 305 ¹
12.0	Four PSYC 300- or 400-level courses
Cognate Courses	
3.0	MATH 103 or 110
3.0	BIOL 100
3.0	BIOL 101
3.0	CHEM 104
3.0	CS 110
54.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
18.0	Six courses from: BIOC 220, 221 , BIOL 201 , 205, 224 , 288, 303 , 305, 378, 380, 385 , 390, 395, 407 , CHEM 105 , 140, 241, CS 115, 210, 215, 305 , 315, 320, 325 , 327 428 , MATH 111, 122, PHYS 109, 119, 111 , 112 , or 319
12.0	Four Science, Arts, La Cité, or Media, Art, and Performance electives
18.0	Six Open electives
120.0	Total: 65.00% Program GPA required
¹ STAT 100 and 200, or STAT 160 may be substituted for PSYC 305	

BSc Honours in Psychology

Credit hours	BSc Honours in Psychology
0.0	SCI 099
3.0	PSYC 101
3.0	PSYC 102
3.0	PSYC 204
3.0	PSYC 210
3.0	PSYC 220
3.0	PSYC 230
3.0	PSYC 255
3.0	PSYC 270
3.0	PSYC 305 ¹
9.0	Three PSYC 300- or 400-level courses

Credit hours	BSc Honours in Psychology
3.0	PSYC 400-level
3.0	PSYC 400 AA
3.0	PSYC 400 AB
3.0	PSYC 405
3.0	PSYC 408
Cognate Courses	
3.0	MATH 103 or 110
3.0	BIOL 100
3.0	BIOL 101
3.0	CHEM 104
3.0	CS 110
66.0	Subtotal: Major Requirements 75.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
18.0	Six courses from: BIOC 220, 221 , BIOL 204 , 205, 224 , 288, 303 , 305, 378, 380, 385 , 390, 395, 407 , CHEM 105 , 140, 241, CS 115, 210, 215, 305 , 315, 320, 325 , 327 , 428 ; MATH 111, 122, PHYS 109, 119, 111 , 112 , or 319
18.0	Six Open electives
120.0	Total: 70.00% Program GPA required
¹ STAT 100 AND 200 or STAT 160 may be substituted for PSYC 305	

Rationale:

The list of courses in the current psychology programs includes courses that are no longer offered and thus should be removed. Adding courses to the list increases options for students.

(end of Motion)

2.4.2 Program Change – Bachelor of Science in Geography and Environmental Studies

MOTION: That the Bachelor of Science in Geography and Environmental Studies program be revised, effective 202520.

p. 314, 2024-2025 Undergraduate Calendar

Credit hours	BSc in Geography and Environmental Studies Required Courses
0.0	SCI 099
3.0	GES 120
3.0	GES 121
3.0	GES 200
9.0	Three 200-level GES courses
18.0	Six 300- or 400-level GES courses
6.0 <u>3.0</u>	Two <u>One</u> 400-level GES courses
6.0 <u>9.0</u>	Two <u>Three</u> GES courses
Cognate Courses	
3.0	BIOL 100, 101, or 150
3.0	CHEM 104 or PHYS 109
3.0	CS 110
3.0	STAT 100 or 160
3.0	MATH 103 or 110
63.0	Subtotal: 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Arts, La Cité, or Media, Art, and Performance electives
9.0	Three Science electives
18.0	Six Science, Arts, La Cité, or Media, Art, and Performance electives
18.0	Six Open electives
120.0	Total: 65.00% Program GPA and 60% UGPA required

Rationale:

This change will reduce the number of 400-level GES courses the department needs to mount, making it easier for students to complete their degree requirements in a timely manner and allocating and scheduling scarce teaching resources more appropriately. This change also introduces parity in 400-level requirements between the Bachelor of Science (BSc) and Bachelor of Arts (BA) programs.

(end of Motion)

FOR INFORMATION

1. NEW COURSES

Faculty of Engineering and Applied Science (effective 202520)

ENIN 807 – Engineering Nanocomposites (3)

This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites.

*Note: Students may only get credit for one of ENGG 880AA, and ENGG 804, ENGG 807 or ENIN 807.

ENIN 823 – Multiscale Modeling (MSM) of Materials Design (3)

The course presents the material structures and their influence on material design in conjunction with various time and length scales. Topics like continuum mechanics, finite element analysis & molecular dynamics will be covered. The students learn the methods for coupling different length scales and develop a comprehensive knowledge of MSM.

Note: Students may only get credit for ENGG 823 or ENIN 823

2. COURSE CHANGES

Faculty of Engineering and Applied Science (effective 202520)

Current	Proposed
<p>ENGG 804 3:3-0 Engineered Nanocomposites This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites. *Note: Students cannot get credit for both ENGG 880AA and ENGG 804.*</p>	<p>ENGG 807 3:3-0 Engineered Nanocomposites This course covers nanomaterials and nanocomposites relevant to engineering applications. It focuses on nanoparticles, dispersion and control within polymer matrix, polymer nanocomposites manufacturing approaches and modification of nanoparticles to improve adhesion and dispersion. It also analyses bio-based nanoparticles and composites, nanocolloids, nanofibers, and health & safety of nanocomposites. *Note: Students may only get credit for one of ENGG 880AA, ENGG 804, ENGG 807 or ENIN 807.*</p>

Faculty of Social Work (effective 202510)

Current	Proposed
<p>MISW 900 Internship Research Report (3) This course consists of a written report and analysis of the internship experience, including the student's areas of learning and the students' understanding of their boundaries of competence and qualifications and their abilities to build an effective network of qualified service providers.</p>	<p>MISW 900 Internship Research Report (3) This course consists of both professional development skills and academic writing skills for the internship experience and internship written report. Students will attend seminar meetings over the course of their internship to work on the integration of theory into practice, explore career opportunities, and give and receive collaborative and constructive feedback on the internship report writing process.</p>
<p>SW 855 Social Work and the Environment (3) This course explores emerging theoretical perspectives and skills necessary for critical ecological social work practice. Links between environmental, social, structural and justice issues will be made through</p>	<p>SW 855 Critical Social-Ecological Social Work (3) This course examines the interconnectedness of all people, species and ecosystems in emerging social-ecological challenges. Social, structural and ecological justice issues will be examined in relation to human</p>

<p>critiques of western industrialization and consumerism. Implications for direct practice will occur through reflection, dialogue, and the development of holistic practice frameworks.</p>	<p>health and well-being. Implications for direct practice will be explored and include the development of critical holistic social work practice approaches.</p>
--	--

3. HISTORICAL COURSES

Johnson Shoyama Graduate School of Public Policy

That the following course(s) are made historical effective 202510.

JSGS 883 Essential for Public Policy and Administration

JSGS 884 Professional Planning

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on the Faculty of Graduate Studies and Research and the Council Committee on Undergraduate Admissions and Studies

Item(s) for Decision:

1. FACULTY OF ARTS

1.1 Department Name Change – Department of English

MOTION: To rename the Department of English to the Department of English and Creative Writing, effective 202510.

The above recommendation was presented to the Council Committee on Academic Mission by the Faculty of Arts on June 3, 2024. CCAM was presented with a letter of support from the Dean, Faculty of Arts.

The Department Head wrote the Dean recommending the Department of English be renamed to the Department of English and Creative Writing on February 12, 2024.

The Department of English met on January 31, 2024, and voted unanimously to rename itself the Department of English and Creative Writing.

The Dean of the Faculty of Arts supports the Department's request to change their name; the change was recommended during an external review held in 2019 and comprehensive due diligence has been completed over the years to ensure it is a welcome change amongst its members.

Rationale:

The rationale submitted to department members for the name change was as follows:

This change flows from longstanding discussions within the Department and from its last Unit Review. The Department most recently discussed the proposed name change in December 2023, where members expressed their support for the change. The new name better reflects the department's identity, including its strength in Creative Writing. In turn, the change will serve to recruit more students into its undergraduate Concentration in Creative Writing program and its Master's in Creative Writing.

The Department wishes to retain the existing course code (ENGL) in order to minimize the need for changes to the catalogue.

It has been the Department's desire to change its name for some time. The pandemic, then the University's financial exigencies, delayed the change. Department members feel that now is the right time to make this change and we anticipate that the new identity will bring fresh energy to the unit's teaching, research, and creative endeavours.

Please see **Attachment A** for additional details on the proposed change of name.

(end of Motion)




University
of Regina | Faculty
of Arts

MEMORANDUM

Date: March 6, 2024

To: Council Committee on Academic Mission

From: Dr Shannon Dea (she/her, they/them)
Dean of Arts 

Re: Proposed Department of English Name Change

After careful consultation with members of their unit and external stakeholders, the Department of English met on January 31, 2024 and voted unanimously to rename itself the Department of English and Creative Writing.

I support the Department's request to change their name; the change was recommended during an external review held in 2019 and comprehensive due diligence has been completed over the years to ensure it is a welcome change amongst its members.

SD/lo

Date: February 12, 2024
To: Dr Shannon Dea, Dean of Arts
From: Dr André Magnan, Interim Head of English
Re: Department name change

Dear Shannon,

I'm writing to formally recommend that the Department of English be renamed the Department of English and Creative Writing. This recommendation follows from a unanimous vote of members at our most recent department meeting (see attached meeting minutes).

The rationale submitted to department members for the name change was as follows:

This change flows from longstanding discussions within the Department and from its last Unit Review. The department most recently discussed the proposed name change in December 2023, where members expressed their support for the change. The new name better reflects the department's identity, including its strength in Creative Writing. In turn, the change will serve to recruit more students into its undergraduate Concentration in Creative Writing program and its Masters in Creative Writing.

In addition to this short rationale, I note that, in 2022, the Department tasked a faculty member (Melanie Schnell) with some research on the cost and feasibility of the proposed name change. The short report generated from that exercise (attached) indicated that the name change could be completed without incurring any direct costs. The Department wishes to retain the existing course code (ENGL) in order to minimize the need for changes to the catalogue.

It has been the Department's desire to change its name for some time. The pandemic, then the University's financial exigencies, delayed the change. Department members feel that now is the right time to make this change and we anticipate that the new identity will bring fresh energy to the unit's teaching, research, and creative endeavours.

Please don't hesitate to let me know if I can

All the best,



André Magnan
Interim Head
Department of English

MOTION: To change the department name from “The Department of English” to “The Department of English and Creative Writing”

Departmental Name Change Report, Department Meeting, Feb 2nd, 2022

A bit of background for new faculty, and even old faculty, as the distance Covid has created may have birthed certain gaps in memory! In 2019 when we received the external review, there were several recommendations to change the department name to English and Creative Writing as a way to make creative writing more visible, since it makes up a huge part of our program. At the time, there was ample departmental support for this. In the Unit Review self-study SWOT analysis, our creative writing program was listed as a major strength, dubbed as “impressive”, and cited as “punch[ing] well above our weight for a creative writing program with a small but dedicated faculty.” Several C.W. students have gone on to become well-published authors. We offer an M.A. in Creative Writing in three streams: course, thesis, and project.

At a department meeting last fall, concerns around financing and practicalities of the department name change were brought up and thus an ad hoc committee was created, of which I am now the sole member.

Dr. Johnston asked for 1) a costed feasibility report, 2) a project timeline, 3) potential impact on the federated colleges. I have done my best to respond to each of these requests.

COST:

I had a meeting with the Arts Faculty Administrator, in conjunction with the Registrar's office, the Associate Dean (Research & Graduate Studies), and the Associate Registrars of Technical Studies and Operations, respectively. I also consulted with other Departments who underwent name changes (Geography & Environmental Studies and Gender, Religion, and Critical Studies), as well as colleagues who have served on the Faculty of Arts Council and the Executive Council.

In sum, besides changing letterhead and a few signs, a department name change won't cost the English department anything. The only cost is the labour involved in the time it will take to make the change, especially in the catalogue, though this is obviously not our job and our dept. wouldn't pay for this. The only cost for us would be if we chose to have a launch with the new name, but even this would be minimal.

Regarding what, specifically, would need to be changed, Janelle Richardson, the catalogue analyst, said:

*[The department code] is attached to each course in the catalogue and needs to be updated individually. This information determines the set up of courses in DCU so it **needs to be completed prior to the opening for a specific term.***

Our team would also need to update DOME, the instructors attached to the course, and possibly schedulers' roles in DCU.

The Faculty of Graduate Studies uses the Department Code for routing in Banner Workflow. Each graduate program code that is attached to this department would need to be updated.

There would also have to be consideration for every place on signage, in publications, calendars, maps, forms that the name of the Department appears.

Geography and Environmental Studies and Gender and Religion and Critical Studies made the change as a way to rebrand and increase enrolments. Both said it was not a big deal to change their names, and it didn't cost them anything. Colleagues who served on the Faculty of Arts Council and Executive Council observed that departments changed names for reasons similar to our own: to reflect the reality of the department, to keep up with current changes in the discipline and to increase enrollment. All of these were accepted without fanfare, indeed often encouraged because the changes suggested that the departments are on top of things and have the greater good of the faculty and the university in mind.

I was told that if we keep the prefix—ENGL—it will make things a lot easier for everyone involved (especially those doing the tedious work of changing codes) and the change will be more expedient. Keeping the prefix may not be an issue as “ENGL” has always covered both academic and creative courses in Banner.

A name change will mean about a day and a half of work for the Registrar's office as long as course codes are not changed. Joni Borne, the Arts Faculty Administrator, had mentioned that it very likely wouldn't be a significant workload for them. That said, it will still likely take a few years for the *complete* overhaul.

PROJECT TIMELINE:

The estimated project timeline for the change would be 6-10 months. The name change would need to go through:

1. APDC
2. Faculty of Arts Council
3. Exec of Council
4. Senate

The Dept Head would make representations for the first three of these. After these approvals, there might be some conversations with the registrar re: designating courses, and other persnickety things. Changes would also need to be made to the website.

FEDERATED COLLEGES:

The federated colleges won't be affected, especially if we don't change the prefix.

All my best,

Melanie Schnell

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on the Faculty of Graduate Studies and Research

Item(s) for Decision:

1. FACULTY OF BUSINESS ADMINISTRATION

1.1 New Program – Master of Administration in Leadership (Project Route)

MOTION: To formalize the program template for the Master of Administration (MAdmin) in Leadership project route, effective 202510.

Master of Administration (MAdmin) in Leadership (project)	
GBUS 817 GBUS 870 GBUS 874	9 credit hours
Choose 4 of: GBUS 815 GUBS 851AA-ZZ GBUS 860 GBUS 865 GBUS 871 GBUS 873 GBUS 875	12 credit hours
1 GBUS 8xx Elective (3 cr.hrs) AND GBUS 902*** (6 cr.hrs)	9 credit hours
Total	30 credit hours

*** The GBUS 902 Research Project in Leadership is worth 6 credit hours. Students following the project option must prepare and present a paper on a suitable topic.

Rationale:

To formalize the project route of the MAdmin in Leadership that has been in-place since the original approval of the MAdmin in Leadership course route (2006). The Project route was originally assumed to match the course-based route but with the addition of project hours (902). This motion formalizes the project route template. This is a clean-up of the graduate calendar.

(end of Motion)

1.2 New Program – Master of Business Administration (Project Route)

MOTION: To formalize the program template for the Master of Business Administration (MBA) project route, effective 202510.

Master of Business Administration (MBA) (project)	
Business Foundations: MBA 701 MBA 702 MBA 703 MBA 704 MBA 705 MBA 706	0-9 credit hours
MBA 815 MBA 830 MBA 834 MBA 880	12 credit hours
One of: MBA 835 MBA 841 MBA 848AA-ZZ	3 credit hours
MBA 900	6 credit hours
MBA or GBUS 8xx electives	9 credit hours
Total	30-39 credit hours

Rationale:

To formalize the project route of the Levene MBA that has been discontinued when the MBA Business Management and MBA International Business programs were discontinued. This motion formalizes the project route template. This is a clean-up of the graduate calendar.

(end of Motion)

2. FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 Graduate Calendar Change – English Language Proficiency Requirements

MOTION: To update the U of R ESL exam in the English Language Proficiency Requirements table of the graduate calendar, effective immediately.

Current

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen>

	CAEL	TOEFL iBT	Academic IELTS	PTE	MET	U of R ESL	Duolingo
FGSR Minimum	70	20 each band	6.5 overall, 6.0 each	59	54	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
JSGS	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	59	Advanced EAP 050	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
Film Studies & Film Production	75	23 each band	7.0 overall, 7.0 each	65	59	Advanced EAP 050 (advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production
English	80	25 each band	7.5 overall, 7.5 each	68	59	Advanced EAP 050 (advanced writing)	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production

***Please note that a minimum score may render an applicant ineligible for graduate teaching assistantships.*

If a student is taking ESL at the University, he/she must successfully complete ESL 050 in order to be considered for graduate work. The University of Saskatchewan's UPrep 2 program will also be accepted. Applicants who have successfully completed an academic English as a Second Language (ESL) program at another Canadian university (or equivalent) that qualifies them to meet the English Language Proficiency policy of that institution, may be considered to have met our policy. The applicant must supply proof of course completion and evidence that the course(s) completed meet the English proficiency policy of that institution.

Proposed

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/application-procedures.html#gen>

	CAEL	TOEFL iBT	Academic IELTS	PTE	MET	U of R ESL	Duolingo
FGSR Minimum	70	20 each band	6.5 overall, 6.0 each	59	54	EAP 100/101	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
JSGS	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	59	EAP 100/101	120 overall, 105 each for Literacy, Comprehension, and Conversation, 90 for Production
Film Studies & Film Production	75	23 each band	7.0 overall, 7.0 each	65	59	<i>n/a</i>	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production
English	80	25 each band	7.5 overall, 7.5 each	68	59	<i>n/a</i>	135 overall, 120 each for Literacy, Comprehension, and Conversation, 105 for Production

***Please note that a minimum score may render an applicant ineligible for graduate teaching assistantships.*

If a student is taking ESL at the University, **they** must successfully complete **EAP 100/101** in order to be considered for graduate work. **EAP 100/101 does not meet the minimum English proficiency requirements for some programs. For those programs, students are required to take a different test to meet admission requirements.** The University of Saskatchewan's UPrep 2 program will also be accepted. Applicants who have successfully completed an academic English as a Second Language (ESL) program at another Canadian university (or equivalent) that qualifies them to meet the English Language Proficiency policy of that institution, may be considered to have met our policy. The applicant must supply proof of course completion and evidence that the course(s) completed meet the English proficiency policy of that institution.

Rationale:

The University of Regina has updated their ESL program. EAP 100/101 is equivalent to an IELTS score of 6.5. There is no way to make the test equivalent to a higher IELTS score and therefore this test cannot be used for those programs that require a higher score which currently includes Film Studies and Film Production and English.

(end of Motion)

2.2 Graduate Calendar Change – General Regulations

MOTION: That General Regulations of the Registration Regulations section be updated to allow students to add an embedded certificate program to their main Master’s degree program, effective immediately.

<p>Current https://www.uregina.ca/graduate-studies-research/graduate-calendar/registration-regulations.html</p>	<p>Proposed</p>
<p>General Regulations</p> <p>4. Graduate students may not be enrolled in two programs at once, or jointly registered at the graduate and undergraduate level.</p>	<p>General Regulations</p> <p>4. Graduate students may not be enrolled in two programs at once <i>unless they are taking an embedded certificate alongside a Master’s degree. Both programs must be at the University of Regina within the same Faculty. Students may not be</i> jointly registered at the graduate and undergraduate level.</p>

Rationale:

Changing this registration regulation allows us to implement embedded certificates at the U of R without creating new programs each time. This gives Faculties freedom to embed different combinations of their Graduate Certificates into their Master’s degrees. The intention is that the degree and certificate are both offered through the U of R and within the same Faculty.

When the embedded certificate policy was passed as part of the Graduate Credential Framework, it was envisioned that a new program would need to be created for each embedded certificate program. Upon further consultation with the Registrar’s Office and the FGSR Leadership team, it was determined that this would be cumbersome and not allow for two parchments to be awarded upon graduation. Allowing for concurrent programs fixes these issues.

(end of Motion)

2.3 Graduate Calendar Update – Graduate Calendar Addition

MOTION: That an Embedded Certificates section be added to the Programs Overview section of the Graduate Calendar, effective immediately.

Programs Overview

<https://www.uregina.ca/graduate-studies-research/graduate-calendar/programs-overview.html>

Embedded Certificates

An embedded certificate is a freestanding Graduate Certificate that is taken concurrently with a Master's degree. Both credentials must be within the same Faculty. Faculties are not required to offer embedded certificates.

Upon graduation, students receive a parchment from both programs and both programs are noted on a student's transcript.

Admissions

Students may add an embedded certificate onto their current Master's program after their first registration up until their second last semester. Any student is eligible to add an embedded certificate provided it is offered by their current faculty.

Rationale:

Adding this information to the Graduate Calendar provides guidance on what embedded certificates are, the intention of them and how they will work. Policies have been created to provide further details on embedded certificates.

Additional information may be found in **Attachment A**.

(end of Motion)

2.4 Graduate Minimum Funding – PhD Students

MOTION: Admission to PhD Programs at the University of Regina will be contingent upon satisfying the FGSR Guaranteed Minimum Funding requirements, effective 202530.

Rationale: Graduate students are critical to the quality and expansion of the research enterprise at the University of Regina. The Guaranteed Minimum Funding (GMF) policy addresses structural barriers and meets our commitment to graduate student well-being. By providing minimum guaranteed funding, FGSR hopes to improve attrition rates and completion times, both of which have been linked to lack of stable funding in doctoral programs. In addition, FGSR recognizes that GMF and competitive funding will help faculty members and researchers across all programs recruit high quality graduate students.

Additional information may be found in **Attachment B**.

(end of Motion)

3. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

3.1 Certificate Discontinuation – Science and Innovation Policy Certificate

MOTION: That Science and Innovation Policy Master’s Certificate be discontinued, effective 202510.

Rationale:

The Science and Innovation Policy Certificate has not had enrollment in the past 3 years and most faculty teaching courses in this certificate have formally retired.

(end of Motion)

3.2 Admission Requirements – PhD in Public Policy (after Master’s) and Master of Public Policy

MOTION: To update the Admission Requirements sections of the PhD in Public Policy (after Master’s) and the Master of Public Policy (MPP) to include information on the personal statement questions, 202510.

PhD in Public Policy (after Master’s)

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_1

Current	Proposed
<p>Admission Requirements Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have achieved an average of 75 percent or better in their Master's program. In addition, JSGS requires three letters of reference. 	<p>Admission Requirements Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):</p> <ol style="list-style-type: none"> Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have achieved an average of 75 percent or better in their Master's program. In addition, JSGS requires three letters of reference.

<p>2. Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.</p> <p>3. Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.</p> <p>4. An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.</p> <p>Exceptional students may be considered for transfer from the MPP (or MPA) to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP (Note: students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer). Before students will be transferred to the PhD program, they must also successfully complete an examination (see above). The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.</p>	<p>2. Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.</p> <p>3. Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.</p> <p>4. An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.</p> <p>5. Applicants must respond to the personal statement questions here [link will be inserted once approved].</p> <p>Exceptional students may be considered for transfer from the MPP (or MPA) to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP (Note: students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer). Before students will be transferred to the PhD program, they must also successfully complete an examination (see above). The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.</p>
---	--

Master of Public Policy (MPP) Program

https://www.uregina.ca/graduate-studies-research/graduate-calendar/all-programs/public-policy.html#fact_2_4

Current	Proposed
<p>Admission Requirements All applicants must meet the Faculty of Graduate Studies and Research general admission requirements and may enter the program from a wide variety of disciplines with the following additions (where applicable):</p> <p>1. Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall</p>	<p>Admission Requirements All applicants must meet the Faculty of Graduate Studies and Research general admission requirements and may enter the program from a wide variety of disciplines with the following additions (where applicable):</p> <p>1. Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have an overall</p>

<p>grade point average of 75%. In addition, JSGS requires three letters of reference.</p>	<p>grade point average of 75%. In addition, JSGS requires three letters of reference. 2. Applicants must respond to the personal statement questions here [link will be inserted once approved].</p>
---	--

Rationale:

We receive a high volume of MPP and PhD applications for limited seats that results in a time-consuming review process for the faculty, graduate chairs, and staff. As such, there is a need to update personal statement questions so that these statements better reflect applicants’ preparation and capabilities assisting us in making more efficient decisions on submitted applications.

Attachment C: Current and Proposed Personal Statement Questions for the PhD in Public Policy.

Attachment D: Current and Proposed Personal Statement Questions for the MPP.

(end of Motion)

Embedded Certificates Policies

1. Faculties can embed any Graduate Certificate within the requirements for any Master's degree – as long as the programs are within the same Faculty.
2. Faculties will be responsible for marketing their embedded certificate programs. FGSR can add language on our programs page as well about embedded certificates.
3. Adding an embedded certificate to a Master's Program is optional for Faculties to participate in.
4. Students apply for a Master's program first. After first registration, students complete a Banner Workflow or paper form stating they want to add an embedded certificate onto their program.
5. Students can apply to have an embedded certificate added to their program up until one semester before graduation for this reason students cannot apply retroactively for an embedded certificate after completing the requirements for their Master's Degree. This ensures that both programs show on the transcript and that students receive two parchments upon graduation.
6. Students only attend the convocation of their Master's degree, not the certificate.
7. Only one embedded certificate is allowed per Master's degree.
8. Two failures will require an RTD – the current policy for a Master's degree.
9. Faculties can only embed a certificate into a Master's program as long as the Graduate Certificate already exists as a free-standing certificate.

** The original embedded certificate motion follows as Appendix I.*

Ideas for Promotion:

U of A Graduate Embedded Certificates: <https://ualberta.ca/public-health/programs/graduate-certificates/index.html#:~:text=Graduate%20embedded%20certificates%20are%20programs%20available%20to%20students,a%20graduate%20embedded%20certificate%20%28s%29%20under%20your%20belt.>

U of C Embedded Certificates (Undergrad): <https://haskayne.ucalgary.ca/future-students/specialized-programs/embedded-certificates>

Motion from March 14, 2024 CCFGSR Agenda

https://ursource.uregina.ca/graduate-studies/assets/CCFGSR_docs/2024-mar-14-ccfgsr-agenda.pdf

MOTION 1: Change the Graduate Credential Framework

To add embedded certificates to the Graduate Credential Framework, as outlined in Appendix D, effective immediately.

Rationale:

Currently, a student in a Master's degree program who meets the requirements for a graduate certificate in their coursework cannot claim the certificate credential. This is because graduate students at the University of Regina are only allowed to be in one program at a time. To claim both a Master's degree and a certificate, a Master's degree student would need to transfer from the degree program to the certificate program, apply for graduation, and then request reinstatement into their previous Master's degree program.

Graduate Certificate programs are generally not long enough to meet IRCC study permit requirements, and the courses are not offered frequently enough for international students to be able to meet the requirement to be registered full-time in Fall and Winter terms. Thus, international students cannot be enrolled in graduate certificate programs. This creates inequity, as domestic students can claim a credential that international students cannot, despite completing all of the same coursework and acquiring all of the same experience.

Our proposed solution is to create a new graduate program category. Students accepted into an **embedded certificate** program would be working towards completing two requirements simultaneously, a Master's degree and a graduate certificate. This model is used at the University of Alberta, University of Calgary and several American universities. Students complete the Graduate Certificate requirements as part of their Master's degree requirements (that is, the certificate requirements are met in the degree requirements), thus in principle it should take no longer for a student to earn two credentials as it does to earn one. An example of how this option would compare to the existing option is shown below.

- Whether to offer this option to students would be at the discretion of the graduate program. Only those programs with free-standing certificates that currently allow the certificate to ladder into the full Master's degree program would be able to embed a certificate within a Master's degree program.
- Students choosing this option would not receive the Graduate Certificate until they complete the requirements for both programs.
- Students could transfer between the embedded certificate version of the Master's degree program and the free-standing version of the Master's degree program. Such a transfer would be treated as a route change.
- Students could earn only one embedded certificate within a Master's degree program. The graduate certificate would require 9 or 12 credit hours (i.e., 3 or 4 courses) within the 30 credit hours for the Master's degree. That is, a student would only need to complete a total of 30 credit hours to earn both the Graduate Certificate and the Master's degree.
- Students choosing to withdraw from the embedded certificate version of the Master's degree program after completing the certificate requirements but before completing the degree requirements can request permission to ladder down. Students would require approval from their Supervisor, their Graduate Program Chair, their Associate Dean Research, and the Dean of

FGSR to be allowed to ladder down, just as they do currently. Students granted this ‘off-ramp’ could ladder these requirements into the full Master’s degree program at a later time by applying to be reinstated to the Master’s degree program they were previously in.

- Courses earned in a free-standing or embedded certificate program can only be used to ladder into the requirements of the degree program they are associated with. Normal transfer credit and advanced standing rules apply if the certificate courses are applied to a different program.
- Courses used to satisfy one graduate certificate program (embedded or free-standing) cannot be used to meet the requirements of any other certificate program.
- Course substitutions would not be allowed within the certificate portion of the program; the exact requirements needed to earn the Graduate Certificate would need to be completed in order to apply for and receive the Graduate Certificate at graduation.
- Current students who were admitted to a program that did not have an embedded certificate at the time they were admitted, that now has an embedded certificate option, may apply to graduate with an embedded certificate. A special transfer fee will be assessed.
- FGSR will continue to explore options for former students to apply for and receive an embedded certificate retroactively if they meet the requirements for it.

Example of existing free-standing graduate certificate program and the Master’s degree program it ladders into (left) and Master’s degree with embedded certificate (right)

Graduate Certificate in Human Resource Administration in Education	
EDL 823	3 credit hours
EDL 824	3 credit hours
EDL 826	3 credit hours
Total	9 credit hours

M.Ed. in Adult Education and Human Resource Development (course route)	
EAHR 850 or approved research methods course	3 credit hours
EAHR 801	3 credit hours
EAHR 802	3 credit hours
EAHR 8XX	6 credit hours
Elective 8XX	12 credit hours
EFDN 899	3 credit hours
Total	30 credit hours

M.Ed in Adult Education and Human Resource Development with Embedded Graduate Certificate in Human Resource Administration in Education	
EAHR 850 or approved research methods course	3 credit hours
EAHR 801	3 credit hours
EAHR 802	3 credit hours
EAHR 8XX	6 credit hours
EDL 823	3 credit hours
EDL 824	3 credit hours
EDL 826	3 credit hours
Elective 8XX	3 credit hours
EFDN 899	3 credit hours
Total	30 credit hours

ATTACHMENT B

Guaranteed Minimum Funding Initiative

Expanded Rationale

Graduate students are critical to the quality and expansion of the research enterprise at the University of Regina. The Guaranteed Minimum Funding (GMF) policy addresses structural barriers and meets our commitment to graduate student well-being. By providing minimum guaranteed funding, FGSR hopes to improve attrition rates and completion times, both of which have been linked to lack of stable funding. In addition, FGSR recognizes that GMF and competitive funding will help faculty members and researchers across all programs recruit high quality graduate students. Succinctly put, the GMF aligns with the U of R strategic priorities (outlined in the Strategic Plan) as it will:

- permit graduate students to devote more time to their program of study (***Student success***)
- demonstrate supervisors' commitment to financially support their students who contribute to advancing their research program and research activity (***Belonging***)
- provide predictable financial support (***Student success***)
- support graduate student well-being (***Student success & Belonging***)
- support fairness, equity and justice in funding supports (***EDI & Belonging***)
- support the U of R's strategic commitment to a culture of discovery (***Discovery and excellence***)

Line Faculty and Academic Departments will be encouraged to develop their own Graduate Student Funding Policies that meet or exceed the minimum funding requirements set by FGSR. The FGSR GMF policy will prevail in cases of a conflict with Line Faculty/program/department funding policy.

Proposal

The Faculty of Graduate Studies and Research (FGSR) will set guaranteed minimum funding support at \$15,500 per year for eligible incoming 2025 PhD students. Normally, only students that have been guaranteed this minimum funding will be eligible for admission.

Policy

- 1) Each Faculty (or department where requested) will be provided an allocation for PhD admission. FGSR will work to have flexibility for areas that may expand graduate programs or add new faculty. In the event the Faculty opts to admit a student beyond their allocation, they are responsible for fully funding the student.
- 2) The maximum term for the FGSR portion of the GMF will be four years (12 Semesters). GMF will be disbursed semesterly after the add/drop date, like other existing FGSR funding.
- 3) To maintain their status as a GMF holder, students must remain in **Good Standing**, which includes:
 - completing GRST 800AA in the first semester, and
 - maintaining an 80% average, and
 - remaining as a Fully-Qualified student.
- 4) Each allocated student will receive \$8000 in funding from FGSR that must be matched by \$7500 from the student's direct supervisor or host Faculty.

- 5) FGSR will develop a comprehensive guide of policies and procedures, in consultation with host Faculties and students, to ensure the smooth administration of the GMF program for PhD Students.

Proposed PhD Application Questions

The PhD is a research degree and is the highest degree awarded in Public Policy. It denotes an advanced level of competence in scholarly research and communication. Your letter of intent offers you the opportunity to describe to the admissions committee your interests and to clearly detail your background and preparation, the ideas and methods that you bring to public policy, and to indicate the particular areas of interest in public policy. Please clearly address each of the following within 1,500 words.

1. Why do you want to pursue a PhD focusing on public policy?
2. What is your research background and preparation in policy-related research, including scholarly and practical experience?
3. Describe one or more general areas within public policy in which you would like to do research. Please provide some examples of specific topics you consider interesting and researchable within this area.
4. What type of theories and methods do you want to use or explore?
5. Please provide an example that demonstrates your ability to define a topic, apply theoretical concepts to it, cite existing key literature, and propose ways to create new scholarly knowledge on that topic. This example might relate to one of the sample topics you identified in (3) above.
6. Have you approached any of the faculty at our school regarding your application? If so, please provide their names and briefly describe the nature of your interactions.

Current PhD Application Questions

The University of Regina's online application form includes a personal statement section where applicants are asked to answer the following four questions:

1. Please describe your specific area of academic interest, and explain what motivated you to choose this area.
2. Describe how your past education, professional and other experiences have prepared you to be successful in this graduate program.
3. Describe what you hope to achieve in this graduate program.
4. Describe why this particular graduate program at the University of Regina may help you fulfill your long-term aspirations/objectives.

As you answer these questions, please keep in mind the Admissions Committee is assessing your ability to write in a clear, coherent and professional manner. You should make every effort to ensure your personal statement is free of spelling and grammatical errors, is properly referenced (if applicable), and is concise. Please limit your response **to each of the questions** to no more than **200 words**.

The PhD is a research degree and is the highest degree awarded in Public Policy. It denotes an advanced level of competence in scholarly research and communication. Your personal statement offers you the opportunity to describe to the Admissions Committee your interests and to clearly detail your background and preparation, the ideas and methods that you bring to public policy, and to indicate the

particular areas of public policy that interest you. In your responses to the application questions listed above, please make sure to address the following points: describe your research background, including any relevant scholarly and practical experience; identify one or more general areas within public policy in which you would like to do research; provide examples of specific topics, and any particular theories, ideas or methods you are interested in exploring, and describe how your research interests fit within one of our School's concentration areas (governance, social policy and inequality, health, innovation, science and technology).

You will also be asked to provide a research statement as part of your application to the PhD program. The research statement should have a well-defined problem statement, a review of the appropriate literature, and an initial methodology. While you will not be held to the research program that you outline, the document will demonstrate your ability to define a topic, apply theoretical concepts to it, cite existing key literature, and propose ways to create new scholarly knowledge on that topic. This statement is an opportunity to show your personality, critical thinking ability, and interest in public policy research. It will also assist the Admissions Committee in determining whether there is a match among the faculty to supervise you in one of your proposed areas of research. Please limit the statement to no more than 1,500 words.

Proposed MPP Application Questions

The MPP is a research degree. Your letter of intent offers you the opportunity to describe to the admissions committee your interests and fit with the MPP program. It also provides you with the opportunity to clearly detail your background and preparation, the ideas and methods that you bring to public policy and an indication of the particular areas of public policy that interest you. In your letter of intent, ensure that you clearly address each of the following:

1. Why do you want to pursue a research degree focusing on public policy? What public policy challenge has personally motivated you to pursue a public policy degree?
2. What is your research background and preparation on policy-related research, including academic credentials and practical experience?
3. A master's thesis that examines a public policy problem is a requirement of this program. What research area are you interested in exploring? What type of theories and/or methods would you like to use in your research?
4. How would a master's in public policy at JSGS enable you to reach your career aspirations?
5. Have you approached any of the faculty at the school to be your supervisor? If so, please name them.

You do NOT need to have a well-developed research proposal. However, the committee would like to see that you can clearly articulate your interests and ideas. If you do have a specific project that you are committed to, please include that information in your letter. This letter is an opportunity to show your personality, critical thinking ability, and interest in public policy research. Please say something original and distinctive that sets you apart from other applicants.

Your letter of intent should be a maximum of 700 words.

Current MPP Application Questions

The University of Regina's online application form includes a personal statement section where applicants are asked to answer the following four questions:

1. Please describe your specific area of academic interest, and explain what motivated you to choose this area.
2. Describe how your past education, professional and other experiences have prepared you to be successful in this graduate program.
3. Describe what you hope to achieve in this graduate program.
4. Describe why this particular graduate program at the University of Regina may help you fulfill your long-term aspirations/objectives.

As you answer these questions, please keep in mind the Admissions Committee is assessing your ability to write in a clear, coherent and professional manner. You should make every effort to ensure your personal statement is free of spelling and grammatical errors, properly referenced (if applicable), and concise. Please limit your response to each of the questions to no more than 200 words.

The MPP is a research degree. Your personal statement offers you the chance to describe your interests and fit with the MPP program. It also provides you with the opportunity to clearly detail your background and preparation, the ideas and methods that you bring to public policy and an indication of the particular areas of public policy that interest you. As you answer the application questions listed above, please address the following points: your motivation for pursuing a research degree (rather than a course-based graduate degree); any research or relevant practical experience you may have; particular theories, ideas or methods you are interested in exploring, and how your research interests fit within our School's identified areas of research concentration (Governance, Social Policy and Inequality, and Innovation, Science and Technology).

This statement is an opportunity to show your personality, critical thinking ability, and interest in public policy research. It will also assist the Admissions Committee in determining whether there is a match among the faculty to supervise you in one of your proposed areas of research. You do NOT need to include a well-developed research proposal at the time of application.

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Undergraduate Admissions and Studies

Item(s) for Decision:

1. FACULTY OF EDUCATION

1.1 Admission Requirements – Faculty of Education

<p>MOTION: That the Additional Program Specific Admission Requirements section, Undergraduate Admissions be revised, effective 202520.</p>

P. 21 of the 2024-2025 Undergraduate Calendar

Baccalauréat en éducation après diplôme ou BEAD

- voir maintenu une moyenne d'au moins 65% dans le premier diplôme (**enseigné principalement en français**). **Si votre premier diplôme a été principalement enseigné en anglais, vous pouvez être accepté sous condition en attendant la démonstration de votre maîtrise de la langue française évaluée par le directeur;**
- avoir suivi le cours ECSF 100 ou ECSF 110;
- avoir les concentrations suivantes dans le premier diplôme:

Programme élémentaire : 21 crédits de cours de français à partir de FRN 201 et 18 crédits dans au moins trois autres des matières enseignées au niveau élémentaire.

Programme secondaire : 24 crédits en français (à partir de FRN 201) et 15 crédits dans une des concentrations suivantes : anglais, sciences humaines, mathématiques, sciences générales, éducation physique, études religieuses ou beaux-arts (d'autres concentrations sont également possibles).

Rationale:

This change clarifies the French language proficiency requirements for admission to Baccalauréat en éducation après diplôme ou BEAD.

(end of Motion)

2. FACULTY OF SCIENCE

2.1 Program Suspension – Bachelor of Science Minor in Creative Technologies and Bachelor of Science in Computer Science with a Concentration in Creative Technologies

MOTION: To suspend admissions or transfers into the Bachelor of Science (BSc) minor Creative Technologies and to suspend admissions or transfers into the Bachelor of Science (BSc) in Computer Science with a concentration in Creative Technologies, effective 202510.

Rationale:

Because of personnel changes, the Department of Computer Science no longer has the expertise to offer the required courses for the Concentration and Minor.

There are currently five students enrolled in the concentration and nine students in the minor. This represents 1.1% of the undergraduate students currently enrolled in CS programs (both B.Sc. and Diploma). Suspending admissions and eventually dropping these programs will allow the Department of Computer Science to focus its limited resources on the programs that have high student demand. The Program Advisors in the Science Academic Hub will work with the 14 students in these programs to ensure that they are able to finish their degrees without disruption.

(end of Motion)

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Research

Item(s) for Decision:

1. Research Institutes – Global Institute for Energy, Minerals, and Society (GIEMS)

MOTION: That Executive of Council support the participation of the University of Regina, in partnership with the University of Saskatchewan and Saskatchewan Polytechnic, in the formation of the Global Institute for Energy, Minerals, and Society (GIEMS).

Background and Description:

The Global Institute for Energy, Minerals, and Society (GIEMS) is being proposed to connect, facilitate, and amplify the clean energy research and researchers at the University of Regina (UofR), University of Saskatchewan (UofS), and Saskatchewan Polytechnic (SK Polytech).

Climate change is an existential threat. The UofR has an obligation to maximize the impact of our research and training activities to support the global energy transition. The natural resources and energy sectors have traditionally excluded Indigenous communities, women, and other marginalized groups, therefore there is a need for research grounded in equity, diversity, and inclusion that meets the needs of all stakeholder groups. Efforts to mitigate green house gas emissions require significant investment in research and development. Saskatchewan is well positioned to benefit economically from clean energy by leveraging mineral resources and adoption of low carbon electricity production. There is currently a transformational opportunity for academic institutions in Saskatchewan to benefit from increased investment in human resources and infrastructure to support research on sustainable development of the natural resources and energy sectors. The province has a critical mass of research expertise and facilities spread across the three key academic institutions (UofR, UofS, and SK Polytech). A collaborative, interdisciplinary approach is critical to fulfilling the goals of the Paris Climate Accord, which are further echoed in the provincial climate change strategy, *Prairie Resilience*, and the U of R's Strategic Plan *All Our Relations: kahkiyaw kiwahkomakaninawak*.

The recommended solution is to create a new non-profit entity that is jointly owned and operated by the UofR, UofS, and SK Polytech. The organization will be an equal partnership between the three institutions. The proposed name is the Global Institute for Energy, Minerals, and Society. A non-profit research centre has numerous advantages. GIEMS will be a unified provincial post-secondary solution for energy and minerals research and training. It will catalyze interdisciplinary research with faculty members and external stakeholders and expedite branding and promotion of Saskatchewan as a global leader in responsible natural resource development. The creation of a separate non-profit organization will facilitate the development of a stream-lined governance structure that provides accountability, transparency and promotes cooperation between the partner institutions.

Attachment A: Global Institute for Energy, Minerals, and Society (GIEMS) Business Case Proposal
Attachment B: Global Institute for Energy, Minerals, and Society (GIEMS) Consultation Report

ATTACHMENT A

Business Case

[Global Institute for Energy,
Minerals, and Society]

August 23, 2024

Office of the Vice-
President (Research)

University of Regina



University
of Regina

Go far, *together.*

Table of Contents

EXECUTIVE SUMMARY	4
NEEDS AND OPPORTUNITIES.....	6
1.1 Provincial context.....	6
1.2 Business Needs and Opportunities.....	6
1.2.1 Urgent need for research to drive the energy transition.....	6
1.2.2 EDI and Indigenous engagement concerns in natural resources development.....	7
1.2.3 The clean energy transition is a massive opportunity for research in Saskatchewan.....	7
1.2.4 Enhanced collaboration between post-secondary institutions in Saskatchewan.....	8
1.3 Project Outcomes	8
1.4 Related Projects/Proposals.....	9
PROJECT REQUIREMENTS	9
2.1 Requirements.....	9
2.1.1 Connect the required expertise and infrastructure to facilitate impactful research and training.....	9
2.1.2 Optimize collaboration between and among stakeholders.....	10
2.1.3 Develop an innovation pipeline to facilitate knowledge translation and implementation.....	11
2.1.4 Governance framework to maintain academic freedom, transparency, and accountability.....	11
SOLUTIONS	11
3.1 Possible Solutions.....	11
3.1.1 OPTION 1: MAINTAIN THE STATUS QUO.....	11
3.1.2 OPTION 2: U OF R CREATES A STAND-ALONE RESEARCH CENTRE.....	12
3.1.3 OPTION 3: [U OF R JOINS AS A MEMBER OF ANOTHER RESEARCH CENTRE].....	12
3.1.4 OPTION 4: [CREATE A COLLABORATIVE RESEARCH CENTRE].....	13
3.1.5 OPTION 5: [CREATE A COLLABORATIVE RESEARCH CENTRE AS A SEPARATE NON-PROFIT].....	13
3.2 Recommended Solution	14
3.3 Strategic Alignment.....	16
IMPLEMENTATION PLAN	17
4.1 Timeline	17
4.2 Risks and Assumptions.....	18
4.3 Constraints	19

4.4	Dependencies	20
4.5	Scope Boundaries	20
4.6	Resources Required	21
4.7	Funding Information & Estimates	23
	4.7.1 Expected Funding	23
	4.7.2 Proposed Budget.....	23
	REVIEW & APPROVAL	25
	REFERENCES	26

EXECUTIVE SUMMARY

PROJECT DESCRIPTION

This proposal is focused on developing a business strategy for the University of Regina (U of R) to meet the dynamic and evolving threats and opportunities presented by the global transition to a clean energy future. The key requirements that should be met are whether the proposed solution will: 1) have the required infrastructure and expertise to be effective, 2) catalyze interdisciplinary and collaborative approaches between partners in academia, the public, private, and non-profit sectors, and Indigenous communities, and 3) provide a governance structure that is transparent, agile, and equitable. The recommended solution that best meets these business needs is the creation of a new multi-institution provincial research centre in Saskatchewan. The Global Centre for Energy, Minerals and Society (GIEMS) should be established as a non-profit entity that is an equal partnership between the U of R, the University of Saskatchewan (U of S), and Saskatchewan Polytechnic (SK Polytech) to facilitate equitable and transparent governance. The optimal mandate for GIEMS is to build capacity, accelerate innovation, and strengthen Saskatchewan's reputation as a hub for responsible natural resources development and economic reconciliation.

NEEDS and BENEFITS

Climate change is an existential threat. The U of R has an obligation to maximize the impact of our research and training activities to support the global energy transition. The natural resources and energy sectors have traditionally excluded Indigenous communities, women, and other marginalized groups, therefore there is a need for research grounded in equity, diversity, and inclusion that meets the needs of all stakeholder groups. Efforts to mitigate green house gas emissions require significant investment in research and development. Saskatchewan is well positioned to benefit economically from clean energy by leveraging mineral resources and adoption of low carbon electricity production. There is currently a transformational opportunity for academic institutions in Saskatchewan to benefit from increased investment in human resources and infrastructure to support research on sustainable development of the natural resources and energy sectors. The province has a critical mass of research expertise and facilities spread across the three key academic institutions (U of R, U of S, and SK Polytech). A collaborative, interdisciplinary approach is critical to fulfilling the goals of the Paris Climate Accord, which are further echoed in the provincial climate change strategy, *Prairie Resilience*, and the U of R's Strategic Plan *All Our Relations: kahkiyaw kiwahkomakaninawak*.

REQUIREMENTS

The key project requirements are to connect the required expertise and infrastructure to expedite impactful research and training programs. The optimal solution will include mechanisms to optimize collaboration between all stakeholders (academic, public sector, private sector, non-profit sector, and Indigenous communities). The development of an innovation pipeline is critical to ensure the research outcomes have a clear path for development into real-world impacts. The energy transition can be a loaded topic that is subject to many external influences. Multi-

institutional collaborations can be difficult to manage. Therefore, the selected solution must allow for the development of a clear governance framework that ensures academic freedom, transparency, accountability, and effective collaboration.

RECOMMENDATIONS

The recommended solution is to create a new non-profit entity that is jointly owned and operated by the U of R, U of S, and SK Polytech. The organization will be an equal partnership between the three institutions. The proposed name is the Global Institute for Energy, Minerals, and Society. A non-profit research centre has numerous advantages. GIEMS will be a unified provincial post-secondary solution for energy and minerals research and training. It will catalyze interdisciplinary research with faculty members and external stakeholders and expedite branding and promotion of Saskatchewan as a global leader in responsible natural resource development. The creation of a separate non-profit organization will facilitate the development of a streamlined governance structure that provides accountability, transparency and promotes cooperation between the partner institutions.

IMPLEMENTATION STRATEGY

We anticipate completing the major milestones for the creation of GIEMS by April 2025. The Office of the Vice-President (Research) is currently working with the SK Ministry of Advanced Education to include five years of operating funds for a research centre in their 2025-2026 budget request. The governance structure will include an Executive Director who reports to a Board of Directors composed of a representative from each of the three founding academic institutions. Additional key tasks for the establishment of GIEMS include the development of frameworks for EDI, external relations, and risk management.

REVIEW & APPROVAL PROCESS

This business case was prepared based on the Processes outlined in Policy RCH-010-005 RESEARCH INSTITUTES AND CENTRES and Policy GOV-010-015 LEGAL ENTITIES.

NEEDS AND OPPORTUNITIES

1.1 Provincial context

Deloitte Canada and the National Post recently published an article entitled *Saskatchewan is preparing to benefit from a ‘once-in-a-century’ economic opportunity*, because the natural resource wealth within the province is key to supporting the world’s energy transition (Kenter, 2024). The Fraser Institute recently ranked Saskatchewan as the third-best place in the world for mining investment (Mejía & Aliakbari, 2023). Given the recent supply chain risks caused by global conflicts and other challenges, Saskatchewan also has an ethical obligation to responsibly develop our extractive industries and provide our trading partners with reliable access to the minerals needed to develop clean energy technologies and ultimately achieve internationally mandated net-zero targets.

The provincial government’s efforts to capitalize on emerging economic opportunities in mining are focused on expanding investment in exploration and production of critical minerals, particularly helium, uranium, and rare earth elements (SK Critical Minerals strategy, 2023). Saskatchewan is also a partner on an inter-provincial joint strategic plan for the deployment of small modular reactors (Strategic Plan for the Deployment of small modular reactors, 2022). Recent actions towards implementing the plan include SaskPower identifying potential sites for a future GE Hitachi SMR near Estevan, SK, and SRC partnering with Westinghouse on deployment of eVinci microreactors in northern SK and other remote jurisdictions. Realization of the Saskatchewan Growth Plan (2019) will also require home grown solutions that understand and address the unique context and history of energy generation in the province.

1.2 Business Needs and Opportunities

1.2.1 Urgent need for research to drive the energy transition.

In 2016 the Government of Canada signed the Paris Agreement and committed to reaching net zero greenhouse gas emissions by 2050. This ambitious goal is a grand challenge that requires novel approaches to tackle the technical, environmental, economic, social, and political barriers that currently impede progress towards a sustainable future based on low-carbon energy and a circular economy. Discovery-based research is the ultimate source of new knowledge generation and is the fundamental driver of innovation. Academic institutions are uniquely positioned to engage in the scholarly activities that are required to provide a greater understanding of complex climate challenges and train the next generation of novel thinkers to sustain our environment and secure our collective future (Rosowsky, 2022).

As a comprehensive, publicly funded university, the U of R has an important role to play in developing a provincial hub where ideas and actions can converge into solutions for climate change mitigation and adaptation. All energy production technologies (renewable, or non-renewable) impact the environment. Achieving the net zero emissions target in a good way requires concerted, interdisciplinary research approaches. Accurate life cycle assessments and

the development of best practices for the large-scale adoption of low carbon energy and mineral resource recovery technologies require discovery that incorporates environmental and social perspectives.

Universities Canada (Action for Net Zero, 2023) has identified six actions that Canadian universities should be taking to support the global transition to net zero. The establishment of GIEMS will support several of these, including:

- pursuing increased investment in our capacity to address climate change
- collaborate broadly to align efforts to address climate change
- share resources and best practices in addressing climate change
- increase awareness on the critical role universities are playing in addressing climate change
- measure and report impacts and seek to address gaps

1.2.2 EDI and Indigenous engagement concerns in natural resources development.

The natural resources and energy sectors in Saskatchewan do not have a strong track record for socially or environmentally responsible research and development (Bui, V, 2022, Webster et al, 2015). Concerns related to economic reconciliation, inclusion of women in the workforce, and water quality degradation are only a few of the complicated problems related to the energy transition that require social science and policy research to resolve. There is a need to incorporate these interdisciplinary perspectives within science and engineering research projects to ensure that the technological outcomes are aligned with the societal needs of all stakeholders potentially impacted by commercialization of new products and services.

1.2.3 The clean energy transition is a massive opportunity for research in Saskatchewan.

Climate change is one of the most important and urgent problems impacting the world today. The current phase out of fossil fuel-based energy generation has created challenges for natural resource-based economies, such as Canada's, that have traditionally relied on extractive industries for growth. To reach the ambitious goals of the Paris Climate Agreement, the federal and provincial governments are investing heavily in research and development that will establish us as global leaders in low carbon energy production and sustainable development of natural resources. While the energy transition poses difficult challenges that will impact all aspects of Canadian industry, economics, and society, it has also created opportunities for post-secondary institutions to access the resources they need to advance knowledge, build capacity, and support innovations with the potential to profoundly transform our communities.

Saskatchewan is well positioned to be a leader in sustainable energy transformation and minerals production to support the energy and food needs of society. The province has a wealth of resources, with the world's largest potash (KCl), high-grade uranium deposits and 23 of the 31 minerals identified on the Canadian critical minerals inventory. Saskatchewan has significant potential to exploit a variety of renewable energy sources. For example, Saskatchewan has the highest potential within Canada for solar energy, receiving 1330 kWh/kW/year. SaskPower is currently exploiting this resource by investing in the 100MW Iyuhána Solar Energy Facility near

Estevan. The people of Saskatchewan are diverse, with a mix of urban and rural populations, 74 different First Nations communities, and a large Métis population. These different peoples and perspectives offer an opportunity for social innovation research and the incorporation of interdisciplinary perspectives into the design of novel research projects. Collectively, the resources, industrial investments, government support, and social diversity make Saskatchewan an ideal location for cutting-edge research on all aspects of energy and minerals that is driven by both specific stakeholder and broader societal needs.

Feedback from industry leaders has identified recruitment and retention of a skilled workforce as the top barrier for sustained growth of the energy and minerals sectors within the province. Beyond research activities, the U of R's mission includes providing *high-quality and accessible education...in pursuit of local and global contributions*. Student training that provides the highly qualified personnel required to build and operate future clean energy systems is an important responsibility. There is also an opportunity for the U of R to create innovative and exciting training programs that both attract talented students and provide them with the necessary training and job opportunities to retain them within Saskatchewan.

1.2.4 Enhanced collaboration between post-secondary institutions in Saskatchewan

Saskatchewan has three principal post-secondary institutions – the U of R, the U of S, and Saskatchewan Polytechnic. The current model within the higher education sector is for all institutions to function independently. Each organization has their own specific areas of specialty and strength in both research and training. For example, the U of R has distinguished itself in research of mental health of public safety personnel, and therefore has led the establishment of the Canadian Institute for Public Safety Research and Treatment. Similarly, the U of S has established the Global Institute for Food Security in Saskatoon to build on the strengths of the College of Agriculture, and their strong connections with the agriculture biotechnology industry. While these examples illustrate the successful development of globally recognized centres of excellence by a single institution within Saskatchewan, this model is not appropriate for emerging areas of research where there is relevant expertise spread throughout the individual institutions. Saskatchewan is a small province. A collaborative approach among the three post-secondaries is an opportunity to maximize the effectiveness of human and technical resources across the province and optimize the global impact of research outcomes and talent recruitment.

1.3 Project Outcomes

- Increased collaboration between subject areas and provincial institutions leading to increased funding, capacity building across Faculties, infrastructure, and impact.
- Increased innovation and advancement of Saskatchewan based solutions into market-ready products and/or services.
- Development of novel training programs to increase recruitment and retention of HQP. Students trained in SK that will stay and become the highly skilled workforce of the future.

- Increased recognition and reputation within Canada, and globally. This will support student recruitment, research investment, and new academic partnerships with external organizations in the public, private, and non-profit sectors.
- High impact contributions to advancing knowledge in all aspects of the energy transition, including technical, environmental, social innovation, economic reconciliation, and policy development.

1.4 Related Projects/Proposals

The government of Saskatchewan is investing in several projects related to achieving the goals of the *Prairie Resilience* climate change strategy (2017). For example, SaskPower is undertaking the multi-year planning phase for the implementation of a GE-Hitachi BWRX-300 small modular reactor. They are also investing in several solar installation projects in south central Saskatchewan. The Saskatchewan Research Council has partnered with Westinghouse to jointly deploy the world's first eVinci™ micro-reactor. The transformation of energy production within the province, coupled with the anticipated electrification of the transportation and heating sectors have created numerous research opportunities.

PROJECT REQUIREMENTS

2.1 Requirements

2.1.1 Connect the required expertise and infrastructure to facilitate impactful research and training.

The U of R, U of S, and SK Polytech have all started to invest in research infrastructure and personnel to support the energy transition. For example, the U of R has appointed a new Canada Research Chair in SMR Safety and Licensing (Dr. Arthur Situm). SK Polytech has invested in the Sustainability-Led Integrated Centres of Excellence (SLICE) to advance the development and adaptation of technologies toward sustainable resource optimization within the circular economy. The U of S is leveraging their expertise in mining to support the development of critical mineral resources within the province.

Collectively, Saskatchewan punches above its weight for research excellence in nuclear and critical minerals research, which are both emerging areas of priority for the federal and provincial governments (Table 1). The proportion of funding received from targeted NSERC Alliance programs is two to six times higher than the proportion received from the NSERC Alliance Advantage program that supports projects in any area of natural science or engineering research.

Table 1. Proportion of funding received by Saskatchewan for NSERC Alliance programs in 2022-2023.

Funding program	SK portion of total funding	SK portion of successful applications
NSERC Alliance – Advantage (any research area in NSE)	1.9% (\$6,667,746)	3.9%

NSERC Alliance Missions – Critical Minerals	8.4% (\$5,004,999)	7.7%
NRCan – NSERC Alliance partnership to fund SMR research	12.9% (\$1,539,707)	20%
NSERC – CNSC Small Modular Reactors Research Grant initiative	7.8% (\$719,596)	10%

Several organizations already exist that support aspects of research and the energy transition in Saskatchewan, including: the International Minerals Innovation Institute (IMII), the Fedoruk Centre, the Petroleum Technology Research Centre (PTRC), the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS), the First Nations Power Authority (FNPA), and the University Network of Excellence in Nuclear Engineering (UNENE). There is a requirement for this project to maximize complementarity with these organizations and minimize duplication of effort or competition.

2.1.2 Optimize collaboration between and among stakeholders

Canada’s domestic spending on research and development as a percentage of GDP is among the lowest of all G7 countries and is the only member that has been decreasing investment in R&D over the past two decades. In Saskatchewan, the amount of federal research funding provided to the higher education sector only increased 1.1% between 2017 - 2021. The amount of research funding from the provincial government during this period actually decreased by \$4,000,000 (Stats can data, <https://www150.statcan.gc.ca/t1/tbl1/en/cv.action?pid=2710027301>).

The over-all trend in research funding programs within Canada has been to provide targeted financial support for specific subject areas of strategic importance. New and existing funding programs are also increasingly requiring interdisciplinary, collaborative research approaches and teams, external stakeholder investments, and Indigenous engagement as pre-requisites for program eligibility (Table 2).

Table 2: Examples of targeted funding program requirements (2022-2023).

Funding program	Eligible Subject areas	Academic Partnership	External partner investments	Interdisciplinary
NSERC Alliance Missions	Critical minerals	Recommended	Required	Recommended
New Frontiers Research Fund – Exploration	Open	Required	Recommended	Required
National Science Foundation Global Centres	Climate change and clean energy	Required	Recommended	Required
NRCan Enabling SMRs program	SMR waste disposal or supply chain	Recommended	Recommended	Recommended
NSERC-SSHRC Sustainable	Sustainable agriculture	Required	Required	Recommended

agriculture research initiative				
---------------------------------	--	--	--	--

The same trends are emerging from international funding agencies. For example, Canadian academic institutions recently became eligible consortia members and leaders within the Horizon Europe program. Horizon EU projects require at least three partners from three different member countries, and 35% of the Horizon EU budget is targeted to efforts to combat climate change.

2.1.3 Develop an innovation pipeline to facilitate knowledge translation and implementation.

Innovation is the creation and transformation of knowledge and ideas into new products, processes and services that meet market needs. The development of a robust and thriving innovation ecosystem is central to the successful achievement of the SK Critical Minerals Strategy, and the *Prairie Resilience* climate change strategy.

Major barriers exist that impact the successful transformation of early-stage research into market-ready products and services. The current provincial framework creates gaps between the knowledge creators (universities), and the private sector. SK Polytech is uniquely positioned to address this challenge by transitioning new technologies from experimental proof of concept (TRL 1-3) to industrial validation and demonstration (TRL 4-6).

2.1.4 Governance framework to maintain academic freedom, transparency, and accountability.

The technologies and policies being implemented are strongly influenced by financial, business, and political priorities that may not fully consider the social or environmental impacts of decision-making. It is critical that the U of R can maintain independence to approach research questions from a technology-agnostic perspective.

SOLUTIONS

3.1 Possible Solutions

3.1.1 OPTION 1: MAINTAIN THE STATUS QUO

Description: Researchers continue to conduct research that advances the energy transition in individual silos that compete for funding, and other resources.

Advantages and Disadvantages:

Advantages and Opportunities	Disadvantages and risks
Comfortable and low risk	Missed opportunity to enhance the reputation and impact of U of R's contributions to research and training related to the energy transition
	Other institutions outside SK may fill the gap, resulting in sub-optimal solutions that don't consider the unique SK context

	Industry and/or government research may not adequately consider all perspectives or include social science approaches in their research endeavors
	Less research funding, student recruitment, government investment, and innovation within Saskatchewan and at the U of R.

3.1.2 OPTION 2: U OF R CREATES A STAND-ALONE RESEARCH CENTRE

Description: The U of R creates their own research centre for research on energy, minerals, and their impacts on society.

Advantages and Disadvantages:

Advantages and Opportunities	Disadvantages and risks
The U of R will receive all the benefits from the research centre.	The U of R will have to invest in significant human resources and infrastructure to build the critical mass needed to support a stand-alone research centre
Fewer partners will simplify the governance and administration of the research centre	The U of R will be competing with U of S and SK Polytech for provincial investment from private and public sector partners
	There will be fewer faculty available to join as members, which will reduce the impact of the research and training
	The U of R will be solely responsible for providing support for the indirect costs, including physical space, and administrative supports.

3.1.3 OPTION 3: [U OF R JOINS AS A MEMBER OF ANOTHER RESEARCH CENTRE]

Description: The U of R could become a member of another organization or organizations with a scope and mandate to support research in energy and minerals. For example, if U of S created a research centre similar to the Global Institute for Water Security.

Advantages and Disadvantages:

Advantages and Opportunities	Disadvantages and risks
Most of the costs and risks involved would be shouldered by the lead institution	The U of R may not receive many benefits or opportunities
Researchers may have opportunities to access funding and collaboration opportunities	Credit for the U of R's contributions will likely go to the lead institution.
	The SK perspective may not be a priority for the research centre

3.1.4 OPTION 4: [CREATE A COLLABORATIVE RESEARCH CENTRE]

Description: The U of R, U of S, and SK Polytech could create a traditional, multi-institution, collaborative research centre.

Advantages and Disadvantages:

Advantages and Opportunities	Disadvantages and risks
All three institutions have expertise and infrastructure to contribute to the research centre, and no one institution is significantly more active or advanced in the relevant research areas.	There is no precedent for a successful research center affiliated with multiple academic institutions of different category.
Researchers may have opportunities to access funding and collaboration opportunities	Credit for the U of R's contributions may be overshadowed by U of S and SK Polytech, since they are both located in Saskatoon.
A single point of contact for private, public, and non-profit stakeholders will maximize opportunities for collaboration, partnership, and investment	The different governance structures, policies, and processes of the three partner institutions will impede decision-making and operation of the research centre.
Economies of scale will increase the efficiency of administrative services	It may be difficult to market the Center separately from the academic institution that houses it.

3.1.5 OPTION 5: [CREATE A COLLABORATIVE RESEARCH CENTRE AS A SEPARATE NON-PROFIT]

Description: The creation of a non-profit collaborative research centre that is an equal partnership between U of R, U of S, and SK Polytech.

Advantages and Disadvantages:

Advantages and Opportunities	Disadvantages and risks
The Government of SK is supportive of this approach and wants to fund collaborative organizations that reduce provincial competition	A jointly managed research centre will require more complicated governance structures and relationship management
There is strong support within the senior leadership of all the founding member organizations	Research priorities and outcomes don't align with stakeholder expectations leading to negative impacts on relationships with government or other stakeholders.
All three institutions have expertise and infrastructure to contribute to the research centre, and no one institution is significantly more active or advanced in the relevant research areas.	
A single point of contact for private, public, and non-profit stakeholders will maximize opportunities for collaboration, partnership, and investment	
Economies of scale will increase the efficiency of administrative services	

A separate non-profit organization will be more straight-forward from a marketing and promotional perspective	
A separate non-profit organization will help maintain equality in the three-way partnership	

3.2 Recommended Solution

Table 3: Comparison of Project requirements and potential solutions.

	Requirement 1 - Expertise	Requirement 2 - Collaboration	Requirement 3 - Innovation	Requirement 4 – Governance
Option 1 – Status quo	No	No	No	No
Option 2 – U of R center	Partially	No	No	Yes
Option 3 – Join external center	No	Yes	No	No
Option 4 – Collaborative research center	Yes	Yes	Yes	No
Option 5 – Collaborative non-profit research centre	Yes	Yes	Yes	Yes

The creation of GIEMS will increase the efficiency of developing new academic-industry partnerships and enhance the impact of the project results by match-making between industry needs, researcher expertise, and facility availability across all three academic partner institutions.

In late 2023 the President’s of U of R, U of S, and SK Polytech signed a Memorandum of Understanding to advance collaboration and partnership in mining and energy. The intention of the MOU is to formalize the institution’s commitment to cooperation and provide a practical and effective framework for coordinated research, development, and training in key areas of provincial importance. There is strong support among the senior leadership of all three institutions for the establishment of GIEMS as an equal partnership that will lead to benefits for all.

GIEMS will be a catalyst for world-class, interdisciplinary research that generates the knowledge, technological advancements, economic reconciliation, and social innovation necessary to overcome the increased scrutiny towards global investment in extractive industries. The institute is dedicated to inclusive, comprehensive, and transparent research that is grounded in a foundation of academic freedom. Investment in GIEMS will demonstrate that Saskatchewan is a place where economic development and environmental responsibility go hand in hand.

The current framework for post-secondary institutions to be siloed entities that compete for limited resources at both the provincial and federal level will not allow Saskatchewan to maximize its potential as a global leader in responsible energy production and natural resource development (Figure 1). A single provincial research institute that is jointly managed by U of R, U of S, and SK Polytech will leverage the strengths of each individually and act as a catalyst for new collaborative teams to accelerate and amplify the existing programs and projects. Without the establishment of a stand-alone entity for GIEMS it is unlikely that inter-provincial collaboration will occur spontaneously.



Existing joint programs, including the Saskatchewan Collaborative Nursing program (U of R and SK Polytech), and the Johnson Shoyama Graduate School of Public Policy (U of R and U of S) demonstrate the effectiveness of joint programming. GIEMS will be unique in that it will be the first legal

entity in Saskatchewan that is an equal partnership among all three primary post-secondary institutions. The proposed structure of GIEMS will create several exciting opportunities. The collaborative model will support the development of joint training programs that reduce redundancies and enable a modern approach to student training and capacity building. For example, the development of a graduate certificate in nuclear energy is currently underway, which will allow Saskatchewan students to access courses at U of R, U of S, and the Colorado School of Mines and gain a credential that is in-demand by industry within the province. Saskatchewan has a premature innovation ecosystem that is under-developed and under-resourced relative to other provinces, for example, Alberta Innovates. The creation of GIEMS will help advance adoption of new technology by fostering a culture of innovation within the institute and promoting it broadly. For example, the current provincial framework creates gaps between the knowledge creators (universities), and the private sector. By including SK Polytech as an equal partner, GIEMS is uniquely positioned to facilitate the transition of new technologies from experimental proof of concept (TRL 1-3) to industrial validation and demonstration (TRL 4-6). The creation of a single provincial research center will also streamline interactions between academic researchers and industrial organizations, such as the International Minerals Innovation Institute, to create larger consortiums that can effectively lobby for additional government support.

The establishment of an academic center focused on research that supports the global energy transition will have numerous benefits. By creating the Global Institute for Energy, Minerals, and Society (GIEMS), the U of R will establish a center for cutting edge research and training that will be well positioned to catalyze academic connections as well as collaborations with private, public, non-profit, and Indigenous partners, which will significantly increase the impact of the research. GIEMS will increase the visibility of the research enterprise, creating a single entity

with a specific communication plan to strategically attract and retain students, government investment, and external partnerships.

There are several existing and proposed research projects and academic programs that will fit within the scope of GIEMS based on both their subject area and their multi-institutional structure. For example, Dr. Ramakrishna Gokaraju (U of S), and Dr. Irfan Al-Anbagi (U of R) are collaborating on an NSERC Alliance grant entitled *Reliable and Secure Data-Sharing Architecture, Situational Awareness and Electrical-failure Modelling for SMRs*. Dr. Arthur Situm is leading the creation of a Nuclear Engineering graduate certificate program that will be jointly offered by U of R, U of S, and the Colorado School of Mines. The proposed program will allow graduate students at all three institutions to access unique courses at any of the academic partners. This program is made possible through the Western Dean's Agreement, and an MOU between the U of R and Colorado School of Mines.

GIEMS will be uniquely positioned to partner with existing organizations and amplify their current activities, while also filling gaps in the current provincial landscape and advancing knowledge from a uniquely Saskatchewan perspective.

3.3 Strategic Alignment

This project aligns directly with all five of the strategic research actions as outlined in *Transformational Research for Societal Resilience: The 2020 – 2025 U of R Research Action Plan*. *Grow the research enterprise at the University through new funding and support of the University's research centers.* By partnering with the leading research active Saskatchewan post-secondary institutions and combining capacity and capabilities, the solution will contribute to growing the research enterprise at the U of R and will attract new funding for our researchers. *Promote the U of R signature research strengths in Climate and the Environment, Digital Futures, Living Heritage, and Health and Wellness and the aligned research centers.* Research aimed at a sustainable energy transition and minerals production falls within the Climate and the Environment signature research strength at the U of R.

Establish a robust innovation and entrepreneurship framework to position the U of R as the leading innovative and entrepreneurial postsecondary institution in Saskatchewan and the Prairies. As stated earlier, the solution will focus on results-driven outcomes through a pipeline of innovation and talent to solve industry and society challenges in the transition to low-carbon energy.

Expand the graduate studies enterprise as graduate students and postdocs will be vital to the intensification of research activity, innovation and entrepreneurship at the U of R. The increased level of research activity through GIEMS will present an invaluable opportunity for graduate students and postdocs to work and train.

Build a partnership network with Indigenous communities, industry, government, and non-profit stakeholders. GIEMS is built upon and will ultimately thrive through its partnerships.

- GIEMS is founded by a tri-party partnership among U of R, U of S and SK Polytech.
- GIEMS will ensure it is an engaged partner and an asset to the mandates of essential provincial innovation organizations including IMII, the Fedoruk Centre, PTRC Sustainable Energy and SRC. This collaborative approach will create a circular

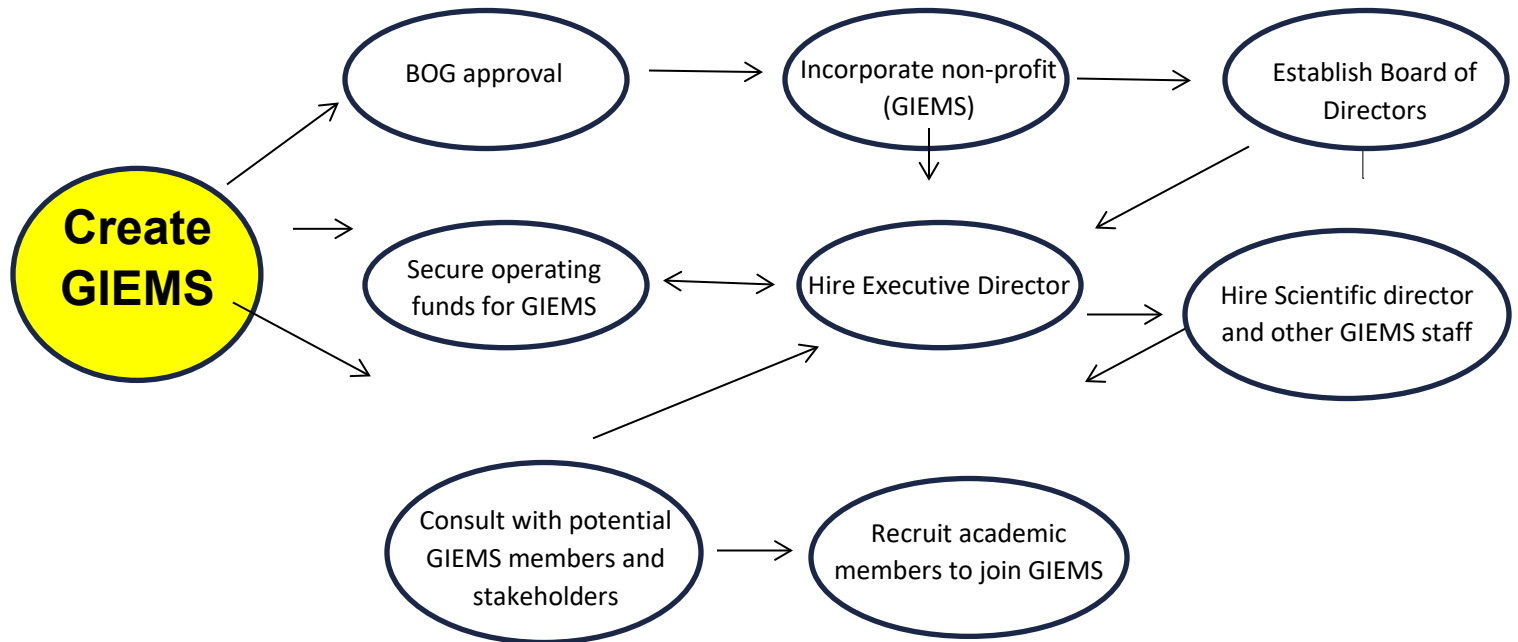
The creation of GIEMS as an equally shared non-profit entity will be approved by all three independent organizations without substantial delays.	High	Low	-The President's of all three institutions have signed an MOU agreement and the initiative has broad support at all three partner organizations. -The U of S has provisionally approved the creation of GIEMS for a two-year period. -Document and follow established review and approval timelines for U of R governance bodies.
GIEMS is not able to attract additional high-quality researchers or infrastructure.	Medium	Medium	-Develop a strategy to consult with potential stakeholders about their research and talent needs. -Follow best practices for hiring research chairs to ensure a pool of strong, diverse, candidates -Offer competitive salaries and start-up packages to support recruitment.
U of R, U of S, and SK Polytech have the required HR capacity to support increased volume, size, and complexity of research projects and training programs.	High	Medium	-Conduct organizational reviews prior to beginning new projects. -Clearly define the roles of each institution in collaborative projects prior to initiation. -Ensure adequate indirect costs recovery on all funding applications and service contracts. -Leverage economies of scale by cooperatively balancing the load of administrative work between organizations.

4.3 Constraints

- The timing of Senate and BOG meetings for approval.
- Deadlines for the submission of research grant funding applications.
- The Saskatchewan provincial election may delay the announcement of financial support for GIEMS.
- Saskatchewan budget announcements for 2025-2026.
- Approval process for new, collaborative, multi-institution training programs.
- Funding support provided by the SK government (currently 250K).
- The services and supports that GIEMS can provide directly for members, and indirectly to promote the energy transition in Saskatchewan, and beyond.
- The capacity and expertise of current researchers in Saskatchewan to meet the needs of stakeholders.

- The availability of the infrastructure that researchers and stakeholders need to conduct high-impact research.

4.4 Dependencies



4.5 Scope Boundaries

Table 6: Summary of project scope

In Scope	Out of Scope
Promoting academic collaboration between the member institutions	Directly funding research projects or programs
Promoting collaboration with external stakeholders	Lobbying the government on behalf of a specific stakeholder group or technology
Match-making between external stakeholder needs and academic member expertise and resources	Conferring academic credentials
Promote research achievements of members	Research outside of the energy and/or minerals sectors
Support the development of novel collaborative training programs	Venture capital or other funding of new technology
Foster new connections between stakeholder groups	Commercialization activities, including IP protection

Support reconciliation and the advancement of EDI initiatives	Administering research funds or hiring research personnel
Support the development of an innovation pipeline by catalyzing collaboration and encouraging investment by relevant stakeholders	
Advocate for policy changes to support the needs of Saskatchewan academic institutions with provincial, federal government organizations that fund research and training.	

4.6 Resources Required

Table 7: Project stakeholders and contributions required for the implementation of GIEMS

Key Stakeholders	Role to the project	Contribution
Senior leadership of academic partners	Promotion and project sponsors	<ul style="list-style-type: none"> -advocate for GIEMS with key stakeholders and potential partners -persuade the SK government to provide operational funds for GIEMS
Faculty members of academic partners	Members of GIEMS	<ul style="list-style-type: none"> -support the mandate of GIEMS to conduct world-class research and training -seek opportunities for funded collaborations between stakeholder groups and disciplines
Staff of academic partners	Non-academic support	<ul style="list-style-type: none"> -provide administrative support for GIEMS activities, including HR, financial services, research administration, and research communication. -The goal is for GIEMS to become self-sustaining with sufficient support staff, however, the academic partners will be part of this support as well, especially as GIEMS is being established.

Government of Saskatchewan	Key investor	<p>-provide the majority of the funding for GIEMS operating expenses (see 1.13.1)</p> <p>-promote GIEMS to potential partners and investors outside of SK.</p>
SaskPower	Key stakeholder	<p>-as the provincial power utility SaskPower is a key stakeholder for GIEMS</p> <p>-provide opportunities for collaboration on research and training programs, including the creation of ‘living labs’.</p> <p>-potential end-user of research outcomes produced by GIEMS.</p> <p>-provide funding for GIEMS members to build capacity within SK, including research chairs and infrastructure.</p>
IMII, PTRC, Fedoruk Centre, Cameco/Westinghouse, SRC, UNENE	Potential partners of GIEMS	<p>-promote GIEMS to their membership</p> <p>-collaborate with GIEMS members on research projects and programs</p> <p>-contribute financial support for research and training programs and to build human and technological capacity.</p>
FNUC, SIIT FNPA, SFN NRCE FHQ, other Tribal Councils	Indigenous partners	<p>-provide feedback and support for GIEMS initiatives to ensure they meet the needs of the Indigenous communities in SK.</p> <p>-collaborate with GIEMS members on research projects and programs.</p>

		-consult with GIEMS members and senior leadership on how the clean energy transition can best support the needs of Indigenous peoples and communities.
Colorado School of Mines	Key international partner	-collaborate with GIEMS members on the development of high-impact research and training programs. -Expand the reach of GIEMS initiatives.

4.7 Funding Information & Estimates

4.7.1 Expected Funding

Table 8: Anticipated funding sources for the first three years of GIEMS

Item	Amount (\$, thousands)				
	2024-25	2025-26	2026-27	2027-28	Total
Cash support					
Government of Saskatchewan ¹	250	500	500	500	1,750
Indirect costs ²		40	40	40	120
In-kind support					
Office space for GIEMS personnel ³	10	20	20	20	70
Total Over 4 years					1,940

¹Operating funds to sustain the secretariat are anticipated to be provided by the Government of Saskatchewan (GoS). From the 2023-24 budget year, GoS has contributed \$250K to help with start-up costs.

²All three member institutions have Research Cost Recovery policies that allocate a share of the funds recovered for indirect costs to the Centre that is supporting the research. The expected funding is a conservative estimate based on the average received over the last four years by stand-alone research centers at the U of R.

³The member institutions will provide offices, or an office suite for the Executive Director, and their staff. Initially we anticipate needing three offices. The average square footage for an academic office at the U of R is 400 sq. ft., and the operating cost is \$17.35/sq ft.

4.7.2 Proposed Budget

Table 9: Proposed budget for GIEMS establishment.

	2024-25	2025-26	2026-27	2027-28	Total
	(\$ Thousands)				
Salaries (including 15% benefits)					
Executive Director	225	230	235	240	
Scientific Director		150	155	160	
Admin Assistant / Program Manager		90	93	98	
Other Business Expenses					
Furniture, Computers		10	-	-	
Business Travel and Development		20	20	20	
Professional Services ¹	15	10	10	10	
Stakeholders' Meetings ²	10	10	10	10	
Annual Total	250	520	523	539	
Total Over 4 Years					1,581

¹Examples include preparation of communication materials such as graphic design and website design.

²Examples include engagement sessions with industry sector partners, government agencies and international and national post-secondary sector partners.

REVIEW & APPROVAL

Full name
Executive Sponsor
Position

Date

Full name
Project Sponsor
Position

Date

Full name
Project Manager
Position

Date

Full name
Title
Position

Date

REFERENCES

A Strategic Plan for the Deployment of Small Modular Reactors. Governments of Albert, New Brunswick, Ontario, and Saskatchewan. 2022.

Bui, V. “Radioactive Waste and Indigenous Consent” The Council of Canadians, 2022.

Kenter, P “Saskatchewan is preparing to benefit from a ‘once-in-a-century’ economic opportunity” National Post, June 2024. <https://nationalpost.com/sponsored/news-sponsored/saskatchewan-is-preparing-to-benefit-from-a-once-in-a-century-economic-opportunity>. Accessed 13 Jun 2024.

Mejía, J & Aliakbari, E. “Fraser Institute Annual Survey of Mining Companies 2023” Fraser Institute, May 2024. <http://www.fraserinstitute.org>

Prairie Resilience: A Made-in-Saskatchewan Climate Change Strategy. Government of Saskatchewan, 2017.

Rowsowsky, D. “The Role of Research at Universities: Why It Matters.” Forbes Magazine. March 2, 2022, <https://www.forbes.com/sites/deloitte/2024/03/25/from-promise-to-prosperity-what-will-it-take-to-unlock-africas-clean-energy-abundance/>. Accessed 13 June 2024.

Saskatchewan’s Growth Plan: The Next Decade of Growth. Government of Saskatchewan, 2019.

Securing the Future: Saskatchewan’s Critical Minerals Strategy. Saskatchewan Ministry of Energy and Resources, 2023.

Webster K, Beall F, Creed I, Kreutzweiser P. “Impacts and prognosis of natural resource development on water and wetlands in Canada’s boreal zone” Environmental Reviews, **23**: 78-131, 2015.

ATTACHMENT B

Consultation Report

**[Global Institute for Energy, Minerals,
and Society]**

August 21, 2024

Office of the Vice-
President (Research)

University of Regina



University
of Regina

Go far, Together.

Contents

1. OBJECTIVE	3
2. OVERVIEW OF CONSULTATION PROCESS	3
2.1 Indigenous and other equity-deserving groups	3
2.2 In-person consultation sessions	3
2.3 Online consultation and feedback	4
2.4 Informational interviews with existing research centers and key stakeholders	4
3. OUTCOMES OF CONSULTATION TO DATE	4
3.1 Demographics	4
3.2 Membership	6
3.3 Scope of activities and research areas	8

1. OBJECTIVE

The Global Institute for Energy, Minerals, and Society (GIEMS) is being proposed to connect, facilitate, and amplify the clean energy research and researchers at the University of Regina, University of Saskatchewan, and Saskatchewan Polytechnic. Broad, inclusive, and comprehensive engagement of the University community is a priority as GIEMS is being established. The goal of this consultation process was to create opportunities for faculty, post-doctoral fellows (PDF), students, and staff at the U of R to provide feedback on the scope, governance and operational structure, role of external partnerships, and performance metrics for GIEMS.

2. OVERVIEW OF CONSULTATION PROCESS

A comprehensive approach was used for the GIEMS consultation process to promote equity, diversity, and inclusion, in terms of the research areas, roles, and identities of the research and researchers providing feedback. Several communication and outreach strategies were used to provide flexibility for respondents and encourage participation.

2.1 Indigenous and other equity-deserving groups

Direct email communication, facilitated by HR, was used to request feedback specifically from all self-declared Indigenous faculty and staff, as well as those identifying with any other equity-deserving group(s). The Indigenous Engagement Managers provided input into the best practices for consultation.

2.2 In-person consultation sessions

A total of six, two-hour drop-in engagement sessions were held in August and September. The dates, times, and locations of the sessions was varied to increase inclusion. The target audience for these sessions was faculty, staff, PDFs, and students. The sessions were advertised broadly using research list emails, direct communication to Faculties, and the FGSR Grad Digest.

Table 1. Summary of engagement session topics and feedback requested.

Session Topics	Feedback requested
GIEMS	Membership, performance metrics, pitfalls, scope of activities
Clean Energy Transition and Net Zero	Partnership, scope of research, membership, pitfalls
Critical Minerals Strategy – the role of research	Partnership, scope of research, membership, pitfalls
Energy, Mining, and Reconciliation	Indigenous engagement, Partnership, scope of research, membership, pitfalls
Challenges of interdisciplinary research	Barriers for collaboration, scope of research, membership, pitfalls

GIEMS	Membership, performance metrics, pitfalls, scope of activities
-------	--

2.3 Online consultation and feedback

An anonymous survey was created and advertised on the research listserv, through Faculties, and the FGSR Grad Digest. The survey was launched in early August.

Table 2. Summary of survey content

Survey Topic Areas	Feedback anticipated
Membership	Expectations of potential members, levels of membership, member rights and responsibilities
Partnership	How external organizations can be associated with GIEMS
Scope of activities beyond research	Training, community outreach and/or other activities that should be in/out of scope
Potential pitfalls	Barriers for collaboration, other potential challenges to avoid.

2.4 Informational interviews with existing research centers and key stakeholders

Engagement beyond the Faculty of Science and the Faculty of Engineering and Applied Science was initially low. To increase inclusion a direct outreach model was implemented to specially engage with all Faculties and existing research centers. Meetings were requested with the Associate Dean for Research from all Faculties. A list of potential GIEMS members was prepared based on the research expertise and interests of faculty members across campus. All potential GIEMS members were emailed directly with a request to meet for an informational interview. The email also included a link to the anonymous survey.

3. OUTCOMES OF CONSULTATION TO DATE

3.1 Demographics

Most of the feedback received to date has been from faculty and staff. The main research areas of GIEMS are represented in roughly equal numbers. Most of the responses of 'Other' are from researchers in the field of environmental research. Many equity-deserving groups, in particular First Nations and Metis researchers are under-represented in the feedback received. Efforts are on-going to increase the representation of Indigenous perspectives in the development of the governance frameworks, policies, and operations of GIEMS.

Figure 1. Proportion of responses received from different groups at the U of Regina.

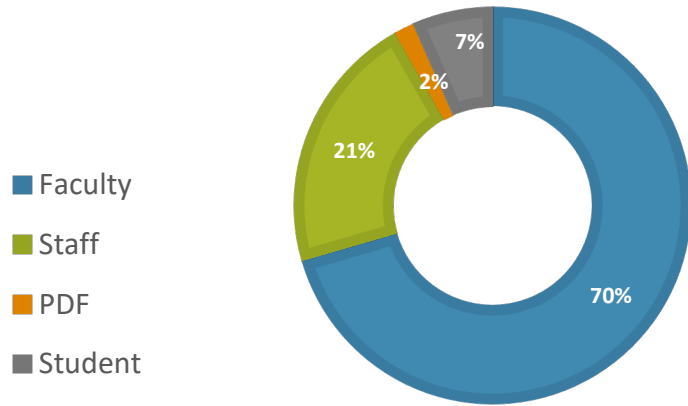


Figure 2. Proportion of responses from the main research areas represented as part of GIEMS.

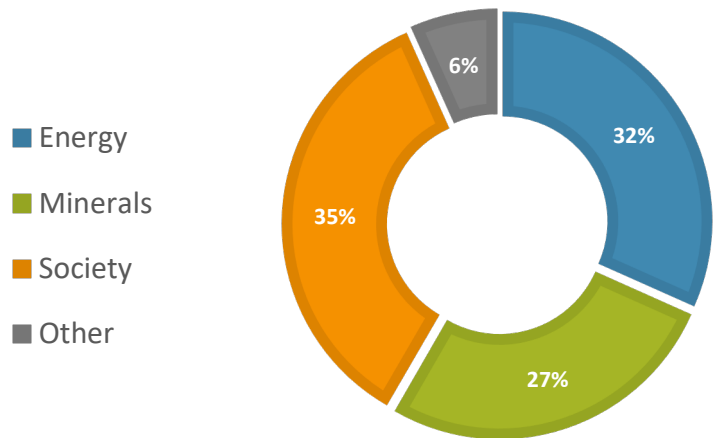
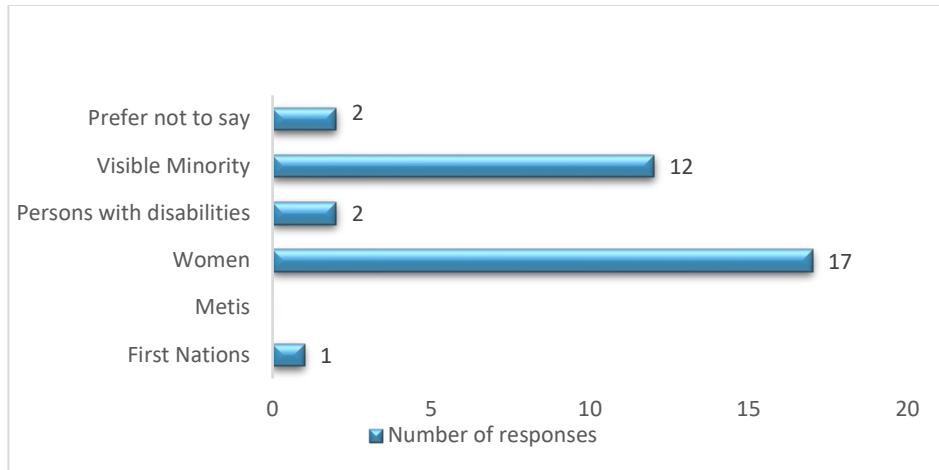


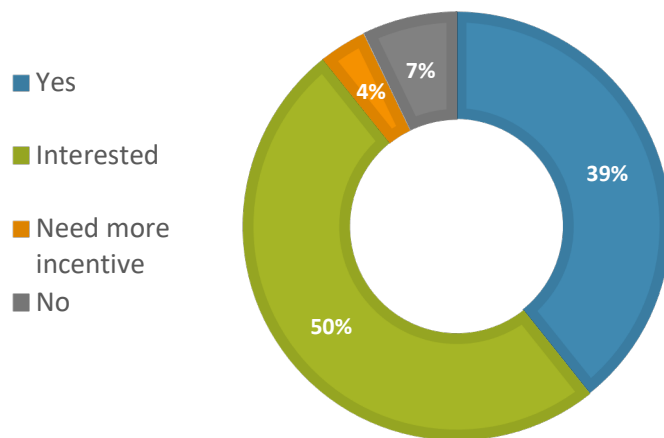
Figure 3. Representation of different equity-deserving groups based on self-declaration.



3.2 Membership

There is a critical mass of researchers at the University of Regina that are interested in joining the Global Institute for Energy, Minerals, and Society (Figure 4).

Figure 4. Proportion of respondents that are interested in becoming a member of GIEMS.



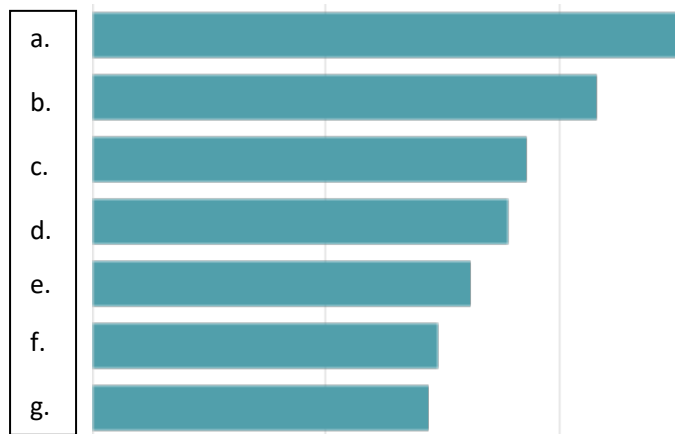
The feedback that we received provided broad consensus for the following membership structure within GIEMS:

- Membership should be exclusively for faculty members
- Three levels of membership that allow for different levels of responsibility, engagement, and access to resources
- GIEMS members should self-select in terms of eligible research area(s)
- Qualification for GIEMS membership levels and benefits should be linked to measurable benchmarks in terms of contributions

A wide range of potential actions to encourage or incentivise membership in GIEMS were identified (Fig. 5)

Responses from social science and humanities researchers largely focused on the need to develop governance structures and policies that emphasize transparency and accountability to ensure independence from industry and government partners. Meaningful participation, consultation, and positive impact for Indigenous communities was a priority for potential members from all disciplines. Building connections and facilitating opportunities for interdisciplinary collaboration between academic and other partners was another priority for potential members. The success of GIEMS will ultimately require a critical mass (20 – 30 researchers) and a unique value proposition that can energize researchers to collaborate and remain active within the research centre.

Figure 5. Membership incentives ranked from most to least desirable



- a. Support for the development of new interdisciplinary collaborations and funding applications
- b. Specific student scholarship opportunities
- c. Events to make new connections with stakeholders at external organizations
- d. Opportunities to network and engage in discussions with colleagues about issues related to the clean energy transition
- e. Preferred access to facilities and infrastructure
- f. Support to promote and communicate the outcomes of my research
- g. Research administration support for post-award management

3.3 Scope of activities and research areas

There is broad consensus that the research scope of GIEMS should be technology inclusive. The definition of energy, minerals, and society will be determined by the research expertise and interests of the faculty members that decide to become members. It is also important that the research center include voices from across disciplines, institutions, and equity-deserving groups. This diversity of perspectives will increase the impact and relevance of the research outcomes supported by GIEMS. There is support for GIEMS advancing interdisciplinary research as a priority or focus of their activities. There is a risk that the proposed research scope for GIEMS is too broad to be meaningful. The development of a clear mandate for GIEMS should be a priority.

The scope of potential activities that GIEMS could include is very broad (Fig. 6). Future GIEMS members will have different expectations and priorities; therefore, it will be important for GIEMS to remain neutral and provide equitable service to researchers and research projects regardless of the goals of the research (innovation and commercialization, advancing knowledge, public outreach, etc.). The most significant consensus among respondents is that GIEMS should have a key role as a connector. The most impactful way for GIEMS to be successful is by acting as a hub for efficiently linking the needs of provincial researchers and external partners with the expertise and facilities they need. While there is broad support for GIEMS to act as a direct funder of research projects and programs, this is beyond the scope of the budget of the research center.

Figure 6. Support for potential activities that could be within the scope of GIEMS.

