EXECUTIVE OF COUNCIL

Date: 17 September 2020
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 23 September 2020

A meeting of Executive of Council is scheduled for 23 September 2020, 2:30-4:30 p.m. via 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 choose to attend as guests.

AGENDA

1.   Approval of the Agenda

2.   Approval of the Minutes of Meeting 17 June 2020 - *circulated with the Agenda*

3.   Business Arising from the Minutes
3.1   Council Committee on Undergraduate Admissions and Studies - Correction to Previously Approved Motion, Appendix I, pp. 3-4

4.   Remarks from the Chair

5.   Report from the University Secretary

6.   Reports from Committees of Council
6.1   Council Committee on Academic Mission, Appendix II, p. 5
6.2   Council Committee on the Faculty of Graduate Studies and Research, Appendix III, pp. 6- 12
6.3   Council Committee on Research, Appendix IV, pp. 13-16
6.4   Council Committee on Undergraduate Awards, *distributed confidentially*
6.5   Faculty of Graduate Studies and Research Scholarships and Awards Committee, *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
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

8.   Other Business

9.   Adjournment

FACULTY *of* ARTS

Date: Friday, September 11, 2020
To: University of Regina Executive of Council
From: Dr. Joe Piwowar, Associate Dean, Undergraduate
Re: Council Committee on Undergraduate Admissions and Studies - Correction to Previously Approved Motion

At the 1 June 2020 Council Committee on Undergraduate Admission and Studies meeting and forwarded to the 17 June 2020 Executive of Council meeting, the following motion passed with the friendly amendment to include the following:

> Students who have completed the Arts Qualifying Year will not be accepted to the <u>Arts Transition Program (ATP) and</u> Academic Recovery Program (ARP) in the Faculty of Arts in future terms.

The Faculty of Arts would like to submit the original version of the motion, which does not allow students that were unsuccessful in AYQ to complete the Arts Transition Program (ATP) in future terms.

RATIONALE:

The Faculty's intention to not accept students to the Academic Recovery Program after completion of the Arts Qualifying Year is to avoid students from having similar supports for a potential of four consecutive terms without notable progression toward good academic standing. Failing the AQY will result in students being required to discontinue (RTD) from the Faculty of Arts for a minimum of three terms.

Students who have been away from the university for three terms or more require readmission to the Faculty of Arts. Since ATP is a condition of admission for students with a UGPA <60.00%, we trust the mandatory time away and the supports provided in the ATP will guide them down the path for academic success upon return.

<u>**CREATION OF THE FACULTY OF ARTS QUALIFYING YEAR**</u>

MOTION: To create the Faculty of Arts Qualifying Year for domestic and international students with a high school graduation average between 60.00% and 69.99%, effective 202120.

Arts Qualifying Year (AQY)
Students with high school graduation averages between 60.00-69.99% will be admitted to the Faculty of Arts and are required to complete the Arts Qualifying Year in their first two terms, as follows:

Term 1	Term 2
ACAD 100 or RDWT 120 (3.0 credit hours)	ENGL 100 (3.0 credit hours)
SSW ACT – Student Success Workshops (non-credit 6.0 credit hours equated credit)*	SSW ACT – Student Success Workshops (non-credit 6.0 credit hours equated credit)*
Faculty of Arts course (3.0 credit hours)	Faculty of Arts course (3.0 credit hours)

ARTS 099 (0.0 credit hours)	Faculty of Arts course (3.0 credit hours) (optional)
*Additional program fees are required above standard registration and course fees.	

To proceed to Term 2, students must successfully complete and pass each requirement in Term 1. Failure to do so will result in the student being Required to Discontinue (RTD) from studies in the Faculty of Arts for a minimum of three terms.

To successfully complete the Arts Qualifying Year, students must:
- Receive a 50% (pass) in ACAD 100 or RDWT 120, ENGL 100, and all other courses completed in the program;
- Receive a "P" (pass) in ARTS 099; and
- Receive a "P" (pass) in SSW ACT in both terms.

Unsuccessful completion of the Arts Qualifying Year will result in the student being required to discontinue studies in the Faculty of Arts for a minimum of three terms.

Students who have completed the Arts Qualifying Year will not be accepted to the Academic Recovery Program (ARP) in the Faculty of Arts in future terms.

REPORT TO EXECUTIVE OF COUNCIL
FROM THE COUNCIL COMMITTEE ON ACADEMIC MISSION
FOR THE PERIOD FROM 1 JULY 2019 TO 30 JUNE 2020

The Council Committee on Academic Mission (CCAM) last reported to Executive of Council at Council's November 2018 meeting. CCAM met monthly, with the exception of cancelled meetings in April 2020 and April 2019. Agendas and minutes from our meetings are available here.

Much of CCAM's work is focussed on the unit review process and follow up meetings with units that have been reviewed. These meetings immediately after they have been reviewed, 18 months after a review, and five years after a review and focus on how units are responding to the recommendations from the external reviewers. Since our last report, that has meant meetings with: the Library; the Faculties of Engineering and of Graduate Studies and Research; and the Departments of Psychology, Geology, Economics, Journalism, Chemistry and Biochemistry, Theatre, Music, English, and Computer Science. One conclusion the committee drew from these discussions is that it could be more helpful to units in identifying how these responses fit with the University's strategic plans. Going forward, it will ask units to use a template to help structure how they respond to the recommendations of their external review.

The committee also attempts to take a broad view of issues facing the University. Topics examined have included: better using student data, Indigenization in Science Math, the international student experience, Indigenous Scholars and graduate degrees, and the future of graduate education. The committee also contributed to the Strategic Planning process and discussed the draft report on the Centre for Teaching and Learning.

CCAM offers a great opportunity to see the productive and innovative work being done across the University. We thank everyone who took the time to meet with us and, especially, thank Kristina Eckel and Yvonne Gray for their administrative support.

Jim Farney, Chair
Submitted on behalf of Council Committee on Academic Mission

**REPORT TO EXECUTIVE OF COUNCIL
FROM THE 9 SEPTEMBER 2020
MEETING OF THE COUNCIL COMMITTEE ON THE
FACULTY OF GRADUATE STUDIES AND RESEARCH**

ITEM(S) FOR APPROVAL

1.   FACULTY OF ARTS

1.1   Graduate Record Examination (GRE) Requirement

MOTION: That the requirement of scores from the Graduate Record Examination (GRE) test for applicants applying to the Clinical Psychology and Experimental and Applied Psychology Masters and PhD programs be suspended effective 202120 and 202130.

RATIONALE:
The COVID-19 pandemic has created significant hardships for prospective applicants who are unable to travel to testing centres to take the GRE. In line with the majority of graduate programs in psychology in Canada, the Department of Psychology wishes to suspend this requirement for the upcoming admissions cycle, to ensure applicants who are unable to meet this requirement are not unduly penalized in the admissions process.

(end of Motion)

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2.   FACULTY OF EDUCATION

2.1   New Program - Master of Education in Teaching, Learning and Leadership (MEd TLL)

MOTION: That the Master of Education in Teaching, Learning and Leadership (MEd TLL) course route be created, effective 202130.

Master of Education in Teaching, Learning and Leadership (course route)

Approved research methods course*	3
EC&I 804	3
EDL 819	3
One course from the Anti-oppressive Ed/Indigenous Ed suite of courses**	3
8xx elective	3
8xx elective	3
8xx elective	3
8xx elective	3
8xx elective	3
EFDN 899	3
Total	**30**

*__Approved Research Methods Courses include, but are not limited to__, one of ED 800, 801, 810, 815, 816, or 817
__Anti-oppressive Education / Indigenous Education Suite of Courses:__
EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC

RATIONALE:
Replacing the course-based routes for the Master of Education (MEd) in Educational Leadership (EDL) and the Master of Education (MEd) in Curriculum & Instruction (C&I) with the Master of Education (MEd) in Teaching, Learning and Leadership (TLL) would move these two programs toward a common theme of teaching, learning, and leadership by contributing courses from both the EDL and EC&I subject areas. The resulting course-based program would be flexible enough to suit the needs of students from either area while providing a coherent program of study. The course route as a coherent program (instead of an assortment of courses) is further emphasized as the program culminates with the completion of a Capstone seminar which requires the student to reflect and synthesize their learnings from the coursework.

Management of Transition (from old program to new program)
The new MEd in TLL course-based route will come into effect 202130:
- new applicants will be accepted to the new program route
- current students may request to transfer to the new subject area
- any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new degree program

(end of Motion)

2.2 Program Change - Master of Education (MEd) in Educational Psychology (EPSY)

MOTION: That the Master of Education (MEd) in Educational Psychology (EPSY) course-based route be modified, effective 202130.

Master of Education in Educational Psychology

Current		Proposed	
ED 800**	3	***Approved research methods course****	3
EPSY 820	3	EPSY 820	3
EPSY 821 or 822	3	EPSY 821 or 822	3
EPSY 824	3	***EPSY 824 or 832***	3
EPSY 832	3	***One course from the Anti-oppressive Ed/Indigenous Ed suite of courses****	3
EPSY 8xx*	3	Elective 8xx	3
EPSY 8xx*	3	Elective 8xx	3
Elective 8xx*	3	Elective 8xx	3
Elective 8xx*	3	Elective 8xx	3
Elective 8xx*	3	***EFDN 899***	3
Total	30	Total	30

Electives selected with the approval of the thesis supervisor
Approved Research Methods courses include (but not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.
*Approved Research Methods Courses include, but are not limited to, one of ED 800, 801, 810, 815, 816, or 817
**Anti-oppressive Education / Indigenous Education Suite of Courses:
EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC

RATIONALE:
These changes are recommended to ensure that the MEd in EPSY course route balances a variety of competing priorities:
- flexible enough to suit the needs of a variety of students
- allows students to continue to meet their professional development requirements
- provides students with a coherent program of study (instead of an assortment of courses), this aspect is further emphasized as the program culminates with the completion of a Capstone seminar which requires the student to reflect and synthesize their learnings from the coursework

Management of Transition (from old route to new route)
The new MEd in EPSY course-based route will come into effect 202130:
- new applicants will be accepted to the new program route
- current students may request to transfer to the new route
- any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new route

(end of Motion)

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3.   FACULTY OF ENGINEERING AND APPLIED SCIENCE

3.1   Course Change - ENSE 883

> **MOTION:** That ENSE 883 - Software Systems Architecture credit hours and grading mode be changed, effective 202110.

Current	Proposed
Credit Hours:3	Credit Hours:*1-6*
Lecture Hours: 3	Lecture Hours: *1-6*
Lab Contact Hours: 0	Lab Contact Hours: *0-6*
Grade Mode: Normal, Credit/No-Credit	Grade Mode: *Pass/Fail*

RATIONALE:
The ENSE 883 lab component provides essential learning for graduate students with respect to back-end server set-up and administration that can only be provided in a lab component as it includes setting up individual servers, configuration of back-end server software and connection/service to the public Internet network.

(end of Motion)

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4.   FACULTY OF MEDIA, ART, AND PERFORMANCE

4.1   Course Change - FA 899

> **MOTION:** That FA 899 - Grad Level Professional Placement course description be changed and credit hours be modified, effective 202110.

Current	Proposed
FA 899 – Grad Level Professional Placement (3-15) The Professional placement course serves as a more practical path towards completing their degree and will provide a research environment for case study investigation. It reflects a move in similar programs throughout North America to offer opportunities for practical experience at an advanced level and to develop links with professional arts organizations.	FA 899 – Grad Level Professional Placement (**3**) ***The Professional placement course offers a practical opportunity for experiential research or case study investigation.***

RATIONALE:
The current credit hour designation is inaccurate. The revised description is more succinct.

(end of Motion)

4.2   Course Change - ART 902

MOTION: That ART 902 Research and Exhibition Preparation credit hours be changed, effective 202110.

Current ART 902	Proposed ART 902
Credit Hours: 12	Credit Hours: **9**

RATIONALE:
To correspond with the number of credit hours offered.

(end of Motion)

4.3   Program Change - Master of Fine Arts (Studio Art Practice)

MOTION: That the Master of Fine Arts (Studio Art Practice) program be modified, effective 202110.

Current		Proposed	
FA 800	3	FA 800	3
FA 803	3	FA 803	3
ART 8XX	9	ART 8XX	**12**
ART 801-804	12	ART 801-804	12
Elective	3	Elective	3
ART 902	12	ART 902	**9**
FA 903	0	FA 903	0
Total	42	Total	42

RATIONALE:
Students will benefit from one more studio course in their program in order to prepare for moving into ART 902 credits. The 3 remaining ART 902 are more than adequate for students to complete their projects.

(end of Motion)

5.   JOHNSON-SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

5.1   New Certificate – Masters Certificate of Indigenous Nation-building

> **MOTION:** That the Master Certificate of Indigenous Nation-building be created, effective 202130.

Master Certificate of Indigenous Nation-building

JSGS 893 – Foundations of Indigenous Governance	3
JSGS 894 – Indigenous Nation-building	3
JSGS 895 – Community Residency	0
JSGS 8xx or approved elective subject to approval by graduate chair	3
Total	**9**

RATIONALE:
The Masters Certificate in Indigenous Nation-building is a partnership program offered through First Nations University of Canada (FNUniv) and Johnson Shoyama Graduate School of Public Policy (JSGS). The program will fill a much-needed educational gap in Saskatchewan and Canada, while simultaneously creating unique educational value on matters of Indigenous traditional knowledge of governance and nationhood in the Saskatchewan context.

The Masters Certificate in Indigenous Nation-building program is steeped in practical skills and based on Indigenous-centred and informed approaches to governance and nationhood. The Certificate in Indigenous Nation-building will offer graduate-level training that incorporates both the conceptual and the practical.

(end of Motion)

ITEM(S) FOR INFORMATION

1.   NEW COURSES

Faculty of Education
EDL 829 Supporting Indigenous Student Success (3)
This course will focus on Indigenous leadership, research, and practice that supports Indigenous student success. Successful examples of relevant Indigenous educational practice will be emphasized, with a specific focus on local/regional content. An Indigenous (Nehinuw) model of effective teaching will be highlighted.

Faculty of Engineering and Applied Science
ENSE 821 Advanced Topics in Digital Security (3)
Topics like cryptography are covered in general terms. Course leaves freedom to cover issues of relevance to the latest threats discovered. Students are expected to extend their knowledge through comprehensive survey on defined topics and to present on advanced topics following their independent research. Student are expected to have strong programming skills as they try to solve real problems and offer alternative solutions.

Faculty of Science
PHYS 811 Advanced Classical Mechanics (3)
Hamilton-Lagrange equations, Hamilton-Jacobi theory and applications, transformation theory, and special relativity.
Prerequisite: PHYS 251 and PHYS 301

Johnson-Shoyama Graduate School of Public Policy
JSGS 893 Foundations of Indigenous Governance (3)
Indigenous peoples' governance frameworks, while diverse, are intrinsically informed by Indigenous worldviews. This course explores settler-colonial Canada's attempts to eradicate Indigenous nationhood and Indigenous peoples' resistance through the continued practice of governance. In particular, Indigenous worldviews will be presupposed to transform colonial inequity in contemporary Indigenous/Canadian governing relationships.

JSGS 894 Indigenous Nation-building (3)
This course develops a structure by which the connection between the traditional and contemporary forms of governance can decolonize and mitigate colonial inequity in settler-colonial Canada. Among the questions considered are: How is decision making informed by traditional approaches to Indigenous governance? What impact does settler colonialism have on political, social, and economic institutions and developments in Indigenous communities? What role can governance have on economic performance? How can Indigenous self-governance transform settler-colonial inequity?

JSGS 895 Community Residency (0)
The purpose of this course is to provide a framework for community economic development and community enhancement in Indigenous communities. Students will be matched with a community governance project before course commencement.

2.   COURSE CHANGES

Faculty of Media, Art, and Performance

Current FA 805	Proposed FA 805
FA 805 Interdisciplinary Doctoral Symposium Students will engage in epistemological discussion on artistic research and the research problematics elaborated within the program.	*FA 805 **Doctoral Research Showcase** **Students will develop, organize, present and engage in a public forum on their PhD research project.***

Faculty of Science

Current STAT 851	Proposed STAT 851
Measure spaces, independence, expectations, convergence theorems, distribution functions and characteristic functions.	***Probability measures; distribution functions; sequences of random variables; characteristic functions; modes of convergence; convergence theorems; weak and strong laws of large numbers; Central Limit Theorem.***

REPORT TO EXECUTIVE OF COUNCIL
FROM THE COUNCIL COMMITTEE ON RESEARCH

ITEM(S) FOR APPROVAL

1.   UNIVERSITY OF REGINA RESEARCH CHAIR – SASKPOWER CHAIR IN ARTIFICIAL INTELLIGENCE

> **MOTION:** That Executive of Council approve the creation of a new University of Regina Research Chair titled the "SaskPower Chair in Artificial Intelligence" as detailed in Attachment A.

BACKGROUND AND DESCRIPTION:

Information technology is at the heart of nearly every aspect of the modern world. With the explosive growth in information gathering, the ability of human beings to efficiently access the wealth of information available to them, and to make evidence-based decisions from that information, is growing harder each day. The importance of an educated and sophisticated population to be well versed in fields such as artificial intelligence, machine learning, and data science, has never been greater than it is now. This importance is acutely understood by the youth of this province, with enrolments in computing science skyrocketing in Saskatchewan and across Canada as a whole. The need for a workforce that is well educated in information science is also plainly understood by non-academic employers, with many provincial companies now strongly advocating to the Government of Saskatchewan to make greater investments in postsecondary information-technology education.

With these needs in mind, SaskPower and the University of Regina signed a sponsorship agreement on March 10, 2020, that included $690,000 to be directed toward a Research Chair in Artificial Intelligence. As stated in the Agreement, the purpose of the Chair is "provide leadership and enhance research activity and knowledge transfer in the fields of artificial intelligence, machine learning, or deep learning, with a focus on industrial applications and areas to be explored by SaskPower."

The SaskPower Chair in Artificial Intelligence is proposed to be mainly titular, a title to be bestowed upon a faculty member currently employed by the University of Regina, accompanied by a modest stipend and substantial research funds to recruit and support a variety of highly qualified personnel (students, postdoctoral researchers) to work under the direct supervision of the Chair. The major portion of the funding associated with the SaskPower Chair is to be used to recruit a tenure-track Assistant Professor in the field of artificial intelligence to build capacity in AI, to develop their own independent research program, and to partially support the activities of the SaskPower Research Chair.

The term of the Chair is three (3) years. Renewal or continuation of the Chair beyond three years would be contingent on renewed or continued funding from SaskPower. However, the tenure-track Assistant Professor recruited in connection with this Chair would become a permanent faculty member at the University of Regina, conditional upon the granting of tenure.

(end of Motion)

Attachment A

Research Chair Proposal

Submitted by Douglas Farenick, Dean of the Faculty of Science

June 29, 2020; revised August 14, 2020

Chair Title: SaskPower Chair in Artificial Intelligence
Field of Expertise: Artificial intelligence, machine learning, or deep learning, with a focus on industrial applications
Faculty: Science

Background

On March 10, 2020, SaskPower and the University of Regina signed a sponsorship contract that included $690,000 to be directed toward a Research Chair in Artificial Intelligence. The purpose of the Chair is "provide leadership and enhance research activity and knowledge transfer in the fields of artificial intelligence, machine learning, or deep learning, with a focus on industrial applications and areas to be explored by SaskPower."

The term of the Chair is three years. The Chair is largely titular, intended to be held by a faculty member currently employed by the University of Regina. The major proportion of the funding is to be used to recruit:

a) a tenure-track Assistant Professor in artificial intelligence to partially support the Chair's activities, to build additional capacity in the field, and to develop their own independent research program; and

b) a variety of highly qualified research personnel (students, postdoctoral researchers) to work under direct supervision of the Chair.

Candidate Profile

The SaskPower Chair in AI is open to any individual in the Department of Computer Science who

- holds the rank of Professor, and
- has an active research program in artificial intelligence, machine learning, or deep learning.

In accordance with University of Regina policy (RCH-010-010) on Research Chairs, the principles of equity, diversity, and inclusion will be considered in the recruitment and evaluation of the Chair.

Rationale for the Research Chair Allocation

There has been strong advocacy from non-academic sectors of Saskatchewan to enhance the research and postsecondary educational opportunities in the fields artificial intelligence, machine learning, and deep learning. The demands within the Canadian economy for expertise in these areas has never been higher; nor can one imagine a future in which AI or related fields do not have a major role. To assist the University of Regina in building intellectual capacity in this area of computational science, and to engage highly qualified

personnel in computational problems with real-world applications, SaskPower has made a significant commitment of funds to support a senior professor in a titular and supervisory role and to support a young researcher for three years in a tenure-track faculty position.

Potential Impact of the Research Chair

The SaskPower Chair in Artificial Intelligence will:
- enhance the development of local expertise through the direct supervision of undergraduate and graduate students and/or postdoctoral researchers;
- build capacity at the University of Regina in artificial intelligence, machine learning, or deep learning.

Although the term of the Chair is fixed at three years, the possibility for renewals or recommitments should be explored prior to the end of term, thereby extending (potentially) the impact of the present Chair to a longer time horizon.

Research Environment

The University of Regina is already strong in the fields of artificial intelligence, machine learning, and deep learning, as a significant proportion of the current Computer Science Department has expertise in these areas, including a current Tier 2 Canada Research Chair. Enrolments in both undergraduate and graduate programs in Computer Science are very large, providing a deep pool for the recruitment of HQP.

Alignment with the University of Regina Strategic Plan, 2020-2025

Of the five strategic priorities articulated in the University of Regina's Strategic Plan, *All Our Relations,* for 2020-2025, the activities of the SaskPower Chair will contribute to the University's strategic priority in Discovery, not only in terms of excellence in teaching and research with community connections, but also in terms of student success (for example, in developing career-ready students). The SaskPower Chair will be strongly encouraged by leadership in the Faculty of Science to recruit young scholars and students with diverse backgrounds, as well as Saskatchewan indigenous students, to the Chair's research teams and projects.

Budget
SaskPower: $690,000
1. Annual salary stipend for the Chair: $15,000 per year.
2. Annual salary, market supplement, and benefits of the tenure-track Assistant Professor: $150,000 per year. Annual expenditures exceeding $150,000 toward salary, market supplements, and benefits will be the responsibility of the Faculty of Science. After three years, the Faculty of Science will assume responsibility for the Assistant Professor's salary, benefits, and market supplements in full. After three years, the tenure-track Assistant Professor will assume the first available base-budgeted faculty position in the Department of Computer Science (created through a retirement or resignation); however, until that time, the Faculty of Science will be responsible for using its discretionary budget to fund the position.
3. Support for postdoctoral researchers, graduate students, and/or undergraduate students working under the direct supervision of the Chair: $65,000 per year.

Faculty of Science: $57,000
1. Start-up grant for the Assistant Professor: $25,000.

2. $16,000 per year, in each of years two and three, to support one, or at most two, high-quality graduate student(s) under the direct supervision or co-supervision of the Assistant Professor.

Reporting

The SaskPower Chair shall submit to the Dean of Science an annual report of at most five pages in length describing the activities of the Chair, the Assistant Professor, and the highly qualified research personnel during the previous 12 months. Copies of this report shall be forwarded to the Vice President (Research), the Research Office, University Advancement and Communication, and the sponsor, SaskPower.

OTHER BUSINESS
FOR THE 23 SEPTEMBER 2020
MEETING OF EXECUTIVE OF COUNCIL

Item for Information

1.   CHANGE IN NAME - FACULTY BASED RESEARCH CENTRE

Effective 1 July 2020, the Community Research Unit (CRU) was renamed the Community Engagement and Research Centre (CERC), a change that, according to its outgoing Academic Director Dr. Michelle Stewart, more accurately reflects the unit's mandate and programming. "This name change better reflects the wide range of programs and services offered by the CERC," she explained. "The CERC looks to build connections in a variety of ways – facilitating community initiated research projects, for instance, as well as enhancing student engagement with community based research through learning opportunities like the Arts Work Experience Internship Program." Also on July 1, Professor Amber Fletcher (Sociology and Social Studies) began a three year term as CERC's new Academic Director.