



The following Motions and Documents were considered by the Board Learning, Research and Student Experience Committee during the Open Session of its March 8, 2024 meeting:

Agenda Title: **Student Misconduct Policy Suite: Delegation of Authority**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee recommend that the Board of Governors:

- (a) delegate to General Faculties Council its powers, duties and functions related to student misconduct appeals arising out of student discipline decisions made under and pursuant to section 31 of the *Post-Secondary Learning Act* and:
 - (i) the *Student Conduct Policy*, and
 - (ii) the proposed student academic integrity policy,all as detailed in Attachment 1;
- (b) authorize the university's Institutional Policy Lead to make all consequential amendments and changes to existing university documents, instruments and policies necessitated by virtue of the approval of:
 - (i) the *Student Conduct Policy* and its associated procedures,
 - (ii) the proposed student academic integrity policy and its associated procedures, and
 - (iii) the foregoing delegation; and
- (c) direct the university's Institutional Policy Lead to report to the Board of Governors in writing confirming the completion of the aforementioned consequential amendments and changes.

Final Recommended Item: 2.

Agenda Title: **Suspensions from the Program Revitalization for the Bachelor of Commerce Program, Faculty of Business**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council (GFC), and acting with delegated authority of the Board of Governors, approve the proposed suspensions of the following majors in the Bachelor of Commerce Program:

- Decision and Information Systems
- Distribution Management
- East Asian Business Studies
- European Business Studies
- Latin American Business Studies
- Natural Resources, Energy and the Environment
- Retailing and Services

Final Item: 7b.

Agenda Title: **Doctor of Education (EdD) Specialization Suspensions**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council (GFC), and acting with delegated authority of the Board of Governors, approve the suspension of the Educational Policy Studies specialization and the Elementary Education specialization under the Doctor of Education (EdD).

Final Item: 7c.

Agenda Title: **Proposed School of Business Master of Management Analytics (MMA)**

APPROVED MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the new Master of Management Analytics (MMA) program in the Alberta School of Business for implementation upon final approval.

Final Recommended Item: 7d.

ITEM NO. 2Decision Discussion Information

ITEM OBJECTIVE: TO consider and, if deemed appropriate, recommend that the Board of Governors delegate to the General Faculties Council its powers, duties and functions related to student misconduct appeals, on certain conditions, arising out of student discipline decisions made under and pursuant to the *Student Conduct Policy* and the proposed student academic integrity policy.

DATE	March 8, 2024
TO	Board Learning, Research and Student Experience Committee
RESPONSIBLE PORTFOLIO	University Governance

MOTION: THAT the Board Learning, Research and Student Experience Committee recommend that the Board of Governors:

- (a) delegate to General Faculties Council its powers, duties and functions related to student misconduct appeals arising out of student discipline decisions made under and pursuant to section 31 of the *Post-Secondary Learning Act* and:
 - (i) the *Student Conduct Policy*, and
 - (ii) the proposed student academic integrity policy,all as detailed in Attachment 1;
- (b) authorize the university's Institutional Policy Lead to make all consequential amendments and changes to existing university documents, instruments and policies necessitated by virtue of the approval of:
 - (i) the *Student Conduct Policy* and its associated procedures,
 - (ii) the proposed student academic integrity policy and its associated procedures, and
 - (iii) the foregoing delegation; and
- (c) direct the university's Institutional Policy Lead to report to the Board of Governors in writing confirming the completion of the aforementioned consequential amendments and changes.

EXECUTIVE SUMMARY:**Background**

Under Section 31 of the PSLA¹, the General Faculties Council (“GFC”) has general supervision of student affairs at the university and GFC may, subject to a right of appeal to the Board of

¹ *Post-secondary Learning Act*, S.A. 2003, c. P-19.5 (the “PSLA”).

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Governors (the “**Board**”), discipline students attending the university.

On September 19, 2022, the GFC resolved to recommend that the Board approve the *Student Conduct Policy* and its associated procedures (the “**Student Conduct Policy suite**”). The Board approved the *Student Conduct Policy* suite on November 18, 2022. The *Student Conduct Policy* suite deals with non-academic student conduct matters.

As part of its general supervision of student affairs and its overall responsibility for the academic affairs of the university,² GFC now wishes to consider and have approved a student academic integrity policy suite, which will exist in concert with the *Student Conduct Policy* suite, and deal exclusively with matters of student academic integrity. Collectively, the *Student Conduct Policy* suite and the proposed student academic integrity policy suite are the “**Student Misconduct Policy Suites**”.

The Student Misconduct Policy Suites consist of certain discrete documents, including the previously approved *Student Misconduct Appeal Procedure* (the “**SMAP**”) and the proposed student academic misconduct appeal procedure (together with the SMAP, the “**Appeal Procedures**”).

Delegation Rights

The Board may delegate in writing to any person any power, duty or function conferred or imposed upon it by the PSLA, except for the power to make bylaws.³

The Appeal Procedures

The Student Misconduct Policy Suites are replacing the existing *Code of Student Behaviour* (the “**COSB**”).

Under the COSB, appeals are administered by the University Appeal Board, acting with delegated authority.

Likewise, the SMAP specifically provides that:

*“...the Board has adopted and approved this Student Misconduct Appeal Procedure **and has delegated** the powers and functions in the appeal process to the persons identified in this procedure.”* [emphasis added]

Similarly, the proposed student academic misconduct appeal procedure, as currently drafted, specifically provides that:

*“...the Board **has delegated** the powers and functions in the appeal process to the persons identified in this procedure.”* [emphasis added]

² PSLA, at s. 26(1).

³ PSLA, at s. 62. Emphasis added.

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Under the Appeal Procedures, appeals with respect to student misconduct are heard / will be heard by student misconduct appeal panels, also acting with delegated authority.

The Board Learning, Research and Student Experience Committee (“**BLRSEC**”) has amongst its areas of responsibility the review and approval of substantive amendments to the appeal procedures and powers set out in the COSB.⁴

The Appeal Procedures do not constitute substantive amendments to the appeal procedures and powers set out in the COSB, however, it is reasonable to have BLRSEC consider and, if deemed appropriate, recommend that the Board delegate to GFC its powers, duties and functions related to student appeals as described in Attachment 1 given that such delegation will necessarily impact the significance of the appeal procedures and powers under the COSB.

Discussion

While the Board did approve the SMAP, and confirmed having delegated the powers and functions set out in the SMAP to the persons identified in the SMAP, s. 62 of the PSLA requires such delegation to be in writing. As such, and as set out in Attachment 1, it is desired that the Board specifically evidence in writing its delegation of authority with respect to both of the Appeal Procedures, in addition to clarifying GFC’s authorization to sub-delegate such powers, duties and functions such that the student misconduct appeal panels can effectively and efficiently conduct their work.

The effect of the approval of the Student Misconduct Policy Suites, and the aforementioned delegation, is the need to make certain consequential amendments and changes to existing university documents, instruments and policies.

Such consequential amendments and changes involve replacing references to the COSB and the COSB’s language, concepts, and processes with appropriate references to the Student Misconduct Policy Suites and the language, concepts and processes as appropriate to give effect to these Student Misconduct Policy Suites.

It is desired for both the Board and GFC to authorize the university’s Institutional Policy Lead to make all such consequential amendments and changes to existing university documents, instruments and policies. Thereafter, all other amendments to existing university documents, instruments and policies will be carried out in accordance with the ordinary or prescribed terms for editorial and substantive amendments.

Risk Discussion / Mitigation of the Risk

This delegation aligns with historical practice, whereby the Board delegated its powers, duties and functions to adjudicate appeals of student discipline decisions made under and pursuant to the *Code of Student Behavior* and the *Code of Applicant Behavior*. Similarly, appeals arising out of

⁴ Board Learning, Research and Student Experience Committee Terms of Reference (the “**BLRSEC Terms of Reference**”), at s. 2.h).

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student discipline decisions made under the Student Misconduct Policy Suites should be adjudicated by trained appeal panels acting with delegated authority, mitigating the need for the Board to adjudicate such appeals, while not having the specific training or detailed familiarity with the substantive content of the Student Misconduct Policy Suites required in order to do so.

In addition to the foregoing, providing the Institutional Policy Lead with the authority to make consequential changes to existing university documents, instruments and policies best ensures that the Board's limited time is not taken up with seeking approvals for such amendments, and allows the Institutional Policy Lead work efficiently and expeditiously to complete such changes.

Where applicable, list the legislation that is being relied upon

1. PSLA, at s. 31(1).
2. PSLA, at s. 62.
3. The BLRSEC Terms of Reference, at s. 2.h)

Next Steps

Assuming that BLRSEC does recommend that the Board delegate its powers, duties and functions related to student appeals arising out of student academic discipline decisions, the Board will consider such recommendation and the proposed wording of the delegation in writing at its scheduled meeting on March 22, 2024.

Once the student academic misconduct appeal procedure comes before GFC, that body will be advised that the Board has made the requisite delegation of authority in writing as contemplated in the procedure.

Supporting Materials:

1. Attachment 1: Delegation of Power, Duty or Function by the Board of Governors (3 pages) – for recommendation

Attachment 1**DELEGATION OF POWER, DUTY OR FUNCTION BY THE BOARD OF GOVERNORS**

Post-secondary Learning Act (Alberta), s. 62

WHEREAS:

- A. Pursuant to section 31(1) of the *Post-secondary Learning Act*, S.A. 2003, c. P-19.5 (the “**PSLA**”) the general faculties council (“**GFC**”) has general supervision of student affairs at the University of Alberta (the “**university**”) and in particular, but without restricting the generality of the foregoing, GFC may, subject to a right of appeal to the board of governors (the “**Board**”), discipline students attending the university.
- B. Pursuant to section 62 of the PSLA, the Board may delegate in writing to any person any power, duty or function conferred or imposed upon it by the PSLA, except the power to make bylaws.
- C. GFC, in accordance with its general supervision of student affairs at the university, approved the *Student Conduct Policy* suite on September 19, 2022 and now wishes to have approved a new student academic integrity policy suite. Each of these policy suites consist of certain discrete documents:
 1. the *Student Conduct Policy* and the proposed student academic integrity policy (collectively, the “**Policies**”);
 2. under the *Student Conduct Policy*:
 - (i) the *Student Misconduct Complaint Procedure* (the “**SMCP**”);
 - (ii) the *Student Misconduct Ticket Procedures* (the “**SMTP**”);
 - (iii) the *Student Misconduct Appeal Procedure* (the “**SMAP**”); andunder the proposed student academic integrity policy:
 - (iv) the student academic misconduct procedure (the “**SAMP**” and together with the SMCP and the SMTP, the “**Misconduct Procedures**”); and
 - (v) the student academic misconduct appeal procedure (together with the SMAP, the “**Appeal Procedures**”).

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Collectively, the Policies, the Misconduct Procedures and the Appeal Procedures comprise the “**Student Misconduct Policy Suites**”.

- D. The Board wishes to delegate to GFC the powers, duties and functions related to the administration of student misconduct appeals as set out herein and arising out of student discipline decisions under the Student Misconduct Policy Suites.

NOW THEREFORE:

1. The Board hereby delegates to GFC the power, duty and function to administer appeals arising out of student discipline decisions made under the Student Misconduct Policy Suites.
2. In addition to the foregoing, the Board hereby delegates to GFC the power to settle and approve the form and content of, and any editorial or substantive amendments to, the Appeal Procedures, provided, however, that the Appeal Procedures must expressly provide that:
 - (a) an appellant may appeal the decision of a decision maker on the following grounds:
 - (ii) the decision maker erred in their decision as to whether or not they had jurisdiction to apply one of the Policies;
 - (iii) the decision maker made an error in the finding of violation or no violation of one of the Policies; and/or
 - (iv) the decision maker did not meet the duty of procedural fairness for reasons including, but not limited to:
 - (A) the appellant was not given a reasonable opportunity to provide information to the decision maker;
 - (B) the appellant was not given a reasonable opportunity to respond to evidence or statements contrary to their account;
 - (C) the decision maker was biased; and/or
 - (D) any other denial of procedural fairness,
 - (b) where the appellant is the student who was the subject of a complaint, such student may appeal the decision of the decision maker on any of the grounds noted above and on any other grounds, including but not limited to:
 - (i) the sanction is outside of a reasonable range, given the nature of the violation, and/or

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- (ii) other specified grounds for the appeal,
 - (c) appeals will be based on the record which was before the decision maker, and
 - (d) the panel hearing the appeal will determine whether:
 - (i) the decision maker's decision contained errors to the extent that those errors would have a material effect on the outcome of the decision; or
 - (ii) the sanctions imposed by the decision maker were unreasonable in the circumstances.
3. In addition to the foregoing, the making of this delegation expressly requires that GFC observe the provisions in the Appeal Procedures setting out the procedures and powers of appeal panels.
4. This delegation also authorizes GFC to sub-delegate the powers, duties and functions delegated to GFC to:
- (a) administer appeals;
 - (b) settle and approve the form and content of the Appeal Procedures; or
 - (c) approve any editorial or substantive amendments to the Appeal Procedures.
5. Notwithstanding that this delegation may be approved by the Board before or after the approval of either of the Appeal Procedures, this delegation shall nevertheless be deemed operative and in effect as of the dates of such approvals.



Decision **Discussion** **Information**

ITEM OBJECTIVE: Proposed suspension of seven majors in the Bachelor of Commerce Program as a part of the program revitalisation initiative.

DATE	March 8, 2024
TO	Board Learning, Research and Student Experience Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council (GFC), and acting with delegated authority of the Board of Governors, approve the proposed suspensions of the following majors in the Bachelor of Commerce Program:

- Decision and Information Systems
- Distribution Management
- East Asian Business Studies
- European Business Studies
- Latin American Business Studies
- Natural Resources, Energy and the Environment
- Retailing and Services

EXECUTIVE SUMMARY:

In September, 2023, the GFC Programs Committee approved a proposal for revitalisation of the Bachelor of Commerce. The proposal included changes to move core Business courses earlier in students’ Undergraduate Programs, postpone Major declaration to Winter of Students’ second year, standardize the second year of the Undergraduate Program, and to remove INTD (Interdisciplinary Studies) 101 as a requirement.

As a part of this revitalisation initiative, the School of Business (“ASB”) proposes the suspension of admission to seven undersubscribed majors.

Risk Discussion / Mitigation of the Risk

Some of these majors are outdated in the current market, others face teaching resource challenges, and a few don't align directly with business programs. The risk in maintaining these options complicates scheduling and course planning while diverting attention from the more successful majors under the BCom.

Supporting Materials:

1. [Link to Program Suspension Templates](#), which includes:
 - BCom Major in Decision and Information Systems Program Suspension Template (pages 1-4)
 - BCom Major in Distribution Management Program Suspension Template (pages 5-8)
 - BCom Major in East Asian Business Studies Program Suspension Template (pages 9-12)
 - BCom Major in European Business Studies Program Suspension Template (pages 13-16)
 - BCom Major in Latin American Business Studies Program Suspension Template (pages 17-20)



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- BCom Major in Natural Resources, Energy and the Environment Program Suspension Template (pages 21-24)
- BCom Major in Retailing and Services Program Suspension Template (pages 25-27)

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Students – we have had student voice through two channels: 1. We have students serving on Undergraduate Studies Policy Committee (USPC) who serve as the student voice. These students raised a number of questions throughout the process of broaching these changes. At several USPC meetings last year I socialized the changes, brought some changes forward for further discussion (and voting) at USPC, and brought several more changes (the ones in the current package) forward in the winter semester. At each meeting, students raised issues and were supportive of the changes. It is also notable that one Student USPC member who was on the executive of the Business Students’ Association discussed changes with fellow members of the BSA. 2. We had a town hall with students last fall where some of these changes were discussed to get broader student feedback.

Those who have been consulted:

- USPC members, as discussed in the previous blurb
- Department Chairs from all 4 of our departments in the ASB.
- The former Dean and Associate Dean Education.
- The current Dean and Vice Dean.
- All faculty were presented these changes before and during Business Council.
- Leaders throughout the School were presented these changes several times at regular (once every 4-6 weeks) leadership meetings.
- Program Support Team (PST)
- The Transition Year Program (TYP) The Dean and Vice Dean, CSJ (we are still working with them)

Those who have been informed:

- Leaders and Faculty within the ASB
- Other Faculties (via PST); pointing out that these changes could mean possible additional changes to other faculties’ calendar pieces.
- Campus Saint-Jean (CSJ)
- TYP
- We will reach out to affected faculties and CSJ again once these changes are approved



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Approval Route:

- GFC Programs Committee – September 14, 2023 (for approval of the Program Revitalisation proposal and recommendation of suspension)
- GFC Academic Planning Committee – January 10, 2024 (for recommendation of suspensions)
- General Faculties Council – January 29, 2024 (for recommendation of suspensions)
- Board Learning Research and Student Engagement Committee – March 8, 2024 (for final approval)

Decision Discussion Information

ITEM OBJECTIVE: To seek approval of the suspension of two specializations under the Doctor of Education (EdD): Educational Policy Studies and Elementary Education.

DATE	February 26, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council (GFC), and acting with delegated authority of the Board of Governors, approve the suspension of the Educational Policy Studies specialization and the Elementary Education specialization under the Doctor of Education (EdD).

EXECUTIVE SUMMARY:

The rationale for suspending the EdD specializations in Educational Policy Studies (EDPS) and Elementary Education (EDEL) is as follows: There has been considerable confusion and misinformation about the differences between the EdD and PhD within EDEL and EDPS given the similarity in program requirements. Enrolment in the EdD specialization in Educational Policy Studies and Elementary Education has dropped to very low levels and the programs are judged to be unsustainable. Recognizing the need for advanced professional training, the Faculty of Education is developing a new, course-based Doctor of Education (EdD) specialization in Educational Studies which is not restricted to any particular academic program within the newly non-departmentalized Faculty of Education, targeted towards working professionals/educators who are not interested in working in the academy but desire a higher degree to assist them in work-related research, writing and thinking. Students who wish to pursue more traditional advanced scholarly work in Elementary Education or Educational Policy Studies may still enroll in the PhD in these programs.

Risk Discussion / Mitigation of the Risk

Due to the confusion and misinformation surrounding the distinctions between the EdD and PhD programs in Elementary Education and Educational Policy Studies, and considering their similar program requirements, it is now deemed unnecessary to maintain both specializations. Continuing to offer these specializations poses a risk, as it may prolong confusion and attract enrollment to programs that already have minimal enrollment and are considered unsustainable. However, the risk associated with approving the proposal to suspend these specializations is low, as enrollment has been consistently low.

Supporting Materials:

1. [Link: Program Suspension Template: EdD Educational Policy Studies](#) (6 pages)
2. [Link: Program Suspension Template: EdD Elementary Ed Specialization](#) (4 pages)



SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Approval Route:

- Department Council (EDPS) - April 8, 2022
- Department Council (EDEL) - April 8, 2022
- Graduate Academic Affairs Council – November 7, 2022
- Faculty of Graduate & Postdoctoral Studies (FGPS) Graduate Program Support Team (GPST) - December 11, 2023
- FGPS Council - January 17, 2024
- GFC - Programs Committee - February 8, 2024
- GFC - February 26, 2024
- Board Learning, Research and Student Experience Committee (BLRSEC) - March 8, 2024 (anticipated)

ITEM NO. 7dDecision Discussion Information **ITEM OBJECTIVE:** To approve the creation of a new Master of Management Analytics Program

DATE	March 8, 2024
TO	Board Learning, Research and Student Experience Committee
RESPONSIBLE PORTFOLIO	Faculty of Business Faculty of Graduate & Postdoctoral Studies (GPS)

MOTION: THAT the Board Learning, Research and Student Experience Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the new Master of Management Analytics (MMA) program in the Alberta School of Business for implementation upon final approval.

EXECUTIVE SUMMARY:

Despite the increasing awareness of data's crucial role in business success, most firms have not effectively transformed their organizations to harness its full potential. This sobering fact is likely due to the realization that simply having data and computing capacity is not enough to make effective data-driven managerial decisions. There is a critical need for management training programs that align with the technological and social changes surrounding data utilization. Such programs are essential to equip individuals with the skills and knowledge required to make effective, responsible, competitive, and ethical use of data.

The Master of Management Analytics (MMA) program will focus on training managers to design, lead and execute data driven projects across organizations. The program is designed around four key pillars, each essential for a comprehensive understanding of business analytics. These pillars encompass business analytics fundamentals, providing a solid foundation; business analytics process and management, ensuring effective implementation; analytics applications across various business functional areas, demonstrating versatility; and experiential learning, offering hands-on, real-world experience.

The MMA is a 1-year program without internship and 16 months with internship, full-time, course-based master's degree program. This program is designed for students who have recently graduated with an undergraduate degree in STEM, and/or Business. The program will be conducted and offered through the Alberta School of Business (ASB), which boasts of a significant background in both research and teaching, particularly in areas where business and technology intersect. The program is led by the program's dedicated Academic Director from the ASB and will be overseen by an Advisory Committee consisting primarily of seasoned industry experts. These individuals play a pivotal role in shaping the program's curriculum, ensuring its alignment with real-world business needs, and maintaining its relevance in the dynamic field of analytics.

The program will be pioneering in the Prairie provinces, and our university is uniquely poised to address the existing skills gap. By doing so, we will actively contribute to the Government of Alberta's strategic vision, which places a strong emphasis on advancing innovation, prioritizing artificial intelligence (AI), and promoting technological diversification. The program's objective is to equip students with the skills to excel in the realm of big data, AI and machine learning (ML) enabling them to comprehend

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business obstacles, formulate effective solutions, and convey them to achieve the highest impact through data analysis.

Moreover, this proposed program is in perfect alignment with both the University's and the School of Business's strategic priorities. It complements the burgeoning AI and ML hub in Edmonton and throughout Alberta. Importantly, its development was a collaborative effort involving a diverse range of stakeholders, including industry experts, academics, students, alumni, and representatives from Equity, Diversity, and Inclusion (EDI), and Indigenous representatives.

The proposed program has considered both the needs of learners and the demand in the job market for such a degree. This was achieved by conducting external market research, consulting with industry experts, school of business faculty and staff, and soliciting input from students and alumni through surveys. Additionally, job market statistics have been incorporated into the program's planning.

In the first two years of the program, the goal is to enroll a minimum of 25 new students each year. The emphasis during this initial phase is on maintaining a manageable cohort size to ensure personalized attention and a high-quality education. This approach also allows for gathering feedback, making necessary adjustments, and progressively improving the program. In the third year, the plan is to incrementally increase the intake to 35 new students, reflecting a gradual scaling up of the program based on feedback and refinements from the initial years. As the program matures, in the fourth and fifth years, the aim is to further expand the annual intake to 50 and 75 students, respectively. This expansion aligns with the goal of extending the program's impact while ensuring that the capacity to provide a high-quality educational experience for a larger student cohort is in place, building on the experience and systems established in the previous years.

Risk Discussion / Mitigation of the Risk

The risk in not pursuing the Master of Management Analytics program would entail the University of Alberta overlooking a significant opportunity to meet the growing demand for management training that aligns with the changing technological and social dynamics surrounding data usage. Additionally, this program aligns with the Government of Alberta's strategic vision, which emphasizes innovation, prioritizes artificial intelligence (AI), and encourages technological diversification.

Supporting Materials:

1. [Template A \(System Coordination Review\)](#) (40 pages)
2. [Template B \(Campus Alberta Quality Council Review\)](#) (52 pages)
3. [Appendices 1-13](#) (64 pages)



SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Dr. Vikas Mehrotra, Dean, Alberta School of Business
- Dr. Trish Reay, Vice-Dean, Alberta School of Business
- Dr. Michael Maier, Associate Dean, Masters programs and executive education, Alberta School of Business
- Dr. Borzou Rostami, Assistant Professor and Academic Director for MMA, Department of Accounting and Business Analytics, Alberta School of Business
- Roveena Mecwan, Program Coordinator,, Masters programs office, Alberta School of Business

Those who have been consulted:

- Members of the Office of the Provost and VP Academic (Janice Causgrove-Dunn, Carley Roth and Suzanne French)
- Dr. Tracy Raivio, Graduate and Postdoctoral Studies (GPS) Dean
- Department of Accounting and Business Analytics faculty members
- Business community (Appendix 4A, B and C)
- Dr. Ali Shiri, Vice Dean, GPS
- Faculty of Business Department Chairs
- Students (Survey sent out to BCom and Masters' Students). Student representatives on the school's GSPC (Graduate Students Policy Committee).
- Carrie Smith, Vice-Provost (Equity, Diversity & Inclusion)
- Florence Glanfield, Vice-Provost (Indigenous Programming & Research)
- Edith Finczak, Director Academic Budget and Planning, Office of Provost and VP Academic
- Andrea Menard, Lead Educational Developer, Provost & Vice-President Academic, Centre for Teaching and Learning
- Lori Ireland, Educational Developer, Provost & Vice-President Academic - Centre for Teaching and Learning
- School of Business-Careers and Work Integrated Learning Team- Amber Nicholson, Paul Taylor and Melanie Tymofichuk
- Dr. Leo Wong, Associate Dean- Education, School of Business
- Heather Braid and Sara Rashidian, Office of Education, School of Business
- Yuliia Malanych, Finance Partner, School of Business
- Xiao Cheng, Director, Analysis and Admissions, MBA office
- Celine Gareau-Brennan, Business Librarian
- Graduate Student Policy Committee Members- School of Business
- Rebecca Liaw, Calendar Editor, Office of the Registrar
- Registrar's Advisory Committee on Fees (RACF) members



Those who have been informed:

- Business Council Members
- School of Business Faculty and Staff via town hall conducted.
- Andrea Riewe, Executive Coordinator, GPS
- Masters' Program Office Staff

Approval Route:

- Graduate Student Policy Committee (GSPC)- *November 16, 2023*
- Graduate Program Support Team (GPST): December 11, 2023
- Business Faculty Council: Approved January 8, 2024
- Faculty of Graduate and Postdoctoral Studies (GPS) Council: January 17, 2024
- RACF: January 23, 2024
- General Faculties Council (GFC) Programs Committee (PC): February 8, 2024
- GFC: February 26, 2024
- Board Learning, Research and Student Experience Committee (BLRSEC): March 8, 2024 (anticipated)
- GFC Academic Planning Committee (APC): program budget approval only: March 20, 2024 (tentative)
- Board of Governors: March 22, 2024 (anticipated)

Supplementary Notes / Context:

Calendar copy for new proposed MMA program approved by Business Council - January 8, 2024

Timing TBD: domestic and international tuition will be considered by APC, the Board Finance and Property Committee (BFPC), and the Board of Governors.