# University of Regina

**DATE**: 20 January 2016
**TO**: Executive of Council
**FROM**: Glenys Sylvestre, University Secretary
**RE**: <u>**Meeting of 27 January 2016**</u>

A meeting of Executive of Council is scheduled for Wednesday 27 January 2016, at 2:30 - 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.

## <u>AGENDA</u>

**1.** **Approval of the Agenda**

**2.** **Approval of the Minutes of Meeting 25 November** *- circulated with the Agenda*

**3.** **Remarks from the Chair**

**4.** **Report of the University Secretary**

**5.** **Reports from Committees of Council**
  5.1 Council Committee on Research - Appendix 1
  5.2 Faculty of Graduate Studies and Research Committee – Appendix 2
  5.3 Council Committee on Undergraduate Admissions and Studies – Appendix 3

**6.** **Graduand Lists**
  6.1 Graduand Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
      6.1.1 Faculty of Arts
      6.1.2 Centre for Continuing Education
      6.1.3 Faculty of Education
      6.1.4 Faculty of Engineering
      6.1.5 Faculty of Graduate Studies and Research
      6.1.6 Faculty of Media, Art, and Performance
      6.1.7 Faculty of Social Work

**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 Graduate Studies and Research
  8.6 Kinesiology and Health Studies
  8.7 Media, Art, and Performance
  8.8 Nursing
  8.9 Science
  8.10 Social Work
  8.11 Centre for Continuing Education
  8.12 La Cité universitaire francophone
  8.13 Library
  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 Information Item – Internationalization Plan, Appendix 4
  9.2 Decision Item – Term of Reference for La Cité universitaire francophone, Appendix 5
  9.3 Meeting Schedule 2016-17, Appendix 6

**10.** **Adjournment**

**REPORT TO**
**EXECUTIVE OF COUNCIL**
**FROM THE COUNCIL COMMITTEE ON RESEARCH**


1. **Item for Approval**

   The Council Committee on Research has approved the following policy and hereby recommends for approval.

   1.1  Research Chairs Policy

   **Motion:**  The Council Committee recommends to Executive of Council that the Research Chairs Policy be approved.

   **Rationale:** The Research Chairs Policy is a new policy that governs the creation and renewal of Research Chairs. The policy ensures the strategic, coherent, and principled selection of candidates and research areas that advance the strategic priorities of the University.

2. **Items for Information**

   2.1 Subcommittee Updates
   A) Nilgun Onder has agreed to Chair the Research Impact Committee
   B) Chris Somers has agreed to serve on the Sub-sub-committee on Non-Traditional Research Impact
   C) Andrea Sterzuk has agreed to serve on the Research Trust Fund Committee
   D) Andrea Sterzuk has agreed to Chair the Research Impact Ad-hoc group

   2.2 Guidelines for VPR Discretionary Funds
   -A transparent process for allocation of discretionary funds will be posted to the University website, along with the application form.

   2.3 Clean Energy Research Funding
   -A new Clean Energy Research grant with a March 1 deadline has been launched.

   2.4 Cluster and Innovation Funding
   -$50,000 will be available for Cluster Funding and $25,000 for the Innovation Fund, with deadlines in the 2016-17 year.

   2.5 RTI Subcommittee
   The Research Tools and Instruments (RTI) Grants subcommittee met in October 2015 and recommended five applications be forwarded to NSERC, in accordance with the University of Regina's quota of applications.

   2.6 RTF Subcommittee
   The Research Trust Fund Subcommittee met in November 2015 and recommended one application for funding.

   Prepared: January 14, 2016

**COMMITTEE NAME**
REPORT TO EXECUTIVE OF COUNCIL

**Items for Decision**


**Subject:** Research Chairs policy


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**MOTION:** The Council Committee on Research recommends to Executive of Council that the Research Chairs Policy be recommended to Senate for approval and further recommendation to the Board of Governors for final approval.

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**Background:**
The Research Chairs Policy is a new policy that governs the creation and renewal of Research Chairs. The policy ensures the strategic, coherent, and principled selection of candidates and research areas that advance the strategic priorities of the University.

Since no policy is currently in place regarding the allocation and establishment of Research Chairs, the policy provides guidance on the creation of new Research Chairs as well as filling and terminating existing Research Chairs. The policy clarifies reporting requirements and subsequent evaluation.

Communications: Once approved by the Board of Governors, the policy will be posted on the policy website.


Date: January 13, 2016
Prepared By: Jaime Speed
On Behalf of: Council Committee on Research

# Research Chairs (<mark>DRAFT</mark>)

| | |
|---|---|
| Number: | RCH-0XX-00X |
| Audience: | All members of the University's research community |
| Last revised: | |
| Owner: | Provost and Vice President (Academic) and Vice President (Research) |
| Approved by: | Board of Governors |
| Contact: | Vice President (Research) – 306-585-5184 |

# Introduction

This policy applies to all employees (faculty, staff, and student employees) of the University's research community.

The role played by Research Chairs in creating and mobilizing knowledge through research excellence is highly valued by the University of Regina. The University is committed to ensuring the highest standards of research in its community as may be recognized through the creation and renewal of Research Chairs.

This policy supports strategic, coherent, and principled selection of candidates and research areas that advance the strategic priorities of the University.

# Definitions

- **Chairholder** – an employee of the University who holds a Research Chair

- **Chairs Secretariat** – is responsible for the day-to-day administration of the Canada Research Chair program

- **Research** – includes scholarship, research, and creative or equivalent professional activities

- **Researcher** – an employee or student of the University who is engaged in research; one who performs diligent and systematic inquiry into a subject to discover or revise facts, theories, etc.

- **Research Chair** – an honorary title bestowed by the University as a signal to internal and external parties that a researcher has been recognized for research excellence in a targeted discipline or research area

  - **Canada Research Chair (CRC)** – an employee of the University who holds a CRC as a result of a Government of Canada initiative; institutions receive an allocation of Research Chairs based on the amount of research funding received from the Tri-Council

  - **Endowed Research Chair** – an employee of the University whose research is supported by an individual and/or corporate partners and/or professional or disciplinary associations. Endowed Research Chairs may be created to recruit, retain, and recognize renowned researchers in sponsored disciplines or research areas

  - **Faculty Research Chair** – an employee of the University whose research is supported by a University Faculty. A Faculty Research Chair may be created, as funds permit, to support research of strategic importance to the University and to enhance recruitment and retention of faculty whose research expertise is of strategic importance to the University

  - **Industrial Research Chair** – an employee of the University who holds targeted NSERC funding to support development and engagement in major research endeavours of interest to industry

  - **Sponsored Research Chair** – sponsored and named by individual and/or corporate partners and/or professional or disciplinary associations for a defined duration that is governed by the amount of funding

available and activities included in the professorship. Sponsored Chairs that include a research focus are administered under the same conditions as a Research Chair.

- **Research record** – data, results, or facts that are a result of scientific or academic inquiry (research); includes, but is not limited to, research proposals, notes, laboratory records (electronic and physical), abstracts, theses, progress reports, internal reports, presentation material, journal articles, and publications.

- **Sponsor** – the funding agency or entity who provides financial support for the creation and maintenance of a Research Chair

- **Tri-Council** – CIHR (Canadian Institutes of Health Research), NSERC (Natural Sciences and Engineering Research Council of Canada), and SSHRC (Social Sciences and Humanities Research Council of Canada)

# Policy

A Chairholder's academic freedom is not affected by holding a Research Chair and will be upheld by the University in the same manner as for all academic staff of the University.

## Establishment and Allocation of Research Chairs

1. Establishment and allocation of Research Chairs are the prerogative of the University and are intended to support and promote the University's strategic research goals and for reinforcing recruitment and training of graduate and highly qualified personnel.

2. A new Research Chair will be established with the authorization of Senate on the recommendation of Council with approval of the Board of Governors when funding for the Research Chair is made available from external or internal sources, such as when the University receives a new CRC from the Government of Canada or an industry partner provides funding for the creation of a titled, Sponsored, Endowed, or Faculty Research Chair.

3. When an existing Research Chair becomes vacant, the Vice President (Research), the Provost and Vice President (Academic), the Associate Vice President (Academic and Research), and the relevant Dean(s) will determine the general research area of the Chair. Depending on the source of funds and conditions of sponsorship, Faculties and Academic Units will be invited to submit letters of intent (LOIs) demonstrating the strategic impact of allocating a Research Chair in a given area.

4. For allocation of a new Research Chair specifically designated by an external sponsor, targeting a specific research expertise, discipline, profile or candidate for a Research Chair, the establishment of the Research Chair shall be authorized by Senate on the recommendation of Council with approval of the Board of Governors and the allocation process will include consultation with the relevant Deans and Academic Unit head(s) and will follow Collective Agreement provisions for designation of a Research Chair to a currently employed faculty member.

5. An externally funded Research Chair is not permanently allocated to a specific research area, Faculty, Academic Unit, or Research Centre/Institute at the University unless such condition has been clearly stipulated by the external sponsor at the time of establishment of the Research Chair, and that stipulation has been agreed to by the Senate on the recommendation of Council with approval of the Board of Governors.

6. If an existing externally funded Research Chair becomes vacant due to resignation, retirement, nonrenewal, or any other reason, the Research Chair position reverts to the University pool and the internal allocation process described in the Processes will be followed. Similarly, an externally funded Research Chair position shall revert to the University pool should no candidate accept a given nomination.

## Nomination and Appointment of Research Chairs

7. The University will use its allocation of CRCs primarily to recruit new researchers and will endeavour to create and/or access opportunities for other Research Chairs to recognize researchers who currently hold faculty appointments at the University.

8. Nomination of an external candidate to a Research Chair will involve the recruitment of the candidate to the University with the nomination to the Research Chair to follow at the appropriate time. In the recruitment process, all interested candidates will be notified that the position is related to a Research Chair and all conditions related to the Research Chair designation will be clearly outlined.

9. The procedure for the recruitment and appointment of faculty members is defined and governed by the Collective Agreement and Human Resources policies and processes.

10. The authorization to fill an allocated externally funded Research Chair may be revoked and the Research Chair reallocated if:
    - the search process is not completed because of delays outlined in the Processes section of this document
    - the candidacy is not approved by the external sponsor
    To reallocate an externally funded Research Chair, the internal allocation process will be followed.

## Formal Designation of Research Chairs

11. To obtain an externally funded Research Chair designation (e.g., CRC or IRC), the selected candidate must comply with the respective program requirements and agency guidelines. The agency grants the approval and the formal designation.

12. In the case of a Research Chair allocated to a research area that crosses Departments or Faculties, the individual must receive a primary appointment in one academic unit.

13. Other Research Chair designations may be granted at the discretion of the University, based on the priorities or requests of sponsors, whether internal or external.

## Terms, Conditions, and Support of Research Chairs

14. A Research Chair will normally hold a full-time tenured or tenure track appointment at the University while the Research Chair designation is in effect.

15. Externally sponsored Research Chairs are subject to the terms and conditions of their awards as defined by the external sponsor. In the case of CRCs, the terms and conditions of institutional support are outlined in the Processes section of this document.

16. Internally sponsored Research Chairs are subject to the terms and conditions of their awards as defined by the internal (usually a Faculty in collaboration with the Provost's Office and with support from the Research Office) sponsor.

17. Normally, the University will support a request to extend the term of Research Chairs for Chairholders who take a leave (other than a sabbatical) from the University.

18. Determination of budgets for Research Chairs is negotiated between the respective Dean and Chairholder per research funding and supports, and subject to funding agency guidelines.

## Discontinuation and Termination of Research Chairs

19. Research Chairs may be discontinued by agreement between the University (upon authorization of Senate on the recommendation of Council with approval of the Board of Governors) and the Sponsor, whether internal or

external. In such cases, the Chairholder will present a plan to the Faculty Dean, Vice President (Research) and Provost and Vice President (Academic) for the phasing out of the Research Chair with special consideration being given to the implications for students and the highly qualified personnel involved in the Research Chair's activities.

20. Designation of the title, *Research Chair*, may be terminated when:
    - The status of the faculty appointment is changed to a non-eligible status as defined by the type of Research Chair (i.e., if the eligibility criteria outlined by the University and Sponsor are not met due to a change in a Chairholder's employment status – generally, a Chairholder holds a full-time, tenured or tenure-track faculty appointment at the University)
    - The outcome of the performance evaluation is unsuccessful or the Chairholder is terminated in accordance with the provisions of the Collective Agreement
    - The Chairholder is non-compliant with the policies and rules of the external sponsor or the University
    - The funding for the Research Chair is fully expended or no longer available

The procedure for the termination of a Research Chair designation is outlined in the Processes.

## Roles and Responsibilities

### Board of Governors

The University Board of Governors has purview under the University of Regina Act to approve establishment of new Research Chairs or discontinuation of existing Research Chairs upon recommendation from Senate.

### Senate

The University Senate has purview under the University of Regina Act to authorize establishment of new Research Chairs or discontinuation of existing Research Chairs with approval from the Board of Governors. Proposals to establish new Research Chairs are presented to Senate by Executive of Council.

### President and Vice Chancellor

The President and Vice Chancellor is responsible for working with the Vice President (Research) and Provost and Vice President (Academic) in the identification of new opportunities and requirements for discontinuation of Research Chairs and presents motions from Executive of Council to the Senate and Board of Governors.

### Vice President (Research)

The Vice President (Research) is responsible for identifying opportunities and making recommendations to the Council Committee on Research for approval of establishment and allocation, nomination, designation, evaluation and renewal, and discontinuation of Research Chairs in consultation with the Provost and Vice President (Academic) to the President and Vice Chancellor.

### Provost and Vice President (Academic)

The Provost and Vice President (Academic) works collaboratively with the Vice President (Research) and the Associate Vice President (Academic and Research) to identify the general disciplinary focus of new Research Chairs and is responsible for outlining required academic credentials and accomplishments required for candidates to be considered.

**Executive of Council**

The Executive of Council is responsible for making recommendations to Senate and the Board of Governors on the establishment and allocation, nomination, evaluation, and discontinuation or termination of Research Chairs within the procedures as outlined in this policy.

**Council Committee on Research (CCR)**

The CCR is responsible for making recommendations to Executive of Council on the establishment and allocation, nomination, evaluation, and discontinuation or termination of Research Chairs within the procedures as outlined in this policy.

**Research Office**

The Research Office provides support and advice based on best practices, legislation, and contractual agreements. The Research Office supports the Vice President (Research) and provides guidance on matters related to Research Chairs and will also support the work of the CCR for those processes and procedures as designated.

**Donor Relations**

Donor Relations provides support and identifies external opportunities for the creation and allocation of Research Chairs. Staff work collaboratively with the Vice President (Research) and the Research Office to build relationships with potential external sponsors and in the development of sponsorship agreements.

**Faculty Research Committees or equivalent**

Members of Faculty Research Committees are responsible for identifying and preparing letters of intent (LOIs) and nominations for strategic allocation of Research Chairs at the University. Faculty committees will similarly be involved with the evaluation of Research Chair performance, renewal applications, and termination of designation.

**Research Chairs**

Research Chairs are responsible for understanding and complying with this policy, complying with any specific conditions under which the Chair has been established, and taking responsibility for their research, meeting performance criteria, and submitting all reports required for review, renewal, and completion of terms.

# Processes

## (1) Externally Funded Research Chairs

## Internal Allocation, Nomination and Formal Designation of Research Chairs

The procedure for internal allocation of new, vacant, or vacated Research Chairs to an academic/research unit and the designation of a candidate will follow the processes outlined herein. New Research Chairs shall be established under the authority of Senate and with approval of the Board of Governors.

Call for letters of intent (LOIs):

When an externally funded Research Chair is available, the Office of the Vice President (Research) will notify the Faculties as to the type, level, and any special conditions related to the Research Chair. Deans or their designate (usually the Associate Dean, Research) will coordinate submission of LOIs from their academic/research units. LOIs are expected to identify a strategic area for establishing a Research Chair and the profile of a potential Chairholder by addressing:

a) Rationale for the Research Chair allocation
- research strengths in the proposed field
- expected ability to leverage additional resources
- contribution to the creation and mobilization of knowledge through training of graduate students and highly qualified personnel, outreach activities and interdisciplinary collaboration, and potential of attracting a high-caliber candidate

b) Description of the research environment
- existing critical mass of research or, if an emerging area, the potential for building critical mass
- research environment within the academic/research unit

c) Strategic Research Plan
- expected impact on the research profile of the academic/research unit and the University
- demonstration of fit with the University's Strategic Research Plan, including recognition of or alignment with signature research clusters of the University
- positioning of the University with respect to the Research Chair in the Saskatchewan/Canada context

Candidates for CRC nominations are not expected to be identified and presented at the LOI stage since CRCs at the University of Regina are intended to target only external recruits. The recruitment process of new faculty members must be conducted in accordance with the Collective Agreement and HR policies and processes.

All Research Chair LOIs should address equity with the four designated groups: women, persons with a disability, Aboriginal Peoples, and visible minorities (required per CRC Secretariat).
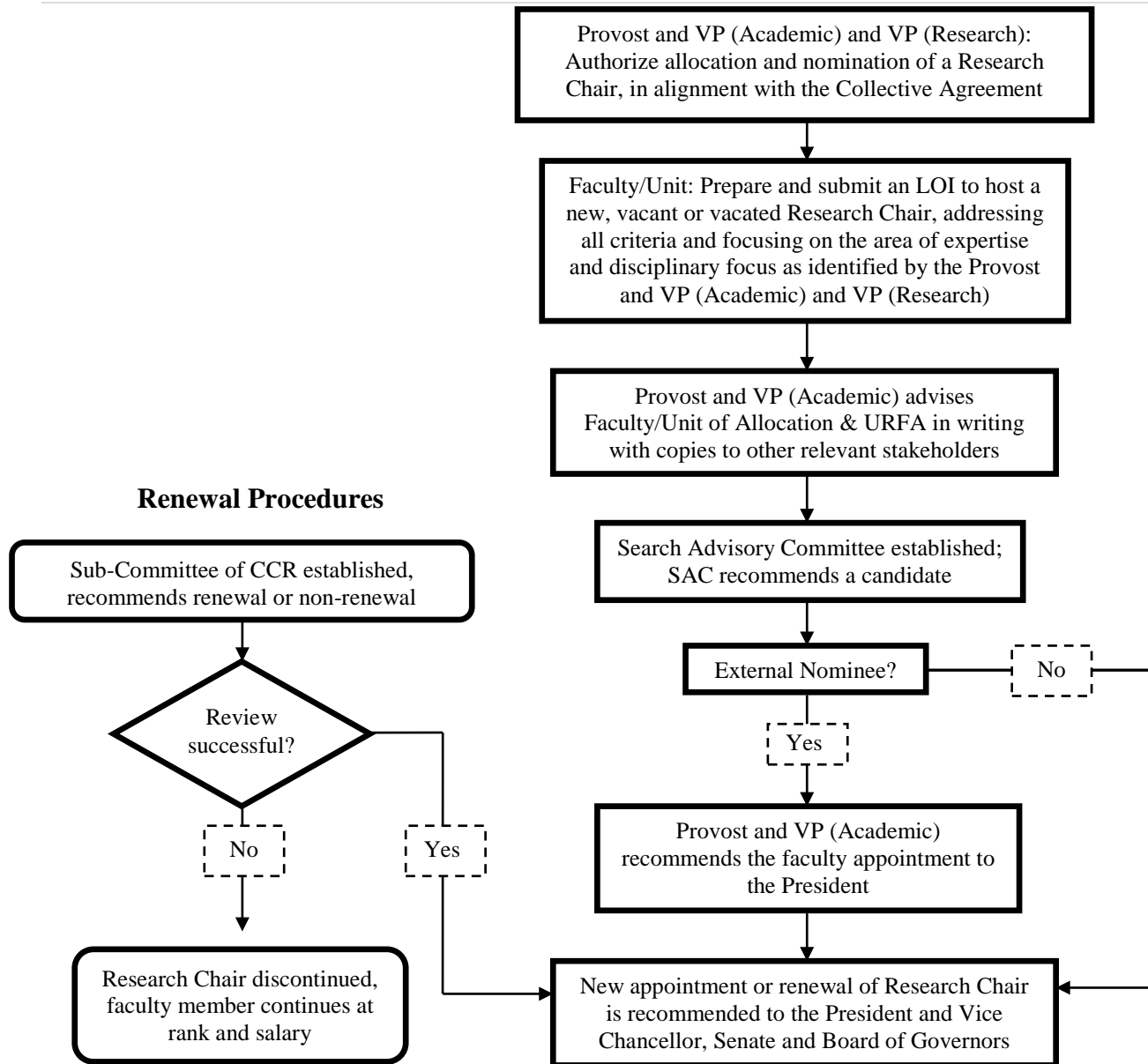
Research Chair Nomination
When a Research Chair is allocated to an academic/research unit, a candidate will be identified and nominated to the Research Chair in accordance with the Collective Agreement and HR policies and processes. The process for nomination depends upon whether the candidate is a new recruit or has a faculty appointment at the University, the type of chair and how a nomination is evaluated.

Research Chair Designation
The formal designation of the Research Chair is conditional upon the approval of the nomination and the relevant external designation processes.

External designation (i.e., CRC and IRC) is completed following the Faculty search process for an external candidate. The recruitment and appointment of faculty members are defined and governed by the Collective Agreement and Human Resources policies and processes.

The terms and conditions of the Research Chair are governed by the external sponsor and the University.

Provost and VP (Academic) and VP (Research): Authorize allocation and nomination of a Research Chair, in alignment with the Collective Agreement

Faculty/Unit: Prepare and submit an LOI to host a new, vacant or vacated Research Chair, addressing all criteria and focusing on the area of expertise and disciplinary focus as identified by the Provost and VP (Academic) and VP (Research)

Provost and VP (Academic) advises Faculty/Unit of Allocation & URFA in writing with copies to other relevant stakeholders

Search Advisory Committee established; SAC recommends a candidate

External Nominee?

No

Yes

Provost and VP (Academic) recommends the faculty appointment to the President

**Renewal Procedures**

Sub-Committee of CCR established, recommends renewal or non-renewal

Review successful?

No

Yes

Research Chair discontinued, faculty member continues at rank and salary

New appointment or renewal of Research Chair is recommended to the President and Vice Chancellor, Senate and Board of Governors

## Special Conditions for Endowed or Sponsored Research Chairs

The procedure for internal designation of a candidate for new, vacant, or vacated Endowed or Sponsored Research Chairs for which specific objectives and expertise have been identified by the Sponsor will follow the processes outlined herein.

Sponsor-Driven Conditions
When a sponsor indicates interest in the creation of an Endowed or Sponsored Research Chair, Donor Relations, the Provost and Vice President (Academic) and Vice President (Research) will work collaboratively to negotiate the terms and prepare the agreements for creation of the Research Chair in alignment with the Collective Agreement.

a)  For Sponsor-Identified Candidates: a new, vacated or vacant Research Chair is specifically designated by an external Sponsor, targeting a specific research expertise and ideal candidate from the existing faculty complement for delivering that specific research expertise.

b)  For Undesignated Candidate: a new, vacated or vacant Research Chair is specifically designated by an external Sponsor, targeting a specific research expertise, discipline, or candidate profile for delivering that specific research expertise.

Establishment of a Research Chair
Establishment of a new Research Chair and allocation of a vacant or vacated Research Chair must be approved by the Vice President (Research) and Provost and Vice President (Academic), as well as the President and Vice-Chancellor and Board of Governors.

Research Chair Designation
The agreements for terms and conditions of the Research Chair will be drafted collaboratively by Donor Relations and the Research Office.

All Research Chair appointments must include a statement about how the Chair aligns with supporting a representative workforce, addressing equity with the four designated groups: women, persons with a disability, Aboriginal Peoples, and visible minorities.

The formal designation of the Research Chair is conditional upon the approval of the nomination and the relevant external designation processes. Designation of a candidate will take place in accordance with the Collective Agreement and HR policies and processes.

# University of Regina

**Donor Relations Responsibility**

Contact made with Sponsor, who confers with Donor Relations to identify terms, conditions, discipline or research area, and other relevant expectations for the Chair or Professorship

Sponsor confirms terms of establishment

**Provost and Vice President (Academic) and Vice President (Research) Authority**

Provost and VP (Academic) and VP (Research) authorize establishment of a Research Chair, specify the name and area of the Chair, source of funding, expected category of the position, and any special conditions associated with the appointment, and in alignment with the Collective Agreement

For Undesignated Faculty or Candidate

For Collaboratively Identified Internal Expert / Sponsor-Identified Candidate

Provost and VP (Academic) and VP (Research) invite submission of LOIs from Faculties and Academic Units

**Renewal Procedures**

Sub-Committee of CCR established, recommends renewal or non-renewal

Provost and VP (Academic) advises URFA in writing with copies to other relevant

Review successful?

Search Advisory Committee established; SAC recommends a candidate

No

Yes

External Nominee

No

Yes

Research Chair discontinued, faculty member continues at rank and salary

Provost & VP-A recommends the faculty appointment to the President

Recommendation for or Renewal of Research Chair appointment to the President, Senate and Board of Governors

## (2)   Internally Funded Research Chairs

The procedure for internal designation and funding of a candidate for new, vacant, or vacated Faculty Research Chairs for which specific objectives and expertise have been identified by the Faculty Dean, Provost and Vice President (Academic), and Vice President (Research) will follow the processes outlined herein. New Research Chairs shall be established under the authority of Senate and with provision of the Board of Governors.

Faculty-Established Conditions and Expectations
When a Faculty indicates interest in the creation of a Faculty Research Chair, the Provost and Vice President (Academic) and Vice President (Research) will work collaboratively to determine the terms and conditions for said Research Chair and prepare the agreements for creation of the Research Chair in alignment with the Collective Agreement.

A new, vacated or vacant Faculty Research Chair will be specifically designated targeting a specific research expertise that is of strategic importance to the University and an ideal candidate from the existing faculty complement for delivering that specific research expertise.

Establishment of a Faculty Research Chair
Establishment of a new Faculty Research Chair and allocation of a vacant or vacated Research Chair must be approved by the Vice President (Research) and Provost and Vice President (Academic), as well as the President and Vice-Chancellor and Board of Governors.

Research Chair Designation
The agreements for terms and conditions of the Research Chair will be drafted collaboratively by the Faculty, in consultation with the Provost and Vice President (Academic), and the Research Office.

All Research Chair appointments must include a statement about how the Chair aligns with supporting a representative workforce, addressing equity with the four designated groups: women, persons with a disability, Aboriginal Peoples, and visible minorities.

Designation of a candidate will take place in accordance with the Collective Agreement and HR policies and processes.

## (3)  All Research Chairs

## Reporting, Evaluation and Renewal of Research Chairs

- Annual reporting is required of all Research Chairs.
    - The Research Office will coordinate the format, submission deadlines, and requirements for inclusion in annual reports.
    - Additional requirements for annual reporting of externally sponsored Research Chairs are governed by the rules of the external sponsor.

- Mid-term review is required of all Research Chairs and will be coordinated by the Research Office in collaboration with Faculty Research committees.

- Research Chairs that are renewable after a completed term must undergo an internal performance evaluation.

  - Each Faculty will establish a committee at least 12 months prior to the external renewal application deadline to review the renewal package assembled by the Research Chair.

  - The Faculty committee recommendation will be submitted to the Vice President (Research) and Council Committee on Research at least 6 months in advance of the external renewal application deadline.

  - The renewal package will include annual reports, outcomes of the mid-term evaluation, and any other additional and applicable evidence to support renewal.

- Following a positive recommendation from the Council Committee on Research to the Vice President (Research):
  - An externally sponsored Research Chair may proceed with the development of the renewal dossier. A successful renewal nomination by the external sponsor will result in the continuation of the Research Chair designation.
  - An Endowed or Sponsored Research Chair will be considered renewed and will receive a letter of appointment stating the terms and conditions of the upcoming term.

- Following a negative recommendation by the Council Committee on Research, the Vice President (Research) confers with the Provost and Vice President (Academic) and the Chairholder's dean or director to confirm the Committee's recommendation and either return the Research Chair to the University pool, per policy, or mandate a second review of the Research Chair performance evaluation.

## Discontinuation and Termination of Research Chairs

The following describes the procedure for the discontinuation of Research Chairs as well as the termination of the Research Chair designation.

Discontinuation of a Research Chair:
A Research Chair may be discontinued by mutual agreement between the University, as authorized by Senate on the recommendation of Council with approval of the Board of Governors and a Sponsor. The discontinuation may be due to the withdrawal or lack of sufficient funds by the Sponsor or other reasons.

The University may consider limited support during the phase-out period in order to ensure that existing student commitments are met. As a result, the Chairholder must present a plan for the phasing-out of the position, with special consideration being given to the implications for the students involved in the Research Chair's activities. The Chairholder retains their pre-existing academic appointment at their existing rank and salary level, excluding the stipend from the Research Chair.

*CRCs Eliminated by the Chairs Secretariat*
If an institution's performance decreases relative to other institution to the extent that the institution's Chair allocation is reduced through the re-allocation process, the Chairs Secretariat will reclaim the lost Chair allocations. The institution can choose, in consultation with the Secretariat, to give back unoccupied Chairs or to use a deactivation funding mechanism using a sliding scale of decreasing support (100–50–0 per cent) on active Chairs.

CRC allocations eliminated prior to completion of a full term due to reallocation by the Chairs Secretariat require that the University of Regina terminate an existing CRC position. In that event, the Chairholder whose CRC is terminated will be granted an extension of all teaching load provisions and Faculty research support, at the

discretion of the relevant Dean or Director. The institutional stipend and research portion will be terminated. Chairholders will retain their titles until the end of their existing terms.
http://www.chairs-chaires.gc.ca/program-programme/allocation-attribution-eng.aspx

Determination of the CRC whose term shall be terminated in the event of elimination by the Chairs Secretariat will be completed at the discretion of the Vice President (Research) who will consider time remaining in the existing terms of all CRCs, research performance and funding status of all CRCs, and potential for converting CRCs into other existing or emerging Chairs positions.

Termination of a Chairholder's Designation as *Research Chair*:
A Chairholder may, at any time, voluntarily relinquish a Research Chair designation. In this case, a written notice shall be sent by the Chairholder to the Faculty Dean who shall ensure that the Office of the Vice President (Research) and the Research Office are informed.

A Research Chair's designation may be terminated by the University if any of the following situations apply:
   a) The status of the faculty appointment is changed to a non-eligible status as defined by the chair type. Eligibility criteria for Chairholders are governed by the University and the Sponsor. In general, a Chairholder holds a full-time, tenured or tenure-track faculty appointment at the University. If the faculty appointment changes (i.e. from full-time to part-time or adjunct), the Chairholder might not be eligible to continue holding the Research Chair designation and the designation will be terminated as of the date of the status change. The same applies if a Chairholder leaves the University.

   b) The outcome of the Research Chair's performance evaluation is unsuccessful or if the Research Chair is terminated in accordance with the Collective Agreement and/or relevant HR policies and processes. Based upon the outcome of the performance evaluation for renewal, the CCR, in consultation with the Faculty committee, may decide not to renew the Research Chair. In cases of non-renewal, the Chairholder will relinquish the Research Chair at the end of the term. The Chairholder retains a full-time academic appointment at the existing rank and salary level, excluding the stipend from the Research Chair. In addition, if the Chairholder is terminated from the University in accordance with the Collective Agreement, the term as Research Chair shall terminate simultaneously.

   c) The Chairholder is non-compliant with the regulations set by the University or by the Sponsor. There are two aspects of compliance that impact a Research Chair:
      (i) compliance related to academic performance and/or
      (ii) compliance with the regulations outlined by the University and the Sponsor.

Any compliance issues raised during annual reporting or mid-term review will be monitored in the following annual report. Two consecutive unsatisfactory evaluations may be grounds for ending the Research Chair designation. If the Faculty considers terminating the designation of a Research Chair during a term, a written justification shall be submitted to the Vice President (Research). In the spirit of conciliation, the Vice President (Research) may convene all parties involved and seek advice from the CCR to propose a plan for either the realignment of the Research Chair or the phasing out of the Research Chair activities.

Non-compliance with the regulations outlined by the University or the Sponsor or the Collective Agreement may result in the freezing of funds for the Research Chair. Fraudulent use of funds or other forms of academic, scholarly, or research misconduct are sufficient grounds for the University to terminate the Research Chair designation without notice. In addition, the University will promptly report any fraudulent use of funds to the appropriate authorities and implement internal processes for academic, scholarly, and research integrity.

The grievance provisions of the Collective Agreement shall apply to the termination of a Research Chair's designation by the University.

When a Research Chair designation is terminated, the University will contact the Sponsor to inform them of the termination. If the Research Chair is still available to the University, it will become vacant and the internal procedure for a new nomination will be initiated in accordance with the allocation process.

The termination of a Canada Research Chair is governed by the CRC program Secretariat's administrative guidelines, acknowledging that University regulations supersede all other factors concerning the faculty appointment of Research Chairs.

# Related Information

- University of Regina 2015-2020 Strategic Plan
- GOV-022-025 – Research/Scholarly Misconduct
- RCH-020-005 – Care and Use of Animals
- RCH-020-010 – Ethics – Research with Humans
- GOV-022-010 – Conflict of Interest and Conflict of Commitment
- Tri-Agency Framework: Responsible Conduct of Research
- Chairs Secretariat

**COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH**
**REPORT TO EXECUTIVE OF COUNCIL, January 27, 2016**

**From January 11, 2016 Council Committee**

**of the Faculty of Graduate Studies and Research**

**APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL**

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

1. **FACULTY OF ARTS**

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**MOTION 1:     Program Change**
That JRN 799 – Journalism Ethics and Professional Standards Review be required to be completed in the first semester of study of the Master of Journalism program, effective 201630.

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**Master of Journalism (MJ)**

| | | |
|---|---|---|
| Semester 1 | *JRN 799 Journalism Ethics and Professional Standards Review* | *0* |
| | JRN 800 Research Methods in Journalism | 3 |
| | JRN 810 A Critical History of the Media, Journalism and Social Regulation | 3 |
| | JRN 880 Critical Approaches to Media and Journalism Studies | 3 |
| | 800/900 level elective | 3 |
| | JRN 902 (Project to be completed over 3 semesters) | 0 |
| Semester 2 | JRN 818 Master's Workshop on Journalism Projects | 3 |
| | JRN 8xx | 3 |
| | JRN 8xx | 3 |
| | JRN 902 (Project) | 0 |
| Semester 3 | JRN 902 (Project Completion) | 9 |
| | **TOTAL** | **30** |

**Rationale:**
Most undergraduate journalism degree-holders, as well as students entering through our MJ Bridging Program, will have taken at least one full for-credit journalism ethics course as undergraduates, and may also have taken a general research ethics course or test, depending on their Faculty or university's requirements. However, it cannot be guaranteed all MJ students entering the program have equal exposure to key concepts. Legal precedents learned in undergraduate programs change over time, and international students will not typically have prior education in Canadian standards. Making the course mandatory for all MJ students in their foundational semester will ensure that they are provided with equal opportunity to understand and accept key ethical/legal concepts. We do integrate research ethics and professional standards in all our courses, but having a separate mandatory course will emphasize the seriousness of the topic and degree of expectation on students to conduct their work ethically and professionally while at the University of Regina and after they graduate.

(end of Motion 1)

**MOTION 2:    Entrance Requirements**
That the entrance requirements to the Master of Journalism be changed, effective 201630.

**Master of Journalism Entrance Requirements**

Current language:
Two types of students will be eligible for admission.
1.  Students with neither an undergraduate degree in journalism nor professional experience – but who hold an undergraduate degree in another discipline – will be accepted as bridging students.  They will be expected to successfully complete a select list of core undergraduate journalism courses, with a minimum 70 per cent average, before moving into graduate courses.
2.  Students with an undergraduate degree in journalism and mid-career journalists with substantial professional experience of at least three years and an undergraduate degree in an area other than journalism may be accepted immediately into the one-year intensive graduate program.  The Graduate Studies committee will assess their prior academic and professional experience on a case-by-case basis.

Proposed language:
1.  **Program Entry Options**
    **Bridging Option**
    Those with neither an undergraduate degree in journalism nor professional experience, but who hold an undergraduate degree in another discipline must apply as *undergraduate* Bridging Students to complete a select list of core undergraduate journalism courses, with a minimum 70 per cent average, before applying for the master's programs.  Applicants pursuing this option are normally expected to hold a four-year undergraduate degree. Please contact the School of Journalism for further information on how to apply as a Bridging Student.

    **Direct Entry Option**
    Those with an undergraduate degree in Journalism and at least three (3) years of professional experience in the journalism industry OR those with an undergraduate degree in another discipline with at least three (3) years of professional experience in the journalism industry will be considered for the one-year intensive graduate program. Applicants pursuing this option are normally expected to hold a four-year undergraduate degree.

    **Continuing Studies Option**
    Recent graduates of a journalism Bachelor's program are encouraged to pursue at least three (3) years in the field of journalism before applying to the MJ program. However, graduating students who have a strong record of field experience before and/or during their academic careers—for example, through a combination of paid fulltime journalism internships; paid freelancing or journalism employment; and/or extensive involvement in community media or the student press—or who have major projects in development as a result of their undergraduate work, will be considered for admission under this option on a case-by-case basis, provided they meet the minimum requirements as set by FGSR.

**Mid-Career Option**

The mid-career admission option is designed for those applicants who have substantive professional experience as working journalists. In rare cases applicants with relevant professional experience but whose academic standing does not meet the minimum requirement as set by FGSR will have their applications considered for this admission option on a case-by-case basis. If approved, the acceptance will be probationary for the first semester, based on maintaining an overall GPA of 75% and no grade less than 70 percent.

2. **Required supplementary materials**
   **The following items are to be included in a single document emailed to the Faculty of Graduate Studies and Research.**

   A. **Entrance Option**
      State which entrance option you are pursuing: Direct Entry, Continuing Studies or Mid-Career. It is strongly recommended you contact the School of Journalism Graduate Studies Coordinator to confirm you have selected the appropriate category. *Bridging Option applicants must apply to Undergraduate admissions – please contact the School of Journalism for further instructions.*

   B. **Personal statement**
      An approx. 300-word statement that summarizes your background and explains clearly why you wish to pursue a Master of Journalism degree at the University of Regina.

   C. **Project proposal**
      The MJ is NOT a thesis-based program. Instead, students are expected to produce a major professional project of public interest journalism, such as a broadcast documentary, a series of feature articles, a photojournalism exhibit, a multi-media undertaking, or a community-based media project. Thesis-based research proposals will NOT be reviewed by the School of Journalism's entrance committee. Applicants should be aware that the School of Journalism is focused on journalism, and does not offer a program of communications studies or public relations studies. Applicants are strongly advised to contact the School of Journalism Graduate Studies Coordinator before preparing their professional project proposal. The project proposal must follow this outline:
      1. Topic Statement (approx. 100 words): A description of your inquiry, and why it matters.
      2. Methods (approx. 200 words):  What medium/media you intend to use, and why. How you will approach the topic.
      3. Background (600-800 words): A more detailed explanation of the proposed project.
      4. Statement of Ability (approx. 200 words): A description of the skills, knowledge and life experience you bring to the project. Why are you uniquely positioned to undertake this work?

   D. **C.V. and professional portfolio**
      Applicants must submit a C.V. and a portfolio of published works of journalism. Admissible materials may include any or all of the following: a web link to your broadcast

demo reel; a link to a multi-media or web-based journalism project; electronic copies and/or web links to published articles or book chapters (6 max.); links to individual broadcast pieces (6 max.); a link to an online photojournalism gallery; a final report and/or link to a community media project you facilitated. Portfolio material must be web-based or, in the case of print articles, can be placed together in a single PDF or similar electronic file format. DVDs and memory sticks will not be accepted. Material must be English-language or translated to English.

3. **Entrance interview: (Direct Entry and Mid-Career Options)**
Following a review of the application package, qualifying Direct Entry and Mid-Career applicants will be contacted to schedule an entrance interview (in person or by electronic means) with members of the School of Journalism Graduate Studies Committee. Students who have already successfully completed interviews as part of the School of Journalism's Bridging and/or Undergraduate program entrance requirements will not be required to be interviewed.

4. **English language proficiency**
Mastery of the primary language of communication is essential to effective journalism practice. The School of Journalism's language of instruction is English, and only English-language assignments are accepted. Students who fail to demonstrate superior written and spoken English language proficiency in submitted written materials and/or during an entrance interview will not be recommended as fully qualified students.

Students who are not native English speakers, must submit proof of English proficiency in the form of a recognized test, unless they attended a university recognized by the University of Regina and where the language of instruction was English. Minimum language proficiency requirements of the Faculty of Graduate Studies and Research have to be met.

**Rationale**:
The School of Journalism's first student intake was based on broadly stated entrance requirements with no portfolio requirement or entrance interview. The experience allowed the school to determine where its entrance requirements could be improved, and what kind of language is needed for clarity and to best accommodate the diversity of applicants.

The first two entrance requirements remain mostly unchanged, but now have headings that identify applicants as 'Direct Entry' or 'Bridging,' to help alleviate confusion over whether students should be applying to FGSR or to University Admissions. A 'Continuing Studies' option has been added for students who wish to move directly from undergraduate studies to graduate studies, as the previous requirements appeared to exclude them. Finally, the proposed entrance requirements provide greater flexibility to accommodate mature students, with a mid-career option and the opportunity to consider three-year undergraduate degrees combined with professional experience, with the language 'normally a four-year degree.'

It was also discovered that the MJ entrance process was less rigorous and informative than the undergraduate admission process. Including an entrance interview for Direct Entry and Mid-Career students, and requesting a portfolio from all, brings the MJ requirements in line with the undergraduate requirements, which have served the School well for 35 years. A statement was also added for English language proficiency requirement.

Finally, regarding the required project proposal, there was a need to more explicitly state that the program is project-based, not thesis-based, and that only professional journalism project proposals will be considered. This is intended to curtail receipt of blanket research statements that are not tailored to the program.

(end of Motion 2)

2.    **FACULTY OF BUSINESS ADMINISTRATION**

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**MOTION 3:    Course Change**
That ENGG 822 – Risk Assessment and Management be added to the specialization elective courses in Public Safety Management Specialization of the Levene MBA program, effective 201630.

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**ENGG 822  Risk Assessment and Management (3)**
Strategies for minimizing exposure to technical, financial, and geopolitical risk are presented. Recent case studies from industry are discussed.  Topics include event tree and fault tree analysis, risk-based decision-making, and decision consideration.

| | |
|---|---|
| Required Core Courses (12 credit hours) | MBA 815 Business Policy & Strategy<br>MBA 830 Social Issues in Business<br>MBA 860 Managing Change<br>MBA 880 Managing Information, Analytics and Decision-making |
| Required Study Tour (3 credit hours) | MBA 848AA-ZZ International Study Tour |
| Required Practicum (6 credit hours) | MBA 899 Integrative Practicum |
| Public Safety Management Specialization Courses (12 credit hours) | |
| Specialization Required Courses (6 credit hours) | ECON 836 Economics of Public Safety<br>JS 802 Interprofessional Collaboration in Community Safety and Justice |
| Specialization Elective Courses (choose two*) | JS 803  Public Safety and Community Policing<br>JS 804  Public Safety in a Democratic Society<br>***ENGG 822 Risk Assessment and Management*** |

**Rationale**:
To meet the demand for courses appropriate for non-police students who are interested in pursuing the MBA in Public Safety Management.  Interest has been expressed by leadership in the Regina Fire Service and managers in for-profit corporations.

(end of Motion 3)

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**MOTION 4:    Advanced Standing**
That the CPA (Chartered Professional Accountant) designation replace the list of professional accounting designations accepted Advanced Standing in the Levene MBA with Specializations Program, the MAdmin (Leadership) program, and the MHRM program, effective 201630.

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CPA (Chartered Professional Accountant)
Advanced Standing is awarded to a student upon demonstration of acquired knowledge of a course's content through university or professional courses. The student is given advanced standing but this does not reduce the number of credit hours or fees required by an existing program. Students are registered in an Advanced Standing section and charged the associated tuition and fees.

Up to 9 credit hours of advanced standing will be offered to holders of the following designations: CA (Chartered Accountant)
- *CPA (Chartered Professional Accountant)*
  - Formerly
    - CA (Chartered Accountant),
    - CGA (Certified General Accountant), or
    - CMA (Certified Management Accountant)
- CFA (Chartered Financial Analyst)
- Direxion Leadership Development Program (The Canada School of Public Service)
  - Students who receive Advanced Standing for the Direxion designation may not receive credit for GBUS/MBA 817 or MBA 760.
  - Students who receive Advanced Standing for the **CPA**, CA, CGA, CMA, or CFA designation may not receive credit for GBUS/MBA 832 or MBA 780.
  - Students who receive Advanced Standing for the CFA designation may not receive credit for GBUS/MBA 833 or 891 or MBA 790.

Up to nine credit hours of advanced standing may be offered to those who hold a master's degree in a related area (e.g., Master of Public Administration; Master of Human Resource Management), or those who hold a Master of Business Administration from another university.

**Rationale:**
The three distinct accounting associations have been merged into one professional organization offering one professional designation, the Chartered Professional Accountant (CPA). This motion recognizes that change and brings advance standing into alignment with that change.

(end of Motion 4)

**3.** **FACULTY OF GRADUATE STUDIES AND RESEARCH**

| MOTION 5: Program Change |
|---|
| That GERO 893 – Patterns of Health and Illness in Older Adults be added to the list of primary courses in the Gerontology program, effective 201620. |

| *Gerontology Program* | |
|---|---|
| Primary Courses* | 15 |
| Secondary Courses** | 3 |
| Thesis Research | <u>12</u> |
| **Total** | **30** |

\* Primary Required Courses include KHS 892/GERO 890 or ***MNUR820/GERO 893***, KHS 803 or PSYCH 801, PSYC 802, one of SW 816/GERO 816 or SW 803/GERO 803, one of JSGS 817, EC&I 809, ECON 865, PSYC 823, or SW 881.

\*\* Secondary Courses include KHS 866 or PSYC 807, students may also substitute KHS 866 or PSYC 807 with a directed readings course on ethical issues (e.g. PSYC 890 or KHS 877). Such an arrangement would require approval from the CAH Graduate Programs Committee.

**Rationale:**

Aging is a biological process and it is important for the Gerontology program to incorporate a graduate course that focuses on biological issues in aging. Currently KHS 892/GERO 850 (Physiology of Aging) fulfills that role. However the KHS 892/GERO 850 is not offered yearly and there have been some resource constraints in the offering of the course. The proposed change allows students to take either KHS 892/GERO 890 (the current requirement) or another biologically oriented course GERO 893 (Patterns of Health and Illness in Older Adults).

(end of Motion 5)

4. **FACULTY OF MEDIA, ART AND PERFORMANCE**

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**MOTION 6:     Program Change**
That a revision to the MA in Media Studies (30 credit hours) be approved, effective 201630.

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**Current MA in Media Studies**

| | |
|---|---|
| FA 800 Interdisciplinary Seminar in Theory and Criticism | 3 |
| FA 803 Interdisciplinary Seminar in Research Methodologies | 3 |
| FILM 810AA-ZZ | 3 |
| FA 810AA-ZZ | 3 |
| FILM 890AA-ZZ | 3 |
| Open Elective | 3 |
| Open Elective | 3 |
| FILM 901 Thesis Research | 9 |
| **Total** | **30** |

**Proposed MA in Media Studies**

| | |
|---|---|
| FA 800 Interdisciplinary Seminar in Theory and Criticism | 3 |
| FA 803 Interdisciplinary Seminar in Research Methodologies | 3 |
| Two of: | |
|   FA 804 Studies in Media, Art and Performance | 3 |
|   FILM 804 Critical Investigations in Film | 3 |
|   FILM 810AA-ZZ | 3 |
| FILM 8xx or FA 8xx elective* | 3 |
| FILM 901 Thesis Research | 15 |
| **Total** | **30** |

*with approval of Supervisor.

**Rationale:**

This aligns the MA Media Studies with other thesis-based MA programs at the University of Regina. The revised program provides more FILM and FA course options and increases the focus on thesis research.

(end of Motion 6)

## 5.     FACULTY OF NURSING

**MOTION 7:     Program Change**
That MNUR 893 – Advanced Nursing Practice Leadership in Health Promotion replace
MNUR 804 – Global Health and Advanced Practice Nursing as a required course in the CNPP
program, effective 201620.

| *Current Program Outline* | *New Program Outline* |
|---|---|
| Year 1 – MNUR 800 | Year 1 -  MNUR 800 |
| MNUR 801 | MNUR 801 |
| MNUR 802 | MNUR 802 |
| MNUR 803 | MNUR 803 |
| *MNUR 804* | *MNUR 818* |
| MNUR 805 | MNUR 805 |
| Year 2 – MNUR 806 | Year 2 – MNUR 806 |
| MNUR 807 | MNUR 807 |
| MNUR 808 | MNUR 808 |
| MNUR 809 | MNUR 809 |
| MNUR 810 | MNUR 810 |

### Rationale:

This program change communicates that students will be taught the leadership skills needed to
support community-based strategies for health promotion, illness prevention and health
maintenance across populations and communities in Saskatchewan. The graduate of the CNPP
program must be capable of developing and applying social policies that influence the
population health by incorporating theories and research that develop and monitor
comprehensive, holistic plans of care for patient populations in Saskatchewan. Additionally, the
graduate must actualize interprofessional and multidisciplinary approaches and garner
multifaceted resources to influence regulatory, legislative and public policy in private and public
arenas to promote and preserve healthy communities. The student must learn to develop a
clear understanding of the community, the organization of community-based systems of care, as
well as comprehend the economic implications of community health planning in the health care
delivery system as a whole.  The changes in the course title, content and description better
reflect leadership requirements of the nurse practitioner role that is being developed through the
program.

(end of Motion 7)

**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**

**JRN 799  Journalism Ethics and Professional Standards Review (0)**
This online course tests students' understanding of ethical/legal standards in Canadian journalism. Topics include plagiarism, libel, information rights, publication bans, ethical interviewing, Indigenous protocols, protection of sources, use of images, due diligence, and other foundational standards of practice in a Canadian context. Successful completion is required in the first semester of program (201630).
Prerequisites: Full or provisional acceptance into the Master of Journalism program.

**JRN 881AA-ZZ Selected Topics (3)**
Courses designed to address selected topics in journalism (201630).

**GERO 893  Patterns of Health and Illness in Older Adults (3)**
This course offers broad-based knowledge and skills through integrated interprofessional education related to health challenges in the aging population. Physiological changes and psychosocial aspects of aging as they relate to common health problems will be examined (201630).
(Cross-listed with MNUR 820 – Patterns of Health and Illness in Older Adults)

**FILM 804 - Critical Investigations in Film (3)**
This course focuses on theoretical approaches to cinema and new media from aesthetic, cultural, anthropological, psychological and sociological viewpoints. It provides an understanding of the interrelationship between film/film-making and reality, other media arts, and the audience. Topics include Post-Colonialism, Orientalism, Art/Film Installation, Expanded Cinema, Narrative Theory, Arab/ African Cinema, Censorship, Propaganda /Surveillance, Psychoanalysis (201620).

**FA 804 Studies in Media, Art, and Performance (3)**
This seminar course addresses thematic research strengths in the Faculty in order to provide students with a deeper exploration into topics within media, art and performance. Thematic seminar topics will relate to Popular & Visual Culture; Gender, Sexuality, and Culture; Social and Community Engagement; Indigenous Arts and Culture; or Curatorial Studies and Cultures of Display (201620).

**FA 870AA - ZZ Special Topics in Practice and Theory (3)**
This set of special topics courses explores both practice and theory in Media, Art and Performance (201620).

**FA 899 - Professional Placement (3)**
This practical professional placement course offers an opportunity for students to apply skills and gain experience related to their research focus (201620).

**MNUR 818  Advanced Nursing Practice Leadership in Health Promotion (3)**
Advanced practice nurses will be prepared with a strong theoretical foundation in health promotion, illness prevention and maintenance of health across populations and

communities.  Interprofessional approaches to improve population health considering the influence of sociopolitical, environmental, economic and health concepts are included (201620).

**MNUR 820  Patterns of Health and Illness in Older Adults (3)**
This course offers broad-based knowledge and skills through integrated, interprofessional education related to health and illness in old age. Physiological changes and psychosocial aspects of aging as they relate to common health problems will be examined (201630).
(Cross-listed with GERO 893 – Patterns of Health and Illness in Older Adults)

### 2.  COURSE CHANGES

**Faculty of Nursing**

| Course | From | To |
|---|---|---|
| MNUR 800 – Foundations for Advanced Practice Nursing | Lecture Hours: 3<br>Schedule Types: Lecture<br>Grade Mode: Credit/No Credit | Lecture Hours: 0<br>Other Contact Hours: 3<br>Scheduled Types: Independent study<br>Grade Mode: Normal |
| MNUR 801 – Research in Advanced Nursing Practice | Lecture Hours: 3<br>Schedule Types: Lecture<br>Grade mode: Credit/No Credit | Lecture Hours: 0<br>Other Contact Hours: 3<br>Scheduled types: Independent study<br>Grade mode: Normal |
| MNUR 802 – Advanced Health Assessment & Diagnostic Reasoning | Lecture Hours: 3<br>Lab Contact Hours: 0<br>Other Contact Hours: 3<br>Schedule Types: Lecture, Lab<br>Grade Mode: Credit/No Credit | Lecture Hours: 0<br>Lab Contact Hours: 3<br>Other contact hours: 6<br>Scheduled types: Independent study<br>Grade mode: Normal |
| MNUR 803 – Advanced Pathophysiology & Pharmocology I | Lecture Hours: 3<br>Other Contact Hours: 3<br>Schedule Types: Lecture<br>Grade Mode: Credit/No Credit | Lecture Hours: 0<br>Other Contact Hours: 6<br>Scheduled types: Independent study<br>Grade mode: Normal |
| MNUR 804 – Global Health & Advanced Practice Nursing | Lecture Hours: 3<br>Other Contact Hours: 0<br>Schedule Types: Lecture<br>Grade Mode: Credit/No Credit | Lecture Hours: 0<br>Other Contact Hours: 3<br>Scheduled types: Independent study<br>Grade mode: Normal |
| MNUR 805 – Advanced Pathophysiology & Pharmacology II | Lecture Hours: 3<br>Other Contact Hours: 7<br>Schedule Types: Lecture<br>Grade Mode: Credit/No Credit | Lecture Hours: 0<br>Other Contact Hours:10<br>Schedule Types: Independent study<br>Grade mode: Normal |
| MNUR 806 – Health & Illness Across the Lifespan I | Lecture Hours: 3<br>Other Contact Hours: 9<br>Schedule Types: Lecture | Lecture Hours: 0<br>Other Contact Hours: 12<br>Schedule Types: Independent Study |
| MNUR 807 – Health & Illness Across the Lifespan II | Lecture Hours: 3<br>Other Contact Hours: 9<br>Schedule Types: Lecture | Lecture Hours: 0<br>Other Contact Hours: 12<br>Schedule Types: Independent Study |
| MNUR 808 – Health & Illness Across | Lecture Hours: 3 | Lecture Hours: 0 |

| the Lifespan III | Other Contact Hours: 9<br>Schedule Types: Lecture | Other Contact Hours:12<br>Schedule Types: Independent Study |
|---|---|---|
| MNUR 809 – Transition to Advanced Practice Nursing I | Lecture Hours: 3<br>Other Contact Hours: 0<br>Schedule Types: Lecture | Lecture Hours: 0<br>Other Contact Hours 3<br>Schedule Types: Independent Study |
| MNUR 810 – Transition to Advanced Practice Nursing II | Lecture Hours: 3<br>Other Contact Hours: 14<br>Schedule Types: Lecture | Lecture Hours: 0<br>Other Contact hours: 17<br>Schedule Types: Independent Study |

**REPORT TO**
**EXECUTIVE OF COUNCIL MEETING**
**January 27, 2016**
**FROM THE COUNCIL COMMITTEE**
**ON UNDERGRADUATE ADMISSIONS AND STUDIES**
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1.      **ITEMS FOR APPROVAL**

The Council Committee on Undergraduate Admissions and Studies met on January 13, 2016, and has approved the following curriculum, program and policy changes, and hereby recommends them for approval.

1.1      **Report from the Faculty of Business Administration**

| MOTION 1:  Finance Major Requirements |
|---|
| To revise the requirements for the Major in Finance as follows: **Effective 201630**. |

**10.9.2.4   Major in Finance**

| Credit hours | Finance Major, required courses | Student's record of courses completed |
|---|---|---|
| 3.0 | BUS 395 | |
| 3.0 | BUS 494 | |
| 3.0 | BUS 495 | |
| 3.0 | BUS 497 | |
| 3.0 | One of:  BUS 491, BUS 498 | |
| 3.0 | ~~One of :~~ ~~BUS 394, 472 AA-ZZ, BUS 491, BUS 492 AA-ZZ, BUS 493, BUS 498~~ One of: BUS 390-399, BUS 472AA-ZZ, BUS 490-499 | |
| **18.0** | **Subtotal** | |

(end of motion 1)

**Rationale:** Two new finance courses, BUS 392 and BUS 393, need to be added to the list of courses that can be used towards the Major in Finance. These courses are currently offered through BUS 492AA-ZZ. This is an opportunity to revise how the requirements for a major are presented to allow new finance courses to be added in the future without requiring a change to the major. The course numbers BUS 390-399 and BUS 490-499 will be reserved for 300-level and 400-level finance courses. Currently, BUS 390-399 includes BUS 392, BUS 393, BUS 394, and BUS 395 and BUS 490-499 includes BUS 491, BUS 492AA-ZZ, BUS 493, BUS 494, BUS 495, BUS 497, and BUS 498.

| MOTION 2:  Human Resources Management Major Requirements |
|---|
| To revise the requirements for the Major in Human Resources Management as follows, **effective 201630**. |

**10.9.2.5  Major in Human Resources Management**

| Credit hours | Human Resource Management Major, required courses | Student's record of courses completed |
|---|---|---|
| 3.0 | <u>BUS 453</u> | |
| 3.0 | <u>Three of: BUS 301, BUS 350-369</u> | |
| 3.0 | | |
| 3.0 | ~~Five of: BUS 301, BUS 355-358, BUS 361-364,BUS 453, 455, 461, 473AA-ZZ~~ | |
| 3.0 | <u>One of: BUS 450-469, BUS 473AA-ZZ</u> | |
| **15.0** | **Subtotal** | |

(end of motion 2)

**Rationale:**  The proposed changes add BUS 453 as a required component of the major and a requirement for an additional 400-level course. BUS 453 is a case-based course which draws on the broad range of disciplines in the major. Including BUS 453 as a required component is in keeping with the other majors in Business Administration that all require at least one 400-level course. Specifying courses from both 300 and 400 levels adds structure and logic to the major. The course numbers BUS 350-369 and BUS 450-469 will be reserved for 300-level and 400-level HRM courses. Currently, BUS 350-369 includes BUS 355, BUS 356, BUS 357, BUS 358, BUS 361, BUS 362, BUS 363, and BUS 364 and BUS 450-469 includes BUS 453, BUS 455, and BUS 461.

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**MOTION 3: Marketing Major Requirements**

 To revise the requirements for the Major in Marketing as follows, **effective 201630**.

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**10.9.2.7  Major in Marketing**

| Credit hours | Marketing Major, required courses | Student's record of courses completed |
|---|---|---|
| 3.0 | BUS 310 | |
| 3.0 | BUS 312 | |
| 3.0 | BUS 413 | |
| 3.0 | ~~Two of:~~ | |
| 3.0 | ~~BUS 314, 410, BUS 414-417, BUS 435AM, BUS 474AA-ZZ~~ <br> <u>Two of: BUS 311, BUS 313, BUS 315-319, BUS 374AA-ZZ, BUS 410-419, BUS 474AA-ZZ</u> | |
| **15.0** | **Subtotal** | |

(end of motion 3)

**Rationale:**  The requirements for the Major in Marketing are changed to add two new courses (BUS 317 and BUS 374AA-ZZ), remove BUS 314, and remove BUS 435AM. The Marketing Area Group has proposed removing BUS 314 – Entrepreneurial Marketing from the list of courses acceptable for the major. BUS 314 and BUS 310 – Strategic Marketing (a required course for the major) have a significant amount of overlap in terms of their content, with the primary difference being the number of resources available to the firm. The Marketing Area Group does not believe that BUS 314 adds enough value beyond BUS 310 to allow students to count both courses towards the major. BUS 435AM is listed in the current requirements but the course has never existed. ADMN 435AM was a course which was offered before we changed to the BBA degree and introduced majors. ADMN 435AM was carried forward as BUS 435AM but was never offered (and was replaced by BUS 474AB). Removing the course from the list of courses for the major is a housekeeping item.

Notes:
- BUS 311 and BUS 313 are numbers for future marketing courses.
- BUS 315-319 includes <u>BUS 317</u> (new)
- BUS 410-419 includes BUS 410, BUS 413, BUS 414, BUS 415, BUS 416, BUS 417

## 1.2  Report from the Faculty of Engineering and Applied Science

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**MOTION 4:  Admission Requirements**

To increase the minimum high school average required for major selection as follows : **Effective 201710**

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**2.3.4.2        Faculty of Engineering and Applied Science**

Applicants follow the standard admission procedures in §2.3.2 or for current Grade 12 students §2.3.3. Applicants will be accepted if they have an average of 70% or higher on required high school subjects (~~80%~~ **8~~9~~0%** for direct entry to major of choice).    Registration in some programs/majors may be limited. Refer to §12.10.2.1 for information on the selection of majors.

**Section 2.4.1.1 Admission from a Saskatchewan High School**

| | | | |
|---|---|---|---|
| **ENGINEERING AND APPLIED SCIENCE (U of R) See also §2.3.4.2** | • English Language Arts A30 and B30[1]<br>• Pre-Calculus 30 or Math B30 and C30<br>• Chemistry 30 and Physics 30 | ~~70%-79.99~~ **70%-8~~9~~79.99% are admitted to a general major**<br><br>~~80%~~ **90~~80~~%** or higher are admitted directly to their major of choice | Calculus 30 is recommended.<br><br>Registration in some programs may be limited. Refer to §12.10.2.1 for information on the selection of majors. |

(end of motion 4)

**Rationale**: With the increased enrollment and demand in specific programs, the direct entrance average is `being increased to 90%.  Based on Fall 2014 admission data, 106 students were admitted with high school admission averages between 80 – 89.99% that would be placed into Engineering general.  The average for all Faculty of Engineering and Applied Science high school admissions averages was 84.07% in fall 2015 and 84.1% in fall 2014.

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**Motion 5: Admission Requirements**

 To modify the admission requirements from Canadian universities and colleges into the major General Engineering. **Effective 201710**.

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SECTION 2.4.2 ADMISSION FROM CANADIAN UNIVERSITIES AND COLLEGES

| | | |
|---|---|---|
| (e ENGINEERING AND APPLIED SCIENCE (U of R) See also §2.3.4.2 o f m o t i on 5) | Applicants who have attempted more that 12 credit hours of approved post-secondary work and have a minimum UGPA of 60% will be accepted to the Engineering General program. For admission to a General major, applicants must meet high school admission requirements (see §2.4.1) with a minimum 70% average, and must also have a minimum GPA of 60% on all post-secondary courses attempted. For direct admission to a major of choice, applicants must meet high school admission requirements (see §2.4.1) with a minimum 80% average, and must also have a minimum GPA of 70% on all post-secondary courses attempted. See also §12.2. Alternatively, applicants may apply for transfer by completing the following three University of Regina classes: MATH 110, CHEM 104, and PHYS 109. To meet the transfer requirements to a General major, a minimum grade of 60% in each of the courses is required in addition to a minimum UGPA of 60% on all post-secondary courses. A minimum grade of 60% in each of the courses and a UGPA of 70% is required for direct admission to a major of choice. | Registration in some programs may be limited. Refer to §12.10.2.1 for information on the selection of majors. Applicants who have failed more than 15 credit hours of university courses are not admissible except by permission of the Faculty. Applicants who have failed a core requirement of the Faculty of Engineering and Applied Science after the maximum number of repeat attempts are not admissible except by permission of the Faculty. |

**Rationale:** This change simplifies the requirements for external and internal post secondary transfers, previously different regulations applied. Wording has been modified slightly to create consistency with other Faculties in this section of the calendar. Transfer students will be required to apply for specific majors by the same process that general engineering majors are considered.

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**MOTION 6: Engineering Elective Option**

To revise the Humanities elective options for each Engineering major (Electronic Systems, Industrial Systems, Environmental Systems, Petroleum Systems, or Software Systems) as follows: **Effective 201620.**

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Humanities Elective (one is required): ENGL 110, PHIL 100, PHIL 241, PHIL 242, PHIL 272, PHIL 273, PHIL 275, RLST 100, WGST 100 or an approved Humanities course. Humanities Elective (choose one): ENGL 110, PHIL 100, PHIL 241, PHIL 242, PHIL 272, PHIL 273, PHIL 275, RLST 100, WGST 100 or an approved Humanities course.

Social Sciences and Humanities Elective: choose any Faculty of Arts course.

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(end of motion 6)

**Rationale**: The Canadian Engineering Accreditation Board accepted the Faculty of Engineering and Applied Science request for permission to expand the approved courses that meet the social sciences and humanities requirement. This will provide students with increased flexibility in course selection.

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**MOTION 7:       Optional Non-Engineering Minors**

To update the requirements for minors outside Engineering as follows: **Effective 201620**

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**12.10.9        SCIENCE MINORS FOR SYSTEMS ENGINEERING PROGRAMS OPTIONAL NON-ENGINEERING MINORS**

Students may complete up to two minors in total in a subject other than, and distinct from, their major. The minor is a concentration of at least six courses in a discipline from any of the Faculties of Science, Arts, Fine Arts Media, Art, and Performance, or Kinesiology and Health Studies, and the academic unit La Cité. The applications to graduate with a minor are ultimately approved by the Faculty offering the student's first major. The specific courses required for a minor in a given discipline can be found under the relevant departmental listing. Only one course that is required for the completion of the major may also be used in the minor. A minimum of four (4) courses from outside the major are required.

(end of motion 7)

**Rationale**: La Cité has been added as a new academic unit in which a minor will be accepted. Fine Arts is now the Faculty of Media, Art, and Performance.  This modification will address the fact that minors in other Faculties or academic units have varying amounts of course overlap between the major and minor and total credit hours required for the minor.  Several programs have minors with six courses, so the requirement will be consistent that at least four new courses are completed.

**1.3** **Report from the Faculty of Kinesiology and Health Studies**

**MOTION 8:  Physical Literacy**

To add KIN 350 (Fitness Appraisal) and KIN 373 (Sport Psychology) to the list of options in the Physical Literacy major as outlined below: **Effective date: 201620**

**PHYSICAL LITERACY**

**NOTE:  This major is restricted to students enrolled in the Joint Bachelor of Education/ Bachelor of Kinesiology program.**

| Credit Hours | Required | Student's record of courses completed |
|---|---|---|
| 3.0 | One of:  KHS 132, KHS 182 **KIN 350, KIN 373** or KIN 375 | |
| 3.0 | KHS 135 | |
| 3.0 | KHS 139 | |
| 3.0 | KHS 231 | |
| 3.0 | KHS 232 | |
| 3.0 | KHS 233 | |
| 3.0 | EHE 258 | |
| 3.0 | EOE 224 | |
| 3.0 | EOE 338 | |
| 3.0 | EPE 100 | |
| 3.0 | EPE 300 | |
| **33.0** | **Subtotal** | |

(end of motion 8)

**Rationale:**  The additional options will provide more flexibility for student schedules and interest and balances offerings between fall and winter semesters.

**1.4** **Report from the Faculty of Media, Art, and Performance**

**Motion 9:  New MAP Concentration**

To create a NEW MAP Concentration – Bachelor of Arts in  Media, Art, and Performance, Pop Culture Concentration as follows: **Effective 201630**

| Credit Hours | Bachelor of Arts in Media, Art, and Performance (Pop Culture Concentration) | Courses completed |
|---|---|---|
| 0.0 | MAP 001 | |
| **Critical Competencies – 33 Credit Hours** | | |
| 6.0 | Communication in Writing – Two of ACAD 100, ENGL 100, or ENGL 110 | |
| 9.0 | Culture and Society | |
| | | |
| | | |
| 6.0 | Social or Natural Sciences – including Math and Computer Science | |
| | | |
| 3.0 | Research and Methodology | |
| 9.0 | Critical Competency Electives | |
| | | |
| | | |
| **Concentration Requirements -- 36 Credit hours** | | |
| 3.0 | MAP 101 | |
| 3.0 | CTCH  203 | |
| 3.0 | MAP 202 | |
| 3.0 | MAP 212 | |
| 3.0 | ANTH 240 or ANTH 241 AA-ZZ or ANTH 243 AA –ZZ or ANTH 313 (note prereq) | |
| 3.0 | Approved Elective* MAP/CTCH 200 or 300 level | |
| 12.0 | Four Approved Electives* MAP, CTCH, ART, ARTH, FILM, Music, or Theatre at the 200 or 300 level | |
| | | |
| | | |
| | | |
| 3.0 | Approved Elective* MAP, CTCH, ART, ARTH, FILM, Music, or Theatre at the 300  or 400 level | |
| 3.0 | Approved Elective* MAP, CTCH, ART, ARTH, FILM, Music, or Theatre at the 400 level | |
| *Approved Electives include (but are not limited to): ARTH 302, ARTH 313, ARTH 314, CTCH 304, CTCH 305, FILM 345, FILM 253, FILM 254, FILM 256, FILM 480 OA, MAP 201, MAP 203, MAP 204, MAP 205, MAP 206, MAP 207, MAP 301, MAP 302, MAP 303, MU 204, MU 205, MU 319 **65% GPA Required in Concentration** | | |
| 12.0 | Four MAP Electives –(Outside the Concentration – Not approved Electives) | |
| | | |
| | | |
| | | |
| 39.0 | Open Electives | |
| **120 Total** | 65%  GPA required in program | |

(end of motion 9)

**Rationale:** When admissions to the BA in Arts and Culture were suspended it was always with the understanding that the Faculty of Fine Arts would replace that program with another option for students who were interested in an interdisciplinary approach to studying contemporary culture. After consultation and discussion with faculty members it was decided that a concentration in pop culture creates an ideal platform for students wishing to pursue this area of study with the least amount of resources being required to establish and continually offer the courses in the program. With the exception of the introductory course the concentration is populated with courses already being offered by faculty members teaching in the Faculty of Media, Art, and Performance as well as the Faculty of Arts.

Motion 10: Bachelor of Arts (Visual Arts)

To update the relevant section of 13.16.1 Bachelor of Arts (Visual Arts) as follows: **Effective 201620**

| Credit hours | Required | Student's record of courses completed |
|---|---|---|
| 0.0 | Foundations of University Practices | |
| **Critical Competency Requirements** <br> **See BA Fine Arts (Art History Concentration) program for** <br> **complete list of Critical Competencies.** | | |
| 3.0 | Communication in Writing | |
| 3.0 | | |
| 3.0 | Culture and Society- | |
| 3.0 | FA 202 Indigenous Issues in the | |
| 3.0 | Arts and two other courses from the Culture & Society category. | |
| 3.0 | Natural or Social Sciences | |
| 3.0 | | |
| 3.0 | Research Skills and Methodology | |
| **Fine Arts** | | |
| 12.0 | 12 credit hours of courses in Fine Arts outside of the major. | |
| **Art (54 credit hours)** | | |
| 3.0 | ART100 or INA 100 | |
| 3.0 | ART 220 or INA 220 | |
| 3.0 | ART 221 or INA 230 | |
| 3.0 | 3 courses chosen from, Art 230, | |
| 3.0 | 240, 250, 260, 270, 280 or Film | |
| 3.0 9.0 | 205 <br> **9 credit hours of any 200-level** <br> **studio ART courses or FILM** <br> **205** | |
| 18.0 | Intermediate Art 300-level and Advanced 400-level (at least 6 credit hours at the 400-level) <br> **Any 300 or 400 level ART** <br> **courses with at least 6 credit** <br> **hours taken at the 400-level** | |
| 3.0 | ARTH 100 | |
| 3.0 | INAH 100* | |
| 3.0 | 200-level ARTH/INAH | |
| 3.0 | 300/400-level ARTH/INAH | |
| 3.0 | ARTH 301 | |
| 3.0 | ARTH/INAH elective | |
| **Electives (30 credit hours)** | | |
| 3.0 | 10 Open Electives | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| **120.0** | **TOTAL** | |
| * Or other course with Aboriginal/First Nations content as approved by the Art History Committee. | | |

(end of motion 10)

**Rationale:** This is a housekeeping item that reflects current offerings and simplifies the description.

**Motion 11: Certificate in Visual Arts**

To revise 13.16.8 Certificate in Visual Arts as follows: (**Effective 201620**)

| Credit hours | Required | Student's record of courses completed |
|---|---|---|
| 3.0 | ~~Art~~ ART 220 or INA 220 | |
| 3.0 | ~~Art~~ ART 221 or INA 230 | |
| ~~3.0~~ | ~~Art 230~~ | |
| 3.0 | ~~5 Art chosen from, 240, 250, 260, 270 and 280 or Film 205~~ **15 credits of 200-level ART courses (may include FILM 205)** | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| ~~6.0~~ | ~~Art 330~~ | |
| 3.0 | ~~Art History~~ **ARTH** 100 | |
| 3.0 | ~~Art History~~ **ARTH** elective | |
| ~~6.0~~ ~~6.0~~ ~~6.0~~ **12.0** | ~~3 Art in one major area of study: drawing, intermedia, painting, sculpture, ceramics, or print media~~ **12 credits of 300-level ART courses** | |
| **3.0** | **ART 400** | |
| **3.0** **3.0** **3.0** **3.0** | **12 credits of 400-level ART courses** | |
| 3.0 | ~~1 Elective (outside visual arts)~~ | |
| 3.0 | ~~1 Fine Arts elective~~ **Two Electives chosen outside Visual Arts, but within the Faculty of Media, Art, and Performance** | |
| 60.0 | TOTAL | |

(end of motion 11)

**Rationale:** These changes reflect an equal range of choices for students in their program requirements. The addition of ART 400 reflects the importance of professional development as part of studio art studies.

**MOTION 12:  Certificate in Advanced Studio Art**

To revise 13.16.9 Certificate in Advanced Studio Art as follows**: Effective 201620**

| | | |
|---|---|---|
| 3.0 | ~~Art chosen from 230, 240, 250, 260, 270, 280~~ **3 credits of 200-level ART courses except ART 220 and ART 221 (may include FILM 205)** | |
| ~~6.0~~ **9.0** | ~~Art chosen from 330, 340, 350, 360, 370, 380~~ **9.0 credits of 300-level ART courses** | |

| | | |
|---|---|---|
| 6.0 | Art chosen from 430, 440, 450, 460, 470, 480 | |
| 3.0 | | |
| 3.0 | Art chosen from 431, 441, 451, 461, 471, 481 | |
| 3.0 | | |
| 3.0 | Art chosen from 432, 442, 452, 462, 472, 482 | |
| 12.0 | | |
| | Art chosen from 433, 443, 453, 463, 473, 483 | |
| | Art chosen from 434, 444, 454, 464, 474, 484 | |
| | **12 credits of 400-level studio ART courses** | |
| **3.0** | **ART 400** | |
| 3.0 | ARTH 301 | |
| **30.0** | Total | |

(end of motion 12)

**Rationale:** These changes reflect current offerings, provide brevity, and identify an equal range of choices for students in their program requirements. The addition of ART 400 reflects the importance of professional development as part of studio art studies.

### 1.5 Report from the Faculty of Nursing

**Motion 13:   Creation of BScN After Degree Program**

Motion to approve the template for the Bachelor of Science in Nursing (BScN) After Degree Program as noted below, **effective for the 2017 Fall intake.**

**Bachelor of Science in Nursing (BScN) After Degree Program**

| Credit hours | BScN After Degree Program, required courses | Student's record of courses completed |
|---|---|---|
| 3.0 | CNUR 106 | |
| 3.0 | CNUR 201 | |
| 3.0 | CNUR 202 | |
| 3.0 | CNUR 204 | |
| 3.0 | CNUR 206 | |
| 3.0 | CNUR 209 | |
| 6.0 | CNUR 211 | |
| 6.0 | CNUR 212 | |
| 3.0 | CNUR 300 | |
| 3.0 | CNUR 301 | |
| 6.0 | CNUR 302 | |
| 6.0 | CNUR 303 | |
| 6.0 | CNUR 304 | |
| 6.0 | CNUR 305 | |
| 3.0 | CNUR 400 | |
| 6.0 | CNUR 401 | |
| 3.0 | CNUR 402 | |
| 6.0 | CNUR 403 | |
| 6.0 | CNUR 404 | |
| **84.0** | **Subtotal: 65% GPA required** | |
| 3.0 | BIOL 222 | |
| **87.0** | **Total:  65.00% PGPA required** | |

(end of motion 13)

**Rationale:** The After Degree Nursing Program (ADNP) is a variation of the regular SCBScN program. Advanced standing is provided for individuals accepted into the program based on completion of a university degree. The program provides an alternate path for individuals that maximizes previous post-secondary education and gives them the opportunity to complete the SCBScN program in a shortened period of time. It also provides an option for individuals in southern Saskatchewan that has not been previously available but has been highly anticipated. 28 seats will be available in Regina only; Saskatoon already has an after degree option offered by the College of Nursing, U of S. And finally, establishment of this program addresses the staffing needs of Regional Health Authorities and provides opportunities to hire new graduates at various times throughout the year.

A student is this program will be able to complete the ADNP in 6 terms or two calendar years. With the exception of CNUR 211 and CNUR 212, which are only for students in this proposed program, all of the courses are already taught in the regular SCBScN program. The ADNP makes use of courses that are already in place and scheduled in the same term. One course (CNUR 201) is scheduled for a different term than the regular SCBScN program. This course will be offered to facilitate access in the alternate term for students enrolled in the After Degree Nursing program.

In addition to the Faculty of Nursing Faculty Council, approval for this program has been received from the Saskatchewan Registered Nurses' Association, the regulatory body for Registered Nurses in Saskatchewan. SNRA program approval is mandatory in order for graduates of the program to be eligible for licensure in Saskatchewan, a requirement to work as a Registered Nurse.

*This program was on the agenda for the CCB meeting on December 21, 2015 and was to have been presented for approval. However, the meeting was cancelled due to lack of quorum. It will therefore be presented at the next meeting. The Provost recommended that the program be presented to CCUAS for approval "pending approval from CCB". Approval by Senate in February is necessary to ensure that the program can be advertised and enable potential applicants to complete the pre-requisites in time for the initial intake in Sept, 2017.*

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**Motion 14: BScN Admission requirements (submitted as a joint motion from Enrolment Services and the Faculty of Nursing):**

To approve the admission requirements for the Bachelor of Science in Nursing (BScN) After Degree program as noted below, **effective for the 2017 Fall intake**.

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Admission to the Bachelor of Science in Nursing (BScN) After Degree program is competitive entry. To be considered, applicants must have an approved university degree with a minimum UGPA of 70%. In addition, applicants must meet the Faculty of Nursing's ELP requirements. The following courses (or combination of courses) must be successfully completed by August 15 of the year of admission:

BIOL 110 and BIOL 111 (with a minimum grade of 60%); or
KIN 261 and KIN 262 (with a minimum grade of 60%); or
KIN 260, KIN 267 (with a minimum grade of 60%) and KIN 268 (with a minimum grade of 60%); and
ENGL 100 level; and
STAT 100 level; and
INHS 100 or INDG 100 level

(end of motion 14)

**Rationale***:*  The completion of a university degree will help to ensure that these applicants have the academic background and scholarly experience associated with completion of a university degree, thus enabling completion of the nursing program in a more condensed timeline.  Based on students in the regular SCBScN program who already have a completed university degree, our experience suggests that these students are able to understand and grasp concepts more quickly and utilize critical thinking skills that have been acquired in their previous degree programs.   The Biology requirements are pre-requisite to the majority of courses in the first term of the program, and therefore require completion prior to the beginning of the program.  There are three options available for completion of the biology requirements which will provide maximum flexibility, enabling students to use courses for which they may already have credit (ie. Kinesiology graduates may have already completed KIN 260 and KIN 267, and so they would only need to complete KIN 268 to meet the Biology requirement).  It is anticipated that the majority of applicants will have already completed the ENGL, STAT and INHS/INDG requirements during their previous degree program.

1.6       **Report from the Faculty of Science in collaboration with First Nations University of Canada**

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**Motion 15: Bachelor of Science in Indigenous Environmental Science (NEW)**

To create the Bachelor of Science in Indigenous Environmental Science degree as follows: Effective Date: **201630**

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**Bachelor of Science in Indigenous Environmental Science Program**

| Credit hours | BSc with Indigenous Environmental Science | Student's record of courses completed |
|---|---|---|
| **Section A:  Basic and Breadth Courses** | | |
| 3.0 | BIOL 100 | |
| 3.0 | BIOL 101 | |
| 3.0 | CHEM 104 | |
| 3.0 | CHEM 105 | |
| 3.0 | CHEM 140 | |
| 3.0 | CS 110 | |
| 3.0 | ENGL 100 | |
| 3.0 | ENGL 110 | |
| 3.0 | ***ENVS 100*** | ***new course*** |
| 3.0 | GEOG 120 | |
| 3.0 | GEOG 121 | |
| 3.0 | GEOL 102 | |
| 3.0 | MATH 102 | |
| 3.0 | MATH 110 | |
| 3.0 | PHYS 109 and 119, or | |
| 3.0 | PHYS 111 and 112 | |
| 3.0 | STAT 100 or STAT 160 | |
| **51.0** | **Subtotal** | |
| **Section B: Environmental Courses** | | |
| 3.0 | BIOL 275 | |
| 3.0 | BIOL 276 | |
| 3.0 | ENHS 340 | |
| 3.0 | ENHS 350 | |
| 3.0 | ENHS 440 | |
| 3.0 | GEOL 270 | |
| 3.0 | GEOG 226 | |
| 3.0 | GEOG 326 | |
| 3.0 | GEOL 329 | |
| **27.0** | **Subtotal** | |
| **Section C: Indigenous Courses** | | |
| 3.0 | INDG 100 | |
| 3.0 | INDG 236 | |
| 3.0 | INDG 360 or ADMN 225 | |
| 3.0 | 1 course from: INDG 222AD, INDG 234, INDG 440/ADMN 436AM | |
| 3.0 | Indian Language 100 | |

| | | |
|---|---|---|
| **15.0** | **Subtotal** | |
| **Section D: Economics and Law Courses** | | |
| 3.0 | ECON 201 | |
| 3.0 | ECON 273 or ENHS 305 | |
| 3.0 | ECON 372 | |
| 3.0 | *ENVS 200* | *New course* |
| **12.0** | **Subtotal** | |
| **Section E: Approved Electives** | | |
| 3.0 | *Approved Science Elective | |
| 3.0 | *Approved Science Elective | |
| 3.0 | *Approved Science Elective | |
| 3.0 | *Approved Science Elective | |
| 3.0 | *Approved Elective | |
| **15.0** | **Subtotal** | |
| **120.0** | **Total** | **(65% Program GPA Required)** |
| **\*Approved Electives**<br><br>**Science Electives (Minimum 4)**<br>BIOC 200, BIOL 205, BIOL 223, BIOL 266, BIOL 288, BIOL 302, BIOL 316, BIOL 335, BIOL 356, BIOL 365, BIOL 366, BIOL 367, BIOL 378, BIOL 456, BIOL 457, BIOL 463, GEOL 201, GEOL 210, GEOL 211, GEOL 240, GEOL 241, GEOL 307, GEOL 313, GEOL 314, GEOL 315, GEOL 353<br>**Additional Electives**<br>ADMN 260, ADMN 320, ENHS 310, ENHS 311, ENHS 320, ENHS 321, GEOG 203, GEOG 207, GEOG 210, GEOG 222, GEOG 232, GEOG 246, GEOG 303, GEOG 307, GEOG 309, PHIL 275, SOC 230, WGST 201 | | |

(end of motion 15)

**Rationale**:  A new Indigenous Environmental Science (IES) degree program will be developed at the University of Regina (U of R) and the First Nations University of Canada (FNUniv) See Appendix I.  It is well-known that Indigenous people have an important connection with the natural world and are often considered stewards of the land.  As such, the Bachelor of Science in Indigenous Environmental Science degree program will incorporate the strengths at the U of R and the FNUniv and the unique needs of Indigenous communities, taking into account holistic Indigenous perspectives and cultures.  The Bachelor of Science in Indigenous Environmental Science degree will provide students with tools to become experts in multi-faceted disciplines in the sciences, environmental assessment, environmental resource management, mining, land development, natural resource exploration, and health impact.  To take advantage of these opportunities, students will take a variety of courses in sciences, focusing on environmental and ecological topics with an indigenous worldview.  Students will also acquire important knowledge in environmental economics and community development.

The model used to develop the Bachelor of Science in Indigenous Environmental Science program is the Bachelor of Health Studies, which is a partnership between the FNUniv and the U of R Faculty of Kinesiology and Health Studies.  Consequently, the Bachelor of Science in Indigenous Environmental Science program has five sections: Basics and Breadth Courses, Environmental Courses, Indigenous Courses, Economics and Law Courses, and Approved Electives.

The Bachelor of Science in Indigenous Environmental Science program will be hosted in the Department of Biology, Faculty of Science at the U of R.  Once the degree is approved, our next step is to develop a proposal for the Indigenous Environmental Science Certificate and/or Diploma.  This will target various groups of students who are interested in short-term education, want to take a condensed version of the degree to update their skills in indigenous environmental science and/or promote professional development.

**This program has been approved by the Council Committee on Academic Mission and the Council Committee on Budget.**

### 1.7    Report from the Faculty of Social Work

**Motion 16:** Part 1: That the following changes be made to section 17.8.3 of the Undergraduate Calendar:  a) Add SW 202 [Critical Issues/Critical Thought] as a required course in the CSW (into Year 1). b) Remove SW 440 [Counselling Theories and Skills] as a required course in the CSW (from Year 2).  This course will be offered as an elective course for future use toward the BSW. Part 2: That SW 350 [Anti-Oppressive Social Work Practice] be moved into Year 2, replacing the current SW 440 [Counselling Theories and Skills].   **Effective 201630.**

(end of motion 16)

**Rationale**:  The CSW curriculum was negotiated between Aurora College and the University of Regina to prepare northern students for practice after two academic years.  The curriculum was developed before SW 202 was listed as a required course for the BSW degree.  SW 440 is currently a required course in the CSW program, but is not required for the BSW degree.   CSW students currently take a majority of third and fourth year BSW courses in a two-year program (see Course Schedule and CSW Curriculum Proposal below).  They do not have four years in which to develop their writing, researching and critical thinking skills as they would in a four-year BSW program.  This presents many challenges in terms of sequencing and skill development (writing and critical thinking).  In 2015, Aurora College offered SW 202 as a new elective for post-CSW students who continue to work towards their BSW degree.  Many current CSW students also enrolled in the course.  Students received it extremely positively and noted how important it was to develop their critical thinking skills for third and fourth year courses delivered in the CSW program.

| Year/Term | Courses | | | | |
|---|---|---|---|---|---|
| Year 1/ Fall | SW 100 Foundations of Social Work | SW 202 Critical Issues/Critical Thought | SW 390 Communication Skills in Social Work Practice | Aurora College 211 History of First Peoples in NWT | ENGL 100 English |
| Year 1/ Winter | SW 346 Social Work Practice I | SW 347 Social Work Practice II | SW 389 Cultural Competence for Northern SW Practice | PSYCH 290 Introduction to Psychology | ENG 110 |
| Year 1/ Spring | SW 352 Cultural Camp | | | | |
| Year 2/ Fall | SW 348 Field Practicum I 2 days/week | SW 350 Anti-Oppressive Social Work Practice SW | SW 414 Child Welfare Practice | SW 469 Social Policy | |
| Year 2/ Winter | SW 448 Field Practicum II 4 days/week | SW 448 Field Practicum II Seminar | | | |

**Certificate in Social Work (CSW) Curriculum Proposal**

| Credit Hours | Required Social Work Courses |
|---|---|
| 3.0 | SW 100 |
| 3.0 | SW 389 |
| 3.0 | SW 390 |
| 3.0 | SW 202 [new addition] |
| 3.0 | SW 346 |
| 3.0 | SW 347 |
| 3.0 | SW 350 |
| 6.0 | SW 352 |
| 6.0 | SW 348 |
| 3.0 | SW 414 |
| 3.0 | SW 469 |
| 3.0 | SW 440 [remove] |
| 15.0 | SW 448 |
| **Required (non-SW) University Courses (12.0)** | |
| 3.0 | ENGL 100 |
| 3.0 | ENGL 110 |
| 3.0 | INDG 100 (Aurora College 211 History of First Peoples in the NWT) |
| 3.0 | PSYC 101 (Athabasca University PSY 290 General Psychology) |
| **66.0 TOTAL** | |

1.8     **Report from La Cité**

**Omnibus Motion 17:**

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**Double Major:**

That students of La Cité can choose to do two majors.  A double major is permitted provided that students meet the course requirements for each program. Students must consult with the Associate Deans or Department Heads in both disciplines.

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**Double Minor:**

That students of La Cité can declare up to two minors.  For detailed information on the minor requirements, please refer to the faulty and/or department offering that minor.

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(end of motion 17)

**Rationale**: This will make available more major/minor options to La Cité students and reciprocally open the door to students from other faculties wishing to add a minor or major to their existing program of study.

Items for Information

From the Faculty of Engineering and Applied Science

**Calendar Revisions**

1.      The Faculty of Engineering and Applied Science will be deleting the following section from the calendar:

~~12.2.2    U OF R TRANSFERS TO ENGINEERING~~
~~Students transferring into Engineering from other University of Regina faculties must have minimum undergraduate GPA of 60.00% and must have completed all high school requirements. Alternatively, applicants may apply for transfer by completing the following three University of Regina classes:   MATH 110, CHEM 104, and PHYS 109.  To meet the transfer requirements, a minimum grade of 60% in each of the courses is required in addition to a minimum UGPA of 60% on all post-secondary courses.  See also §2.4.2 for details and additional requirements.~~

**Rationale:**  This change simplifies the requirements for external and internal post secondary transfers, previously different regulations applied. Wording has been modified slightly to create consistency with other Faculties in this section of the calendar. Transfer students will be required to apply for specific majors by the same process that general engineering majors are considered. **Effective Term: 201710**

**2.  Revising the deadlines and eligibility requirements for major selection as follows:**

**12.10.2  SYSTEMS ENGINEERING MAJORS**
~~Students must choose one of~~ Electronic Systems, Industrial Systems, Environmental Systems, Petroleum Systems, or Software Systems.

**12.10.2.1        Selection of a Major**

Application deadlines: Dec 1$^{st}$, April 1$^{st}$ and Aug 1$^{st}$

Eligibility:

Students admitted to first year with a major of ENGE apply to the major of their choice with a minimum of 8 required courses in Year 1.  Application forms are available from the Faculty's website.  Acceptance priority is based on PGPA, number of credit hours completed and space in the desired

Current Faculty of Engineering and Applied Science students that wish to change their major may also submit an application form.

~~Students who are admitted with a high school admission average of 80% or greater will be granted their first preference of a major at the time of admission.  Students whose admission average is between 70.00% and 79.99% will be admitted into a general major, ENGE.~~
~~Students who are being admitted from another post secondary institution, Canadian or international, with a UGPA of 70% or greater, including transfers from other University of Regina faculties with a UGPA of 70% or greater, will be granted their first preference of a major at the time of admission. Students with a UGPA between 60.00% and 69.99% will be admitted to a general major, ENGE.~~

ACO 10-300-10

First Allocation, Feb 1ˢᵗ Deadline
Eligibility:

1. ~~Students admitted to Semester 1 in the Fall with a major of ENGE must apply for allocation to the major of their choice. Application forms are available from the Faculty's website. The deadline for returning the completed form to the Faculty of Engineering and Applied Science Office is February 1. The form allows students to identify their first, second, third choices for a major. Registration in some programs may be limited. Students, completing a minimum of four classes in their first semester, who have submitted their applications by February 1 will be assigned to a program based on their PGPA in the required courses in Semester 1 (Fall).~~
2. ~~Students who have transferred from another University of Regina faculty or have been admitted from another post-secondary institution must have completed one full-time semester within the Faculty of Engineering and Applied Science. Allocation will be based upon PGPA.~~
3. ~~All current engineering students who are already in a major, other than ENGE, and wish to request a change in major may submit an application form. Allocation will be based upon PGPA and space in the desired program.~~

Second Allocation April 1ˢᵗ Application Deadline
Eligibility:

1. ~~First year engineering students who started their program in Fall but were ineligible during the first allocation, may submit application forms if they have completed a minimum of six classes from the required courses in Semester 1 (Fall) and Semester 2 (Winter). Allocation will be based upon PGPA.~~
2. ~~Students who have transferred from another University of Regina faculty, or have been admitted from another post-secondary institution, must have completed one full-time semester within the Faculty of Engineering and Applied Science. Allocation will be based upon PGPA.~~
3. ~~All current engineering students who are already in a major, other than ENGE and wish to request a change in major may submit an application form. Allocation will be based upon PGPA and space in the desired program.~~

Rationale: Removal of admission requirements which are included in Section 2. The major selection deadline dates have been amended to coincide with registration for the upcoming semester. Effective Term: Fall 2016

Prepared by:     On behalf of:     January 15, 2016
Coby Stephenson    Liz Domm
Registar's Office     Chair

Draft Internationalization Plan, 2015-20
University of Regina

*Executive Summary*

- This draft internationalization plan builds on the University new strategic plan, with the aim of setting key targets and goals to strengthen and enhance four pillars of internationalization by working in an integrated and organic manner.

- First, we recommend that the University develop a strategy for diversifying international enrolments, while increasing the number of international visa students to roughly 14% of the undergraduate population, as well as increasing the number of international graduate students by 20% and the number of ESL students by 35%, as compared to numbers in Fall 2013.

- In order to retain these students and ensure in their success, we believe that the University needs to invest in the creation of appropriate transition and support programming for all international students, including expansion of Global Learning Centre support for those students, and the allocation of resources to the line Faculties teaching these students to aid in the creation of support for these students, and for instructors teaching them. Such investment will repay itself by retaining successful, tuition-paying students.

- Second, we recommend a 25% increase in the number of international experiential learning opportunities for domestic students, with the goal of increasing the total number of students taking advantage of these opportunities by 50%.

- Third, we will work to engage faculty and staff in the process of further and deeper internationalization by increasing international research opportunities, including providing more opportunities for international opportunities for faculty and work exchanges for staff.

- In order for this recommendation to succeed, we will need to provide the funding for travel, and strengthen the recognition for faculty and staff when they contribute to international activities. In addition, we recommend deepening our strong existing international partnerships, as opposed to exploring new ones.

- Fourth, we recommend that by the end of 2020 each major at the University include an opportunity for students to have an internationally focused course within their degree program, with international concepts and methodologies integrated within the curriculum.

Draft Internationalization Plan, 2015-20
University of Regina

This internationalization plan builds on the University of Regina 2015-2020 Strategic Plan, whose objectives include enhancing "services and academic supports to assist international and new Canadian students transitioning to Canada, with particular emphasis on English Language proficiency, Canadian culture, and university expectations" (p. 8), as well as fostering international experiences for our students, faculty and staff, including expanding and promoting "experiential and service learning opportunities, including international learning…" (p. 9). We are also inspired by the overall national and international trend of universities working to develop future global citizens from their faculty and student body by providing them with an international experience on the campus and abroad.

This plan aims to achieve the above goals by identifying key targets and goals that will strengthen and enhance the following four pillars of internationalization:

- Enrolment, retention and success of international students.
- Mobilization of our students to opportunities abroad.
- International opportunities (primarily teaching and research) for faculty and staff.
- Internationalization of the curriculum.

To achieve these goals and take advantage of interactions between the four pillars, we must work in an integrated and organic manner that encompasses both the faculties and administrative units, facilitated primarily by UR International. The recruitment of all international undergraduate students should be a centralized activity coordinated by UR International in partnership with the Faculties and Federated Colleges. UR International will also support the Faculty of Graduate Studies in the recruitment and exchange of international graduate students and the establishment of international agreements. It will also work with the Vice President Research and the Office for Research, Innovation and Partnership to build on our strengths as an international research university in supporting international research opportunities where appropriate.

Successful internationalization requires a team of people that are creative with an entrepreneurial attitude towards management, heavy academic involvement and strong administrative coordination. The team also requires consistent support in processes and procedures with a vast knowledge of intercultural communications. This means that all the sectors of the academic community, board members, senior management, faculty, students and administrative staff are involved and educated about their appropriate roles. Consistent messaging of the importance of internationalization as a vehicle to enriching the campus and the community is paramount.

1.     Enrolment, Retention and Success of International Students

Enrolments at the University of Regina have flourished in the last five years from 564 undergraduate visa students at our university, to 1471 undergraduate visa students in Fall 2015 (11.6% of the undergraduate student population). International graduate student numbers have increased from 218 three years ago to 494 in Fall 2015, and have increased their share of graduate student numbers from 15.7% to 28.3% of the graduate student population. In addition, our ESL Program has been successful in enrolling 328 full-time students in the EAP program Fall 2015 semester (almost double from 9 years ago), as well as students in customized shorter programs throughout the year.

Our students currently come from more than 60 countries, but our largest cohorts come from China, Nigeria, Saudi Arabia, Vietnam, India, Mexico, Pakistan, South Korea, USA, and Bangladesh. These enrolment increases have been crucial in enhancing and diversifying our student population and tuition revenues, and have also brought our faculties many strong students as well as helping internationalize the experience of our domestic students, but have also brought some challenges related to the cultural differences of the students and their English language preparation.

*By the end of 2020, we recommend that the University increase the number of*
- Undergraduate international visa students from the current level of 11.6% of the undergraduate population (1471 students) to roughly 14% by fall 2020, an increase of roughly 335 students per regular semester since Fall 2013.
- Graduate international students by 20% (roughly 85 students per regular semester).
- Students in the Regular ESL Program by 35% (roughly 100 students per 13-week semester).
- Students in the customized (short-term) ESL programs by 50% (roughly 150 students in total, each in 3-5 week programs).

*The primary destination faculties and programs for current students, both graduate and undergraduate, reflects international demand and the success of these programs:*
- Business, Engineering, Nursing, Kinesiology and Health Studies, Justice and Police Studies, Social Work, Education.
- Computer Science, Economics, Film, Geology.
- ESL Program short and long term.

*We recommend working to diversify our recruitment strategy for international students, while still maintaining our current levels of recruitment into the above areas. Based on a review of our international undergraduate enrolment data, we will focus on recruiting*
- Into faculties and programs that are under-subscribed.
- Students that have a higher chance of retention and success.
- Students from cohorts that traditionally have a better GPA at the University.
Such diversification will have two positive impacts. First, we will be strengthening academic areas (such as the liberal arts and sciences) that are currently suffering in student numbers, and which are identified in the University Strategic Plan as a crucial part

of our academic mission. Secondly, by recruiting stronger students, we will reduce the burden on the Faculties of teaching students who struggle to succeed, and we will be teaching international students who can succeed and not only achieve their own personal goals, but also in most cases return to their home countries to with the benefits of their education and training.

Turning to retention and student success, based on the University's experiences over the last several years, and based on feedback and consultations, we see a strong academic and business case for investing more in the success of our international students after arrival in Regina. This investment should include expanding the services provided centrally by UR International and the Student Success Centre, but crucially it should also include direct support for line Faculties teaching international and domestic ESL-speaking students. (See Appendix II for a partial list of current academic and non-academic supports for international students.) If we invest more in our students' success, we will be more than repaid, most importantly by our students' improved success rates, but also monetarily. We will save costs from less needed future intervention with these students; we will improve our reputation as a university where students can succeed, improving student recruitment; and we will retain more students who will continue taking classes and pay more tuition.

*In order to meet our targets to increase the recruitment, retention and success of international visa students and domestic ESL-speaking students, we propose that the University consider the following resource allocations and policy changes:*
- First and foremost, in order to expand retention levels for international students, the University of Regina needs to build a better data set and understanding of the current retention levels of international students, across different national cohorts, different programs, and different levels within programs.
- Maintain and expand the Global Learning Centre and all of its programs (see Appendix II for a partial listing of current programs).
- Provide UR International with more resources to open and consolidate recruitment markets.
- The University will work to create more coordinated recruiting and marketing between UR International and the Faculty of Graduate Studies and Research.
- In alignment with the University's new strategic plan, we will work with La Cité universitaire francophone to expand our links with francophone partners to bring more francophone international students to the University of Regina.
- In addition, we will work with First Nations University of Canada to build international partnerships and bring more international indigenous students to the University of Regina.
- Building on existing academic support programs in partnership with the Faculties, provide more support in these areas to the line Faculties and departments, both the Faculties that the students major in, as well as the Faculties where they take their key elective courses. This support will include specialized programs (such as the Academic Recovery Program and the Arts Transitions Program), more advising support, more instructors (and related supports) if appropriate, more laboratory space in affected

areas, more support for teaching international visa students <u>and</u> domestic ESL-speaking students.[1]

- We also recommend providing the Faculty of Graduate Studies with resources continue and where appropriate to expand targeted graduate scholarships for international students to offset the increased financial burden of higher fees for international students on faculty members and also provide needed resources to handle the increasing number of international applications.
- Work to change Faculty criteria documents to reflect positive support for internationalization work.
- CCE/ESL will be generally be self-supporting due to its cost-recovery nature, but currently faces classroom and office capacity and most especially instructor capacity constraints, and will need access to more of each if it is to expand as envisioned.
- Expand residences, food services and prayer space for international students, including more services 24/7 and 365 days per year.[2] In addition, we will work to expand on-campus health services for international students.
- It is recommended that we carry out a thorough re-examination of our scholarships, with a goal of considering a focus on specialized discounts for high level students and increasing the accessibility of international students to scholarships.
- The labels/names of many of our degree programs are sometimes confusing to international students – we recommend the development of a concordance mapping our programs to the names of identical or similar programs.

2.  Mobilization of Domestic Students to More Opportunities Abroad

It is our responsibility as a University to provide our students with a Global Education, that gives them the skills and experience to enter a highly diverse and competitive job market. Such an education enhances the academic experiences of our students, by exposing them to alternative cultures and experiences that provide "a vibrant, challenging and stimulating learning environment" (to quote the University Strategic Plan). It is the individual components of international education that provide domestic students with an international enriching experience at home, while providing international students an invigorating learning experience through the knowledge gathering process of another culture, and its unique values and concepts of the host country. All of these combined factors promote an invaluable international learning experience that prepares the participant students to live, work and succeed in a globalized world.

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[1] It should be noted there are many domestic students struggling with English as a Second Language in addition to international students.

[2] Although it is potentially a large and complex project, we recommend that the University consider the creation of student family housing, with minimum space held for international students with families. Such support will help the transition of international students with families.

*Draft* Internationalization Plan, January 15, 2016

In the last three years the University of Regina has increased dramatically the number of students going to study abroad from 30 in 2009, to 450 in 2013. The increase has been remarkable, however we must continue to promote the study abroad experiences to all our students, to increase the number even more.[3]

*By the end of 2020, compared to Fall 2013 we will increase the number of*
- International experiential learning opportunities (study, work and volunteer) for domestic students by 25%.
- In addition, work with the Faculties to increase the number of students participating in those international experiential learning opportunities by 50%.

3.      International Opportunities

International opportunities for faculty members (and staff) to do research, to teach and to do exchanges with University partners around the world will help to engage faculty members and staff in the process of further and deeper internationalization and create their support for that process.

An important, indeed critical, component of these international opportunities are international research opportunities.[4] The cross-fertilization of research ideas, data, and methods contributes to a broader understanding of the globe as well as a better understanding of our own domestic context. Establishing these partnerships is complex and often initially done organically between researchers, but is more likely to be successful if supported by a coordinated and strategic effort between the researchers, their faculties, the Vice President Research, UR International, and the Office of Research Innovation & Partnership.

*By the end of 2020, compared to Fall 2013 we will*
- Double the number of international research partnerships for faculty.
- Increase by 25% the number of publications with international partners.
- Increase by 25% the number of grants with international partners.
- Increase by 25% the international sabbatical and visiting scholar opportunities for faculty (using our strategic partnerships around the world).
- Increase the awareness of the University's international research profile.
- Provide the opportunity for at least 5-10 non-academic staff a year to engage in work exchanges that can enhance their work with internationalization.

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[3] The University of Regina International has currently $270,000 in scholarships for students seeking experiences abroad the vast majority of students who obtain this funding are students traveling with a professor as part of a class. Maintaining and enhancing such scholarships is crucial to allow the average student to participate in such programs without taking on excessive debt.

[4] This section draws upon documentation provided by the Vice-President Research.

*These goals will imply the need for*:

- More direct funding for travel to allow affordable opportunities for faculty and staff.
- Tracking the number of publications, grants, and other forms of collaborations with international partners in order to document and promote our international research activity.
- Strengthening of recognition for faculty and staff of their international activities and development projects, including special recognition by Faculty peer review committees of the importance of international research projects.
- Stronger linkages between faculty members with international research programs and links to international universities and institutions and UR International, with the goal of bringing these faculties members and their linkages into the operational planning of UR International.

Our current international opportunities for students, faculty and staff draw upon our longstanding partnerships around the world. The range of partnership encompasses universities, government and funding agencies, industry among others. Within more than 161 active agreements in the world, we recommend working on expanding these programs as opposed to exploring new programs.

4. Internationalization of the Curriculum

The internationalization of the curriculum happens when all of the above are well communicated to faculty and staff and when there are real opportunities presented to all parties at the University. This is the result of an engaged faculty who enjoys and benefits from international partnerships, projects, research and students. In order to achieve this stage we must work together to achieve the first three goals of our plan in a consistent and systematic way that delivers clear results in an organized structure.

*By the end of 2020, every major in the University of Regina will*
- Include an opportunity for students to include an internationally focused course within their degree program.
- Integrate international concepts and methodologies within their curriculum.

Both increased internationalization of the curriculum and more Study Abroad participation would be encouraged by the promotion of the learning of international languages. We recommend the further development of concentrations or clusters of international languages and culture.

The resource implications of these recommendations primarily include the time of faculty and staff related to curriculum reform within the faculties and Registrar's Office, as well as the costs of updating calendars and websites. However, depending on the state of current library resources, those may need to be supplemented as well.

With development of exchange and articulation agreements bringing students from around the world to our campus, we are well prepared to consider deeper, transnational

partnerships. Such partnerships could involve articulation agreements where University of Regina programs are entirely delivered to students on the campuses of institutions abroad. Faculty from the University of Regina and the partnered institution would provide in-class content towards satisfying University of Regina degree requirements to students registered in our programs, without the need for students to be on the University of Regina campus.

We recommend that the University strike a small task force to explore the costs, benefits and risks of developing and delivering off-shore University of Regina programs.

Livia Castellanos and Harvey King
(With advice from Andrew Gaudes, David deMontigny, Franzvolker Greifenhagen, Shanthi Johnson, Hairuo Qing, Armin Eberlein, Monika Çule, Shaun Fallat)

Appendix I     Consultations

University Executive Team
Deans' Council
First Nations University Academic Council
Faculty of Engineering
Faculty of Science
Faculty of Arts
Faculty of Fine Arts
Faculty of Business Administration
Faculty of Education
Faculty of Kinesiology and Health Studies
ESL Program, Centre for Continuing Education
Johnson-Shoyama Graduate School of Public Policy
Luther College Academic Council
Faculty of Nursing
Faculty of Social Work
Council Committee on Academic Mission

We have also attended presentations and seminars by the provincial government on their goals and plans for international students in Saskatchewan.

Appendix II    Existing Academic and Transitions Supports

**a) Academic Support Programs currently offered to International Students**

***Global Learning Centre, CW 115 (UR International)***
The Global Learning Centre is the facility designed to assist all international students with their academic and non-academic needs. This includes <u>free,</u> focused English language services, as well as organizing activities and events for successfully transitioning and adjusting to learning in a new post-secondary environment at the University of Regina.

***English Coaching (UR International)***
Students have the opportunity to book 30-minute individual coaching appointments with senior University of Regina students to receive assistance with questions regarding assignments, essays, and the English language.

***Walk-in Hour (UR International)***
Walk-in Hour gives students a one-on-one opportunity to receive English Coaching or assistance with their questions regarding school work or the English language.

***Conversation One-on-One (UR International)***
Students can book daily individual appointments to strengthen and advance their English language conversation skills with one of our senior student volunteers.

***Conversation Club (UR International)***
Conversation Club is a daily group setting for students to join, in which they are given the opportunity to meet other students and participate in activities that will assist with their group English conversation skills. Daily topics are planned and relate to Canadian culture, common practices in health and safety, and language uses

***Study Assistance (UR International)***
University of Regina international students who give back to the campus community by providing free study assistance with various university subjects, such as Math, Computer Science, Statistics, Economics, Japanese, Korean, etc.

***Workshops (UR International in partnership with faculties)***
In coordination with other faculties and units on campus, URI  has created several workshops that are available for students to attend. Some of the workshops include: Undergraduate Rights & Responsibilities, Graduate Rights & Responsibilities, What is Plagiarism?, How to Avoid Plagiarism, Grammar 1 & 2, Critical Writing, Citation & Quotation, and Poetry Analysis.

***English Needs Assessment Test***
***(UR International, in coordination with the English Department and ESL Program)***
The longer-term goals is that this test is implemented each semester in English 100 classes, with the aim of evaluating specific categories of students and assessing the English proficiency of University of Regina undergraduate students, and finding out where students' English skills are lacking the most. The test focuses on Reading (with listening embedded in that) and Writing (with grammar embedded). Upon completion, the tests are marked and data is collected and evaluated, determining which categories of students require the most assistance. The continued development and implementation of an exam such as this will hopefully provide yet another opportunity to assist our students by way of assessing their needs and then ensure that they are enrolled in courses that would allow them to excel and be successful as a student.

***ARTS 010***
***(Faculty of Arts, jointly with UR International and the Student Success Centre)***
This non-credit academic reading strategies course is offered to students at no cost and is designed to foster critical reading skills in undergraduate students which can be applied in their additional courses. It is open to any undergraduate students, both domestic and international, who wish to improve their critical reading skills as part of preparation for future English courses or if they are enrolled in the Academic Recovery Program.

***Academic Recovery Program (Student Success Centre)***
For international and domestic students who are placed on forced withdrawal or are on academic probation, this program provides them with the opportunity to improve their academic situation over 2 semesters, and potentially increase student academic success. Students who choose this option acknowledge having their probation extended during the length of the program. The benefit for our students is that, by enrolling in this program, they will be able to maintain their full-time academic status and continue to be eligible for student loans, scholarships, and visa and study permit applications.

***Arts Transition Program***
***(Faculty of Arts with UR International and the Student Success Centre)***
This collaborative program between UR International and the Student Success Centre assists students who are in the process of transferring into the Faculty of Arts due to their academic standing. Students who qualify for ATP will learn the skills required in order to be successful as an Arts student via a series of requires courses, workshops, and sessions that are designed to facilitate the students' learning in regards to cultural, social, and academic abilities. In order to successfully complete this program, students must achieve a minimum grade of 60% in each course, attend all scheduled workshops, complete weekly reflection journals, and receive a P (pass) in ARTS 010.

***ESL Regular Program***
The University of Regina English as a Second Language (ESL) Program offers a Languages Canada accredited program that gives students the English language skills they need to succeed in theirr undergraduate studies, graduate studies or career. Students who complete Advanced EAP (ESL 050), the highest level of the program, will meet the English language proficiency requirement for admission to an undergraduate or graduate program at the University of Regina.

***ESL Fundamentals for Success***
Supplementing the ESL Regular Academic Program, these are part-time, paid evening classes. Fundamentals for Communicative Success works on listening and speaking skills, while Fundamental for Writing Success working on writing skills, including grammar and style. ESL is also developing a UR Transition "Fundamentals for University Success" program for incoming credit students, to be offered half-days in the latter half of August 2016.

**b) UR International's Current Non-Academic Support Programs**

***Life Skills Advisors*** assist with academic support by connecting students with their faculty and Academic Advisors; assist with a wide variety of non-academic needs, such as guiding students in maintaining their status in Canada, finding housing, being of assistance in emergency situations, and answering general questions about life in Canada; facilitate

obtaining of a Saskatchewan Health Card. They are available to assist students with emergencies 24 hours a day, 7 days per week.

### Airport Welcome Booth

Student volunteers greet our new international students at the Regina International Airport each Fall and Winter semester.

### Orientation Day

This free, day-long event provides new international ESL, Undergraduate, and Graduate students with all of the information they will need in order to be academically successful. Orientation day begins with offering our students a chance to meet other international undergraduate, graduate, and ESL students, as well as their deans, academic advisors, and staff from other units on campus, and also to learn about what services are available for them.

### International Peer Advisor Program

Our International Peer Advisors are connected with new and current international students and are a resource for navigating the U of R. They provide valuable information and support to our new international students and are motivated to assist them with their successful transition to their new life at the U of R.

### Student Associations, Societies & Clubs

Year round, our office assists with the facilitation, organization, and promotion of events and sessions that are held by student associations and clubs on campus. Numerous events are organized each semester, including the Chinese Festival, International Night, and Lunch & Learns, which are open to all of our students, both international and domestic, new and current.

### Living Learning Communities (LLC)

Coordinated with Residence Services, our Living Learning Communities strive to provide forums for themed programming and valuable resources for students with similar interests, personal values, and academic goals. These communities allow students with shared interests to live together and form meaningful connections on campus and within the community.

**COMMITTEE NAME**
<u>REPORT TO EXECUTIVE OF COUNCIL</u>

**Items for Decision**

<u>Subject</u>**:**  Revisions to the Terms of Reference for La Cité universitaire francophone

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**MOTION:**  La Cité universitaire francophone recommends approval of revisions to membership and voting privileges for La Cité's Academic Unit Council

**MOVED THAT**
Members of La Cité Academic Unit Council shall include:
1.    The President and Vice-Chancellor of the University
2.    The Vice-Presidents of the University
3.    The Director of La Cité
4.    All other Faculty Deans and Academic Unit Directors
5.    The University Secretary
6.    The Registrar
7.    The University Librarian (or designate)
8.    Those Professors, Associate Professors, Assistant Professors, Full-Time Lecturers, Special Lecturers, Instructors, Laboratory Instructors appointed in areas or departments within La Cité and others who hold academic appointments in La Cité.
9.    Student representatives as per student participation rules (1 undergraduate and 1 graduate student)

<u>Other Specific Representation:</u>
- La Cité Manager, Administration and Finance (*ex-officio*, non-voting)
- La Cité Academic Advisor/Coordinator of Credit Programs and Student Services (*ex-officio*, non-voting)
- Arts (1)
- Business Administration (1)
- Education (1)
- Engineering and Applied Science (1)
- Kinesiology and Health Studies (1)
- Media, Art, and Performance (1)
- Nursing (1)
- Science (1)
- Social Work (1)
- Centre for Continuing Education (1)
- Lay Member of Senate (1) for two-year terms
- All tenured and tenure-track academic staff who teach courses in French sponsored by or offered in partnership with La Cité

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**Rationale:** To align the Academic Unit Council's membership and voting with other Faculties and Academic Units and ensure compliance with Senate Bylaws

Date: January 12, 2016
Prepared By: Sophie Bouffard
On Behalf of: La Cité

University
of Regina

**EXECUTIVE OF COUNCIL**
**MEETINGS**
**2016-2017**

| Meeting Dates | Deadlines for Agenda Items* |
|---|---|
| September 28, 2016 | September 16, 2016 |
| October 26, 2016 | October 14, 2016 |
| November 23, 2016 | November 10, 2016 |
| January 25, 2017 | January 13, 2017 |
| February 22, 2017 | February 10, 2017 |
| March 22, 2017 | March 10, 2017 |
| April 26, 2017 | April 13, 2017 |
| May 24, 2017 | May12, 2017 |
| June 28, 2017 | June 16, 2017 |

All meetings are on Wednesdays at 2:30 – 4:30 p.m. in the Fifth Floor Board Room, Administration-Humanities Building:

*\* Graduand lists may be submitted up to 10:30 a.m. on the day of the meeting. However, notification of graduand lists for submission must be received by the deadline date.*