

EXECUTIVE OF COUNCIL

Date: 22 October 2020
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 28 October 2020

A meeting of Executive of Council is scheduled for 28 October 2020, 2:30-4:30 p.m. via video conference (Zoom). As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who choose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of Meeting 23 September 2020** - *circulated with the Agenda*
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
 - 6.1 Council Committee on Undergraduate Admissions and Studies, Appendix I, pp. 2-27
 - 6.2 Council Committee on Research, Appendix II, pp. 28-72
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*
 - 7.1.1 Faculty of Business Administration
 - 7.1.2 Faculty of Education
 - 7.1.3 Faculty of Graduate Studies and Research
 - 7.1.4 Centre for Continuing Education
8. **Other Business**
 - 8.1 United Way Campaign, *Verbal Update*
9. **Adjournment**

**REPORT TO EXECUTIVE OF COUNCIL
FROM THE 9 OCTOBER 2020 MEETING OF THE
COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

ITEM(S) FOR APPROVAL**1. FACULTY OF ARTS****1.1 REVISION TO THE CERTIFICATE IN SUSTAINABILITY**

MOTION: To revise the Certificate in Sustainability to include ECON 274, ECON 275, and ECON 373, effective 202120.

Certificate in Sustainability

Credit hours	Certificate in Sustainability Required Courses
3.0	The Sustainability Problem One of: ENST 200, PHIL 282, SOC 230
3.0	Dimensions of Human Sustainability One of: INDG 100, INDG 225, JS 100, JS 280, PHIL 270, PHIL 271, RLST 275, SOC 208, SOC 211, SOC 214, WGST 100, WGST 300
3.0	Dimensions of Environmental Sustainability One of: BIOL 150, GEOG 120, GEOL 102, PHIL 275, SOC 330
3.0	Human Sustainability Options One of: ANTH 340, ECON 253, ECON 281, HUM 260, IDS 101**, INDG 200, INDG 201, IS 200, JS 317, PHIL 272, PSCI 344, SOC 314, SOC 333, SOC 355, WGST 201, WGST 206,
3.0	Environmental Sustainability Options One of: BIOC 200, BIOL 276, ECON 273, ECON 274, ECON 275, ECON 373 , INDG 236
3.0	Sustainability in Practice One of: ARTS 301, IDS 290**, JS 310, JS 311, PSYC 340*, SOST 307
18.0	Total: 65.00% PGPA required
<p>Note 1: One course must be taken from each section, and at least one course in the certificate must be 300-level. Note 2: No more than two courses from a student's major(s) or minor(s) can be counted in the Certificate. Note 3: No more than three courses from a single subject can be counted in the Certificate. Note 4: At least one course in the certificate must involve a term-long community engagement project. Note 5: Courses incorporating community service through Campion Engaged Learning are indicated with a *, and those incorporating community service and/or research through Luther College are indicated with a **.</p>	

RATIONALE:

In discussions with the Department of Economics concerning the Certificate in Sustainability these three courses were identified for potential inclusion in the Certificate. Following a review of the contents for each course it was determined that they were most appropriately included under section 5 of the Certificate: "Environmental Sustainability Options."

(end of Motion)

2. FACULTY OF MEDIA, ART, AND PERFORMANCE

2.1 BACHELOR OF ARTS IN THEATRE AND PERFORMANCE MAJOR, ACTING CONCENTRATION AND BACHELOR OF ARTS IN THEATRE AND PERFORMANCE MAJOR, DESIGN/STAGE MANAGEMENT CONCENTRATION ADMISSION SUSPENSION

MOTION: That all admissions to the current Bachelor of Arts, Theatre and Performance Major – Acting Concentration, and the Bachelor of Arts, Theatre and Performance Major – Design/Stage Management Concentration be suspended indefinitely, effective 202130.

RATIONALE:

With the creation of the new BFA in Devised Performance these programs are no longer of service and need to be made inactive. Once the students currently enrolled in these BA degrees and minors have changed programs or have obtained their degree (December 31, 2026) the above listed programs will become historical. The Bachelor of Arts, Theatre and Performance, BA Theatre (Three-Year Special), Minor in Theatre and Performance, Minor in Media, Art, and Performance (Theatre Studies) will be revised (as necessary) and brought forth for approval at a later date. Students in said programs will have until December 31, 2026 to complete the degrees they were pursuing on this date

(end of Motion)

2.2 REVISION TO THE POST BACCALAUREATE IN VISUAL ARTS

MOTION: That a second note be added to the Post Baccalaureate in Visual Arts program template, effective 202120.

Post-Baccalaureate Certificate in Visual Arts (Faculty of Media, Art, and Performance - pg. 237)

Entrance requirements: An undergraduate degree in the Visual Arts, or an undergraduate degree in another field with demonstrated prior learning in visual arts practice.

Credit hours	Post-Baccalaureate Certificate in Visual Arts Required Courses
15.0	Five 300- or 400-level ART courses (medium specific or group studio)
6.0	Two 400-level studio courses
9.0	Three electives (ARTH 301 is recommended for students who have not previously taken it or an equivalent)
30.0	Total

Note: Requirements must be fulfilled with new course content, notwithstanding residency regulations noted above.

A student entering the Visual Arts Post Baccalaureate program requires a recommendation from a full time Visual Arts faculty member (or members), to the Head of the Department of Visual Arts, who approves the admittance. (The recommending faculty member can also be the Department Head.) Contact the Department of Visual Arts for more information.

Admissions from Universities and Colleges (Including Transfers from Other University of Regina Faculties) (Undergraduate Admissions - pg. 16-18)

Faculty of Media, Art, and Performance

Post-Baccalaureate Certificate in Visual Arts

An undergraduate degree in the Visual Arts, or an undergraduate degree in another field with demonstrated prior learning in visual arts practice is required.

Additionally, applicants to the Visual Arts Post Baccalaureate program require a recommendation from a full time Visual Arts faculty member (or members), to the Head of the Department of Visual Arts, who approves the admittance. (The recommending faculty member can also be the Department Head.) Contact the Department of Visual Arts for more information.

RATIONALE:

There has not been a formal admission process to the Visual Arts Post Baccalaureate and it will be helpful to have one for transparency and for information.

(end of Motion)

2.3 REVISION TO THE CERTIFICATE IN ANIMATION

MOTION: That the Certificate in Animation be revised, effective 202120.
--

Certificate in Animation

Credit hours	Certificate in Animation Required Courses
3.0	FILM 203
3.0	FILM 200 FILM 209 or FILM 220
3.0	FILM 286AF - Warner Bros. Cartoons or FILM 380AJ - Traditions in Animation FILM 286AA or FILM 380AJ
3.0	FILM 303
3.0	FILM 312 or FILM 385AB
3.0	ART 220 or ART 221 or ART 230
18.0	Total - a minimum PGPA of 65.00% is required

Note: Due to course scheduling, completion of this Certificate may take up to 3 years.

RATIONALE:

The changes expand the range of courses that can work within the Certificate and ensure that courses in the Certificate can be offered within a three-year cycle, with available teaching resources.

(end of Motion)

2.4 REVISION TO THE BACHELOR OF ARTS IN MEDIA, ART, AND PERFORMANCE, FILM STUDIES CONCENTRATION

MOTION: To revise the Bachelor of Arts in Media, Art, and Performance, Film Studies Concentration, effective 202120.

Bachelor of Arts in Media, Art, and Performance (Film Studies)

Credit hours	Bachelor of Arts in Media, Art, and Performance, Film Studies Required Courses
0.0	MAP 001
Critical Competencies – 33 Credit hours	
Communication in Writing (at least 6 credit hours)	
6.0	Two courses from: ACAD 100, ENGL 100, or ENGL 110
Natural and Social Sciences (at least six credit hours)	
6.0	Two courses in the following areas: (excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology Any Science courses, including MATH.
Culture and Society (at least nine credit hours)	
3.0	MAP 202
6.0	Any two courses from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, JS, INDG, IDS, IS, Language other than English, Literature in translation or other non-language courses offered through language department or program LING, RLST, PHIL WGST.
Research Skills and Methodologies (at least three credit hours)	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201,203, 306,307, PSYC 204, 305, WGST 220. ARTH 301, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.
Critical Competency Electives	
9.0	Three courses from any of the above areas.
Note: Course substitutions in the above categories may be granted by the Dean or Designate.	
Concentration Requirements – 36 credit hours	
Note: Must include nine credit hours at the 300- or 400-level, three of which must be at the 400-level. 65% required in Concentration	
3.0	FILM 100
6.0	Two Production courses Recommended: FILM 200, 201, 203, 205, 208
6.0	Two FILM courses from 253, 254, 256
3.0	FILM 345
3.0	FILM 348
15.0	Five FILM <u>Studies</u> courses or CTCH <u>Studies</u> courses at the student's discretion.
Media, Art, and Performance Requirements outside the Concentration – 12 credit hours	
9.0	Three courses outside the area of concentration.

Credit hours	Bachelor of Arts in Media, Art, and Performance, Film Studies Required Courses
3.0	One MAP course or other approved (by Dean or Designate) interdisciplinary Media, Art, and Performance course.
Open Electives – 39 credit hours	
39.0	Open Electives
120	Total – 65.00% required

RATIONALE:

This clarifies that the students should be choosing Film Studies or Creative Technologies (CTCH) Studies courses, and removes the option to take Film production courses.

(end of Motion)

2.5 CREATION OF THE BACHELOR OF FINE ARTS IN DEvised PERFORMANCE

MOTION: That a Bachelor of Fine Arts (BFA) in Devised Performance program be created, effective 202120.

Credit hours	BFA in Devised Performance Required Courses
0.0	MAP 001
Critical Competencies – 18 credit hours	
Communication in Writing	
3.0	Two of ACAD 100, ENGL 100 or ENGL 110
3.0	
Culture and Society	
3.0	MAP 202
3.0	Any one course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. (With permission may include ELIT, EDRA, EMUS, EVIS 101 or 202)
Natural or Social Sciences	
3.0	Two courses in the following areas (excluding courses in research/statistics):
3.0	ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.
Concentration Requirements – 81 credit hours, 70% GPA Required in Concentration	
3.0	THTR 110 - Foundations
6.0	Two courses from THTR 111 – Performance Technologies, THTR 112 – Behind the Magic: Props & Painting or THTR 121 – Behind the Magic: Creating Costumes
3.0	THTR 120 – Cabaret Class
3.0	THTR 122 – Reading the Visual
3.0	THTR 210 – Scene Study OR THTR 212 Set & Rigging
3.0	THTR 213 – Dramaturgy I: Performance Magic

Credit hours	BFA in Devised Performance Required Courses
3.0	THTR 215 – Understanding Performance Texts
3.0	THTR 220 – Fringe Festival Class
3.0	THTR 223 – Dramaturgy II: Performance Power
3.0	THTR 225 – A Survey of Human Performance
3.0	THTR 211 AA – ZZ OR THTR 222 – Performance Spaces
3.0	THTR 310 – Scripted Production
3.0	THTR 314 – Puppets, Masks and Meaning
3.0	THTR 315 – Happenings and Collectives OR THTR 301
3.0	THTR 320 – Devising I: Creation
3.0	THTR 326/327/328 AA – ZZ OR THTR 301
3.0	THTR 410 – Devising II: Development
3.0	THTR 414 – Professional Development
6.0	THTR 311 AA – ZZ AND/OR THTR 319 AA - ZZ
3.0	THTR 411 AA – ZZ AND/OR 419 AA - ZZ
6.0	THTR 420 – Devising III: Production and Performance
6.0	THTR 426/427/428 AA - ZZ
3.0	THTR 330 or ELECTIVE
Media, Art, and Performance Requirements outside the Concentration – 9 credit hours	
9.0	Three courses outside the area of concentration, chose from CTCH, FILM, MPA, MUSIC, and VISUAL ARTS. *CTCH 411 IS STRONGLY RECOMMENDED*
Open Electives	
12.0	Four Open Electives
120.0	Total - PGPA 65.00% required

RATIONALE:

This program is the Theatre Department's curricular response to the Academic Unit Review held in 2017-2018. A major recommendation of the External Review is to create a unique degree, a Bachelor of Fine Arts in Theatre, one that does not merely duplicate standard conservatory programs training actors and technicians to work in regional theatre companies and at festivals. The conservatory model does not accurately reflect the prospects of young theatre artists currently entering the Canadian theatre scene. A majority of our graduates will be faced with the need to create and market their own work, writing and staging original and self-produced shows in independent venues and Fringe festivals across the country. The aim of the Theatre Department (and this program) is to develop a program to train young artists to create their own work so that they can sustain themselves in a competitive environment. In our proposed model, students will learn to devise innovative collective performances, in which each individual contributes to writing the script, developing the blueprint of the performance and, most importantly, realizing it in a professional and marketable way. The focus of their training will be to support exciting original work created and owned by the students. See **Attachment A** for more information.

(end of Motion)

3. FACULTY OF NURSING

3.1 ADDITION OF A MINOR

MOTION: To add a Minor from the Faculty of Kinesiology and Health Studies to Minors for Nursing Programs, effective 202110.

Minors for Nursing Programs

Students may complete one minor in a subject other than their major. The minor is a concentration of at least six courses in a discipline from any of the Faculties of Science; Arts; Media, Art, and Performance; or La Cité universitaire francophone; or Kinesiology and Health Studies. 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. A minimum of three (3) courses from outside the major are required.

RATIONALE:

Currently a significant number of nursing students complete courses from the Faculty of Kinesiology and Health Studies as electives within the Saskatchewan Bachelor of Science in Nursing program. Several of the courses within Kinesiology and Health Studies are complimentary to and contribute to nursing knowledge. This minor would be a beneficial addition to their nursing degree and contribute to their career.

(end of Motion)

3.2 REVISION TO THE ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

MOTION: To revise the English proficiency required in the Admissions section of the Undergraduate Calendar, effective for the 202230 Admissions.

Post-Secondary Educational Credentials for English Proficiency

Successful completion of at least 24 credit hours (University of Regina degree level equivalent) in an approved English-language post-secondary institution, including at least 6 credit hours in humanities or social science subjects and with a minimum UGPA of 60.00% or equivalent is considered acceptable demonstration of proficiency in English. Post-secondary institutions that meet this requirement must be verified by the University of Regina using industry-recognized higher education resources.

For the Faculty of Nursing, this post-secondary education must have been completed within two (2) years of application to the Faculty in order to meet English Language proficiency.

Approved Tests of Proficiency in English

For all faculties except for the Faculty of Nursing, one of the following tests will also be accepted with the minimum scores indicated. Test results must be received by the appropriate Enrolment Services Office directly from the testing service before the deadline for receipt of application documents. Test scores are valid within two years of the test result date.

1. University of Regina's ESL Placement Test with a minimum average score of "Level 055".
2. Canadian Test of English for Scholars and Trainees (CanTEST) with a minimum section score of 4.5 each on listening and reading, and 4 on the test of writing.

3. Test of English as a Foreign Language (TOEFL) with a minimum overall score of 83 on the internet-based test (iBT), with minimum section scores of Reading 20, Listening 20, Speaking 20 and Writing 20. Institutional TOEFL and paper based TOEFL will not be accepted.
4. International English Language Testing System (IELTS) - Academic, with a minimum overall score of 6.5, and no band score less than 6.0.
5. Canadian Academic English Language Assessment (CAEL) with a minimum score of 60.
6. Michigan English Language Assessment Battery (MELAB) with a minimum score of 85.
7. Comprehensive English Language Test (CELT), restricted to francophone students, with a minimum score of 60.
8. Pearson Test of English (PTE) Academic with a minimum overall score of 59 and minimum score of 59 in each area.
9. Cambridge Certificate in Advanced English (CAE), also known as C1 Advanced (formerly known as Cambridge English: Advanced) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).
10. Cambridge Certificate of Proficiency in English (CPE), also known as C2 Proficiency (formerly known as Cambridge English: Proficiency) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).

Applicants to the Faculty of Nursing who need to provide evidence that they meet the University's ELP requirement via an exam may use ~~one of~~ the following test with the minimum scores indicated:

- ~~1. CanTEST: A minimum score of 4.5 in each of Listening, Reading and Writing and a minimum score of 5 in Speaking.~~
- ~~2. CAEL: A minimum score of 70 with a minimum sub-score of 70 in Speaking and minimum sub-scores of 60 in all other components.~~
- ~~3. IELTS (Academic): A minimum overall score of 7 with no band less than 5, and a minimum score of 7 in Speaking; 7 in Writing; 7.5 in Listening; and 6.5 in Reading.~~
- ~~4. MELAB: A minimum score of 85 with a minimum sub-score of 3+ in Speaking.~~
- ~~5. TOEFL: The internet-based (iBT) exam with a minimum overall score of 90 with minimum sub-scores of 20 in Reading, and Writing, 26 in Speaking and 22 in Listening, or the paper-based exam with a minimum overall score of 580 with a minimum TWE score of 5. (Note: The Institutional TOEFL is not accepted).~~

RATIONALE:

There have been instances where students have completed an English language program a number of years ago and remained in their home country following. As per the current regulation, these individuals would meet the English Language Proficiency (ELP) requirements even though the students may have not actually continued to speak English in a manner that maintains their previous proficiency. This puts them at a disadvantage when they enter a nursing program which relies on a high level of English proficiency due to the language and terminology in the program and that they may be required to understand and communicate with other individuals with minimal English proficiency themselves in the clinical setting, creating significant challenges for the nursing student.

Setting a time limit of 2 years after completion of post-secondary education in English mirrors the 2 year time limit that tests for English Language proficiency are valid.

Applicants are first assessed on their high school credentials; if these credentials meet the ELP requirements they are assessed as proficient in English language. If the applicant does not meet the ELP requirements through high school credentials, they are then assessed through the Post-Secondary educational credentials. Students who do not meet the ELP requirements through this are then required to write an approved test of proficiency in English. A student who believes they meet the ELP requirements through post-secondary education that was completed more than 2 years prior to application to the Faculty of Nursing may apply through Faculty discretion.

The changes to the tests for English Language proficiency are based on the changes made at the level of the regulatory body, the Saskatchewan Registered Nurses Association.

The paper based TOEFL has been discontinued.

This motion was jointly developed with the Faculty of Nursing, Enrollment Services, Registrar's Office, and UR International.

(end of Motion)

4. FACULTY OF SCIENCE

4.1 REVISION TO THE DIPLOMA IN COMPUTER SCIENCE

MOTION: To revise the Diploma in Computer Science, effective 202120.

Students who hold a previous credential consisting of 60.0 credit hours or more (or equivalent to at least a two-year program) in Computer Science, Computer Engineering, or a related discipline, may not enroll in the Diploma in Computer Science, except with special permission of the faculty.

Students must meet "fully qualified" Science admissions status to enroll in the Diploma in Computer Science.

Add MATH 110 to the major requirements, and reduce the Open Electives from 10 courses to 9 courses

Diploma in Computer Science (Faculty of Science - pg. 267)

This is a two-year program (60 credit hours) of training and/or continuing education and is not meant to be a replacement for a Saskatchewan Polytechnic diploma. It is designed for professionals seeking upgrading in areas related to computer science. Courses required within the program are offered at times convenient to off-campus students, as well as in the traditional day slots.

Students who hold a previous credential consisting of 60.0 credit hours or more (or equivalent to at least a 2-year program) in Computer Science, Computer Engineering, or a related discipline, may not enroll in the Diploma in Computer Science, except with special permission of the faculty.

Students must meet "fully qualified" Science admissions status to enroll in the Diploma in Computer Science.

Credit hours	Diploma in Computer Science Required Courses
3.0	CS 110*
3.0	CS 115*
3.0	CS 201
3.0	CS 210*
3.0	CS 215
3.0	CS 200-, 300- or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	<u>MATH 110</u>
3.0	ENGL 100
33.0	Subtotal: Major Requirements 65.00% Major GPA required
27.0	40 <u>9</u> Electives. Courses in mathematics and statistics, economics, and administration are recommended
60.0	Total: 65.00% Program GPA required
*Or equivalent experience. Students must contact the Department Head for approval.	

Admission from Universities and Colleges (Including Transfers from Other University of Regina Faculties) (Undergraduate Admission Admissions - p. 16-18)

Science (UofR, Campion, FNUniv, or Luther)

Diploma in Computer Science

Students who hold a previous credential consisting of 60.0 credit hours or more (or equivalent to at least a 2-year program) in Computer Science, Computer Engineering, or a related discipline, may not enroll in the Diploma in Computer Science, except with special permission of the faculty.

RATIONALE:

The Diploma in Computer Science is designed as an entry-level program into the field. Students who hold previous credentials ought to be directed to the post-diploma, B.Sc. or even Master's level programs in order to advance their skill level, rather than repeat their introductory studies.

Students who have not demonstrated math skills at the Pre-Calc 30 level do not meet the math pre-requisites/competencies to progress through Computer Science courses from the first year.

Math 110 is a requirement for CS 110 and CS 210, but is not listed as a program requirement, and is therefore a "hidden" requirement of the program. This change would make the requirement overt.

(end of Motion)

4.2 REVISION TO THE BIOLOGY CO-OPERATIVE EDUCATION PROGRAM

MOTION: To change the number of require work terms in the Biology Co-op Program from “four” to “three work terms with a fourth being optional,” effective 202120.

Co-operative Education Program in Biology

Entrance criteria

At the time of application for admission to the placement cycle, a student:

- must have completed at least 33 credit hours, but not more than 60 credit hours, towards a BSc degree in Biology;
- must include BIOL 100, BIOL 101, CHEM 104, one of CHEM 105 or CHEM 140, and at least two 200-level Biology courses in the courses they have taken;
- must be registered for at least two additional 200-level BIOL courses for the next academic term, with a TOTAL: course load of at least 12 credit hours; and
- must have achieved a minimum GPA of 75.00% overall and in courses required for the major.

~~Four work terms~~ Three work terms, with a fourth work term being optional, must be completed to obtain the "Co-operative Education" designation with the normal sequencing as follows (where A1 stands for Academic term one, H stands for free term, and W1 stands for Work term one):

Sept-Dec A1	Jan-Apr A2	May-Aug H	Sept-Dec A3	Jan-Apr A4	May-Aug W1	Sept-Dec A5
Jan-Apr W2	May-Aug W3	Sept-Dec A6	Jan-Apr A7	May-Aug W4 (Optional)	Sept-Dec A8	Jan-Apr

For further details, contact Co-operative Education Office or visit its website: <https://www.uregina.ca/careercentre/coop/>, or contact the head of the Department of Biology.

To continue in the Co-op option, a student must maintain a GPA of at least 70.00% overall and in courses required for the major and must enrol in at least 12 credit hours in academic terms between work terms.

RATIONALE:

- 1) Most of the other undergraduate Co-op programs in the Faculty of Science allow for three work terms.
- 2) This would allow for later entry into the Co-op program (many students express an interest in Co-op at a point in their program at which it is difficult to complete four work terms).
- 3) The Co-op Office has repeatedly suggested that four work terms are intimidating to some students, and that the Biology Co-op program would have increased participation if only three work terms were required. This would not prevent a fourth work term for those students wish for a fourth placement.
- 4) At times there is a shortage of suitable placements, and requiring a fourth work term may force students into poor placements or prevent them from graduating with the Co-op designation. (Alternatively, in some terms there are more potential placements than students seeking placements.)

(end of Motion)

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: BFA in Devised Performance

Type of Program:

	Certificate
	Diploma
X	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Media, Art, and Performance/Theatre

Expected Proposal Submission Date (Month/Year): 01/20

Expected Start Date (Month/Year): 09/21

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

This program is the Theatre Department's curricular response to the Academic Unit Review held in 2017-2018. The main documents of the AUR -- unit self study, the external report, the Theatre Department's response to the external report and the Provost's response to the external report -- are housed on the website of the Provost/VP (Academic). Those documents are the foundation upon which this program has been developed.

In 2012, due to a number of factors including impending retirements with budget lines being returned to the centre, the Theatre Department suspended its BFA degrees (Acting, Stage Management/Technical Theatre, and Design), its BA in Theatre Studies and its BA in Theatre Studies (Honours). Simultaneously the BA (Theatre Arts) was dramatically revised to become the BA in Theatre and Performance (general) with options for two concentrations, Acting and Stage Management/Design. Although many of these radical changes were done collaboratively and collegially by the Theatre Department, both the process (too little time) and the structure of the BA in Theatre and Performance were flawed insofar as very little of the BFA framework, curriculum or pedagogy was removed; the production model and the type of plays produced as part of a season didn't change; and, having rethought course offerings (often) in name only, it committed the academic faculty and creative staff to a workload that was unsustainable. In hindsight, in trying to be "all things to all people" it didn't offer students enough contact time around core curriculum (the time needed to train or learn the craft), nor typically enough contact time (coaching, rehearsals, advanced courses) with faculty. Simultaneously, in order to be more flexible (responding to a variety of messages from the University), the overall structure of the degree was changed to allow for more entry points and less formal/rigid progression of classes, which often meant students wandered through the program but were not connected or engaged with it. The degree has proved to be adequate, but adequate is not the experience that the department wanted (or wants) to give our students. As noted in the external report, "Closing that BFA program and leaving a BA in Theatre with various specialization options may have

Registrar's Undergraduate Academic Programming Questionnaire

seemed prudent at the time, but [it] hasn't resulted in excitement and...the current curriculum, following the closure of the BFA program, lacks a strong focus."

The AUR, coinciding with other changes within the department, provided the opportunity for the Theatre Department to re-imagine itself. The Theatre Department's response to the external review presented to CCAM in 2019 makes clear both the rationale and need for this new program.

A major recommendation of the External Review is to create a unique degree, a Bachelor of Fine Arts in Theatre, one that does not merely duplicate standard conservatory programs training actors and technicians to work in regional theatre companies and at festivals. The conservatory model does not accurately reflect the prospects of young theatre artists currently entering the Canadian theatre scene. A majority of our graduates will be faced with the need to create and market their own work, writing and staging original and self-produced shows in independent venues and Fringe festivals across the country.

Therefore, the aim of the Theatre Department is to develop a program to train young artists to create their own work so that they can sustain themselves in a competitive environment. In our proposed model, students will learn to devise innovative collective performances, in which each individual contributes to writing the script, developing the blueprint of the performance and, most importantly, realizing it in a professional and marketable way. The focus of their training will be to support exciting original work created and owned by the students.

The notion of a degree in Devised Performance was supported by the external review team: "During our site visit we received a preliminary proposal for a new BFA program which has considerable promise.... We endorse this plan and urge the University and the Faculty to provide support and assistance for the Department as it moves toward re-invigoration and growth." Early stage proposals have been supported by Rae Staseson, Dean of MAP; by various stakeholders in the program; and by most of the students currently enrolled in the Theatre Department. Importantly, some of the pedagogies of devised theatre were foundational to the successful department production *The Secrets of the Bourne Settee* (March 2019) and will be foundational to its 2020 winter production

2. What are the key objectives and/or goals of this program and how will it be delivered?

The focus of the department and this new program shifts curriculum and pedagogy towards the building of a strong ensemble/company capable of taking responsibility (as a creative team) for most of the decisions around their work. One of the key objectives is the development of realized theatre artists who can work in a wide variety of areas both on and off stage; another objective is a focus on the production of new work (developed by each year's cohort) rather than on the production of iterations of the classics. One of the successful features of previous BFA and BA degrees remains: students continue to have several opportunities for experiential learning both on and off campus and are encouraged to participate in a study abroad experience. One of the objectives of this degree is to embed (not just suggest) a range of production experiences: from performances in well-equipped spaces on campus to performances in fringe theatre festival venues and undiscovered *in situ* spaces. The goals of the program include providing young artists with tools to create their own work so that they can sustain themselves in a competitive environment, providing students with aspects of traditional theatre training but applying these skills to new objectives, providing students with several opportunities to create work that is meaningful and empowering to them, providing students with aspects of non-traditional theatre training and skill sets that are in heavy demand in the theatre and performance industry, providing students with a wide variety of performance opportunities that are on and off campus, and providing students with the fundamental and

Registrar's Undergraduate Academic Programming Questionnaire

essential opportunity to study abroad and/or participate in professional placements (internships). In short, the goals and objectives of this program are to ensure that emerging theatre artists have mastered certain skills, in a collaborative environment, building a team that can take creative chances, developing innovative new works that cycle through such diverse forms as experimental, devised, and site-specific performance, musicals and theatre for young audiences (TYA).

By its nature a BFA is more applied than a BA degree, and one of the strengths of this new program is the focus on the building of a strong student cohort (program majors will take a majority of their classes together), one of the keys to retention. Students will learn together to devise innovative collective performances, in which each individual contributes to writing the script, developing the blueprint of the performance and, most importantly, realizing it in a professional and marketable way. Many of the classes are traditional studio or studies classes; although some classes can be taken online, residency is important (as it is with our current program). The department is aware of the numerous demands on our students and the program is flexible enough to be successfully completed in curricular models that look beyond the traditional 5 classes a semester over 4 years. The department is also excited to be pioneering the use of micro-credentials within the faculty of MAP.

There is a fundamental shift in the pedagogy and curriculum of the program and its core is nurturing the growth of the cohort. A strong team is essential to the development of collective creation and devised projects as well as essential to the success of students graduating the program and establishing and succeeding as theatre/performance artists in the sharing economy.

3. How does this program compare to similar programs (Provincial/National)?

Most theatre departments offer a class or two on collective creation or devised performance. Among its vast array of BFA degrees, York University offers a degree in creation, but it is not a niche program as it is simply one of many degree options. There is at present no program comparable to this BFA in Western Canada, and we see real potential in this becoming a unique destination program. There are many programs like this in the UK, and again we see this as an advantage for our students who can then do a semester or two semester exchange with, for example, the University of Lincoln and be able to speak the same performance language and bring a similar skill set to the host school.

4. List the expected benefits of the program to University of Regina students.

This degree prepares our graduating students for a theatre world that did not exist when most of us teaching in the program went to graduate school. Doing theatre/performance creation in the realities of the sharing economy requires different skill sets than traditional theatre programs (including our BA) offer. Success not only depends on good actor/designer/technical skills and critical thinking but also requires innovation, creativity and entrepreneurship.

While the Theatre Department has always had a good relationship with the Faculty of Education and the Arts Education program, this new program aligns much better with many of the goals and aims of that program, and it is believed this program will further support and strengthen the Arts Ed program and the students who graduate from it.

Registrar's Undergraduate Academic Programming Questionnaire

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

Once this degree is approved, the BA in Theatre and Performance will be revised with a stronger focus on the study of theatre and performance. Admission to all the current BA programs will be suspended on September 17, 2020. As per university policy students actively enrolled in the program (and those not actively enrolled but still enrolled in the current program) will be grandfathered through the "old program". We expect, however that many current students will be interested in the BFA degree and may transfer into the new program. The Minor in Theatre and Performance and the MAP Minor (Theatre Studies) are affected, and revisions to those programs are forthcoming. Several programs that are offered in partnership with the Faculty of Education will be affected: 3 year BA (Special) Theatre, Drama Ed Minor, Drama Major (BEAD) and Arts Ed, Drama (BEAD). We have consulted with Education about this decision and changes in the Faculty of Education programs will be forthcoming once this program is approved. The consensus is that new courses from the BFA more closely align with the pedagogy and curriculum of the Arts Education program and that this change will greatly benefit Education students as well. We have also been in contact with Campion, Luther, First Nations University of Canada and the English Department as we offer cross listed courses with the four partners. While the impact will be minimal, we will be working through the curricular changes with all our partners.

Registrar's Undergraduate Academic Programming Questionnaire

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

The external review committee recommended that the Theatre Department "Reinstate the BFA with a renewed vision and direction..." Responding to an earlier version of our new program, the committee suggested "the proposed BFA provides an excellent starting point for a rethinking and revival of the BFA. The proposed program integrates in dynamic, collaborative ways with other programs in the Faculty of Media, Art and Performance. The proposal presents a proactive, forward-thinking interdisciplinary approach that could prepare students well for the work environments of today and the future that require excellent collaboration and interdisciplinary communication skills." The program's renewed vision and direction will align with the goals of the Faculty and the University.

A number of the Faculty strategic goals are aligned with the goals of the University of Regina, and these are more fully developed below, but the program will be an important tool around decolonization, it will empower students as diversity and inclusivity are core to the pedagogy and curriculum, and it can provide an entry point for students unfamiliar with western theatre practices. By its very nature a program of devised theatre is more inter/multi/transdisciplinary than a traditional theatre program, and this helps align the Theatre Department to the Faculty's larger vision.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

This program supports several of the University objectives. The pedagogy is student focused insofar as it will be their ideas and creativity that become key in the creation of the performance. As such, the curriculum moves towards decolonization, diversity and inclusivity by focusing on telling new theatrical stories (as was evidenced in early 2019 when the Theatre Department presented Secrets from the Bourne Settee and Globe Theatre presented Making Treaty 4). With less focus on text and a greater focus on physical theatre, mask work and visual-ness, devised theatre is often easier for students not familiar with western theatre traditions and training to engage with. Universities in Europe and the UK generally have devised theatre at the core of their programming, thus opening up many possibilities for student and faculty exchanges.

3. Are there any other strategic considerations for this program?

As noted in the External Review, "a promising relationship exists between design / production curriculum in Theatre and the Creative Technologies Department, and there are other areas of collaboration, notably the recent play development work with First Nations University of Canada. These interdisciplinary initiatives could be expanded and would certainly play a large role in a unique and innovative restored BFA program. The Theatre Department also provides extensive facilities and support for a broad range of local groups outside the University, making it a significant resource for the performing arts in Regina and Saskatchewan."

Further, in regard to the role the Theatre Department (currently) plays in meeting the University's vision, mission, goals and priorities, the External Review reports the Theatre Department is and has been successful in developing educated contributors and career-ready graduates, as indicated by the list of alumni in the self

Registrar's Undergraduate Academic Programming Questionnaire

study. Creative work and research by faculty and students is excellent, as indicated not only by faculty CVs but also by the Department's participation in the development of projects such as *Making Treaty 4* or the recent co-production with Curtain Razers. These and other projects are examples of high quality and accessible educational opportunities combined with influential creative work in pursuit of local and global contributions to knowledge (and *Making Treaty 4* exemplifies significant engagement with Indigenous communities). As noted above, the Theatre Department is closely linked with and very important to a large number of performing arts organizations and communities in the region. The Department of Theatre plays a very important role in meeting and activating the University's vision, mission, goals and priorities.

The department sees no reason why any of these relationships would change (in fact the new program might make the faculty and the department stronger allies), and the department is committed to continuing to be an exemplar of university citizenship.

4. Does this program support external and/or community needs? Please attach letters of support if available.

Please see above.

Registrar’s Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

The department does not see the need to adjust the current admission requirements and would simply adopt them as is. Given the nature of the program it is difficult to test for a student’s creativity and devising skills; therefore, an audition seems moot.

2. Insert the proposed curriculum here. **Please see attached**

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		
Elective Requirements		
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

3. Is any of the curriculum new or under development? If so, list here. **Please see attached.**

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability

Note: Please attach new and under development course descriptions as appendices.

Registrar’s Undergraduate Academic Programming Questionnaire

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

Total CH is 120. All students enrolled in the program will meet with the Theatre Department at the end of the first year (30 CH) for an interview to discuss moving forward in the program. The interview is a forward-looking process and will be similar to the end of semester juries used by the Music Department or the BFA interview used by the Film Department. Students who are not accepted into the BFA program will have other options and areas of study available in the Faculty of MAP or the University of Regina. It is anticipated, given the nature of the degree, that the vast majority of students will want to be here to study in this distinct program; the department anticipates an high level of continuation into the second year of the BFA program. The department may introduce the interview process at the end of the second year, but this will be determined at a later date.

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

As per current MAP regulations, students must have a minimum PGPA of 65.00% in all courses and a minimum GPA of at least 65.00% in all courses taken in the major subject and in courses in other disciplines required for the major (but this is not different from other BA and BFA programs in the Faculty).

6. What is the source of students for the program?

Since this is a program that is replacing an existing program, we assume that we will continue to draw from many of the sources in our containment area that we already do. Within the theatre community (especially in western Canada) it is recognized that a BFA degree (regardless of content) is more attractive than a BA. and so we believe this change will also be useful in attracting students to the program who will not register for a BA. As this proposal will be a unique degree program in Western Canada, we anticipate that we will be able to draw some students from beyond our usual containment area.

7. How will students be recruited to the program?

Working with the Dean’s Office in MAP we anticipate heavy promotion about a year before the launch of the program (especially outside of our containment area). The department is aware that it will need to devote a larger portion of its budget to ongoing advertising of the program, but this should result in greater enrolments. Within the containment area the department is well connected to High School Drama programs (many of these connections are also very excited by this proposal), but we will need to continue to keep these connections aware of the many changes coming with this program.

8. What is the expected 5 year enrolment? We anticipate that most students in the program will roll into this one so this is not reflective of only enrolments in the new BFA program

Year 1	Year 2	Year 3	Year 4	Year 5
40	45	47	50	55

9. How will prospective and current students receive academic advising?

Registrar's Undergraduate Academic Programming Questionnaire

It is anticipated that prospective and current students receive academic advising in a manner that is quite similar to the one currently employed by MAP. There is an expectation that in the first three or four years Theatre Department faculty will have to do more outreach than in the past. That, however, is less academic advising and more around promotion and building awareness of the program.

V. Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

The program is built with the understanding that the existing vacant faculty position and the two upcoming faculty retirements can be filled with new academic staff. The process has already begun; the successful candidate for the current search in the Theatre Department (to fill a recent retirement) will be required to have a skill set that matches the needs of the new program; much weight will be placed on their experience with devised work and very little weight placed on their work in the regional theatre system. It is anticipated that the new faculty hires will cost substantially less than the costs of current faculty members. Other than the requirement that our retiring faculty members are replaced, there is no anticipation of new costs. It is expected that the Department can run this program with the budget given as easily as the current program. Some internal monies might need to be shifted in order to provide enough resources to help fund the recruitment campaign (ongoing).

Registrar’s Undergraduate Academic Programming Questionnaire

1. What is the budget source of the new resources?

Not exactly new resources (no ask for new faculty positions) just new colleagues.

2. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

All existing faculty and staff and department resources (financial and capital) will now participate in the BFA program rather than the BA program. This program was designed so that there would be no additional workloads for any faculty or staff. The only concern might be if the current Instructor position is replaced with a position at associate professor, but this is unlikely. In much the same way, in 2012 all our faculty and staff and resources switched from the BFA to the BA program.

3. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1			
2			
3			
4			
5			
5 Year Total			

4. What additional Library holdings are required and what is the cost?

The department, working with the liaison librarian, can make suggestions to the acquisitions librarian that the collection in future shift focus; however, the majority of materials needed already exist via online journals and online video collections held by the library.

Registrar’s Undergraduate Academic Programming Questionnaire

5. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

Yes, the program requires several very specific space needs and specialized spaces, from a costume shop, to performing spaces, to a lighting booth, to a place to store props, to a large room with dance bar, big windows and a mirrored wall. Fortunately, all these highly specialized spaces already exist within the Theatre Department.

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Wes Pearce	Wes.pearce@uregina.ca	306 585 5571

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

David Leyshon

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

CAEA/ACTRA

To whom it may concern,

I'm writing to you in full and enthusiastic support of the University of Regina Theatre Department's proposed plan of a BFA in Devised Theatre.

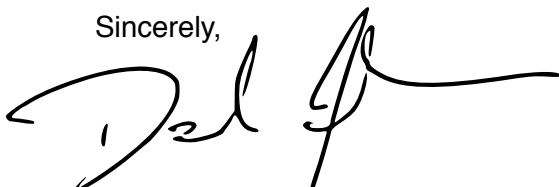
Since graduating from the University of Regina in 1998, I have been working as a professional actor in Canada. I have been fortunate in my career to have been a member of the Shaw Festival Ensemble for seven years, spend a season at the Stratford Festival, work commercially for the Mirvish and perform in almost every major regional theatre from coast to coast. Recently, I have also been teaching acting as part-time faculty at both Sheridan and Randolph colleges.

As a professional theatre artist, I have watched the landscape of Canadian theatre shift dramatically in the last 20 years. Due to economics and lack of funding, actors across the country have seen the large regional houses start to cut back on cast sizes, hire fewer actors from out of province, and in some cases reduce the number of shows they are producing in a season. With this tectonic shift in our industry, actors have had to become creators - writers, producers, administrators and performers. The creation of our own work has become almost necessary in order to practice our craft. Giving young actors the tools to create and showcase their own work is necessary now as they enter a professional world that almost expects this of them.

As an educator, I have been witnessing many programs begin to shift their pedagogy to include more and more creation opportunities for their students. They are realizing that this is a necessary component in the training of the modern actor.

For these reasons, I think this shift at the University of Regina offers an interesting, unique and necessary training ground for young people looking to make a career in the theatre. A BFA in Devised Theatre will no doubt bring in students from across Canada, and abroad, looking to learn the skills that will serve them best both as creators and as actors aspiring to enter the Canadian and international theatre community.

Sincerely,



David Leyshon

Bill Hales Head
Theatre Department
University of Regina

To Bill and whomever else it may concern,

I am writing today not only as an alumni of the University of Regina BFA program (class of 2004) but someone who is passionate about what a student of a good theatre program can bring to the world.

Like so many graduates of a performance program, I hit the road starting to auditioning for theatre across the country as soon as I graduated. And, with some success. But it was difficult to stand out among a lot of young artists with equal desire and training. The theatre landscape was changing. Companies were thinning out their seasons, joining summer stock meant not auditioning in the city for a very important season and the big shots were investing in a small group of company players who could be a part of productions from inception to closing night.

When the most solid advice I got started to sink in, was when I truly felt I had a career in the arts. **“Make the work you want to have”**. This is when I started to tackle my career as a producer and creator.

Ground up theatre, film, television web-series and all walks of creative content are driving the industry now. Hiring those who can wear many hats or at least speak the language of their peers is essential. Actors who can dramaturg and participate in design. Stage Manager’s who have a strong hand in marketing and admin. Director’s who flex their lighting muscles or can shoot and edit video content. And everyone has to be able to use social media. I don’t know anyone currently in the entertainment world who has NOT created their own work multiple times in their career and many who never stopped.

I believe a program in Devised Theatre would be a standout program in Canada and North America. There are classes and even semesters dedicated to this in a handful of Universities currently, but only a handful. Being hosts to a program that gave its students the tools they **really** need in a competitive industry, a program designed to have graduates not just survive, but thrive in entertainment is something I believe artists and producers are hungry for. Both aspiring and professional creators would be attracted to the program for themselves as students, educators and those ready to hire would have their eye on the U of R.

I hope you will consider this letter of support and lean into the opportunity to change the U of R programming to nurture Devised Theatre. A program like this could really be an advantage for young professionals. One than can adapt and grow with the Arts in Canada in a way few or none do as of today. One I look forward to seeing develop and grow.

Please feel free to contact me with any questions of follow up you require.

Katie Bowes



A handwritten signature in black ink, appearing to be 'Katie Bowes'.



Department of Curriculum & Instruction
Faculty of Education
PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7886 Fax (250) 721-7598
E-mail cichair@uvic.ca
Web: www.uvic.ca/education/curriculum

November 12, 2019

Mr. William Hales, Head
Theatre Department
University of Regina

Dear Mr. Hales (Bill),

I am writing this letter of support in my role as a proud University of Regina Theatre Department alumnus, and Distinguished Alumni Award winner, and in my current position as Professor of Drama and Theatre Education at the University of Victoria. While my current faculty position involves teacher training courses, I also serve on numerous graduate committees in the Theatre Department here, particularly in my area of expertise, Applied Theatre, and have taught courses in that program.

In my view, a solid 21st century theatre education should be focused on performance creation, and that those performances not be limited to only regular theatre audiences or venues, but also include working in various community settings to facilitate the creation of shows that provide a meaningful opportunity for diverse communities to have their voices and stories heard. My international award-winning textbooks, *Applied Theatre* and *Applied Drama* (both co-edited and co-authored with Professor Emeritus Juliana Saxton) are focused on this kind of community-based practice. I would strongly recommend that the Theatre Department consider how a course, or even a major stream, in the revised BFA program be focused on Applied Theatre. I would be happy to serve as a resource for the Department should the faculty decide to move in this direction alongside the new focus on performance creation.

I agree wholeheartedly with the expressed need for the curriculum and pedagogy in postsecondary theatre education to better fit the needs and possible career paths of students. The plans I have read look very exciting and will provide students with the necessary skills to fund, create and perform original work. That said, I would also recommend that the Department strongly consider creating a course or stream in performance studies. The multidisciplinary field of performance studies opens up the notion of performance to include many kinds of human activities, such as sports, rituals, online identities, games, power, political protest and everyday life. We are always performing! I have created a Social Science and Humanities Research Council grant-funded curriculum guide for students ages 16-20 titled *Web of Performance* (recipient of the 2019 Research Award from the American Alliance for Theatre Education). This resource is Open Source and free to download, and could make an excellent course text to introduce students to a broader and deeper way to think about the role of performance in culture and society (link below).

To conclude, please consider this letter as providing my University of Regina friends and colleagues with the fullest support possible as they move into a new age of development and growth. I would be honoured and happy to assist in this shift in whatever ways I can.

Yours,



Dr. Monica Prendergast
Professor, Drama/Theatre Education
Department of Curriculum and Instruction
Faculty of Education
University of Victoria, BC, Canada
Editor, *Youth Theatre Journal*

Web: <http://www.uvic.ca/education/curriculum/faculty-staff/faculty/about/experts/prendergast/index.php>

Focus Magazine: www.focusonvictoria.ca

References

Prendergast, M. & W. Weigler (Eds.). (2018). *Web of performance: An ensemble workbook*. [E-book]. Victoria, BC: University of Victoria. Available at <http://dspace.library.uvic.ca/handle/1828/9426>

Prendergast, M. & Saxton, J. (Eds.). (2016). *Applied theatre: International case studies and challenges for practice* (2nd ed.). Bristol, UK: Intellect Books. Google Books link: <https://books.google.ca/books?id=LbirDwAAQBAJ&printsec=frontcover#v=onepage&q&f=false>

Prendergast, M. & Saxton, J. (2013). *Applied drama: A facilitator's handbook for working in community*. Bristol, UK: Intellect Books. Google Books link: <https://books.google.ca/books?id=Nq5wVCjF3KoC&printsec=frontcover#v=onepage&q&f=false>

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

ITEM(S) FOR APPROVAL:**1. PRESIDENT'S RESEARCH CHAIR AND CHANCELLOR'S RESEARCH CHAIR**

MOTION: That the President's Research Chair and Chancellor's Research Chair be approved, as outlined in Attachment A.

RATIONALE:

The *President's Research Chair* was established in 2020 to recognize exceptional individuals who have received great distinction in research. The President's Research Chair is intended to encourage and sustain high levels of scholarly activity by faculty and to retain faculty who have made, and will continue to make, exceptional contributions to research in their field.

The *Chancellor's Research Chair* was established in 2020 to recognize emerging scholars who have received great distinction in research and community-based work. The Chancellor's Research Chair is intended to encourage and sustain high levels of scholarly activity by faculty, and to retain faculty who have made, and will continue to make, exceptional contributions within the community.

ITEM(S) FOR INFORMATION:**1. 2019-2020 Council Committee on Research Annual Report****Preamble:**

In preparing a Council Committee on Research (CCR) CCR year in review report for Executive of Council I was taken aback by the number of changes that have taken place in the past year, including leadership position changes across campus. Of course the greatest change was the arrival of the COVID-19 pandemic, which remains at the centre of our collective minds. In this context of change, the consistent and positive role CCR has played in providing insights and recommendations on the university's research endeavours and the associated policies and procedures throughout the past year has been very reassuring.

Year in Review General Summary (Pre-COVID-19):

A central goal for CCR during the 2019-2020 was to maintain the momentum that the former chair, Dr. Raymond Blake, established for CCR activities in 2018-2019 (Attachment B). In 2019-2020 the three elected Council members continued to serve as the CCR agenda subcommittee and developed each CCR meeting agenda, with the support of Sally Gray and the Research Office. CCR members were engaged and contributed to agenda items that were balanced between procedural activities and focused activities of strategic importance.

EDI in research: CCR welcomed and applauded the new resources that are supporting Equity, Diversity and Inclusion (EDI) within the research activities at UofR. Pauline Streete the EDI Research Officer joined CCR meetings to provide EDI support to our activities.

Governance: In the past year CCR continued a discussion on our membership and what is the best balance in terms of numbers of appointed members and council elected members. This remains an ongoing discussion. Other governance items including a meeting with current and past Council representatives to the Board of Governors and the University Secretary, and discussions how CCR can assist the Vice President Research in reporting research activities to the Board of Governors. Other governance related activities included Council elected CCR members meeting with Dr. Kerri Finlay and members of the Strategic Planning Committee to provide inputs on the strategic planning process in relation to the universities research aspirations. The prominent feature of Discovery in the 2020-2025 University Strategic Plan is appreciated and CCR looks forward to helping in supporting research activities reflected in the Strategic Plan.

CCR also spent a significant amount of its agenda devoted to consultation with FGSR on their strategic planning and graduate student support activities.

Research Communication: CCR continued to engage in discussions to strengthen the processes to communicate research activities to that campus community and broader. CCR met with the leadership team on the UofR website redesign. CCR members provided consistent and clear messages regarding the importance of ensuring that research stories are a prominent feature within a website redesign. CCR will continue to play a role in advocating for promotion of research stories as an important communication activity at the University of Regina.

Procedural Activities: Highlights of procedural activities in the past year include bringing motions to Executive of Council for the approval of two new University Research Centres: Child Trauma Research Centre and the Canadian Institute for Public Safety Research and Treatment Centre.

CCR also changed the Terms of Reference such that Council elected members will now serve 4 year terms (replacing 3 year terms). As CCR activities and initiatives can span multiple years we concluded that 4 year terms will provide continuity to help council members serve CCR more effectively.

Post March 2020 Activity Summary:

The COVID-19 pandemic and the subsequent campus activity restrictions that were instituted in mid-March redirected normal CCR activities. Consequently, the bulk of CCR time and activity post-March was devoted to developing plans for a safe and measured return to research activity for Council members and affiliated researchers, including graduate students and undergraduate students. A CCR subcommittee comprised of council elected members along with the Associate Deans Research for faculties of KHS, Engineering, MAP, and Science, and guided by the CCR main committee, developed return to research plans to advise the Vice President Research. I appreciate the dedication of CCR members who devoted time to extra meetings and efforts that were put toward developing these recommendations to the Vice President Research. I think that our ability to initiate a return to research in a safe and timely fashion, relative to other institutions, is supportive evidence of the effectiveness and value of having a committee with the composition of CCR.

Ongoing Activities:

CCR can continue to build on the foundational year end reported created by Dr. Blake in 2018-2019 (Attachment B). The need to support open access (OA) and our researchers who publish through OA venues will gain increasing relevance (Attachment C). This will continue to be an important file for CCR and CCR will continue to engage in supporting the Vice President Research in activities to advancing OA support and OA activities.

The recent unionization of Post-Doctoral Fellows and Research Associates will continue to have implications to our research activities and speaks to the broader discussion on infrastructural supports for our Post-Doctoral and Research Associates. CCR looks forward to working with the Vice President Research on ensuring support to these groups who are critical to our research activities.

Supporting initiatives to strengthen our success with Tri-council funding will continue to occupy substantial agenda items for CCR. As well working with the EDI Research Officer in mainstreaming EDI in our research policies and activities.

CCR will continue to pursue solutions to the research challenges that were identified through Council member consultation in 2018-2019 (Attachment B). For example, identifying and providing strategic recommendations on graduate student support can remain an active agenda item for CCR.

As we adapt our research to a protracted state of operating within a COVID-19 pandemic CCR can play an important role in helping to provide recommendations on supporting our research community during these challenging times.

**TERMS OF REFERENCE
PRESIDENT'S RESEARCH CHAIR**

INTENT:	The <i>President's Research Chair</i> was established in 2020 to recognize exceptional individuals who have received great distinction in research. The President's Research Chair is intended to encourage and sustain high levels of scholarly activity by faculty and to retain faculty who have made, and will continue to make, exceptional contributions to research in their field.
MANAGED BY:	Vice-President (Research) Office
DONOR:	The University of Regina
FUNDING:	Variable, as received through donor appeals, campaigns and other sources.
ELIGIBILITY:	<p>The award will be presented to a senior academic (Full Professor) and assessed on the following criteria:</p> <ul style="list-style-type: none"> ● Record of research, scholarly, or creative activity excellence and productivity; ● Level of impact and international recognition; ● Alignment of the nominee's research goals to the 2020-2025 Strategic Plan; ● Evidence of past HQP training success; ● Current chair holders are not eligible for the President's Chair.
APPLICATION:	The Vice-President (Research) will announce a <i>Call for Nominations</i> to be issued when the President's Research Chair is vacated or the incumbent has reached the term limit.
EXPENDABLE TRUST:	<p>Funds for the Award will be placed in an expendable income earning trust account and will accrue investment income at the market rate earned by the University.</p> <p>Appreciation and/or depreciation in the market value will accrue to each individual trust fund.</p>
SELECTION:	<p>The Adjudication Committee will consist of the following:</p> <ul style="list-style-type: none"> ● Associate Vice-President, Research (Chair); ● The Canada Research Chair representative of the Council Committee of Research; ● Three (3) elected members of the Council Committee on Research (CCR); <p>The Adjudication Committee will review nominations and make a recommendation to the Vice-President (Research) office who has final authority.</p>

	<p>The selected recipient is awarded the following entitlements:</p> <ul style="list-style-type: none"> ● The recipient will be named “President’s Research Chair”; ● Appropriate recognition of the President’s Research Chair will be made, including a campus wide announcement and recognition on the University of Regina website; ● One (1) course release per year (July 1 to June 30) and a payment of \$25,000 per year for the two-year term to be used for research activity. <p>The selected recipient will have the following responsibilities:</p> <ul style="list-style-type: none"> ● Participation in the President’s Research Lecture (alternate years to the Chancellor’s Research Lecture); ● Annual end-of-period report to be submitted to the Dean of the home faculty of the President’s Research Chair and shared with the University Executive Team.
<p>PERMISSION TO ALTER:</p>	<p>The gift is to be maintained as an expendable trust. If, in the opinion of the University, a change of circumstances should render the designated purpose of the gift no longer practical or reasonably achievable or beneficial to the University of Regina, then the University, after consulting with the living donors, if any, may use the remaining balance of the gift as they may deem prudent to further the objectives and purposes of the University. University Advancement & Communications will ensure that the Donor’s intent is honoured by adhering as closely as possible to this gift agreement. The donation will continue to be clearly identified with the name of the Donor.</p>

SIGNATURES:

Signature: Dr. Kathy McNutt, Vice-President (Research)

Date

Signature: Lisa Mitchell, Associate Vice-President (UAC)

Date

**TERMS OF REFERENCE
CHANCELLOR'S RESEARCH CHAIR**

INTENT:	The <i>Chancellor's Research Chair</i> was established in 2020 to recognize emerging scholars who have received great distinction in research and community-based work. The Chancellor's Research Chair is intended to encourage and sustain high levels of scholarly activity by faculty, and to retain faculty who have made, and will continue to make, exceptional contributions within the community.
MANAGED BY:	Vice-President (Research) Office
DONOR:	The University of Regina
FUNDING:	Variable, as received through donor appeals, campaigns and other sources.
ELIGIBILITY:	<p>The award will be presented to an academic at the rank of Associate Professor and is assessed on the following criteria:</p> <ul style="list-style-type: none"> ● Record of research, scholarly, or creative activity excellence and productivity; ● Level of impact and international recognition; ● Alignment of the nominee's research goals to the 2020-2025 Strategic Plan; ● Evidence of past HQP training success; ● Current chair holders are not eligible for the Chancellor's Chair.
APPLICATION:	The Vice-President (Research) will announce a <i>Call for Nominations</i> to be issued when the Chancellor's Research Chair is vacated or the incumbent has reached the term limit.
EXPENDABLE TRUST:	<p>Funds for the Award will be placed in an expendable income earning trust account and will accrue investment income at the market rate earned by the University.</p> <p>Appreciation and/or depreciation in the market value will accrue to each individual trust fund.</p>
SELECTION:	<p>The Adjudication Committee will consist of the following:</p> <ul style="list-style-type: none"> ● Associate Vice-President, Research (Chair); ● The Canada Research Chair representative of the Council Committee of Research; ● Three (3) elected members of the Council Committee on Research (CCR);

	<p>The Adjudication Committee will review nominations and make a recommendation to the Vice-President (Research) office who has final authority.</p> <p>The selected recipient is awarded the following entitlements:</p> <ul style="list-style-type: none"> ● The recipient will be named “Chancellor’s Research Chair”; ● Appropriate recognition of the Chancellor’s Research Chair will be made, including a campus wide announcement and recognition on the University of Regina website; ● One (1) course release per year (July 1 to June 30) and a payment of \$20,000 per year for the two-year term to be used for research activity. <p>The selected recipient will have the following responsibilities:</p> <ul style="list-style-type: none"> ● Participation in the Chancellor’s Research Lecture (alternate years to the President’s Research Lecture); ● Annual end-of-period report to be submitted to the Dean of the home faculty of the Chancellor’s Research Chair and shared with the University Executive Team.
<p>PERMISSION TO ALTER:</p>	<p>The gift is to be maintained as an expendable trust. If, in the opinion of the University, a change of circumstances should render the designated purpose of the gift no longer practical or reasonably achievable or beneficial to the University of Regina, then the University, after consulting with the living donors, if any, may use the remaining balance of the gift as they may deem prudent to further the objectives and purposes of the University. University Advancement & Communications will ensure that the Donor’s intent is honoured by adhering as closely as possible to this gift agreement. The donation will continue to be clearly identified with the name of the Donor.</p>

SIGNATURES:

Signature: Dr. Kathy McNutt, Vice-President (Research) Date

Signature: Lisa Mitchell, Associate Vice-President (UAC) Date

**Report to Executive of Council
From
Council Committee on Research
27 May 2019**

Purpose and Mission:

The Council Committee on Research (CCR) is responsible for providing strategic advice and recommendations on research initiatives, policy and matters at the University of Regina to Council and its representatives and the Vice-President (Research). CCR currently has a membership of twenty-three (23), including twelve (12) who are Ex Officio, six who are appointed by the Vice-President Research, three who are elected from Council, and one member appointed by the Graduate Students Association. Sally Gray, Director of Research Office, is also a member, and the Administrative Coordinator for CCR is Pam Splett from the Research Office. At the outset, I must acknowledge the contribution of Sally Gray and Pam Splett for their generous and enthusiastic support to the Council Committee on Research.

Objectives for 2018-19 Academic Year:

When CCR met in September 2019, it largely dispensed with its regular agenda and engaged in a wide-ranging discussion of its role and purpose. In essence, the discussion focussed on the question: Would anyone notice – or care – if CCR disappeared? Over its recent history, CCR has been primarily a place to receive updates and reports on research and research-related matters. The agenda rarely dealt with actionable items and it did not serve as a sound-board on research matters nor has it functioned effectively as an advisory body to Council or to the Vice-President Research. Given how it was then constituted and operated, there was general consensus that it would be of little consequence if CCR did not exist. Moreover, the feeling among many researchers was that it was not a particularly useful body and it would not be missed if it ceased to exist.

The Chair of CCR met with several Council Members and then VP (Research), David Malloy, and discussed the situation around CCR, and it was agreed that CCR's role and effectiveness should be the focus of our first meeting in September. At that meeting, several issues were raised and it was agreed that one of our goals for the year should be a course of action that would allow CCR to fulfill its mandate more effectively and advise Council on matters that would improve research and research culture at the University of Regina.

- A. It was agreed that the composition of CCR should be reviewed and that researchers in Council should have a greater presence in CCR. Currently, each of the associate dean (research and graduate students) is an Ex Officio member of CCR. A number of members of CCR are appointed by Council through the Vice-President (Research) or by others such as the representatives from the Federated Colleges. Of the 23 members of CCR, only 3 are elected. The role of the elected members of Council is minimal in CCR and does not compare equally with the Council Committee on Academic Mission which has 8 members of Council, 2 students, appointed by URSU and GSA, respectively, and 2 Ex Officio members (Provost and Vice-President (Academic) & Vice-President (Research)). It is recommended that Council and CCR make changes to the composition of the membership of CCR in the coming year to allow for the election of a greater number of members to CCR. CCR passed a motion at the 6 September meeting to add to the CCR Terms of Reference that "Each Faculty's Associate Dean Research or Designate" would attend CCR Meetings which allowed each of the Associate Deans to designate a representative to CCR if s/he could not attend.

- B. It was agreed that the agenda for CCR meeting be established by the three elected members of Council, with Sally Gray as resource person. This was done for all CCR Meetings in 2018-2019 with the exception of the September 2018 meeting.
- C. CCR wishes to work with Council to evaluate the terms of reference of CCR.
- D. It was communicated to the Vice-President (Research) throughout the year that CCR meetings should be regarded as an opportunity to talk openly about research at the University, including hopes and aspirations for research as well as challenges and problems that might be on the horizon. Above all, CCR should not be used simply as a place to relay information; it must be a venue through which to engage researchers and work collaboratively to improve all aspects of research at the University of Regina.
- E. It was also agreed that CCR would include in its annual report to Executive of Council a list of priorities needed to facilitate research that it discussed throughout the year as well as what concerns that researchers have expressed to CCR that need to be addressed.

Research Concerns and Issues

What follows, then, is a list of concerns and issues that have been identified by CCR throughout the year. It is CCR's hope that it can work with Council and the various units at the University of Regina to eliminate all obstacles and barriers to research to enhance the productivity of all researches and strengthen the research culture at the University of Regina.

1. Visibility of Research at the University of Regina.

CCR believes that CCR and research-related activities should have a higher profile throughout the University of Regina. To accomplish this objective, CCR recommends the following actions:

- A. CCR Agenda and Minutes be included with other Council meetings materials under the Governance tab in the Office of the President (<https://www.uregina.ca/president/governance/council/committees.html>). The materials for CCR is stored on the Research Office webpage while Committee of Academic Mission, for instance, is available under the Governance Table.
- B. The Office of the Vice-President (Research) is the only office of any of the vice-presidents not included in the Presidential suite of offices. One might consider the relocation of the Office of Vice-President (Research) out of the Presidential suite of offices to be poor optics as it relates to the importance of and commitment of the University of Regina to research.
- C. More importantly, CCR is concerned about the presence and coverage of research and research stories in the University of Regina's Communication Strategy, particularly the visibility of reporting on research and researchers on the University Webpage. In CCR's discussions with members of External Relations, we were informed that the University had opted to provide fewer stories on the U of R homepage as External Relations believes it allows more time to be

spent on content. External Relations is also using new communication tools, particularly social media and Conversation Canada, that bills itself as an independent news and views site from the academic and research community at Canada's universities. It is funded by universities throughout Canada, including the University of Regina, and those Conversation Canada pieces are often picked up by news organizations across Canada. While Conversation Canada is a venue for disseminating research it also includes an op-ed dimension. CCR is concerned that research stories that, for a time appeared regularly on the University Homepage, have lost some of their immediacy in University's overall communication strategy. CCR believes it is important to disseminate research stories from both students and faculty to the wider communities as was the case for the past several years. The University's communications strategy is about creating a particular narrative of the university that emphasizes various items and values, but CCR believes there should also be a clear communications strategy for research. The period of presenting as many stories of the output of researchers as possible has been replaced with a more targeted communications strategy, and we fear that research will not be well served by such a strategy. Moreover, it was reported to CCR throughout the year that a number of research "stories" submitted to Communications and Marketing (External Relations) were ignored and not responded to.

2. Report of Subcommittee on Open-Access Publication

CCR members, Cara Bradley and Christopher Yost, prepared a Report on Open-Access Publications that was adopted by CCR earlier this year. A full copy of the report is attached but the major thrust of the report can be summarized briefly. The immediacy of open-access publishing is now apparent but few, if any, Canadian universities are prepared to deal with the wide implications of it. The Report notes that open access is not intended to replace scholarly journals, nor does it aim to tamper with the peer review process, which is vital to scholarly communication. Instead, it aims to ensure reasonable publication costs are covered while also providing free access to research results. After a lengthy consultation phase, NSERC, SSHRC, and CIHR introduced in 2015 a harmonized policy (largely based on CIHR's pre-existing policy) requiring that peer-reviewed journal articles produced from funded research be made openly available within 12 months of publication. The full impact of this policy is just beginning to be felt as it applied only to grants received after May 2015, and it is only recently that articles from this funding period are being published, with few having yet reached the 12 month open access deadline specified in the policy. The University of Regina Library, recognizing the unsustainability of rising journal prices in recent years, has been engaged in open access advocacy and development of infrastructure to support open access since approximately 2007. The CCR Report recommends that the University of Regina needs to proactively engage with open access and changes to the scholarly publishing and funding landscapes. The Report acknowledges that there are many options, some conservative and some transformational, for moving ahead with open access, including:

- Leading discussions on transitions to open access, particularly in the unique context of Canadian small and medium comprehensive universities, at the Alliance of Canadian Comprehensive Research Universities (ACCRU).
- Raising open access publishing and Article Processing Charge (APC) challenges when meeting with representatives from CIHR, NSERC, SSHRC, and other funders.

- Communicating open access publishing and Article Processing Charge challenges to the Provincial Government, and seek financial assistance in covering APCs in order to bring University of Regina research to all Saskatchewan residents and the rest of the world.
- Drafting and seeking endorsement for an open access publishing statement from relevant University of Regina bodies (faculties, Executive of Council, Senate).
- Developing a new service to assist University of Regina researchers in understanding copyright agreements, negotiating with publishers, and depositing appropriate versions of articles in oURspace.
- Allocating a percentage of the Indirect Costs of Research funding received from the Tri-Agencies to off-set APCs.
- Redirecting some of the library's journal subscription budget to off-set open access publishing costs (APCs, etc.).
- Encouraging researchers to include publication costs (for APCs) in research funding applications as a matter of course.
- Encouraging (or requiring) that researchers make research publications openly available whenever possible.

The Report concludes that open access publication has begun to have a significant impact on the scholarly publishing landscape, and is gaining momentum, both worldwide and in Canada. Now is the time for the University of Regina to act, in order to guarantee that our researchers remain compliant and competitive in pursuit of funding, and to ensure that our research continues to have high impact and reach the widest possible audience.

3. Report of Subcommittee on Research Impact

CCR also appointed a committee comprised of Irfan Al-Anbagi, Nick Jones, and Kathleen Irwin to consider Research Impact. More specifically, the sub-committee of the Council Committee on Research (CCR) was asked to look at ways in which research undertaken at the University of Regina, as well as its impact, is reported to the University's Board of Governors (BOG) in accordance with one of the strategic priorities (research impact) identified in the University of Regina's 2015 – 2020 Strategic Plan: "*Peyak Aski Kikawina – Together We Are Stronger*". The sub-committee's goal was to develop a report that will: 1) Review the 2016 CCR subcommittee report, identifying the issues raised and provide possible means to address those issues. 2) Enable the Office of the VP Research to fully and accurately report successes representative of the entire scope of research across the university as well as aligned with the University of Regina's Strategic Research Plan. The sub-committee analyzed the 2016 report of the CCR Subcommittee on Research Impact and the current reports to the BOG. The sub-committee considered different methods to capture and report on Indigenous research, artistic research, and community engaged research. The sub-committee then discussed how the Annual Information Form (AIF) might be used to capture research in a meaningful way. Finally, the report was concluded by providing a number of recommendations on the way forward in regards to improving the University of Regina's research impact.

4. Research Challenges

CCR agreed in its first meeting to identify in consultation with Council members obstacles that they considered to impede their research productivity at the University of Regina. This was an item for discussion at each of our bi-monthly meetings and members of CCR were encouraged to reach out to their colleagues and bring their concerns to CCR. As well, through the CCAM moodle site, CCR

encouraged Council Members to identify challenges that they felt were impacting their pursuit of scholarly work. We were particularly interested in identifying challenges that were common among faculties and departments, and we reminded faculty that it was our hope to begin the process of formulating recommendations that address these challenges in our capacity as advisory to Council and particularly to the Vice-President Research. It is CCR's hope that they can work with Council and the VPR to mitigate the challenges but also continue to monitor them so that the challenges and obstacles that have been identified can be addressed. It is the expectation of CCR that each year, it will report on the progress that have been made to address those challenges and continue to identify new challenges that might arise. CCR realizes that its role is advisory but it believes that by raising those issues we are meeting our objective of making CCR more meaningful and useful for researchers.

It will come as no surprise when the list below is considered, a number of faculty members expressed concern about what might be considered the lack of a "research culture" at the University of Regina.

The challenges identified include:

A. Graduate Student and Post-Doctoral Fellow Support:

CCR believes that the University of Regina is not competitive in our support for graduate students relative to comparable comprehensive universities across Canada. This was a consistent issue that was raised by several Council colleagues across multiple faculties. This challenge was emphasized by some faculty members as the most critical challenge impeding their research activities. One faculty member wrote, "The single greatest challenge to my research is recruiting and retaining excellent graduate students to my program. We are not only challenged by our geography, but also our lack of entrance scholarships, provincial graduate student funding, tuition waivers, and high tuition fees for international students." Another added with respect of post-doctoral fellows, "We have no (or insufficient) policies, procedures, and standards for post docs and graduate students with respect to funding, space, and resources - we should have minimums and some mechanisms for ensuring equity, even if that means we are going to limit what we can do or who we can accept; could we please create some policies and plans that focus on quality, sustainability, and equity?" The matter of graduate student and post-doctoral fellows was considered an issue across several faculties.

B. Improvements Are Required To Simplify the Research Policy Processes:

Many faculty members felt that the amount of paper-work and reporting was an obstacle to sustaining research activities. While researchers generally understood the rationale behind the necessity of certain bureaucratic procedures, they felt the processes already in place were taxing and burdensome. The comments of one faculty member perhaps reflects the frustration with the paper-work associated with submitting a grant application: "The Research Office's (RO) Funded Research Approval Form (FRAF) is a major bureaucratic barrier to research grant applications. Often through no fault of our own, researchers will be applying for grants on a very tight timeline (e.g., government contracts that are only open for a month or two; opportunities we've just learned about recently but which are closing soon). The FRAF requires multiple levels of approvals: Department Head, Dean, RO. Hypothetically, if the Department Head needs 2 weeks to review and approve, and the Associate Dean needs 2 weeks to review and approve, and then the RO needs a few days to

approve, I am already looking at having a well-developed proposal and final budget prepared more than 1 month before the deadline. This is often not possible and actually serves to discourage applications. Plus, the archaic PDF form only allows hard-copy signatures, which means I'm spending valuable grant-writing hours physically running around for signatures or scanning things, which seems ridiculous. I do understand that these approvals are needed, especially when we are asking for contributions from our departments/faculties. My suggestion is to simplify the process: have researchers fill out a simple form, which provides a basic summary of the project and funds/contributions requested from department and/or faculty. Simple and straightforward, this can be done while researchers are still fine-tuning their applications and developing the rest of their budgets. And it should allow electronic signatures”.

C. The Communicating of Research Activities:

The challenges that CCR and faculty members across the University recognized here related to both communication strategies by External Relations but also how communication about research occurs from the Office of the Vice-President Research. It was noted that there appears – as one faculty member put it – “to be confusion among professors regarding the broad research strategy of the University.” It was pointed out that there needs to be better strategic direction on research coming from the University. What precisely is the University's strategy in the reporting of research activities to its various communities? CCR seeks greater clarification regarding the planned short and long-term commitments of the University to the reporting of research as well as its plan of action to more effectively disseminate information about research occurring at the University.

D. The University of Regina's Rankings in the Research Category of Maclean's Ranking of Canadian Universities.

It was noted in CCR throughout its deliberations that the University of Regina ranks poorly in the research category in the *Maclean's* annual survey of universities. This is especially the case with regards to the University of Regina's ranking in the area of Social Science and Humanities Research Council funding where it has for the past few years ranked at or near the bottom of comparable comprehensive universities. The University no longer formally responds to the annual ranking. CCR has undertaken as part of its objective the tracking of Tri-Council results for the University. To this end, Sally Gray, Director, Research Office, presented to CCR comprehensive report on recent results in NSERC and SSHRC competitions. Other Tri-Council and SHRF result will be reviewed and discussed in the 2019-20 academic year.

E. Measuring Research Outcomes:

In both CCR's engagement with faculty and in our regular meetings, there was a general feeling that the reporting structures from the Office of Vice President Research are currently not designed to identify challenging areas in research and that we are lacking an honest and fulsome assessment of research challenges. While there is much research activity at the University of Regina, some of the most common measures, such as success at Tri-Council funding, however suggests that the University is a laggard among comparable universities across Canada. We need an effective system to gauge research, scholarly and creative activity on our campus and identify the challenges that might exist. As one faculty member noted in our discussion over the CCAM moodle site,

“The VPR must commit to providing an accurate assessment of the health of the research enterprise, even when that assessment is not wholly positive. Data must be reported completely and non-selectively, such that they provide an accurate picture of the current state of research at our institution.”

F. The Issue of Equity, Diversity and Inclusion:

Some faculty members identified issues of equity, diversity, and inclusion as an obstacle to research productivity. A faculty member stated that the greatest barrier to research is gender discrimination. Not only is research success not being acknowledged but it was being diminished relative to other colleagues. It was also suggested that many women faculty particularly feel the impact of gender discrimination. Another faculty member added that she was not receiving acknowledgement for the accomplished successful research activities, “I never had the impression that our Dean acknowledged my research work as relevant, let alone meritorious.” CCR believes that if any researcher experiences discrimination of any kind, it must be addressed.

G. Research Resources:

CCR identified common concerns across the faculties regarding the challenge of space requirements for conducting research and the challenges of balancing other duties, such as teaching and service, with research. It was noted several times in discussions in CCR that the lack of time is a critical challenge to research output. In a separate survey done in the Faculty of Arts by its Committee on Research and Graduate Studies in 2018, it was noted that time devoted to service and teaching were identified as major impediments to research.

The issue of space as an obstacle to research is serious. Faculty members noted “We have no (or insufficient) policies, procedures, and standards for research space and resource access from the "central" university capacities; as it currently stands there appears to be a great deal of inequity or, at least, inconsistency with respect to how space and resources are allocated.” It was recommended that policies and plans be implemented that “focuses on quality, sustainability, and equity?” It was also noted that there is no consistent policy or approach to providing space for post-docs on our campus.

The changing demands of teaching was also identified as issue in research. It was noted that as the faculty complement shrinks, faculty members are having to teach outside their field to support and maintain the majors and honours program within their small, struggling program, and this can diminish time for research activity.” It was also noted that “increased time on teaching, especially with the increase in international students who need a lot more support” has also impacted research time.

Conclusion:

The goal of CCR in the 2018-19 academic year was to change the orientation of this important Council Committee from being a body that largely received updates and reports to one that would better meet its

mission of providing strategic advice and recommendations on research initiatives, policy and matters at the University of Regina to Council and its representatives and the Vice-President (Research). I feel that CCR has taken significant steps in this direction and I wish to acknowledge the support of Dr. David Malloy, former Vice-President (Research) and Dr. Kathy McNutt, Interim Vice-President (Research), for encouraging CCR to adopt a more proactive role. I wish as well to acknowledge the contributions of all members of CCR for their participation, wisdom, and support, but I wish to acknowledge particularly those who prepared reports for CCR, notably Nick Jones, Kathleen Irwin, Cara Bradley, Irfan Al-Anbagi, and Christopher Yost. CCR does not yet have the answers to the issues that it has identified as obstacles and challenges to research at our university, but we have made an excellent start by identifying a series of issues. I am confident with Irfan Al-Anbagi and Christopher Yost, returning as elected members of Council to CCR (and Christopher as the incoming Chair), CCR will become the effective Council Committee that it must be to help create a greater research culture at the University of Regina and make our university a research leader among comprehensive universities in Canada.

This report was discussed at the 27 May 2019 meeting of Council Committee on Research and approved. I respectfully submit the 2019 Report from Council Committee on Research to Executive of Council.

Raymond B. Blake
Chair, Council Committee on Research, and
Professor, Department of History

Attached:

Report of Subcommittee on Open-Access Publication
Report of Subcommittee on Research Impact

Members of Council Committee on Research, 2018-2019:

David Malloy	Vice-President (Research)
Kathy McNutt	Associate Vice President Research and the Dean Faculty of Graduate Studies
Sally Gray	Director, Research Office
Nicholas Jones	Arts, Associate Dean (Research & Graduate)
Adrian Pitariu	Business Administration, Associate Dean (Research & Academic)
Twyla Salm	Education, Associate Dean (Research & Graduate)
Amr Henni	Engineering & Applied Science, Associate Dean (Research & Graduate)
Kathleen Irwin	Media, Art, and Performance, Associate Dean (Graduate & Research)
Darren Candow	Kinesiology & Health Studies, Associate Dean (Graduate & Research)
Glenn Donnelly/Karen Eisler	Nursing, Associate Dean (Graduate Programs & Research)
Cory Butz	Science, Associate Dean (Research)

Miguel Sanchez	Social Work, Associate Dean
Ken Rasmusen	Johnson Shoyama Graduate School
Cara Bradley	University Library
David Meban	Campion College
Yvonne Harrison	Luther College
Andrew Miller	First Nations University of Canada
Ian Germanin	Centres & Institute (HRI)
Sandra Zilles	University of Regina Canada Research Chair
Raymond Blake	CHAIR, Council Member, History
Chris Yost	Council Member, Science
Irfan Al-Anbagi	Council Member, Arts - Engineering
Raghavi Kemala Rajakumar	GSA Representative

Appendix 1

**REPORT OF THE COUNCIL COMMITTEE ON RESEARCH (CCR) SUBCOMMITTEE ON RESEARCH IMPACT
May 22, 2019 (Draft)****Implementation of Recommendations in
The Report of the Subcommittee on Research Impact (2016)**

Prepared for the CCR by:

Dr. Irfan Al-Anbagi

Dr. Kathleen Irwin

Dr. Nick Jones

INTRODUCTION:

The sub-committee of the Council Committee on Research (CCR) was asked to look at ways in which research undertaken at the University of Regina, as well as its impact, is reported to the University's Board of Governors (BOG) in accordance with one of the strategic priorities (research impact) identified in the University of Regina's 2015 – 2020 Strategic Plan: "*Peyak Aski Kikawina – Together We Are Stronger*". Research impact is defined in the strategic plan as, "An intellectually active and innovative research community with the supports and infrastructure to expand the boundaries of knowledge and to have meaningful impact at home and beyond."¹ Ensuring the Board of Governors receives a complete, clear, and substantive account of research – and its impact - was of noted concern by CCR as the Board of Governors, in no small measure, determines the strategic direction and allocation of resources that the University takes based on information provided to them.

Two concerns noted in CCR discussions triggered the creation of the second subcommittee on research impact. The first was the recognition by the Council Committee on Research (CCR) that, while the VP Research reports quarterly to the Board of Governors, it uses a limited range of categories that fail to capture the scope of research undertaken by all researchers on campus. The second trigger was a lack of clarity regarding the methods currently used to gather information related to various forms of research output – leading to impact – at the university. The office of the VP Research appears to gather information – other than that easily provided by the Research Office (number of grant/contracts and dollar values of them) as well as requests to faculty (identifying research collaborations with international scholars) - in a manner that appears ad hoc at best, and the sub-committee is considering ways to improve the process.

The goal of this report for the CCR are twofold:

1. To review the 2016 CCR subcommittee report, identifying the issues raised and provide possible means to address those issues.
2. To enable the Office of the VP Research to fully and accurately report successes representative of the entire scope of research across the university as well as aligned with the University of Regina's Strategic Research Plan: *Peyak Aski Kikawina – Together We Are Stronger Serving Through Research* that acknowledges that "research encompasses creative endeavours and other scholarly activities

¹ University of Regina's Strategic Plan "*peyak aski kikawina - Together we are Stronger*" (URSP 2015-2020).

that foster new knowledge”, and has “meaningful impact at home and beyond”² to the Board of Governors, to government, and to the public.

Process:

The subcommittee undertook a review of the 2016 report of the CCR Subcommittee on Research Impact³ as a starting point to guide this current investigation as it provided previous context as well as the opportunity to examine if any of the previous subcommittee’s recommendations had been implemented. The 2016 Report flagged two main areas of concern with regard to the adequate recording of research Impact: 1) Indigenous Research⁴, and 2) community-engaged research. To these, the subcommittee would like to suggest a third under recorded area: artistic/creative research.

Looking for ways to implement components of the 2016 report, we have consulted with: 1) the Community Research Unit (CRU); 2) the Faculty of Media, Art, and Performance (MAP); and 3) the Office of Indigenization. This represents a cursory first step in developing consensus around how to efficiently and reliably report on that which is, at times, process rather than result oriented, pertains to relationships rather than concrete outcomes and has long term social impact that resists short term quantification.

In order to address the seemingly “ad hoc” nature by which research-related materials are provided to the VPR’s office, we engaged with individuals associated with these processes to determine if there were missed opportunities in terms of making the collection of information more systematic. We also reviewed numerous quarterly reports provided to the BOG – specifically the “research highlights” to identify the additional materials reported outside of the standard four measures reported on regularly.

What is currently being captured in the reports to the BOG?

The research reports – presented quarterly to the Board of Governors – is broken into a number of standing sections including: 1) Status report on the response to the Provincial Auditor’s Report on Research, 2) Report on the status of action plans to actualize the Strategic Research Plan, 3) Performance Measures, and 4) Highlights. Of interest to this subcommittee were the performance measures and highlights components. The “Performance Measures” include: 1) Research Impact/Sustainability (measure: research grants = total number of active, externally-funded research projects administered by the University), 2) Research Impact/Sustainability measure: research revenue = total research funding received from all active externally-funded research projects administered by the University), 3) Research Impact (measure: Average of Relative Citations (ARC) = The number of citations received by papers authored by University of Regina faculty during a 5-year period following the year of publication. Citation counts are normalized by the average number of

² University of Regina’s Strategic Plan “peyak aski kikawina - Together we are Stronger” (URSP 2015-2020).

³ Report of The CCR Subcommittee on Research Impact:

https://www.uregina.ca/research/assets/docs/pdf/Report%20on%20Research%20Impact%20June%202016_3.pdf

⁴ Indigenization is “the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability” (URSP 2015-2020, ft 3, p. 9).

citations received by all papers in the world in the same subfield. ARC values are 5-year averages with a 2-year lag), and 4) Research Impact (measure: International Research Collaborations = the percentage of total publications co-authored with researchers outside of Canada. Five-year average with a two-year lag). As noted above, the subcommittee is concerned the limited categories of reporting – not discounting the challenges that may be present in systematically collecting additional information – does not provide the Board of Governors with a sufficient overview of the research conducted at the UofR and its impact.

We undertook a review of numerous (2016 – 2018) posted reports to the BOG available on the UofR website focusing on the “highlights” section of the reports. We examined the reports using the categories (and suggested metrics/indicators) based on the CCR Subcommittee’s (2016) report that drew from performance review criteria documents across the university: 1) Research Impact on Disciplinary Knowledge and Academia, 2) Research Impact in a Professional Area of Expertise, 3) Research Impact on the Broader Community and Society, 4) Research Impact in the area of Public Policy, 5) Indigenous Research, and 6) Community-Based Research. The information in the “Highlights” section of the reports was organized under the categories and indicators as well as secondarily coded as individual, faculty, or university depending on the specifics of the entry.

With respect to the first category, Research Impact on Disciplinary Knowledge and Academia, the “highlights” primarily focused on reporting individual successes in receiving grants. While this information would be generally captured in the standing categories of research grants and research revenues, we do consider it worthwhile to celebrate these successes with the Board of Governors. Other indicators for the category (bibliometric indices, peer reviews of publications) may be captured to some degree in the average relative citation standing category, but this remains somewhat unclear. The vast majority of other indicators suggested by the previous subcommittee report are absent in the reporting (for example, editorship of a journal, supervising graduate students/training HQPs, and induction into academic societies).

With respect to the second category, research Impact in a professional area of expertise, the indicators contributions to invention and innovation in professional practice, professional prizes and awards, and membership on a professional association’s board, were featured on across numerous reports. What remained absent was the providing consultation, guidance, or knowledge to a professional association and technical reports.

With respect to the third category, research impact on the broader community and society, evidence of every suggested indicator was present in the highlights section across numerous reports. These all focused on individual contributions; celebrating the work of faculty at the UofR.

With respect to the fourth category, research impact in the area of public policy, two of the three indicators were each represented by a single example over the numerous reports. In one instance, an institute was recognized, in the other, a faculty was recognized.

Contributions reflecting fine arts activity, while mentioned with a degree of regularity, were not formalized as a discrete category of endeavor.

Recognizing the sections that follow provide information with regard to what the 2016 Report referred to as “emerging areas” (with the exception of creative/artistic work), the fifth and sixth categories (Indigenous and community-based research respectively) were featured across the reviewed reports, albeit fairly limited in number and scope.

While the “highlights” section of the reports on research to the Board of Governors clearly do capture many of the indicators across many of the categories suggested in the 2016 report, what remains unclear is the process by which this information is/is not collected and provided to the VPR’s office for inclusion in the reports. As the categories and indicators emerged from performance review documents, it suggests the potential to use faculty annual information forms – once they become electronic – as a means for gathering this data systematically.

How to capture (and report on) Indigenous research?

In the Report of the CCR Subcommittee on Research Impact (June 2016), the following Indicators of research impact from Indigenous perspectives were suggested as ways to track, gather and report on Indigenous research:

1. Number of funded Indigenous graduate students; number of community projects with First Nations, Inuit, Metis organizations or communities;
2. Evidence of Indigenous project leadership (e.g., co-principal investigators from Aboriginal organizations, council members from First Nations);
3. The amount of the budget for supporting research in general that directly supports Indigenous organizations, researchers, communities and participants
4. Appropriate acknowledgement of Indigenous contributions to research publications through co-authorship with Indigenous research collaborators (community knowledge holders, researchers and community leaders); and
5. Publications for community use that include descriptions of research purpose, processes, results, and implications using an accessible language. Community resources can include newsletters, short videos and other recordings. It may be appropriate to support Indigenous language revitalization by making recordings and text of research findings available in Indigenous languages.

While this is a start towards recognizing the impact of Indigenous research, upon closer scrutiny, one may detect an unconscious bias towards European ways of knowing that does not necessarily value Indigenous methods. Included within the notion of Indigenous methodologies, embodied, grounded and lived approaches are deployed against colonizing epistemologies and methodologies as a means of addressing the goals of enhanced human rights, equity and social justice in a variety of minority circumstances. Such research values the relationships formed (with people, environments and the more-than-human), understands knowledge mobilization as possible through means such as storytelling / counter storytelling and "naming one's own reality"—using narrative to illuminate and explore experiences of racial oppression ([Delgado & Stefancic 1993](#)). Valuing Indigenous research also exposes the overall acceptance of current, dominant academic research traditions that exclude “from knowledge production, the knowledge systems of the researched, colonized Other” (B. Chilisa, *Indigenous Research Methodologies*. 2012. Xvi). How do we, then, report inclusively on research not here-to-fore understood as meritorious?

In partial answer to this question, the following few suggestions were proposed in consultation with Emily Grafton in the Office of Indigenization (Feb.6, 2019)

Much has been written on how might Indigenous centered research practices differ from and produce knowledge not readily captured by means of the currently used research categories. Relationship building, storytelling techniques, and OCAP methodologies (Ownership, Control, Access, Possession) are examples of differences in approach. In order to shift the discourse in reporting Indigenous research, possible ways to capture this might include reporting activity using the following designations:

1. Research that addresses Reconciliation through the Truth and Reconciliation 94 Calls to Action; and
2. Research that is OCAP certified (<https://fnigc.ca/ocapr.html>)⁵

How to capture (and report on) Artistic research?⁶

The basic premise underlying the research done in MAP is that art has a positive influence on the individual and on society in terms of quality of living (economic), mental health (well-being, stress reduction) and increased social interaction. While, the transformative powers of the arts lie in the aesthetic experience, attitudes and motivations are enormously influenced in the encounter between the participant and the cultural event. The transformative effects of the arts do not dwell solely in the artifacts or performances themselves, the value of which is largely subjective, but in the bonds created between human beings in a local or global context, overtime (Nanna Kann-Rasmussen, 34).

How to measure and report such impact includes the question of how to paint a broader picture of how people's lives are connected to the arts, how communities are formed, and how they interact through participation with the arts. For the sake of this report, practically-speaking, it is, also - how do we measure the value of art and report it effectively within the academic institution using clear and accessible language.

Given the scope of disciplines within arts practice - i.e. traditional forms as well as rapidly evolving art practices; emergent technology and new media platforms; and a shift among many artists to community-based interactions that blur the line between art, social justice and social work (CRB) – there is no simple answer.

Some measurements may be effective in regard to qualitative data:

1. What forms of funding supported the work –beyond the Tri-council.
2. Where / how the work was disseminated – local, national, international?
3. How many people saw/ heard it?
4. With whom did the artist researcher partner – locally, nationally, and globally?
5. How did the work express innovation?
6. How was the work impactful in the short term and how may it effect change in the future?
7. Has the work been acquired with a recognized art institution or art gallery?
8. Did it align with the University Strategic Plan, the University research objectives and clusters and, for example, the Truth and Reconciliation Calls to Action?

Cutting to the chase, how might using these indicators work as a means for developing a matrix for reporting up and out. The challenge is how to collect this information from Faculty members engaging in art-making.

⁵ The First Nations principles of OCAP® are a set of standards that establish how First Nations data should be collected, protected, used, or shared. They are the *de facto* standard for how to conduct research with First Nations.

⁶ *Measuring Cultural Engagement: A Quest for New Terms, Tools and Techniques. National Endowment for the Arts and the Arts and Humanities Research Council.*
<https://www.arts.gov/sites/default/files/measuring-cultural-engagement.pdf>

Adding a section in the Annual Information Form (AIF) wherein it is definitively identified and briefly annotated so that it is readily understood by others outside arts disciplines would be useful. Systematically and regularly reporting on art research (as well as Indigenous and community-based research) at the level of the Board of Governors would underscore the relevance alongside STEM research. By improving and supporting the platforms by which graduating art projects are archived by the Archer Library's oURspace platform, anyone would be able to investigate current art practice easily online. With the understanding that practice-based art research is the equivalent to all other forms of knowledge may come enhanced funding opportunities and an expectation to see the work regularly reported and celebrated at all levels.

How to capture (and report on) community engaged research⁷

An “emerging form of research and research impact that needs closer attention is community-engaged research. As noted earlier, “commitment to our communities” is one of the three strategic priorities in the U of R Strategic Plan 2015-2020. The URSP also refers to “professional recognition of community engaged research” as one of the success indicators in delivering its research impact objective” (CCR Subcommittee on Research Impact, 2016, p. 13).

Before one can begin to measure the impact of Community-based research (hereafter CBR), one must try and posit a definition – recognizing that many exist and it might not be fully agreed upon. CBR is “A research approach that involves active participation of stakeholders, those whose lives are affected by the issue being studied, in all phases of research for the purpose of producing useful results to make positive changes” (Nelson, Ochocka, Griffin & Lord, 1998, p.12)⁸. A community-based research approach recognizes the community as knowledge-rich partners, able to deliver insider knowledge to the shaping of the research purpose and questions, and by collaboratively refining theory (Ochocka & Janzen, 2014)⁹. Jointly, community and academic partners determine what they wish to learn and achieve through their research and together they develop a research framework and process that helps them reach their research goals. Some are looking for evidence that they can use to advocate for policy change. Others seek to document work and share with others what they believe works and does not work, with the objective of improving services (MacKinnon, 2018)¹⁰.

According to the literature (see for example Janzen, Ochocka & Stobbe, 2016¹¹; Ochocka & Janzen, 2014) there are three “hallmarks” of what CBR is.

⁷ Dr. Lynn Gidluck - the Acting Coordinator of the Community Research Unit in the Faculty of Arts – is primarily responsible for the development of this section. Dr. Michelle Stewart – Director, Community Research Unit – also provided input into this section.

⁸ Nelson, G., Ochocka, J., Griffin, K., & Lord, J. (1998). “Nothing about me, without me”: Participatory action research with self-help/mutual aid organizations for psychiatric consumer/survivors. *American journal of community psychology*, 26(6), 881-912.

⁹ Ochocka, J. & Janzen, R. (2014). Breathing life into theory: Illustrations of community-based research hallmarks, functions, and phases. *Gateways: International Journal of Community Research and Engagement*, 7, 18-33.

¹⁰ MacKinnon, S. (Ed). (2018). *Practicing Community-Based Participatory Research: Stories of Engagement, Empowerment, and Mobilization*. Vancouver: Purich Books.

¹¹ Janzen, R., Ochocka, J., & Stobbe, A. (2016). Towards a theory of change for community-based research projects. *The Engaged Scholar Journal: Community-engaged Research, Teaching, and Learning* 2(2), 44-64.

- **Community-driven** – begin with a research topic of practical relevance to the community and promotes community self-determination.
- **Participatory** – community members and researchers equitably share control of the research agenda through active and reciprocal involvement in the research design, implementation, and dissemination.
- **Action-oriented** – the process and results are useful to community members in making positive social change and to promote social equity.

According to Beckman, Penney, and Cockburn (2011)¹², define the output in a typical CBR project as the report or findings from the research in whatever form given. Outcomes are considered as the effects of that research in the medium term. An example of an outcome is if the research is used to create or improve a program. Impact is defined as an accumulation of outcomes, and ultimately improved community well-being. Created as a collaborate effort of participants at a Canadian Summit - “Pursuing Excellence in Collaborative Community-Campus Research”, Janzen, Ochocka & Stobbe (2016) provide a framework of impact indicators for CBR. The following table represents an adapted version of their work with consideration given to the Federation for the Humanities and Social Sciences (FHSS) (2017)¹³ report - Approaches to Assessing Impacts in the Humanities and Social Sciences.

Indicators of Research Outcomes in Community-Based Research Projects	
Outcome	Indicators
Greater mobilization of knowledge	Number and reported quality of knowledge mobilization products disseminated
	Number and reported quality of community members contributing to the development and dissemination of knowledge mobilization products to various audiences
	Media coverage of research (newspapers, TV, online)
	Requests for media appearances
	Research-related social media
	Public use of research-based web resources on social and cultural issues.
	Number and reported quality of visual and oral dissemination strategies
	Number and reported quality of community information sessions held
	Number of requests for knowledge mobilization products
	Number and reported quality of new connections brokered
	Reports of research being useful for multiple stakeholder groups
	Number of new stakeholders showing interest in the research results
	Number and reported quality of community forums or other knowledge exchange events held

¹² Beckman, M., Penney, N., & Cockburn, B. (2011). Maximizing the impact of community-based research. *Journal of Higher Education Outreach and Engagement*, 15(2), 83-104.

¹³ Federation for the Humanities and Social Sciences. (May 2017). *Approaches to Assessing Impacts in the Humanities and Social Sciences*. Retrieved February 11, 2019, from http://www.ideas-ideas.ca/sites/default/files/impact_report_en_final.pdf

	Reports of research products informing policy development (citations in government documents; Invitations to participate as an expert witness, and advisor, on an expert panel or committee; requests to consult for governments or think tanks; requests for commissioned reports).
	Reports of research products supporting new funding applications.
Greater mobilization of people	Evidence of Short-term mobilization
	Faculty serving advisory roles and/or holding board memberships in community-based organizations
	Reports of stakeholders implementing recommended action
	Reports of stakeholders having built CBR capacity and wanting to learn more about CBR
	Reports of stakeholders reconciling value dilemmas and agreeing to common goals despite different perspectives and interests
	Reports of stakeholders valuing and owning the knowledge coming out of the project
	Reports of research products informing policy development (citations in government documents; Invitations to participate as an expert witness, and advisor, on an expert panel or committee; requests to consult for governments or think tanks; requests for commissioned reports).
	Evidence of Long-term Mobilization
	Number of community members acknowledging CBR as an important tool for change
	Reports of increased community capacity to enact change(s)
	Reports of decreased time-lag between research dissemination and policy changes
	Reports of CBR influencing local activities and policy
	Reports of revenue opportunities and cost savings in the public, private and not-for-profit sectors resulting from research applied in practice
	Reports of CBR influencing policy at the regional, national, or international level.

We might use these indicators as a means for developing a matrix or practice for moving forward. The issue remains with how to collect this information from Faculty member engaging in CBR. Adding a section in the AIF wherein CBR is definitively identified by Faculty members may provide a useful start. A forum that highlights and brings recognition CBR at the UofR could also be a catalyst for engaging faculty in a discussion regarding how to recognize and report CBR. External Relations could “cover” the forum and disseminate on/highlight the forum and/or some of the projects presented at the forum.

How the AIF might be used to capture research in a meaningful way.

The University is in the process of automating the performance review process. To accomplish this Human Resources and the Research Office have jointly purchased a database product called Converis from a company called Clarivate.

The plan is to have a fully functioning system that ties in Research Ethics Board/Animal Ethics approval; tracks the grants and contracts that are managed through the Research Office; and feeds the grants and contracts that a faculty member recorded in the Research Office directly into their AIF.

Converis is used at more than 100 organizations world-wide, including a number of universities in Canada (University of Calgary, University of Toronto, University of Saskatchewan, Wilfred Laurier, and University of Montreal).

At this point in time, HR is looking at taking a revised AIF and using that for the system. The revised AIF must be clear in what information is being requested in order to encourage academic staff members to enter more detailed information.

One area for further discussion is the AIF information and potential privacy concerns. Right now, the AIF is restricted to the Performance Review Process and individuals named in Article 17 of the collective agreement. The key consideration is to be thoughtful in how we expand the use of this form.

The reporting tool seems to have the potential to improve the data collection and dissemination process. The tool has the ability to facilitate research analysis, graduate student management, publication management, etc. We see an opportunity to improve the research impact by allowing faculty members to provide inputs on metrics that can be used to measure the research output in addition to the AIF data. We recommend that faculty members become aware of this tool and its potentials through proper training. A key component to successful data collection and management is to have a specialized central entity on campus to manage the tool and preserve users' privacy.

Summary/Conclusions/Recommendations

- Pending further investigation and in consultation with Human Resources around issues of privacy, this may include some kind of digital (and minable) universal AIF form (see below). This appears to be a moment of truth in regards to the development of the new AIF. If we are able to move nimbly in consultation with HR, we will be able to address a critical problem in achieving equitably represented research across all disciplines.
- The public talk by Kathryn Graham - facilitated by the office of the Vice-President Research - on February 7, 2019 provided a number of things that the UofR should consider in moving toward measuring and reporting on research impacts. For both good and bad, we should be aware that "What gets measured gets improved." Therefore, in light of our intent to proceed with measuring research impact, we must be considerate of that which we want to improve upon. It also suggests that we must be clear on what it is we value with regard to research. As noted above, we need to be inclusive in our definition of what research is, as well as, therefore, what metrics we consider to measure them.

Bibliography:

Sources culled from the CAUT Website:

Approaches to Assessing Impacts in the Humanities and Social Sciences (this is the one that Nic had on the meeting today - it looks very good).

http://www.ideas-idees.ca/sites/default/files/impact_report_en_final.pdf

Bibliometrics and research evaluation: Uses and abuses

Yves Gingras.
The MIT Press, 2016; 119 pp;
ISBN: 978-0-26203-512-5.

(not in Archer Library)

Measuring Cultural Engagement: A Quest for New Terms, Tools and Techniques. National Endowment for the Arts and the Arts and Humanities Research Council. <https://www.arts.gov/sites/default/files/measuring-cultural-engagement.pdf>

Book review / Bibliometrics and research evaluation: Uses and abuses

<https://www.caut.ca/bulletin/2017/04/book-review-bibliometrics-and-research-evaluation-uses-and-abuses>

Lost in the Metrics

January 2018

CAUT Bulletin; Toronto Vol. 65, Iss. 1, (Jan 2018): 1-4.

https://search-proquest-com.libproxy.uregina.ca/docview/2104965378?accountid=13480&rfr_id=info%3Axri%2Fsid%3Aprimo

<https://search-proquest-com.libproxy.uregina.ca/docview/2104965378/fulltextPDF/F7E3CA1C7DAB47FEPQ/1?accountid=13480>

Nanna Kann-Rasmussen

<https://iccpr2018.sched.com/speaker/nanna.kann.rasmussen>

Graham, K. (2019). Assessing research and innovation impact. Research and Innovation Impact Symposium. February 07, 2019: Regina, SK. Power-point slides available at:

<https://www.uregina.ca/president/assets/docs/pdf/kathryn-graham-slides-1.pdf>

<https://www.uregina.ca/president/assets/docs/pdf/kathryn-graham-slides-2.pdf>

Appendix 2

OPEN ACCESS PUBLISHING AT THE
UNIVERSITY OF REGINA

A DISCUSSION PAPER FOR THE COUNCIL COMMITTEE ON RESEARCH

Open Access improves the pace, efficiency and efficacy of research, and heightens the authors' visibility, and thus the potential impact of their work. It removes structural and geographical barriers that hinder the free circulation of knowledge and therefore contributes to increased collaboration, ultimately strengthening scientific [which includes humanities] excellence and capacity.

By enabling re-use and computational analysis of published material, Open Access sparks innovation and facilitates interdisciplinary research, as well as scholarly exchange on a global scale, not only for the benefit of the research community but also for the economy and society as a whole (2015)

Science Europe Working Group on Open Access

Universality is a fundamental principle of science (the term "science" as used here includes the humanities): only results that can be discussed, challenged, and, where appropriate, tested and reproduced by others qualify as scientific. Science, as an institution of organised criticism, can therefore only function properly if research results are made openly available to the community so that they can be submitted to the test and scrutiny of other researchers. Furthermore, new research builds on established results from previous research. The chain, whereby new scientific discoveries are built on previously established results, can only work optimally if all research results are made openly available to the scientific community.

Publication paywalls are withholding a substantial amount of research results from a large fraction of the scientific community and from society as a whole. This constitutes an absolute anomaly, which hinders the scientific enterprise in its very foundations and hampers its uptake by society. Monetising the access to new and existing research results is profoundly at odds with the ethos of science (Merton, 1973). There is no longer any justification for this state of affairs to prevail and the subscription-based model of scientific publishing, including its so-called 'hybrid' variants, should therefore be terminated. In the 21st century, science publishers should provide a service to help researchers disseminate their results. They may be paid fair value for the services they are providing, but **no science should be locked behind paywalls!**

Marc Schiltz, President of Science Europe

Introduction

The goal of this paper is to give University of Regina faculty, students, and staff an overview of the broader open access publishing landscape, as well as insight into the Canadian and University of Regina contexts, in order to generate discussion and debate about how we will respond, and ideally lead, in a rapidly changing scholarly publication ecosystem.

"Open access" was most famously defined by the 2002 Budapest Open Access Initiative and this definition, which is still the most widely cited, describes open access as used in this paper:

By "open access" to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright

in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.ⁱ

Open access may have arisen from the simple convergence of the technological innovation of the Web and the willingness of researchers to share their work, but it has increasingly become a complex and contested movement with cultural, political, social, and economic elements. Researchers, academic institutions, funders, librarians, publishers, and the public all have (at times conflicting) stakes in access to academic research. Several recent developments, including the stand against journal price increases in Germany, Sweden, and California, as well as the publication of “Plan S” in Europe, have raised the debate to a fevered pitch, and led to some to describe 2018 as the tipping point in the balance of power in scholarly communications.ⁱⁱ It is time for the University of Regina to engage with and respond to open access in a thoughtful and planned manner to maximize the impact of our research.

Part I of this paper provides an overview of the open access landscape, especially major open access developments that give some indication of worldwide trends that have, or will, impact University of Regina researchers. It then describes significant open access initiatives in Canada, including Tri-Agency funding stipulations and noteworthy responses to open access by Canadian universities. Part II describes activities and resources that the University of Regina has directed towards supporting open access publishing thus far. Part III proposes a range of strategies to ensure the success of University of Regina researchers in an open access publishing environment.

Part I: Open Access Landscape

Open Access: Background Information

Open access is not intended to replace scholarly journals, nor does it aim to tamper with the peer review process, which is vital to scholarly communication. Instead, it aims to ensure reasonable publication costs are covered while also providing free access to research results. There are many open access models, but the two dominant approaches have been described as “gold” and “green” open access:

Gold open access refers to work that is immediately available free of charge at the site of publication, to any member of the public. This immediate access is typically achieved in one of two ways: 1) the journal’s operations are subsidized by an academic institution or non-profit organization so that authors can publish at no cost; or 2) the journal collects an Article Processing Charge (APC) from the article authors to off-set the cost of publication (and in some cases recoup subscription revenue lost when the article is made openly available). The APC is only collected once the article is accepted for publication and does not compromise the peer review process. APCs range widely by journal and discipline, most commonly falling between \$1000 - \$4000 USD, and are considered grant-eligible expenses by Canada’s Tri-Agency funders. “Hybrid” journals have also emerged, which are subscription-based, but allow authors to pay an APC to make their article openly available immediately upon publication.

Green open access describes work made publicly available in an online repository after an embargo period. The repository can be institution-based (oURSpace is the University of Regina’s repository) or discipline-based (examples include PubMed Central, arXiv, and SSRN). Many publishers will permit deposit of an article (though they vary on which version—pre-print, post-print, etc.) after the embargo period has elapsed. Canada’s Tri-Agency funders currently require that this embargo period not exceed 12 months, requiring authors to negotiate with publishers in instances where their standard embargo exceeds one year.

Open Access: Worldwide Trends

The concept of open access has been around in various forms since the late 1990s, with the term open access coined in the early 2000s. The movement slowly gained momentum throughout the 2000s, but has grown exponentially in the 2010s. Key trends in recent years include:

- Increasing funder requirements to make funded research openly available. These requirements have in some instances allowed for an embargo period (for example, the U.S. Federal Agencies' 2015 announcement and Canada's 2015 *Tri-Agency Open Access Policy on Publications* both allow for a one year embargo).
- Increasing funder requirements to make funded research openly available *without an embargo period*. Europe has emerged as a leader in the push for open access, as is evident in decisions such as the UK Higher Education Funding Council for England's 2013 requirement that all UK Research Excellence Framework (REF) journal articles be published in an institutional repository immediately upon publication and the European Union's 2016 announcement that "all scientific articles in Europe must be freely accessible as of 2020."ⁱⁱⁱ
- Funders disallowing publication in hybrid journals. One of the recent developments to garner the most attention has been the launch of "Plan S" in Europe. The plan is an initiative of "cOAlition S," a consortium launched by the European Research Council and major national funders from twelve European countries. The plan consists of ten principles, but those gaining the most attention are that, "Open Access publication fees are covered by the Funders or universities, not by individual researchers" and that "the 'hybrid' model of publishing is not compliant with the above principles"^{iv} (Appendix A). This last statement has generated considerable discussion among researchers and publishers, as it will bar funded researchers from publishing in certain journals which, in some cases, are the major journals in their fields.
- Taking a stand against high journal prices and APCs, and redirecting library journal subscription budgets to fund open access initiatives. Several large university consortia (including Germany's Project DEAL, representing approximately 200 universities and research centres, and Sweden's Bibsam Consortium with 85 member institutions) have attempted to negotiate new deals with Elsevier that are both more financially viable and combine publishing articles open access and reading paywall articles into one fee. Negotiations have broken off between Elsevier and both countries, Elsevier access suspended, and funds re-directed to other means of access and open publishing initiatives. The University of California (which publishes nearly 10% of research in the United States) is in the midst of negotiations with Elsevier, "seeking not only to constrain the runaway costs of journal subscriptions, but to make it easier and more affordable for UC authors to publish their research open access."^v

Open Access in Canada

Open access has been slower to take hold in Canada than in other (particularly European) countries. The most significant Canadian development to-date has been the development and implementation of the *Tri-Agency Open Access Policy on Publications* in 2015.^{vi} After a lengthy consultation phase, NSERC, SSHRC, and CIHR introduced a harmonized policy (largely based on CIHR's pre-existing policy) requiring that peer-reviewed journal articles produced from funded research be made openly available within 12 months of publication. The full impact of this policy is just beginning to be felt as it applied only to grants received after May 2015, and it is only recently that articles from this funding period are being published, with few having

yet reached the 12 month open access deadline specified in the policy. Although it is still too early to see the full impact of the policy, it has caught the attention of researchers and raised the profile of open access in Canada. It has also influenced the open access policies of numerous other funders.^{vii}

In addition to requiring open access to journal articles arising from funded researchers, the Tri-Agency has also signaled an interest in encouraging open access to research data. The *Tri-Agency Open Access Policy on Publications* is explicit in requiring that CIHR-funded researchers “deposit bioinformatics, atomic, and molecular coordinate data into the appropriate public database . . . immediately upon publication of research results.” The draft *Tri-Agency Research Data Management Policy* stops short of requiring that researchers share their data but states that “research data collected with the use of public funds should be responsibly and effectively managed and belong, to the fullest extent possible, in the public domain and available for reuse by others.”^{viii}

Several Canadian institutions have issued formal statements or developed policies in support of open access. These policies encourage researchers to make their research outputs openly available, though at this point they stop short of requiring it. Several of the policies (including Concordia University, Simon Fraser, Acadia University, UBC, and University of Windsor) have been endorsed by institutional senates.^{ix}

Part II: Open Access at the University of Regina

The University of Regina Library, recognizing the unsustainability of rising journal prices in recent years, has been engaged in open access advocacy and development of infrastructure to support open access since approximately 2007. Activities have included:

- Organizing advocacy and education events during Open Access Week.
- Speaking to interested campus groups (including Faculty Councils, professional development days) about open access.
- Paying Article Processing Charges through a dedicated fund (2013-2015, suspended as part of University of Regina's 2015 Expenditure Constraint Program initiative). There is a currently a small fund managed by the AVP Academic that covers a very limited number of APCs per year.
- Paying membership fees for certain publishers/organizations (for example, BioMed) to reduce APCs paid by U of R researchers (2013-2015, suspended as part of University of Regina's 2015 Expenditure Constraint Program initiative)
- Establishing and maintaining oURspace, an institutional repository for the University of Regina. Researchers can deposit journal articles in oURspace to make them openly available and meet the requirements of the *Tri-Agency Open Access Policy on Publications*.
- Establishing and maintaining the University of Regina Dataverse, a data repository where researchers can store and share (when appropriate) research data.

Several University of Regina faculty members have decided either privately or through a public pledge, not to publish in closed journals or review papers for these journals. It is difficult to get a sense of the extent of these activities.

Part III: Strategies for Moving Forward

The University of Regina needs to proactively engage with open access and changes to the scholarly publishing and funding landscapes. There are many options, some conservative and some transformational, for moving ahead with open access. The following are proposed for discussion at the University of Regina:

- Leading discussions on transitions to open access, particularly in the unique context of Canadian small and medium comprehensive universities, at the Alliance of Canadian Comprehensive Research Universities (ACCRU).
- Raising open access publishing and APC challenges when meeting with representatives from CIHR, NSERC, SSHRC, and other funders.
- Communicating open access publishing and APC challenges to the Provincial Government, and seek financial assistance in covering APCs in order to bring University of Regina research to all Saskatchewan residents and the rest of the world.
- Drafting and seeking endorsement for an open access publishing statement from relevant University of Regina bodies (faculties, Executive of Council, Senate).
- Developing a new service to assist University of Regina researchers in understanding copyright agreements, negotiating with publishers, and depositing appropriate versions of articles in oURspace.
- Allocating a percentage of the Indirect Costs of Research funding received from the Tri-Agencies to off-set Article Processing Charges.
- Redirecting some of the library's journal subscription budget to off-set open access publishing costs (APCs, etc).
- Encouraging researchers to include publication costs (for APCs) in research funding applications as a matter of course.
- Encouraging (or requiring) that researchers make research publications openly available whenever possible.

Conclusion

Open access publication has begun to have a significant impact on the scholarly publishing landscape, and is gaining momentum, both worldwide and in Canada. Now is the time for the University of Regina to act, in order to guarantee that our researchers remain compliant and competitive in pursuit of funding, and to ensure that our research continues to have high impact and reach the widest possible audience.

Key Questions for Discussion

What is our approach to open access and how can we support our researchers' success?

What will be the impact on our researchers if we are not aligned with the Europeans?

How much of an investment would be required to ensure we remain competitive?

How will we get buy in and commitment from senior administration?

What (if any) is the role of various levels of Government in funding the shift to open access?

ⁱ Chan, L., Cuplinskas, D., Eisen, M., Friend, F., Genova, Y., Guédon, J. C., ... & La Manna, M. (2002). *Budapest open access initiative*. Retrieved from: <https://www.budapestopenaccessinitiative.org/read>

-
- ⁱⁱ Stuart, D. (2018). *The scholarly publishing research cycle 2018: Perspectives and recommendations from the publishing, library and research sectors*. Retrieved from: <https://www.researchinformation.info/news/2018-saw-rebalancing-power-scholarly-comms-%E2%80%93%93%C2%A0report>
- ⁱⁱⁱ Hendrikx, M. (2016, 27 May). "All European scientific articles to be freely accessible by 2020." The Netherlands: Ministry of Education, Culture and Science. Retrieved from: <https://www.government.nl/topics/european-union/the-netherlands-eu-presidency>
- ^{iv} Science Europe. (2018). "10 principles." Retrieved from : <https://www.coalition-s.org/10-principles/>
- ^v Smith, M. (2018, 28 Nov). "Potential changes to UC's relationship with Elsevier in January 2019." Retrieved from: <https://www.library.ucdavis.edu/news/potential-changes-to-ucs-relationship-with-elsevier-in-january-2019/>
- ^{vi} *Tri-Agency open access policy on publications*. (2015). Retrieved from: http://www.science.gc.ca/eic/site/063.nsf/eng/h_F6765465.html?OpenDocument
- ^{vii} Information about funder open access policies is available in the Sherpa Juliet database at <http://v2.sherpa.ac.uk/juliet/>
- ^{viii} Draft Tri-Agency research data management policy for consultation. (2018). Retrieved from: http://www.science.gc.ca/eic/site/063.nsf/eng/h_97610.html
- ^{ix} Information about Canadian universities' open access policies is available at <https://ospolicyobservatory.uvic.ca/canadian-university-open-access-statements/>. ROARMAP (<http://roarmap.eprints.org/>) provides information on open access policies at universities worldwide.

Appendix A

Plan S--Key Principles

The key principle is as follows:

"After 1 January 2020 scientific publications on the results from research funded by public grants provided by national and European research councils and funding bodies, must be published in compliant Open Access Journals or on compliant Open Access Platforms."

IN ADDITION:

- Authors retain copyright of their publication with no restrictions. All publications must be published under an open license, preferably the Creative Commons Attribution Licence CC BY. In all cases, the license applied should fulfil the requirements defined by the Berlin Declaration;
- The Funders will ensure jointly the establishment of robust criteria and requirements for the services that compliant high quality Open Access journals and Open Access platforms must provide;
- In case such high quality Open Access journals or platforms do not yet exist, the Funders will, in a coordinated way, provide incentives to establish and support them when appropriate; support will also be provided for Open Access infrastructures where necessary;
- Where applicable, Open Access publication fees are covered by the Funders or universities, not by individual researchers; it is acknowledged that all scientists should be able to publish their work Open Access even if their institutions have limited means;

-
- When Open Access publication fees are applied, their funding is standardised and capped (across Europe);
 - The Funders will ask universities, research organisations, and libraries to align their policies and strategies, notably to ensure transparency;
 - The above principles shall apply to all types of scholarly publications, but it is understood that the timeline to achieve Open Access for monographs and books may be longer than 1 January 2020;
 - The importance of open archives and repositories for hosting research outputs is acknowledged because of their long-term archiving function and their potential for editorial innovation;
 - The 'hybrid' model of publishing is not compliant with the above principles;
 - The Funders will monitor compliance and sanction non-compliance.

- reproduced from Science Europe. (2018). "10 principles."
<https://www.coalition-s.org/10-principles/>



ROADMAP FOR OPEN SCIENCE

FEBRUARY 2020

TABLE OF CONTENTS

ACKNOWLEDGEMENTS4

OBJECTIVE5

VISION5

WHY OPEN SCIENCE5

CONTEXT6

PRINCIPLES6

RECOMMENDATIONS7

APPENDIX: DEFINITIONS 11



ACKNOWLEDGEMENTS

This Roadmap outlines next steps that should be taken to make federal science open to all, while respecting privacy, security, ethical considerations and appropriate intellectual property protection. It has been informed by the work of the Open Science Roadmap Advisory Committee, chaired by Leslie Weir. The Committee worked diligently under tight timelines and delivered unanimous principles that guided my recommendations. The Roadmap was further refined thanks to the thoughtful feedback received from the federal departments, agencies and granting councils.

I want to acknowledge the work of all committee members that brought diverse perspectives to the discussion, including Tammy Clifford, Martha Crago, Chad Gaffield, Luc Gagnon, Sarah Gallagher, Danika Goosney, Nancy Hamzawi, André Loranger, Donna Kirkwood, Gilles Patry, Bo Wandschneider and Dan Wayner. I particularly want to thank Leslie Weir for her leadership in chairing the committee. I look forward to working together and making science accessible to all.



Mona Nemer
Chief Science Advisor of Canada

OBJECTIVE

The objective of the Roadmap for Open Science is to provide overarching principles and recommendations to guide Open Science* activities in Canada. The recommendations are intended for science and research funded by federal government departments and agencies.

VISION

To make Canadian science* open to all, maximizing benefits for the well-being, health and economy of our country.

WHY OPEN SCIENCE

Open Science makes scientific information available to all. The benefits include:

Ensuring Accountability: Open Access to scientific research outputs provides greater accountability to taxpayers and research funders.

Increasing Reproducibility: Open Science enables the scientific community to evaluate the reproducibility of scientific results.

Creating Open Engagement: Open and accessible science fosters public dialogue about, understanding of, and public confidence in, science.

Reducing Duplication: Open Science minimizes duplication of efforts and enables more efficient and effective use of research investments.

Creating Opportunities for Impact: Open Science accelerates the discovery process by allowing others to build on previously validated discoveries and research contributions and to create opportunities for innovation and prosperity.

Leveraging Diversity and Inclusion: Open Science creates opportunities to benefit from the diversity of knowledge systems and perspectives.

Accelerating Knowledge Transfer: Open Science reduces delays in the sharing and re-use of scientific information.

Building Synergies with International and Domestic Open Science Movements: Governments around the world are embracing Open Science. Canada has an opportunity to be a part of this movement to shape the global vision of Open Science.

* Asterisk denotes words defined in the Appendix.

CONTEXT

The Roadmap for Open Science was developed in the context of the Directive on Open Government, the Model Policy on Scientific Integrity and the Data Strategy Roadmap for the Federal Public Service. It builds on the Tri-Agency Open Access Policy on Publications and the Statement of Principles on Digital Data Management.

A federal approach to supporting Indigenous data strategies is outlined in the Data Strategy Roadmap for the Federal Public Service, Recommendation 8. For this reason, Indigenous knowledge and rights to self-determination are not explicitly covered in this roadmap and its recommendations.

PRINCIPLES

- 1. PEOPLE:** Open Science is a shared commitment between all stakeholders. The scientific community is integral to Open Science and needs to be meaningfully engaged at every stage of the process, including the design, implementation and evaluation of its effectiveness and impact.
- 2. TRANSPARENCY:** Scientific research outputs are “Open by Design and by Default”; they are “FAIR”, i.e. Findable, Accessible, Interoperable and Reusable. Withholding scientific research outputs requires a valid reason consistent with a framework (to be developed) on which scientific information will be kept private or confidential.
- 3. INCLUSIVENESS:** In achieving Open Science, diverse and inclusive approaches are used, reflecting the breadth of perspectives across scientific communities and knowledge systems.
- 4. COLLABORATION:** Open Science enables collaborations between and among intramural and extramural science communities, within Canada and globally.
- 5. SUSTAINABILITY:** The practice of Open Science requires a sustainable approach with concrete steps forward and the commitment necessary to achieve the long-term vision.

RECOMMENDATIONS

1. Canada should adopt an Open Science approach to federally funded scientific and research outputs.

This recommendation sets the tone for the document and for the recommendations that follow. Given the complexities associated with adopting an Open Science approach, implementation should take a phased approach.

2. Federal departments and agencies should conduct intradepartmental consultations with the science community before June 2020 to seek feedback on, and address in the action plan, the challenges and opportunities of Open Science. These should be led by the Department's Open Science Champion(s), e.g., Departmental Science Advisor, Chief Science Officer, Assistant Deputy Minister and Vice President Science.

This recommendation aims to engage federal researchers and scientists in identifying challenges and concerns, as well as benefits and tools that would enable employee participation in Open Science activities. Feedback received should inform the Open Science action plans (Recommendation 3). This recommendation is consistent with the Model Policy on Scientific Integrity section 7.7, *Role of employees in science advice and evidence-informed decision-making*, in particular clauses 7.7.1 – 7.7.3.

3. To achieve the overall objective of Open Science, and taking into consideration feedback from intradepartmental consultation (Recommendation 2), departments and agencies should develop action plans for Open Science by October 2020. This should include plans for a common, phased approach towards making federal science open (taking into account Recommendations 4, 5 and 7) and readily and easily available to Canadians.

Newly generated scientific research outputs produced by federal scientists and researchers, as well as scientific research outputs that were contracted by federal departments and agencies need to be made “Open by Design and by Default.” For legacy data, a responsive action plan should be developed to share data requested with time-bound commitment for delivery.

Federal departments and agencies should collaborate on central approaches to common elements of their plans to achieve this recommendation, particularly, in terms of IT solutions, guiding principles with regards to official languages, web-accessibility and timelines. The Chief Science Advisor will facilitate, as necessary.

The action plans should include a performance measurement element. Metrics for Open Science have been developed by the Open Science Metrics Working Group convened by Environment and Climate Change Canada, these should lay a foundation for the performance measurement element of the action plans.

4. Federal departments and agencies should make federal science articles* openly accessible by January 2022 and federal science publications* openly accessible by January 2023, while respecting privacy, security, ethical considerations and appropriate intellectual property protection.

This recommendation aims to achieve Open Access by default without an embargo period. It applies to new science articles published in academic scholarly journals as of January 2022, as well as new federal science publications released as of January 2023. This recommendation also applies to new science articles and publications that were contracted by a federal government department or agency and published as of January 2023. For legacy publications, a responsive action plan should be developed to share publications requested with time-bound commitment for delivery. When a research project and resulting publication have received support from multiple funders, the federal government should uphold the most open of the Open Access policies.

This recommendation is consistent with the Model Policy on Scientific Integrity, section 6.3, *In the absence of clear and compelling reasons for limiting disclosure, ensure that research and scientific information produced by a department or agency is made available to the public in a timely manner and in keeping with the Government of Canada's Directive on Open Government.*

The federal science community should use a common approach to achieving this recommendation. It may explore the opportunity to develop shared tools and infrastructure to meet this target. The Chief Science Advisor will facilitate, as necessary.

5. Federal departments and agencies should develop strategies and tools to implement FAIR data principles to ensure interoperability of scientific and research data* and metadata standards by January 2023, with a phased plan for full implementation by January 2025.

This recommendation aims to ensure that the scientific information that is open is also “Findable, Accessible, Interoperable and Reusable” (or “FAIR”) in order to maximize the benefit. It is aligned with the Data Strategy Roadmap for the Federal Public Service.

A pre-requisite for the implementation of FAIR data principles is strong data management practices, including annotation and curation to the most updated standards (e.g. current data and metadata standards). When commonly agreed data and metadata standards are not available, meaningful engagement and coordination with the extramural and international scientific communities and disciplinary societies may be required to achieve interoperability of scientific and research data and metadata.

The federal science community should use a common approach to achieve this recommendation. This should be co-led by the Treasury Board Secretariat (Chief Information Officer) and the Office of Chief Science Advisor.

- 6. In order to enable the “Open by Design and by Default” model for scientific research outputs, the Chief Science Advisor will work with the federal science community and other government departments and agencies to develop by December 2020 a framework identifying criteria for when restricting access to federal scientific research outputs is warranted.**

This recommendation aims to provide a whole-of-government approach to identifying what scientific research outputs should be kept private or confidential.

- 7. The Data Strategy Roadmap and the Open Science Action Plan should be aligned. For this to happen, consideration should be given to scientific and research data when developing and implementing data strategies in response to the 2018 Data Strategy Roadmap for the Federal Public Service. To facilitate that, deputy heads should designate a Chief Scientific Data Officer by June 2020. As relevant, this can be a stand-alone position or responsibility can be integrated into the scope of an existing position, e.g. Departmental Science Advisor, Assistant Deputy Minister and Vice President Science.**

This recommendation aims to promote coordination between the Open Data, Open Science and Science Data Management work happening within the Government of Canada. Furthermore, coordination between Chief Scientific Data Officers, Chief Information Officers, Chief Data Officers, Open Science Champions and Open Government Champions will be critical for effective implementation of Open Science action plans.

- 8. Successful and harmonized implementation of the Open Science Action Plans should be supported by a new high-level Open Science Steering Committee co-chaired by the Chief Science Advisor and either or both the Chief Information Officer of Canada and the President of Shared Services Canada.**

This recommendation articulates a governance structure that would oversee the design and implementation of Open Science Action Plans. Through establishing a governance structure, it aims to ensure harmonized implementation of the Open Science Action Plans. The terms of reference and relationship structure with departments and agencies should be developed by June 2020.

- 9. An Open Science strategy for federally funded research conducted outside of federal government agencies and departments should also be developed. The Chief Science Advisor could conduct such an exercise in partnership with the federal granting agencies (e.g. through the Canada Research Coordinating Committee), learned societies and provincial and territorial funders. These consultations should target scientific communities and their administrative leadership. The consultation should be completed by December 2021.**

This recommendation articulates the need for a coherent Open Science strategy for Canadian science more broadly, while respecting privacy, security, ethical considerations and appropriate intellectual property protection. A consultation with the extramural scientific community and relevant partners should guide this strategy.

10. The Chief Science Advisor should monitor the dynamic international context and make recommendations to ensure that the Open Science strategy for federally supported intramural and extramural science continues to keep pace with international developments.

This recommendation highlights the dynamic and evolving nature of Open Science. As digital technology and Open Science practices evolve over time, the Roadmap will also evolve. The list of principles is not exhaustive and will continue to develop over time. Further considerations might also emerge in conversations with scientists, researchers and open science users.



APPENDIX: DEFINITIONS

Open Science: The practice of making scientific inputs, outputs and processes freely available to all with minimal restrictions. Scientific research outputs include (i) peer-reviewed science articles and publications, (ii) scientific and research data and (iii) public contribution to and dialogue about science. Open Science is enabled by people, technology and infrastructure. It is practiced in full respect of privacy, security, ethical considerations and appropriate intellectual property protection.

Science: The pursuit and application of knowledge and understanding of the natural world through application of one or more elements of the scientific method. In the context of this roadmap, it is understood to include both fundamental and applied natural, physical, biomedical and social science, as well as engineering and mathematics.

Federal science articles: Scholarly articles authored or co-authored by federal scientist(s) or researcher(s) in peer-reviewed academic journals.

Federal science publications: Scientific communications that scientists and researchers use to share their work. These include research or scientific reports, monographs, edited books, book chapters, conference proceedings, conference papers, conference contributions, posters, plain language summaries and technical scientific products. These publications have been validated by a peer-review process.

Scientific and research data: Data that include, but are not limited to, observational, monitoring, operational, modelling and simulation, risk-assessment, survey and surveillance, research and development and technology innovation data.

