

DATE: 18 March 2015
TO: Executive of Council
FROM: Annette Revet, University Secretary
RE: Meeting of 25 March 2015



A meeting of Executive of Council is scheduled for Wednesday 25 March 2:45 - 4:30 p.m. in the AH 527. As per Section 4.6.2 of the Council Rules and Regulations Executive of Council meetings shall be closed except to persons invited to attend and all members of Council who choose to attend as guests.

AGENDA

- 1. Approval of the Agenda**
- 2. Approval of the Minutes of Meeting 25 February - *circulated with the Agenda***
- 3. Remarks from the Chair**
 - 3.1 Budget Update from the Provost and Vice-President (Academic), Verbal Report
- 4. Report of the University Secretary**
- 5. Reports from Committees of Council**
 - 5.1 Council Committee on Academic Mission, Appendix I, Pages 2-17
 - 5.2 Council Committee on Faculty of Graduate Studies and Research, Appendix II, Pages 19-26
- 6. Graduan Lists**
 - 6.1 Graduan Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
 - 6.1.1 Faculty of Education
 - 6.1.2 Faculty of Graduate Studies and Research
 - 6.1.3 Faculty of Science – Correction to January Graduan List
 - 6.1.4 Faculty of Social Work
 - 6.1.5 Centre for Continuing Education
- 7. Business Arising from the Minutes**
- 8. Reports from Faculties and Other Academic Units**
 - 8.1 Arts
 - 8.2 Business Administration
 - 8.3 Education
 - 8.4 Engineering and Applied Science
 - 8.5 Fine Arts
 - 8.6 Graduate Studies and Research
 - 8.7 Kinesiology and Health Studies
 - 8.8 Nursing
 - 8.9 Science
 - 8.10 Social Work
 - 8.11 Continuing Education
 - 8.12 Library
 - 8.13 Institut français
 - 8.14 Federated Colleges
 - 8.14.1 Campion College
 - 8.14.2 First Nations University of Canada
 - 8.14.3 Luther College
- 9. Other Business**
 - 9.1 President's Advisory Committee on Sustainability, Presentation by Members of the Committee, Appendix III
 - 9.2 Open Educational Resources, Discussion Item from the Provost and Vice-President (Academic)
- 10. Adjournment**

EXECUTIVE OF COUNCIL
Council Committee on Academic Mission

Items for Decision

Subject: The Council Committee on Academic Mission recommends that the following motions be approved by Executive of Council.

MOTION 1: Merger of the Department of French and Francophone Intercultural Studies with the Institut français

Moved to recommend to Senate and the Board of Governors the approval of the transfer of the Department of French and Francophone Intercultural Studies from the Faculty of Arts and its merger with the Institut français and that, once formed, this merged unit will be named *La Cité universitaire francophone*.

Rationale: The above recommendation was presented to CCAM by the Faculty of Arts and the Institut français.

The *Future of the Institut français Implementation Working Group* has been meeting regularly for more than 12 months to identify pathways for implementing the 35 recommendations that were agreed upon, in principle, by President and Vice-Chancellor Dr. Vianne Timmons in 2013. The most significant change is a formal merger of the Institut français and Department of French and Francophone Intercultural Studies under a new umbrella (please refer to recommendation 6 included in **Appendix I** of *La Cité universitaire francophone* terms of reference). This formal merger implies the existing Department of French and Francophone Intercultural Studies (Arts) with all its existing programs, faculty, staff and budget, will be integrated with those of the Institut in order to create a single cohesive academic unit. The Department of French voted unanimously in favor of this move to the merged unit in December 2014 and their motion received the support of the Faculty of Arts Council on January 21, 2015. No physical move is required since these units are already co-located on the 2nd floor of the Language Institute. Given the federally funded nature of the Institut, for the foreseeable future the budgets of the Institut français and Department of French will remain distinct.

The process for approval followed the collegial governance structure of the University, with the Department of French (led by Department Head Dr Emmanuel Aito) beginning their move at the Department and Faculty levels and the terms of reference for a merged unit being facilitated collaboratively by the Department and the Institut (led by Institut Director Dr Sophie Bouffard). An overview of the principles that led to the recommendation follows:

1. Briefly, it is envisaged to move the existing Department of French (Arts) with all its existing tenured and tenure-track positions and associated budget into a newly configured francophone unit called, the *La Cité universitaire francophone*, which will also include the existing Institut français.
2. The name for the new unit was selected after a thorough consultative process, including a public call to receive input from the community. This name reflects the new unit's academic status, specific francophone character, multidisciplinary reality and provincial educational mandate. Governance principles, legislation, and Senate Bylaws have been reviewed to confirm appropriateness of the name.

3. The BAC program (ED) will continue to be co-located physically near the new *Cité*, but remains a unit and professional academic program of the Faculty of Education with its budget lines and positions staying in that Faculty.
4. The reconfiguration of the Department of French and Francophone Studies and the Institut will take place at a date following Senate and Board of Governors approval (i.e. after July 2015).
5. The Dean of Arts is prepared to transfer the complement of existing tenured and tenure-track positions as of , as well as current budget for sessionals, TAs, and discretionary spending currently in FR (Arts) to the newly configured unit. These positions and associated budget lines would therefore leave Arts on a certain date following the necessary approvals.
6. No aspects of faculty or staff salaries, benefits, classification, or rank are affected by the transfer.

MOTION 2: Terms of Reference - *La Cité universitaire francophone*

Moved the approval of the terms of reference of *La Cité universitaire francophone* effective July 1, 2015.

See *Appendix I*, Pages 4-17

Rationale: The terms of reference and governance structure for the merged unit provide the framework for the amalgamated *La Cité universitaire francophone*. The majority of the 35 recommendations from the *Future of the Institut français Implementation Working Group* are addressed through the development of these terms of reference for the merged unit. The terms of reference were created as a collaborative process between members of the Department of French and Francophone Studies and the Institut. Governance principles, legislation, and Senate Bylaws have been reviewed to confirm that these terms are acceptable within the University of Regina collegial governance structure.

Date: 17 March 2015
Prepared By: Chris Yost, Chair CCAM

La Cité universitaire francophone
University of Regina
Terms of Reference

Preamble

La Cité universitaire francophone at the University of Regina is the result of a series of changes taking place over almost a century. Francophone university education began in Gravelbourg in 1918 with *Collège Mathieu*, 13 years after Saskatchewan became a province. Through its affiliation with the University of Ottawa, the Collège offered a program of classically-based studies up until 1968. This is when the *Bilingual Studies Centre* was established on the Regina Campus of the University of Saskatchewan and assumed responsibility for university education in French in the province. In 1988, as part of an agreement between the federal and provincial governments, funds were allocated to the construction of a separate building on the University of Regina campus (Language Institute Building) as well as to the development and implementation of university programs in French. The Institut français was established in 2003, following the review of the former Language Institute. From the onset, the Institut français has grown out of a partnership between the University of Regina and the Francophones of Saskatchewan, in particular the Assemblée communautaire fransaskoise (ACF).

In August 2012 the University of Regina established a President's Task Force on the Future of the Institut français. The Task Force, whose membership included both senior administration university employees and Fransaskois community members, was requested to deliberate on the future of the Institut français in the context of French-language education at the University of Regina and submit recommendations to the President, for consideration. On May 22, 2013, the President received a report containing a set of 35 recommendations (provided in Appendix I), which were accepted in principle. An Implementation Task Force was established in the summer of 2013 to create an implementation plan for the recommendations contained in the report of the President's Task Force on the Future of the Institut français. The present terms of reference for the new amalgamated Francophone entity on the University of Regina campus are based on these 35 recommendations. By amalgamated entity, we refer to the recommendation which proposed that the Department of French and Francophone Intercultural Studies merge with the Institut français and that its programs, faculty, staff and budget be integrated with that of the Institut in order to create a single cohesive academic unit. Please refer to recommendation 6.

The University of Regina, through the establishment of this new francophone unit, demonstrates a sincere commitment to the linguistic duality of Canada and acknowledges the need to support the study of French language and culture as well as university studies in French in the province of Saskatchewan. La Cité universitaire francophone represents a significant contribution to Saskatchewan and Canadian society. Please refer to recommendation 12.

The University of Regina's success in realizing the vision and mandate for La Cité universitaire francophone will require the support and engagement of others, in particular the Fransaskois community and other people in Saskatchewan who speak French, federal and provincial governments as well as individuals and units within the University; working together to meet the challenges of French post-secondary education in a minority setting. The ensuing partnerships on which success will be built will require both commitment and imagination from all parties.

Name

After a thorough consultative process, including a public call to receive input from the community, the name selected for this new francophone entity is: *La Cité universitaire francophone*. This name reflects the new unit's academic status, specific francophone character, multidisciplinary reality and provincial educational mandate. Please refer to recommendation 1.

Scope of Action and Authority

This entity created by the merger of the Department of French and Francophone Intercultural Studies and the Institut français, with other potential units to follow, encompasses numerous fields of activities and services. At

the heart of this university unit are credit programs, non-credit continuing education programs, research and student services. All of its activities will be integrated to create a French-speaking *milieu de vie* within its physical location, extending its influence on campus and beyond. La Cité universitaire francophone will meet the needs and aspirations of its students and Saskatchewan's francophone community and population at large interested in French education. Please refer to recommendations 6 and 29.

By signing the Memorandum of Understanding (January 29, 2014) with the provincial Ministry of Advanced Education and partners, the University of Regina committed to playing a leading role in future initiatives in post-secondary French language education. La Cité universitaire francophone, as per the model presented in *Vision 2030: A report to the Deputy Minister of Advanced Education on Post-Secondary Education in French in Saskatchewan*, is called upon to play a pivotal role in the delivery of university French language education and services. Please refer to recommendation 25.

In order for La Cité universitaire francophone to fulfill the University's mandate, adequate resources and appropriate structures are required. La Cité universitaire francophone has the academic status equivalent to that of a University of Regina Faculty with the following responsibilities:

- coordinate and oversee French programming at the University of Regina
- development of intra university agreements for said program delivery in other Faculties;
- ensure a common vision for French and bilingual programs at the University of Regina;
- ensure the development of coherent university programs and courses in French;
- ensure accountability regarding French programming.

Please refer to recommendation 3.

Developing collaborative intra-institutional French-language capacity is essential to the success of La Cité universitaire francophone and French-language university education at the University of Regina and in Saskatchewan. All teaching, research and service activities in French will eventually be offered in collaboration with La Cité universitaire francophone. Such an arrangement permits reporting of impact and accessibility to teaching, research and service activities offered in French across campus, while ensuring that faculty members in professional and accredited programs maintain their reporting structure, accreditation status, and budgeted positions within Faculties. In accredited programs, provincial and/or federal laws require faculty to report to a dean holding the commensurate professional certification (e.g., nursing faculty must report to an RN; engineering faculty must report to a P.Eng). These faculty members will be granted Associate Member status in La Cité universitaire francophone in recognition of the contributions and research, teaching and services activities undertaken in collaboration with La Cité. Please refer to recommendations 7, 8 and 22.

To ensure viability and sustainability of La Cité universitaire francophone, all teaching, research and enrolment data in credit and non-credit courses as well as certificate, diploma and degree programs developed and delivered by La Cité shall be accounted for and attributed to La Cité's operations.

A new internal financial model will need to be developed for La Cité universitaire francophone, in collaboration with the Registrar's Office and the Office of Resource Planning, to recognize the credit hours taught in French and account for the contribution of La Cité in the development and delivery of courses and programs through other faculties at the University of Regina. Please refer to recommendation 16.

Francophone Minority Setting Factor

The University of Regina is committed to supporting the work of the Cité universitaire francophone (hereinafter called "La Cité") to provide French-language university education opportunities in a minority setting. With this commitment, the University of Regina acknowledges the nationally accepted principles that minority education is designed, developed, administered and evaluated differently from majority education.

To that end, the working language at La Cité will be French, recognizing that all information for recommendation and approval of curriculum, courses, academic governance decisions, as well as all administrative information must also be provided in the University's official language of English.

The University of Regina is committed to providing high quality programs across the institution, including at the Cité universitaire. Further, La Cité will engage in developing, managing and evaluating curriculum that supports :

- (1) Strategic and sustainable access to French-language university-level programs intended to contribute to the global development of the Fransaskois community and within the context of a bilingual Canada;
- (2) Recognition that French-language university-level programs at the University of Regina are situated in a minority official language context, regardless of the students' first language;
- (3) Consideration of course enrolments based on the minority francophone context (i.e., lower course enrolments may be approved in order to support and advance French-language university-level programming) and the necessity to adjust funding accordingly;
- (4) Incorporation of a long-term development plan for French-language university-level programs; and
- (5) Recognition that French-language university-level programs support student mobility opportunities and community engagement.

The University of Regina is committed to demonstrating leadership and creativity in recognition of La Cité's capacity to provide some educational supports and services that are otherwise centralized at the University, such as academic advising and skills development.

The University of Regina is further committed to working with the provincial government to secure and stabilize annual funding from both federal and provincial sources for La Cité, that is specifically targeted to the French-language university education.

Please refer to recommendations 12, 16 and 31.

Vision, Mandate and Values

Upon the creation of La Cité universitaire francophone, a review of the vision, mission, and values of this new academic entity will be initiated by the Director in collaboration with the unit's stakeholders. Periodic revisions of La Cité's vision, mission, and values will be scheduled to coincide with the academic unit review ten-year cycle. Please refer to recommendations 2 and 13.

Location

The administrative operations of La Cité universitaire francophone are located in the building currently known as the Language Institute. Programming is offered primarily, but not exclusively, in the same building. Where institutionally appropriate, space utilization priority is given to programming and courses offered or coordinated by La Cité universitaire francophone. Please refer to recommendation 32.

Areas of Activity for La Cité universitaire francophone

Based on current activities in French language education at the University of Regina and ensuing from the recommendations of the President's Task Force, at least seven areas for action have been identified. These areas, actions and outcomes will be validated or modified in light of the revised Vision and Mandate of La Cité universitaire francophone.

The following provides key activities for each area; this list should not be considered exhaustive.

Academic Activity

- Determine, develop and promote undergraduate and graduate courses and programs from diverse disciplines with instruction in French. This will include taking advantage of distance courses (print, on-line and televised) offered by other institutions.
- Through its academic status, continue to develop and offer French courses and programs (language, literature, linguistics, civilization, community development, francophone and cultural studies, translation, etc.) and support the advancement of research activities.
- Determine, develop and promote non-credit courses from diverse disciplines with instruction in French.

- Determine, develop and promote non-credit courses in French as a subsequent language.
- Continue to be responsible for the Centre canadien de recherche sur les francophonies en milieu minoritaire (CRFM).

Potential outcome: Increased offering of University courses and programs in French and a nationally renowned research centre.

Please refer to recommendations 3, 16, 19, 20 and 22.

Services

- Provide academic counseling and other services to students in French at undergraduate and graduate levels.
- Provide French language assistance to students taking courses taught in French.
- Provide assistance to students in applying for grants and bursaries.
- Assist students through program exchanges, work placement, mentorship opportunities, etc.
- Assist students with prior learning assessment recognition (PLAR)
- Provide support to find employment, such as career fair, workshops on how to prepare a resume, etc.
- Investigate the feasibility of a post-secondary service centre for all Francophone students studying at a post-secondary level in Saskatchewan.
- Foster collaborations for students to study in French as an international experience
- Provide student services and cultural activities in La Résidence, in collaboration with Residence Services (Student Affairs).

Potential outcome: Students are supported by and identify with La Cité universitaire francophone of the University of Regina.

Please refer to recommendations 29 and 32.

Environment

- Foster a French linguistic and cultural atmosphere within both the academic unit and campus.
- Offer a *milieu de vie* in French in La Résidence and French speaking staff (such as a French speaking student RA), as available for the provision of services.
- Foster partnerships with Fransaskois organizations to enhance the Francophone environment, support the implementation of an experiential learning philosophy, and increase community outreach.
- Foster partnerships with the Baccalauréat en éducation program and other bilingual programs offered in other faculties in support of cultural and linguistic development.
- Encourage the participation of French-speaking faculty and staff from the University of Regina, the University of Saskatchewan and the Federated Colleges.
- Encourage and support a Francophone Student Society.
- Encourage and support a Francophone Alumni Association.

Potential outcome: A clearly identified, well-functioning, welcoming and supportive French presence at the University of Regina.

Please refer to recommendations 7, 17, 18, 29 and 32

Marketing, Communications and Recruitment

- Work with the President's Office, External Relations and Student Affairs to ensure visibility and promotion of French programming and services.
- Coordinate recruitment fairs, activities and promotional materials with the central marketing and recruitment offices of the University of Regina to ensure coherence, visibility and efficiency.
- Work with the Registrar's Office for the identification of students potentially interested in programs and services offered by La Cité universitaire francophone.

- Develop relationships with educational associations, schools, potential students, parents, and the Fransaskois community.
- Identify credit and non-credit programming needs and opportunities.
- Identify and maintain links with alumni of La Cité universitaire francophone.
- Undertake recruitment in Francophone schools, and schools offering immersion and core French programs.
- Develop relationships with Association Jeunesse Fransaskoise (AJF).
- In consultation and with the leadership of Student Affairs, develop a marketing and communication strategy for La Résidence.

Potential outcome: Citizens from Saskatchewan, elsewhere in Canada and internationally avail themselves of the opportunity to access post-secondary education in French through La Cité universitaire francophone and the University of Regina.

Please refer to recommendation 28.

Outreach

- Develop and maintain partnerships with organizations that support cultural and linguistic development of the Fransaskois community.
- Develop and maintain partnerships with organizations that support French language and culture.
- Develop and maintain partnerships with schools and programs providing courses in French as an additional language.
- Develop and maintain partnerships with appropriate federal and provincial government departments and agencies.

Potential outcome: Post-secondary education in French is enhanced by collaborations and partnerships with those interested in the advancement of French language and culture.

Please refer to recommendations 13, 17, 18 and 25.

Working Relationships and Partnerships

- Partner with national and international organizations and institutions to promote our programs, create new programs, support student and faculty mobility, advance knowledge, improve recruitment strategy and deliverables, support innovative research, and encourage other mutually beneficial academic relationships.
- Partner with the Conseil des écoles fransaskoise and other school divisions, namely in the delivery of a High School Accelerated Program.
- Partner with other Saskatchewan postsecondary institutions, including Collège Mathieu, in delivery of programs and courses.
- Partner with other Canadian universities in the delivery of programs and courses.

Potential outcome: A number of substantial partnerships within Saskatchewan, Canada and internationally are established by La Cité universitaire francophone.

Please refer to recommendations 23 to 28.

Administration

- Develop La Cité's annual operational plan accompanied by an action plan
- Prepare La Cité's Annual Report
- Monitor La Cité's Annual Budget, prepare a mid-year operations forecast and provide mitigation strategies in the case of a revenue short-fall
- Complete the annual Risk Management Process
- Update La Cité's Emergency Preparedness Plan
- Collaborate with Financial Services in order to receive accurate audited financial statements
- Prepare La Cité's funding request applications

- Work with the Registrar's Office to receive accurate student enrolment statistics
- Work with the Registrar's Office to offer self-identification opportunities for francophone students at the University of Regina
- Work with the Registrar's Office to investigate bilingual options for registration forms

Potential Outcome: La Cité is well managed, in a manner that increases transparency and accountability.

Please refer to recommendation 14, 15 and 30.

Administrative Model

Reporting: La Cité universitaire francophone, through its Director, reports to the Provost and Vice-President (Academic).

The Director is a member of the following decision making bodies, with a status equivalent to that of other deans:

- Deans' Council
- Executive of Council
- Senate
- University Leadership Team
- Council Committee on Undergraduate Admissions and Studies (CCUAS)
- Faculty of Graduate Studies and Research Council

As with decanal positions, the initial appointment of the Director will be for a five-year period, renewable for subsequent terms on completion of review.

Representatives of the Francophones of Saskatchewan will be invited to participate in a meaningful way in the selection of the Director of La Cité universitaire francophone.

Should the Director indicates an interest to be renewed for a second term, Francophones of Saskatchewan and La Cité's stakeholders will be invited to comment on his/her performance during the tenure of the appointment, within the University of Regina review policy.

Please refer to recommendations 9 to 11.

Role and Responsibilities of the Director of La Cité universitaire francophone

The Director of La Cité universitaire francophone shall, subject to the authority of the President of the University of Regina, be responsible for the academic and business affairs of La Cité, and have general supervision over and direction of the work of the faculty members and of the teaching and training of students of La Cité, as set out in Section 82 of *The University of Regina Act*. The Director shall perform duties of such position and assume additional duties as may from time to time be prescribed by the President or her duly authorized designate.

The Director of La Cité universitaire francophone is required to demonstrate the following:

- Engaged, committed leadership of La Cité universitaire francophone in the framework provided by the strategic plan of the University of Regina;
- Appropriate human resource management skills to ensure that faculty and staff receive thorough and fair performance reviews in accordance with the collective agreements and La Cité Criteria Document;
- Appropriate financial management skills to ensure that La Cité universitaire francophone operates within its approved budget, and its resources are deployed strategically;
- An ability to develop collegial relationships with other deans, directors and administrative officers at both universities, and with key figures in government and public circles in Saskatchewan; and
- An ability to engage with the Fransaskois community.

The annual performance review of the Director will be primarily assessed based on these five broad areas of responsibility.

Academic Status

Academic status will be granted to La Cité universitaire francophone giving it, among other things, the authority to:

- Appoint staff and faculty, as approved by the University (all staff and faculty are employees of the University), in accordance with its needs;
- Evaluate the performance of faculty in accordance with criteria adapted to its specific mission;
- Create and recommend course programs for delivery through La Cité universitaire francophone;
- Forge ties with other departments, faculties and institutions and establish partnerships with them; and
- Manage its own budgets in accordance with University policies.

Based on Senate Bylaws, as an academic unit the responsibilities of La Cité universitaire francophone include the following:

- Subject to the provisions of the Act, the Senate *Bylaws* and the general control of the University Council, shall have charge of matters of scholarship and discipline within La Cité universitaire francophone.
- To make recommendations to the University Council concerning the requirements for admission; the courses of study; the conditions for graduation; and the nature of the degrees to be conferred.
- To establish rules and methods for the advancement and graduation of students and their suspension for neglect of studies, or defective scholarship.
- To recommend candidates for degrees in course and candidates for scholarships, prizes, etc.
- To report to University Council and Senate in respect of long-term academic planning.
- To prepare courses of study, including the curriculum for any degree program offered or to be offered and submit same to the University Council for approval.
- To investigate and determine allegations of student academic misconduct and non-academic misconduct, assign penalties, and report the same to the Secretary and the Registrar, in accordance with the Council Regulations Governing Discipline for Academic and Non-Academic Misconduct. In case of discipline, the student concerned shall have the right of appeal to the Council Discipline Committee.
- The Director of La Cité universitaire francophone shall transmit to the University Council, for consideration and review, all matters which belong to the purview of Council or which, from their nature, concern more than one Faculty.
- La Cité universitaire francophone shall keep a record of its proceedings and this record shall be open to any member of the Faculty and a copy shall be forwarded to the Secretary for information.

By virtue of its academic status, the role played by La Cité universitaire francophone in the education of the student will be acknowledged through mention on the student's University of Regina degree and at convocation.

Please refer to recommendation 3.

Accountability Framework¹

Definitions

Accountability Framework – a statement defining the University of Regina and La Cité universitaire francophone's commitments, that is, its aims, standards and procedures, and how it ensures it is accountable for them.

Stakeholders – A person, group, or organization engaged in supporting the success of the unit.

Strategic Plan – A systematic process at the institutional level of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of indicators and actions to support achieving them.

Operational Plan – A systematic process within academic and administrative units of envisioning the implementation and operationalization of the shared institutional vision for a desired future.²

¹ This is greatly inspired by the First Nations University of Canada's *Accountability Framework* issued on April 27, 2014.

University members – All employees and students of the University, whether full-time, reduced, or part-time, and any other person acting on behalf of or at the request of the University.

Introduction

An Accountability framework ensures that an organization is meeting the purpose for which it was created, reporting in a timely and efficient manner to its parties/communities regarding initiatives and results it undertakes in meeting its purpose.

La Cité universitaire francophone was created to provide post-secondary educational courses, programs and services in French in a Francophone environment, and support the cultural and linguistic development of Saskatchewan's francophone community and population at large interested in French education. To this end, La Cité universitaire francophone will develop an Operational Plan that is aligned with and responds to the University of Regina Strategic Plan.

This Accountability Framework defines the guidelines La Cité's senior management and the University of Regina will follow in reporting its progress and in meeting its purpose.

The University of Regina and La Cité universitaire francophone have identified the primary parties and communities impacted and engaged with regards to the delivery of programs and services in French in the following table and through this Accountability Framework hold senior management accountable for ensuring that reporting is done annually to these audiences insuring the University of Regina and la Cité universitaire francophone's communities it is accountable in achieving its overall purpose, vision and mandate.

Consequence for Noncompliance

Failure to report to the primary parties engaged in the success of La Cité universitaire francophone could impact confidence in the institution and the University of Regina as a whole. This Accountability Framework ensures that the Director and/or designate reports to its various communities, aligning the work that it does to La Cité universitaire francophone's overall purpose, vision and mandate.

Stakeholders	University of Regina and/or La Cité's Commitment
Faculty and Staff	<ul style="list-style-type: none"> • Website • University of Regina Strategic Plan • La Cité universitaire francophone Operational Plan • La Cité universitaire francophone Annual Report • Faculty and staff on La Cité universitaire francophone Unit Council
Students	<ul style="list-style-type: none"> • Website • University of Regina Strategic Plan • La Cité universitaire francophone Operational Plan • La Cité universitaire francophone Annual Report • Students representatives on La Cité universitaire francophone's Advisory Council, Unit Council, Academic Committee, and CRFM Advisory Council
Alumni	<ul style="list-style-type: none"> • Website • University of Regina Strategic Plan • La Cité universitaire francophone Operational Plan • La Cité universitaire francophone Annual Report

² A Performance Measurement Framework will need to be developed for La Cité universitaire francophone to facilitate recognition of the unique nature of academic needs in rationale and criteria for approval when proposals for academic programming are made to governing bodies of the University of Regina. The new francophone entity will require a specific mandate and autonomy to produce academic programming that is responsible to and respectful of budgets, responsive to student demand, and incorporate the reality of French-language education in a minority setting.

Ministry of Advanced Education and the Provincial Government	<ul style="list-style-type: none"> • University of Regina Strategic Plan • La Cité universitaire francophone Operational Plan • La Cité universitaire francophone Annual Report, including financial statement • Canadian Heritage Application • Report to Canadian Heritage on use of and deliverables achieved relative to funding received • One non-voting representative on La Cité universitaire francophone Advisory Council
The Federal Government	<ul style="list-style-type: none"> • University of Regina Strategic Plan • La Cité universitaire francophone Operational Plan • La Cité universitaire francophone Annual Report • Canadian Heritage Application • Report for Canadian Heritage funding received • One non-voting representative on La Cité universitaire francophone Advisory Council
Fransaskois Community (represented by the Assemblée communautaire fransaskoise – ACF)	<ul style="list-style-type: none"> • University of Regina Strategic Plan • La Cité universitaire francophone Operational Plan, including key risk mitigation strategies • La Cité universitaire francophone Annual Report, including financial statement • Two voting representatives on La Cité universitaire francophone Advisory Council • Operations Forecast – normally provided to La Cité universitaire francophone Advisory Council in December • One representative on the CRFM Advisory Council • One representative of the Community on the University Senate (as set by Senate Bylaws)
Saskatchewan’s francophone community and population at large interested in French education (e.g., French-speaking Canadians and immigrants; acquired-French populations; Canadian Parents for French; K-12 education colleagues; etc)	<ul style="list-style-type: none"> • Website • University of Regina Strategic Plan • La Cité universitaire francophone Operational Plan • La Cité universitaire francophone Annual Report

Please refer to recommendations 13, 14, 15 and 30.

Governance

La Cité universitaire francophone – Unit Council

Purpose:

The Unit Council is the academic body that provides advice on programming, strategic direction, and operation of the unit on campus. Recommendations on academic programs and curriculum, policy and procedures and other governance, academic and administrative motions from Unit Council will be processed through the University’s governance system, as dictated by policy.

Membership:

- All tenured and tenure-track academic staff of La Cité universitaire francophone
- All permanent APT employees of La Cité universitaire francophone
- 1 designate from each academic unit on campus named by the academic unit, except Faculties of Education and Nursing who have designated *Ex officio* representation – non-voting
- All tenured and tenure-track academic staff who teach courses in French sponsored by or offered in

- partnership with La Cité – non-voting
- 1 designate from each Federated College named by the Federated College – non-voting
- 1 Current student or alumnus, La Cité universitaire francophone Academic Program (credit)^[1]
- 1 Current student or alumnus, La Cité universitaire francophone Continuing Education (non-credit)^[1]
- Lay member(s) of Senate, as defined by the Senate Bylaws^[1]

[1] Appointed by the Director of the La Cité universitaire francophone for two-year terms

Ex officio:

- Director, La Cité universitaire francophone (Chair)
- Assistant Director - Operations, La Cité universitaire francophone
- Director, Centre canadien de recherche sur les francophonies en milieu minoritaire
- Director, Baccalauréat en éducation program
- Director, Bilingual Saskatchewan Collaborative Bachelor of Science in Nursing
- Vice-Presidents (Provost and Academic), (Administration), (Research) or designates – non-voting
- University Secretary – non-voting
- University Registrar – non-voting
- Associate Vice-President (Student Affairs) or designate – non-voting

Resource: Administrative support will be provided by La Cité universitaire francophone.

Conduct of Meetings:

- The Committee will meet once per semester.
- Additional meetings may be called at the discretion of the Chair.
- The committee will operate in French.

Roles and Responsibilities:

As stated in the Senate Bylaws, the committee is responsible for:

- Supporting the vision and mandate of La Cité universitaire francophone.
- Advising and supporting the Director of La Cité universitaire francophone.
- Strengthening partnerships within the University.
- Identifying and resolving concerns.

Department of Francophone and Intercultural Studies (or Academic Programs, La Cité universitaire francophone)

Membership and Terms of the Academic Staff committee to be consistent with current operating procedures for the Department and for all academic University Departments.

- Department Head or Head of Academic Program serves as Chair
- Director of La Cité universitaire francophone serves as full voting member

Please refer to recommendations 5, 13 and 30.

La Cité universitaire francophone Advisory Council

Purpose:

The primary purposes of the Advisory Council are to advise and support the Director of La Cité universitaire francophone and to form a bridge between La Cité universitaire francophone and the community outside the University.

Membership:

- Director of La Cité universitaire francophone, Chair, *ex officio*
- President of the University of Regina (invited to attend a minimum of two meetings per year, one in the fall semester and one in the winter semester)

- One representative from Division scolaire francophone #310^[1]
- Two representatives from Assemblée communautaire fransaskois (ACF)^[1]
- One representative from Canadian Parents for French or French-Immersion Schools (alternating)^[1]
- One student of La Cité universitaire francophone^[2]
- One representative of the Provincial Government^[1] – non-voting
- One representative of the Federal Government^[1] – non-voting

[1] Nominated by the organization and appointed by the Provost and Vice-President (Academic)

[2] Nominated by La Cité universitaire francophone Director and appointed by the Provost and Vice-President (Academic)

Terms of Office:

- Appointments are for three years, initially staggered, except for the student who is appointed for one year.
- Each appointment may be renewed once.

Resource: Secretarial support will be provided by La Cité universitaire francophone.

Conduct of Meeting:

- The Advisory Council will meet two times per year.
- Additional meetings may be called at the Chair's discretion.
- The Council will operate in French, but has the discretion to operate in English as circumstances dictate.

Roles and Responsibilities:

- Support the vision and mandate and activities of La Cité universitaire francophone.
- Participate in the vision and mandate process.
- Support and advise the Director, including providing advice related to future direction and opportunities that is responsible to and respectful of budgets, responsive to student demand, and incorporates the reality of French-language education in a minority setting.
- Represent La Cité universitaire francophone interests in the community and in doing so maintain close ties with the Fransaskois community.
- Participate in the annual SWOT analysis.
- Provide input on La Cité's operational plan.
- Provide input on the Performance Measurement Framework.
- Receive mid-year and end-of-year reports from the Director; including information on decisions taken by La Cité universitaire francophone - University Committee and Academic Committee.
- Annually receive the La Cité universitaire francophone audited financial statement and a review of the status of the academic unit's budgets.

Appendix I

35 Recommendations of the President's Task Force on the Future of the Institut français

1. IT IS RECOMMENDED THAT the Institut français be recognized as the University's Fransaskois centre.
2. IT IS RECOMMENDED THAT, following the acceptance of the Task Force's recommendations and the appointment of a permanent Director, the Institut undertake, in collaboration with its stakeholders, a review of its vision, mission, and values.
3. IT IS RECOMMENDED THAT the University grant academic status to the Institut français, which would give it, among other things, the authority to:
 - appoint staff and faculty in accordance with its needs and to evaluate the performance of faculty in accordance with criteria adapted to its specific mission;
 - create and manage courses and programs;
 - forge ties with other departments, faculties, and institutions and establish partnerships with them;
 - manage its own budgets.
4. IT IS RECOMMENDED THAT the University undertake an examination of various administrative models, in consultation with community representatives, with a view to proposing modifications to the Institut structure and governance that would be more in keeping with its academic status.
5. IT IS RECOMMENDED THAT the terms of references of each of the Institut's governance bodies (Advisory Council, University Committee, and Academic Committee) be clarified in the context of the recommendations contained in this report, and that the committees be convened before December 2013.
6. IT IS RECOMMENDED THAT the Department of French merge with the Institut français and that its programs, faculty and staff, and budget be integrated with that of the Institut so as to create a single cohesive academic unit.
7. IT IS RECOMMENDED THAT the University facilitate and encourage the integration of or closer ties among units that offer or would like to offer courses, programs or services in French.
8. IT IS RECOMMENDED THAT all French-language teaching, research, and service activities at the University of Regina eventually be offered via the Institut français, while at the same time recognizing the need in certain disciplines to maintain links to a given school or faculty for purposes of professional certification or accreditation (for example: in nursing, education, or engineering).
9. IT IS RECOMMENDED THAT representatives of the Fransaskois community participate in a meaningful way in the selection of the Director of the Institut français.
10. IT IS RECOMMENDED THAT the opinion of community partners with respect to the community engagement of the Institut français Director, and his or her relations with community members, be taken into consideration when conducting the annual review of the Director's administrative performance.
11. IT IS RECOMMENDED THAT the Director of the Institut français continue to report to the Provost and Vice-President (Academic) and continue to sit on the following decision-making bodies: Deans' Council, Executive of Council, and Senate, with a status equivalent to that of the Deans.
12. IT IS RECOMMENDED THAT in communicating its vision, mission, and values, the University of Regina express its commitment to the principle of Canada's linguistic duality.
13. IT IS RECOMMENDED THAT the University consult the community with respect to the strategic directions of the Institut français.

14. IT IS RECOMMENDED THAT regular meetings between University officials and the community be scheduled to ensure transparency and accountability toward the Fransaskois community with respect to the Institut's activities, programs, and financial situation.
15. IT IS RECOMMENDED THAT a strategic plan be developed, and that it be accompanied by an action plan with specific timelines for each of the proposed actions.
16. IT IS RECOMMENDED THAT the University increase the number of courses and programs offered in French; in order to reflect the academic status of the Institut français, these courses shall be of appropriate quality and duly approved by the various University bodies normally involved, while at the same time taking into account approval and evaluation criteria that are adapted to French-language education in a minority setting, criteria as yet to be mapped out by the Institut's Advisory Council, or any other relevant committee or body.
17. IT IS RECOMMENDED THAT in its action plan the Institut français provide for a range of community outreach activities, some of which should be held off campus, and that there be a particular focus on activities for young people.
18. IT IS RECOMMENDED THAT the Institut français work with the community to ensure that its community outreach activities are relevant and meet the needs of the community.
19. IT IS RECOMMENDED THAT the Institut français continue to carry out research connected with its mission, namely, research with a special focus on Francophone affairs, and that the Centre canadien de recherche sur les francophonies en milieu minoritaire take advantage of all funding opportunities for researchers.
20. IT IS RECOMMENDED THAT the Centre be recognized, supported and promoted by the University.
21. IT IS RECOMMENDED THAT the University appoint eminent faculty or researchers from other Canadian, Québec, or international universities to be affiliated with the Centre canadien de recherche sur les francophonies en milieu minoritaire.
22. IT IS RECOMMENDED THAT the University encourage the development of a coherent program of French-language education by facilitating links among units at the University and by creating mechanisms to encourage participation in these partnerships.
23. IT IS RECOMMENDED THAT the Institut français, with the support of the University, seek partnership opportunities with other postsecondary institutions.
24. IT IS RECOMMENDED THAT, given its provincial mandate, the Institut français focus on partnership initiatives in the fields of teaching and research with institutions across the province, and more specifically with the University of Saskatchewan.
25. IT IS RECOMMENDED THAT the University of Regina, through the Institut français, work with the provincial government – specifically the Deputy Minister's Working Group on French-Language Education – to articulate a broad vision for Frenchlanguage postsecondary education in the province.
26. IT IS RECOMMENDED THAT the Institut français enter into a relationship with the Service fransaskois de formation aux adultes (Fransaskois adult education service, SEFFA) of Collège Mathieu, so that the two organizations can work together toward the advancement of postsecondary education in French in Saskatchewan.
27. IT IS RECOMMENDED THAT the Institut français fully participate, as a representative of the University of Regina, in national and international associations dedicated to French-language postsecondary education in Western Canada, Québec, and the Americas, and that the Institut derive maximum benefit from organizations

such as the Association des universités de la francophonie canadienne (Association of Francophone universities of Canada, AUFC), the Consortium national de formation en santé (National consortium of health education, CNFS) and the Association des universités Francophones (Association of Francophone universities, AUF).

28. IT IS RECOMMENDED THAT a detailed recruitment plan be developed in consultation with the central student recruitment office, and that this be done both with the support of the community and in collaboration with the associations of which the Institut français is a member (the Association des universités de la francophonie canadienne, for example); the plan should include specific means of attracting Francophone and French-speaking students from the province and other Francophone regions and countries, such as technology and social media as well as exchange programs.

29. IT IS RECOMMENDED THAT student services offered by the Institut français be maintained and enhanced, and that these services be specifically adapted to the needs of Francophone students so as to provide an opportunity for experiencing student life on campus in French and to instill in students a feeling of belonging to a community.

30. IT IS RECOMMENDED THAT the Director of the Institut français and the University administration conduct their affairs in a transparent and accountable manner, and that an effort be made, using means such as a published annual report or an annual general meeting open to members of the Fransaskois community, to foster a better understanding of the administrative and financial situation of the Institut, including the expenses and revenues associated with the Language Institute Building.

31. IT IS RECOMMENDED THAT the University make representations to the provincial government with a view to securing funding specifically targeted to the French language university education that is provided via the Institut français.

32. IT IS RECOMMENDED THAT the University continue to contribute to the maintenance of the building occupied by the Institut français and other French language units, and that an effort be made to make the best possible use of the space available for community activities in French (la Rotonde, le Théâtre, la Galerie, la Résidence, classrooms, offices, etc.) for the benefit of students, faculty and staff, and members of the wider community.

33. IT IS RECOMMENDED THAT the President of the University of Regina share the Task Forces' recommendations, along with any results flowing from them, with the general public, with the Fransaskois community, in particular, and with government officials responsible for French-language higher education.

34. IT IS RECOMMENDED THAT the University of Regina immediately initiate a search for the position of permanent director of the Institut français and that the position be filled in accordance with the criteria formulated in this report.

35. IT IS RECOMMENDED THAT the university assign the permanent director the task of implementing the recommendations of this report, with the support of a duly constituted advisory council.

**COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH
REPORT TO EXECUTIVE OF COUNCIL
From March 9, 2015 Meeting**

APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL

The Council Committee on the Faculty of Graduate Studies and Research approved and presents to Executive of Council for approval.

1. FACULTY OF BUSINESS ADMINISTRATION

MOTION 1: Co-op Route

That active students in the MBA Business Management and MBA International degree programs be permitted to transfer to the Co-op route if they are in good academic standing. Effective Spring/Summer 2015.

(end of Motion 1)

Rationale: The Co-op route was approved for the Levene MBA programs as a replacement for the work placement program effective 201520.

Students who were admitted to the MBA Business Management and the MBA International programs prior to the discontinuation of admission to these programs have expressed interest in the Co-op route. Some students may already have completed a work placement but are now unable to take a second work placement due to its discontinuation. Offering a Co-op route to students in these programs would increase their employability.

2. FACULTY OF FACULTY GRADUATE STUDIES AND RESEARCH

MOTION 2: Change in Graduate Student Status

That fully-qualified graduate students be classified as "probationary" after failing one graduate course. Upon successfully repeating or replacing the failed course, the student's status will be changed back to "fully-qualified". The failed grade must be resolved within one year or at the earliest opportunity. Effective Fall 2015.

(end of Motion2)

Rationale: For fully-qualified students, two failed courses results in an RTD. This new, intermediate category will show students the seriousness of failing a graduate course. This status will not appear on the student's transcript. Once fully implemented, academic units and FGSR will be able identify at risk students and develop remediation programs within line faculties.

MOTION 3: Number of Courses taught by Supervisor or Co-Supervisor

That no supervisor or co-supervisor may teach more than 50% of course work in a student's program. Effective Fall 2015.

(end of Motion 3)

Rationale: Current policy specifies that up to half the course work to be credited to a student's program

may be undertaken with the supervisor as the course instructor. Given the interdisciplinary nature of many graduate programs, it is often beneficial for graduate students to have a co-supervisor, and the current regulation does not address the allowance for co-supervision.

MOTION 4: Pearson Test of English (PTE) Academic

That the Pearson Test of English (PTE) Academic be added as an approved test of English Language Proficiency for admission to the Faculty of Graduate Studies and Research with an overall score of 59. Effective Fall 2015.

(end of Motion 4)

Rationale: To provide applicants to the Faculty of Graduate Studies and Research with another English Language Proficiency (ELP) test option to meet minimum admission requirements. Background information on the PTE Academic:

Canadian Universities using the PTE Academic at the Graduate Level – minimum scores as defined by the Graduate Studies Office

University	Overall Score	Band Scores
University of British Columbia	59	
Simon Fraser	63	65 in writing and speaking
University of Alberta	59	
University of Calgary	59	
University of Saskatchewan	59	
University of Manitoba	59 65 for MBA	
Wilfrid Laurier University	59	
Brock University	60	
Queen's University	65 70 for MBA	
Memorial University	58	58 in reading, writing, listening, speaking
University of Windsor	65 70 for MBA	

Estimates of concordance between PTE Academic and TOEFL iBT

TOEFL iBT Score	PTE A Score	TOEFL iBT Score	PTE A Score
No data	85 - 90	90	61
120	84	89	60
119	83	87-88	59
118	82	86	58
117	81	85	57
115-116	80	83-84	56
114	79	82	55
113	78	81	54
112	77	79-80	53
110-111	76	78	52
109	75	76-77	51
107-108	74	74-75	50
106	73	72-73	49
105	72	70-71	48
103-104	71	67-69	47
102	70	65-66	46
101	69	63-64	45
99-100	68	60-62	44
98	67	57-59	43
97	66	54-56	42
95-96	65	52-53	41
94	64	48-51	40
93	63	45-47	39
91-92	62	40-44	38
		No data	10 - 37

Estimates of concordance between PTE Academic and IELTS

IELTS Score	PTE A Score
9.0	86 - 90
8.5	83 - 85
8.0	79 - 82
7.5	73 - 78
7.0	65 - 72
6.5	58 - 64
6.0	50 - 57
5.5	42 - 49
5.0	36 - 41
4.5	29 - 35
No data	10 - 28

3. Johnson Shoyama Graduate School of Public Policy

MOTION 5: Program Change

That JSGS 812-Aboriginal Health Policy, JSGS 814-Biostatistics for Public Health, JSGS 823-Health Promotion, JSGS 824-Health Program Planning and Evaluation be added to the list of electives for the Master’s Certificate in Health Systems Management effective Spring 2015.

(end of Motion 5)

Rationale: This change ensure that students in this program have a selection of electives to choose from and that JSGS has a sufficient inventory to ensure adequate course scheduling options to meet student demand.

Master's Certificate in Health Systems Management:

This certificate program provides students with a good understanding of the complex issues that will be encountered by those managing health systems in today’s changing health care organizations. It will be of interest either to those currently working in health care administration or to those who want to move into health care administration.

Required:	JSGS 827	Health Care Organization and Administration
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Choose 2 of:	JSGS 812	Aboriginal Health Policy
	JSGS 814	Biostatistics for Public Health
	JSGS 817	Health Policy
	JSGS 823	Health Promotion
	JSGS 824	Health Program Planning and Evaluation
	JSGS 829	Decision Making in Health Care Organizations
	JSGS 832	Population-Based Management
	JSGS 835 at	Health Law and Policy
	JSGS 837	Health Economics

MOTION 6: Discontinuance of Program

That the Master of Public Policy in Health Services Research Stream (GPPMOHSR-M) be discontinued effective Spring 2015.

(end of Motion 6)

Rationale: JSGS is unable to continue offering the specialized MPP stream due to program supports drawing to an end in 2015 with the departure of the lead faculty for the MPP-HSR and the Western Regional Training Centre for Health Services Research (WRTC) funding ceasing. Interested thesis based students may still apply for the Master of Public Policy GPPMOPPOLM (no specialization stream).

INFORMATION ITEMS FOR EXECUTIVE OF COUNCIL

The Council Committee on the Faculty of Graduate Studies and Research presents to the Executive of Council for information.

1. NEW COURSES

BIOC 800 – Literature Review (3)

Students read in-depth in a selected field of chemistry and prepare a review of present knowledge and current research in the topic selected. A high standard of writing is required. The final examination (written, oral or both) is conducted by a committee of the department. The student must consult the head of the Department regarding the selection of a topic and details of the course requirement.

BIOC 801 – Research Proposals (3)

Students are required to submit a research proposal involving an original idea for a research project that has not yet been undertaken. The topic must be approved by the Department Head and research supervisor and be distinct from the candidate's research problem. The candidate is required to defend the proposal before a committee of the department.

BIOC 901 – Thesis Research (3 – 15)

Thesis research.

2. COURSE CHANGE

ECON 836 – ECON 835 – Economics of Public Safety

The course number for the newly approved ECON 836 - Economics of Public Safety had been used in the system previously. As such, '836' cannot be re-used. The Department of Economics and the Faculty of Arts has assigned "835". ECON 835 - Economics of Public Safety".

MBA 801 Grad Work Term I Proposed

This work placement is for students wish to gain work experience in business r management in Canada. Students will be exposed to the skills used by managers at senior levels in business and management and will perform a variety of tasks.

MBA 802 Grad Work Term II Proposed

This work placement is for students who wish to gain work experience in business or management in Canada. Students will be exposed to the skills used by managers at senior levels in business and management and will perform a variety of tasks.

MBA 803 Grad Work Term III

Proposed

This work placement is for students who wish to gain work experience in business or management in Canada. Students will be exposed to the skills used by managers at senior levels in business and management and will perform a variety of tasks.

GBUS 801 Grad Work Term I

Proposed

This work placement is for students who wish to gain work experience in business or management in Canada. Students will be exposed to the skills used by managers at senior levels in business and management and will perform a variety of tasks.

GBUS 802 Grad Work Term II

Proposed

This work placement is for students who wish to gain work experience in business or management in Canada. Students will be exposed to the skills used by managers at senior levels in business and management and will perform a variety of tasks.

GBUS 803 Grad Work Term III

Proposed

This work placement is for students who wish to gain work experience in business or management in Canada. Students will be exposed to the skills used by managers at senior levels in business and management and will perform a variety of tasks.

MBA 815 – Business Policy and Strategy

That the prerequisites be listed as must complete any two courses from the Levene MBA with specializations program

SW 890AA-ZZ

That the Schedule Types of 'Lab', 'Report', 'Field', 'Field Trip', 'Internship', 'Seminar', 'Directed Reading' be added to SW 890AA-ZZ.

3. GRADUATE GRADING SYSTEM AND DESCRIPTIONS

Will be posted to the Faculty of Graduate Studies and Research website.

The University of Regina employs a percentage grading system. A grade of less than 70% is a failing grade for graduate programs. A graduate student may fail (achieve a grade of less than 70%) one course and continue in his/her program. Should a student fail a second graduate class in her/his program, he/she will be required to discontinue from that program.

GRADING DESCRIPTIONS

Percentage grades

95-100

An *exceptional* performance:

- exemplary knowledge and understanding of the subject material, relevant issues, literature, and techniques

- the work is original and demonstrates insight, understanding and independent application or extension of course expectations in ways that would contribute significantly to expertise in the relevant field(s) (e.g., it is publishable)
- demonstrates exceptional depth/scope of research, theory, and techniques supported extensively by the relevant literature and far exceeding course expectations
- exceptional level of analytical and critical ability demonstrating independent application of unique and multi-perspective solutions to complex problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

90-94

An *outstanding* performance:

- superior knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and outstanding ability to integrate multiple perspectives in comprehensive and complex ways
- demonstrates outstanding depth/scope of research, theory, and techniques supported extensively by the relevant literature and exceeding course expectations
- outstanding level of integration of course material demonstrating analytical and critical insight, understanding, and independent application or extension of course expectations in relation to difficult problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

85-89

An *excellent* performance:

- excellent knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and makes insightful points that represent a high level of integration, comprehensiveness and complexity
- demonstrates excellent depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- excellent ability to solve difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

80-84

A *very good* performance:

- very good knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates ability to apply knowledge and understanding in new ways and/or to provide new analysis or new interpretation
- demonstrates a good depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- very good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work is relatively free of errors in grammar, spelling, format, citation style, or referencing and demonstrates very good communication, coherence, and clarity

75-79

A good or satisfactory performance:

- good knowledge and understanding of the subject material, relevant issues, literature and techniques
- the work is complete and some new analysis or new interpretation is provided
- arguments are supported by evidence and demonstrate a good depth/scope relevant to course expectations and relevant literature
- good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains few errors in grammar, spelling, format, citation style, or referencing and demonstrates satisfactory communication, coherence, and clarity

70-74

A minimally acceptable performance or marginal pass:

- a basic grasp of the subject material, relevant issues, literature and techniques
- the work is complete, but little new analysis or new interpretation is provided
- arguments are sufficiently supported by evidence and demonstrate minimally acceptable depth/scope relevant to course expectations and relevant literature
- basic ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains multiple errors in grammar, spelling, format, citation style, or referencing and/or there are difficulties in effective communication, coherence, or clarity

0-69

An unacceptable or failing performance:

- a weak grasp of the subject material, relevant issues, literature and techniques
- the work is incomplete, with no new analysis or new interpretation
- arguments are not supported by evidence and/or demonstrate very limited depth/scope relevant to course expectations and relevant literature (See also the Faculty of Graduate Studies and Research (FGSR) policy on 'academic conduct and misconduct' <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html#conduct>)
- unsatisfactory ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
the work contains many errors in grammar, spelling, format, citation style, or referencing and/or there are substantial difficulties in effective communication, coherence, or clarity



Sustainability Strategic Plan

January 16, 2015

March 17, 2015 amendments

President's Advisory Committee on Sustainability Sub-Committee:

Dr Katherine Arbuthnott
Assistant Dean,
Campion College
Professor of Psychology

Jocelyn Crivea
Manager -
Institute for Energy,
Environment, and
Sustainable Communities

Carol Reyda
Sustainability Coordinator/ Project
Manager
Facilities Management

University
of Regina | President's Advisory Committee on
Sustainability

UR Sustainable
Campus

- Inclusive process
- Theme areas across the 3 strategic goals
- Where do you fit in?



University
of Regina

Process – Completed

- President's Advisory Committee on Sustainability (PACS) Proposal
- Broad based Consultation
 - Survey
 - Engagement Sessions
- Alignment with UR Plan
- PACS consultation
- DRAFT



University
of Regina | President's Advisory Committee on
Sustainability

Process – Current

- Targeted Consultations
 - Aboriginal Advisory Circle, CAD, Dean's Council, Exec Council, Federated Colleges, SOFA, URSU/GSA, public engagement session.
- PACS recommendation to the President



University
of Regina | President's Advisory Committee on
Sustainability

PACS Proposal – Guiding Principles

- People are more likely to exhibit sustainable behaviour when they are engaged and are problem solving (Kaplan)
- Areas of focus just as powerful as specific goals (Ordonez)
- What can I do?
- What can the University do ?
- Engage as many as possible in the community
- Use UofR resources



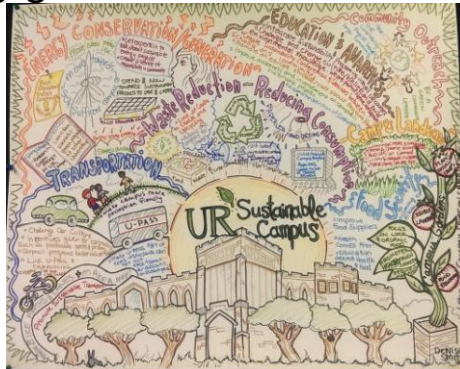
Stakeholder Consultation - Survey

- 1300 student/fac/staff/community members
- Over 75% stated that sustainability is important or extremely important
- Waste, Energy, Transportation were top priorities
- Education, Water, Food, Social, and Land also important
- Over half said that sustainability enhances non-operational items: reputation, leadership, innovative research, teaching



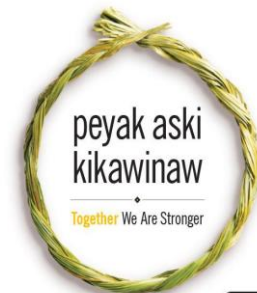
Engagement Sessions

- 3 engagement sessions were held in March 2014
- Explored themes of Waste, Energy, Transportation, Other
- Key themes that emerged:
 - The great work that the UofR is already doing in invisible
 - ACT NOW
 - All themes interconnected
 - Change individual
 - Change Institution
 - Influence business, policy, not-for-profit



UR Plan, Other Inputs

- Sustainability and Indigenization are the two strategic themes in the new 2015-2020 U of R Strategic Plan *peyak aski kikawinaw*.
- At the University, Sustainability encompasses economic, cultural, social, and environmental sustainability



The Draft Sustainability Strategic Plan

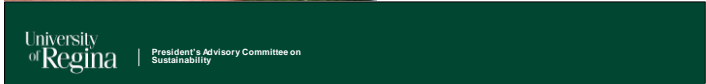


Vision

- U of R – Exceptional learning and research for a civil and sustainable society.

Mission

- The U of R is a living lab which addresses important societal questions holistically, integrating teaching, research, service, and operation to *embrace* emerging opportunities.



The University as a Living Lab



The University of Regina as a living lab aims to use the University campus itself as a space to engage students, faculty, staff, and community members in collaborative sustainability research and to apply the knowledge gained in a way that transforms the physical university, the members within and the communities around us.



The basis of a living lab is a recognition of the fact that sustainability spans all disciplines and the University, with its breadth of expertise, is in a unique position to foster networks and find creative collective solutions to the problems facing our communities.

In a living lab, teaching and learning are not the just purview of Faculty and Students. The academic mission is everyone's job and members from all of the functional units have a part to play. Together we are stronger



Campus as a Living Lab Example: Plant Health Care Model tested at the UofR Main Campus



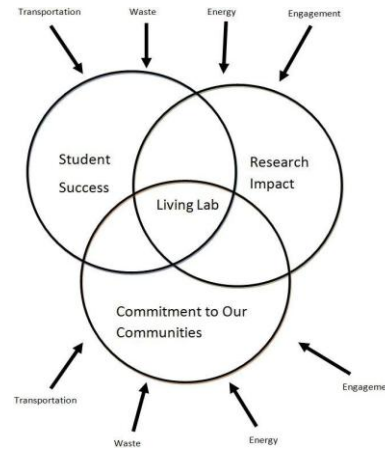
Plant Health Care Project (2014) – to test the Plant Health Care model – its effectiveness and its operational costs.
One plot would receive regular care and maintenance including pesticide use.
One plot would be cared for using the Plant Health Care model, which includes no pesticide use and hand weeding.

Student Success/Teaching: Graduates students were mentors. Faculty expertise and passion shined; Recruitment; Signage on the plots

Research: Students experienced real science/research. Facilities Management was a partner and learned from the research.

Community: Miller High School students tested the soil and vegetation on two tests plots. Students took data and samples back to the school; Positive media coverage; Wascona Centre Authority a partner.

Project received funding through the Sustainability and Community Engagement Fund to continue the project and expand to the Academic Green in 2015.



Sustainability Strategic Plan and 2015-2020 Strategic Plan



Strategic Areas of Focus



- Leadership
- Waste
- Transportation
- Energy
- Engagement

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Leadership

We will lead the way and act as a role model for the wider community on issues of sustainability

The addition of leadership as a strategic area of focus is a direct result of the comments and suggestions heard throughout the consultations on the draft plan in January to March 2015.

Proposed Action items: Create a dedicated Executive Lead; Create a Sustainability Office; Review University policies and procedures; Reduce institutional barriers



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Waste

Be mindful of all we use. Decrease Waste.

7 Key actions were identified:

1. Design, operate, & promote campus wide recycling programs that include plastic, coffee cups, paper, batteries, electronics
2. Develop & implement a waste measurement system
3. Assess student, faculty, and staff knowledge of and satisfaction with recycling options/waste minimization systems
4. Design & operate a pilot composting system
5. Develop & implement a residence swap/give/take program
6. Incorporate waste goals & practices in all forms of UoR purchasing and operations
7. Explore & implement practices that decrease water usage on campus



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Waste

How can waste reduction actions fit into larger institutional strategic goals?

Action 1: Design, operate, & promote campus wide recycling programs that include plastic, coffee cups, paper, batteries, electronics.

Integration examples:

*Student Success/teaching: Life cycle of materials production, degradation; Art/engineering from recycled materials; Global flow of materials

Professor – host an interdisciplinary class on marketing the recycling program; e.g. marketing students have a class together with fine arts students and produce a promotional campaign for the recycling program.

Faculty Administrator – Organize a student (faculty-wide) recycling competition with a prize for the winner

Custodian – Have custodians form "a recycling information team" that performs class talks about the recycling program, organize a tour of recycling centre for classes



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Transportation

Support and use sustainable transportation and transportation systems

5 Key Actions were identified:

1. Increase transit use at UofR. promotion and by working with City to improve transit service to and facilities at UofR
2. Develop & support carpooling (campus master plan)
3. Promote the carshare program
4. Increase facilities for and use of active transportation to and from campus
5. Develop & implement a transportation measuring system.



Transportation

How can the sustainable transportation actions fit into larger institutional goals?

Action 1: Work with city to improve transit service & facilities for UofR.

Integration Examples:

•Research Impact:

Researcher – develop tools to lower barriers to use; accessibility; users experience; CO2 emissions, transit vs. automobile land use.

Accessibility Office – be on a research project team regarding accessibility and transit use.

Electrician – research team – different ways to power heated shelters



Energy and Climate Change

Be efficient. Support alternatives

5 key Actions were identified :

1. Create & maintain Energy Dashboard to show energy consumption.
2. Promote or investigate alternative energies site
3. Measure UofR's greenhouse gas emissions & make them public.
4. Create a climate justice action plan
5. Change habits - "lights off/heat off" is everyone's responsibility



Energy and Climate Change

How can actions to reduce Energy use and combat climate change fit into the larger institutional goals?

Action 5: Change habits - "lights off/heat off" is everyone's responsibility

Community:

•Students: Marketing students could speak with community members and design a "lights off/heat off campaign" that can be used in schools and homes around the city.

Researcher: Create low cost technology to measure energy usage and tests in homes around the community.

Facilities Management: Meet with Facilities Management of other schools and organizations to discuss best practice and savings from changing habits



Communication and Engagement

Communicate openly to engage our campus and wider community to create a culture shift and change norms.

8 Key Actions were identified:

1. Launch Sustainability Strategic Plan
2. Increase awareness of and participation in campus sustainability
3. Develop & Implement a champions program-crosscampus networking & action group
4. Develop criteria that recognizes sustainability achievements (in teaching, research, operations, community outreach) in existing awards (President's TL scholars; service excellence awards)
5. Continue to support the Edible Campus
6. Continue to support & operate the Sustainability and Community Engagement Fund
7. Develop a staffed sustainability office that serves as a secretariat for diverse groups on campus & assists in making connections between groups
8. Develop a statement of understanding/description/cornerstones of what U of R as a living lab means



Communication and Engagement

How can supporting communication and engagement fit into the larger institutional goals?

How can I and others in my role accomplish these goals?

Action 6: Continue to Support & Operate the Sustainability Communication and Engagement Fund.

Integration Examples:

•Student Success/Teaching: Engage students in project development and implementation – ex: custodian suggest an idea to a student group

Administrative Assistant: Send out information regarding the fund and application forms to students in the faculty

Librarian: Partner with students to work on a project that benefits the library

Laboratory Safety Consultant: Partner or consult with students on a project that increases laboratory safety as well as sustainability (e.g. Help to create safety protocols and training manuals for a chemical recycling program)



Example Action Table

Name: Rita Morrisette
Role: Graduate Student (Anthropology); lives in residence

Theme	Action	Time	Education	Research	Community	Operations
Waste	Develop & implement a residence swap/give/take program	This year	set up a residence discussion group to learn about the cost of making various items like furniture, electronics, etc. (e.g., Story of Stuff) see if we can find faculty mentor	survey Canadian universities with such a program (e.g., SFU) & highlight their best practices	talk with someone at Value Village, the ReStore, etc about how to set this up	talk to someone at FM to find space find out how much extra help we'll need (cleaning, moving, etc.)
	Implement practices that decrease water usage on campus	On-going	find out how Regina & UofR gets its water, and what happens to used water -audit engineering class?	make a map of all the low-flow toilets, showers, & water fountains on campus		find out about water tables & filtration on campus land from Wascona Centre Authority
Transportation	Use more active transportation	On-going	prepare pamphlet based on research calculations for UofR Wellness group suggest that KHS profs discuss health benefits of daily active transportation in some of their classes	work with KHS & engineering colleagues to calculate energy used in getting to campus daily by muscles (calories) vs. cars (gas)	check with City about long-term plans for bike & walking paths in my neighbourhood	ask for better snow clearing of bike & walking paths in winter
Energy	Create a climate justice action plan	Next year in 3 years	find prof to give me a reading class on the climate justice issues -volunteer to create & teach undergrad Anthro class on cross-cultural climate justice issues	use my thesis to study climate resource sharing strategies across cultures & times	connect with citizen groups in city interested in this issue	
Communication	Take part in Champions program	This year	promote UofR actions & people in my classes	join any collaborations that fit with my grad work	find out who is in charge & how I can help	help promote Champions' work (Ext. Relations?)
	Continue to Support the Edible Campus	On-going	pay attention to food production & consumption as themes in learning about different cultures	integrate food sharing strategies into my thesis	continue to meet other students, etc. in the RP/IRG garden volunteer with Carmichael Outreach during harvest season	advocate for no-pesticide use on campus green help prepare area for campus orchard

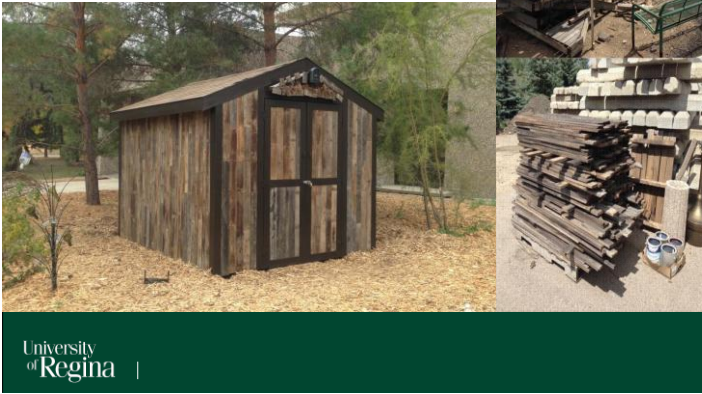
Measurement



In 2014 the University completed the Sustainability Tracking Assessment and Rating System (STARS), an international third-party framework to measure sustainability on Colleges and Universities. By completing STARS the University has a public baseline to help measure its progress. The STARS assessment will be completed again in Year 3 and year 5, giving the University a comprehensive assessment of progress.

While STARS will provide the University with a broad institutional measure of its progress on sustainability, micro level successes and growths are also important. Therefore as part of your annual reporting structure indicate how you have improved the university's reputation by furthering sustainability (ex. living lab, collaboration across functional units, community networking, increasing visibility...)





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