

EXECUTIVE OF COUNCIL

Date: 19 January 2022
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 26 January 2022

A meeting of Executive of Council is scheduled for 26 January 2022, 2:30-4:30 p.m. via Zoom. As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who choose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of Meeting 24 November 2021 - *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 the Faculty of Graduate Studies and Research, Appendix I, pp. 3-7
 - 6.2 Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 8-24
 - 6.3 Council Committee on Research, Appendix III, pp. 25-45
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration
 - 7.1.3 Faculty of Education
 - 7.1.4 Faculty of Engineering and Applied Science
 - 7.1.5 Faculty of Graduate Studies and Research
 - 7.1.6 Faculty of Kinesiology and Health Studies
 - 7.1.7 Faculty of Media, Art, and Performance
 - 7.1.8 Faculty of Nursing
 - 7.1.9 Faculty of Science
 - 7.1.10 Faculty of Social Work

7.1.11 Centre for Continuing Education

8. Other Business

8.1 Faculty of Arts – Faculty of Arts Renaming, Appendix IV, p. 46

8.2 Faculty of Social Work - Faculty Based Research Centre, Appendix V, p. 47

9. Adjournment

**REPORT FROM THE COUNCIL COMMITTEE ON THE
FACULTY OF GRADUATE STUDIES AND RESEARCH
TO EXECUTIVE OF COUNCIL
26 JANUARY 2022**

ITEM(S) FOR APPROVAL:**1. FACULTY OF ENGINEERING AND APPLIED SCIENCE****1.1 Program Changes – Co-op Hours**

MOTION: That program changes adjusting the co-op hours be made, effective 202220.

Master of Engineering in Electronic Systems Engineering Co-op Option

Master of Engineering in Environmental Systems Engineering Co-op Option

Master of Engineering in Industrial Systems Engineering Co-op Option

Master of Engineering in Petroleum Systems Engineering Co-op Option

Master of Engineering in Process Systems Engineering Co-op Option

Master of Engineering in Software Systems Engineering Co-op Option

Current		Proposed	
Master of Engineering in Electronic Systems Engineering Co-op option		Master of Engineering in Electronic Systems Engineering Co-op option	
ENEL 800 - ENEL 884	3 cr hrs	ENEL 800 - ENEL 884	3 cr hrs
ENEL 800 - ENEL 884	3 cr hrs	ENEL 800 - ENEL 884	3 cr hrs
ENEL 7xx or 8xx	3 cr hrs	ENEL 7xx or 8xx	3 cr hrs
ENEL 7xx or 8xx	3 cr hrs	ENEL 7xx or 8xx	3 cr hrs
ENEL 800 - ENEL 884	3 cr hrs	ENEL 800 - ENEL 884	3 cr hrs
ENxx or related discipline 3xx -8xx*	3 cr hrs	ENxx or related discipline 3xx -8xx*	3 cr hrs
ENxx or related discipline 3xx -8xx*	3 cr hrs	ENxx or related discipline 3xx -8xx*	3 cr hrs
ENxx or related discipline 3xx -8xx*	3 cr hrs	ENxx or related discipline 3xx -8xx*	3 cr hrs
ENGG 601	6 cr hrs	ENGG 601	4 cr hrs
ENGG 602	6 cr hrs	ENGG 602	4 cr hrs
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
ENEL 917 (may be taken over two semesters)	3 cr hrs	ENEL 917 (may be taken over two semesters)	3 cr hrs
TOTAL	42 cr hrs	TOTAL	38 cr hrs

Current		Proposed	
Master of Engineering in Environmental Systems Engineering Co-op option		Master of Engineering in Environmental Systems Engineering Co-op option	
ENEV 8xx	3 cr hrs	ENEV 8xx	3 cr hrs
ENEV 8xx	3 cr hrs	ENEV 8xx	3 cr hrs
ENEV 8xx	3 cr hrs	ENEV 8xx	3 cr hrs
ENEV 8xx	3 cr hrs	ENEV 8xx	3 cr hrs
ENxx or related discipline 8xx	3 cr hrs	ENxx or related discipline 8xx	3 cr hrs
ENxx or related discipline 3xx-8xx	3 cr hrs	ENxx or related discipline 3xx-8xx	3 cr hrs
ENxx or related discipline 3xx-8xx	3 cr hrs	ENxx or related discipline 3xx-8xx	3 cr hrs
ENxx or related discipline 3xx-8xx	3 cr hrs	ENxx or related discipline 3xx-8xx	3 cr hrs

ENGG 600	3 cr hrs	ENGG 600	3 cr hrs
ENGG 601	6 cr hrs	ENGG 601	4 cr hrs
ENGG 602	6 cr hrs	ENGG 602	4 cr hrs
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
TOTAL	42 cr hrs	TOTAL	38 cr hrs

Current		Proposed	
Master of Engineering in Industrial Systems Engineering Co-op option		Master of Engineering in Industrial Systems Engineering Co-op option	
ENIN 8xx	3 cr hrs	ENIN 8xx	3 cr hrs
ENIN 8xx	3 cr hrs	ENIN 8xx	3 cr hrs
ENGG 8xx	3 cr hrs	ENGG 8xx	3 cr hrs
ENGG 8xx	3 cr hrs	ENGG 8xx	3 cr hrs
ENxx 8xx	3 cr hrs	ENxx 8xx	3 cr hrs
ENxx 3xx - 8xx or related discipline	3 cr hrs	ENxx 3xx - 8xx or related discipline	3 cr hrs
ENxx 3xx - 8xx or related discipline	3 cr hrs	ENxx 3xx - 8xx or related discipline	3 cr hrs
ENGG 601	6 cr hrs	ENGG 601	4 cr hrs
ENGG 602	6 cr hrs	ENGG 602	4 cr hrs
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
ENIN 902	6 cr hrs	ENIN 902	6 cr hrs
TOTAL	42 cr hrs	TOTAL	38 cr hrs

Current		Proposed	
Master of Engineering in Petroleum Systems Engineering Co-op option		Master of Engineering in Petroleum Systems Engineering Co-op option	
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENxx 8xx or ENPE 3xx-4xx	3 cr hrs	ENxx 8xx or ENPE 3xx-4xx	3 cr hrs
ENxx 8xx or ENPE 3xx-4xx	3 cr hrs	ENxx 8xx or ENPE 3xx-4xx	3 cr hrs
ENxx 8xx or related discipline approved by Program Chair	3 cr hrs	ENxx 8xx or related discipline approved by Program Chair	3 cr hrs
ENxx 8xx or related discipline approved by Program Chair	3 cr hrs	ENxx 8xx or related discipline approved by Program Chair	3 cr hrs
ENGG 601	6 cr hrs	ENGG 601	4 cr hrs
ENGG 602	6 cr hrs	ENGG 602	4 cr hrs
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
ENPE 902	3 cr hrs	ENPE 902	3 cr hrs
TOTAL	42 cr hrs	TOTAL	38 cr hrs

Current		Proposed	
Master of Engineering in Process Systems Engineering Co-op option		Master of Engineering in Process Systems Engineering Co-op option	
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs

ENxx 8xx	3 cr hrs	ENxx 8xx	3 cr hrs
ENxx 8xx	3 cr hrs	ENxx 8xx	3 cr hrs
ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs	ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs
ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs	ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs
ENGG 601	6 cr hrs	ENGG 601	4 cr hrs
ENGG 602	6 cr hrs	ENGG 602	4 cr hrs
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
ENPC 902	3 cr hrs	ENPC 902	3 cr hrs
TOTAL	42 cr hrs	TOTAL	38 cr hrs

Current		Proposed	
Master of Engineering in Software Systems Engineering Co-op option		Master of Engineering in Software Systems Engineering Co-op option	
ENSE 8xx	3 cr hrs	ENSE 8xx	3 cr hrs
ENSE 8xx	3 cr hrs	ENSE 8xx	3 cr hrs
ENSE 3xx -8xx*	3 cr hrs	ENSE 3xx -8xx*	3 cr hrs
ENSE 3xx -8xx*	3 cr hrs	ENSE 3xx -8xx*	3 cr hrs
ENxx 8xx	3 cr hrs	ENxx 8xx	3 cr hrs
ENxx 8xx	3 cr hrs	ENxx 8xx	3 cr hrs
ENxx or related discipline 3xx -8xx*	3 cr hrs	ENxx or related discipline 3xx -8xx*	3 cr hrs
ENxx or related discipline 3xx -8xx*	3 cr hrs	ENxx or related discipline 3xx -8xx*	3 cr hrs
ENGG 600	3 cr hrs	ENGG 600	3 cr hrs
ENGG 601	6 cr hrs	ENGG 601	4 cr hrs
ENGG 602	6 cr hrs	ENGG 602	4 cr hrs
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
TOTAL	42 cr hrs	TOTAL	38 cr hrs

Rationale:

Rationale: In 2019 a mandatory coop fee was introduced across campus, which is a required fee for any student who is completing a coop work-term. This fee is currently \$920.75.

The Master of Engineering program was introduced as a professional program with credit hours attached prior to the adoption of the coop fee in 2019. By moving to 4.0 credit hours for ENGG 601 and 602, we are moving back to the same approximate cost that was previously charged for ENGG 601 and ENGG 602 courses. The tuition charge for 6 CH is currently \$2,872.50 in 202110, this will be reduced to \$1915.

The Master of Engineering program is a professional program that traditionally has a higher fee associated for programming. The MEng is a professional degree program as another eligible degree program towards APEGS (Association of Professional Engineers and Geoscientists of Sask) professional certification to work in the province as a practicing Engineer.

(end of Motion)

2. FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 English Language Proficiency Test - Duolingo

MOTION: That the Duolingo online English test with a minimum score of 110 for all programs except Media Studies & Media Production, and English where 120 is the minimum, be accepted as an approved test of proficiency in English (ELP) for graduate admission, on a temporary basis for the 2022-2023 academic year (May 1, 2022 to April 30, 2023), effective immediately.

Rationale:

Accepting Duolingo's online English test will allow the University of Regina to be as accessible, as the pandemic continues, as other Canadian universities are using Duolingo, and will help students in applying for admission to the U of R. Currently, the University of Regina is accepting Duolingo's online English test on a temporary basis for the 2021-2022 academic year. Students that have provided the Duolingo Online English Test as their proof of English Language Proficiency prove to have similar CGPAs (77.5-91.8) to those that have taken an alternate exam (IELTS, TOEFL, etc) to meet the English Language Proficiency requirement.

The sample size for students who have taken the Duolingo exam is still small at this time. Extending the use of the Duolingo Online English Test for an additional academic year will provide a larger sample size. This larger sample size will determine the academic success of students using this exam to meet the English Language Proficiency requirements, which may result in adding this test as an acceptable test option going forward.

This motion was done in collaboration with the undergraduate admissions office's to ensure consistency of this test between admissions offices.

(end of Motion)

ITEMS FOR INFORMATION

1. COURSE CHANGES

Faculty of Engineering and Applied Science (effective 202220)

Current	Proposed
ENGG 601 (6)	ENGG 601 (4)
Students enrolled in a work study semester will be required to register in six credit hours for each of two work semesters in a work placement.	Students enrolled in a work study semester will be required to register in four credit hours for each of two work semesters in a work placement.
ENGG 602 (6)	ENGG 602 (4)
Students enrolled in a work study semester will be required to register in six credit hours for each of two work semesters in a work placement.	Students enrolled in a work study semester will be required to register in four credit hours for each of two work semesters in a work placement.

Faculty of Engineering and Applied Science (effective 202230)

Current	Proposed
ENSE 885AY (1-3)	ENSE 812 (1-6)
This course explores the application of deep learning techniques in the field of Computer Vision, especially in the areas of object recognition, structured predictions and unsupervised deep learning. This course includes the fundamentals of computer vision such as image formation, feature detection, motion estimation, tracking, image classification and scene understanding.	This course explores the application of deep learning techniques in the field of Computer Vision, especially in the areas of object recognition, structured predictions and unsupervised deep learning. This course includes the fundamentals of computer vision such as image formation, feature detection, motion estimation, tracking, image classification and scene understanding. *Note: Students may only receive credit for either ENSE 885AY or ENSE 812*
Current	Proposed
ENIN 880CE (1-3)	ENGG 824 (1-6)
This course covers the concepts of change management process in systems engineering. This will include the overall process of requesting, determining possibility, planning, implementing, and evaluating of changes to a system in order to shrinking errors, delays, and scrap, increasing product quality, and reducing cost of manufacturing.	This course covers the concepts of change management process in systems engineering. This will include the overall process of requesting, determining possibility, planning, implementing, and evaluating of changes to a system in order to shrinking errors, delays, and scrap, increasing product quality, and reducing cost of manufacturing. *Note: Students may only receive credit for either ENIN 880CE or ENGG 824 or ENIN 824*
	ENIN 824 (1-6)
	This course covers the concepts of change management process in systems engineering. This will include the overall process of requesting, determining possibility, planning, implementing, and evaluating of changes to a system in order to shrinking errors, delays, and scrap, increasing product quality, and reducing cost of manufacturing. *Note: Students may only receive credit for either ENIN 880CE or ENGG 824 or ENIN 824*

**REPORT FROM THE COUNCIL COMMITTEE ON
UNDERGRADUATE ADMISSIONS AND STUDIES
TO EXECUTIVE OF COUNCIL
26 JANUARY 2022**

ITEM(S) FOR APPROVAL:**1. FACULTY OF ARTS****1.1 Program Revisions – Certificate in Sustainability**

MOTION: To move PSYC 340 from the Sustainability in Practice section of the certificate to the Dimensions of Environmental Sustainability section of the certificate, effective 202220.

Credit Hours	Certificate in Sustainability Required Courses
0.0	ARTS 099
3.0	The Sustainability Problem One of: GES 200, PHIL 282, or 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, or WGST 300
3.0	Dimensions of Environmental Sustainability One of: BIOL 150, GES 120, GEOL 102, PHIL 275, PSYC 340 , or SOC 330
3.0	Human Sustainability Options One of: ANTH 340, ECON 253, ECON 281, IDS 101**, INDG 200, INDG 201, IS 200, PHIL 272, PSCI 344, WGST 201, WGST 206, HUM 260, JS 317, SOC 314, SOC 333*, or SOC 355
3.0	Environmental Sustainability Options One of: BIOC 200, BIOL 276, ECON 273, ECON 274, ECON 275, ECON 373, or INDG 236
3.0	Sustainability in Practice One of: ARTS 301, IDS 290**, PSYC 340* , SOST 307, JS 310, or JS 311
18.0	Total: 65.00% PGPA and 60.00% UGPA 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 course incorporating community service through Champion Engaged Learning are indicated with a *, and those incorporating community service and/or research through Luther College are indicated with a **.</p>	

Rationale:

PSYC 340 is no longer able to guarantee a community-service component for students and the focus of the course will be more theoretical than practical.

(end of Motion)

2. FACULTY OF BUSINESS ADMINISTRATION

2.1 Renamed Major – Major in Management

MOTION: That the Bachelor of Business Administration and Bachelor of Administration major currently named *Management* be renamed *General Business Studies*, effective 202220.

The change to 2022-23 Undergraduate Calendar (Faculty of Business Administration section) would be:

Major in ~~Management~~ **General Business Studies**

Five BUS courses beyond the core requirements of the BBA degree.

Rationale:

The Management Major does not adequately reflect the intent and content of this major. The requirements of the Management Major are the core Bachelor of Business Administration/Bachelor of Administration courses plus five BUS/ADMN courses beyond the core. Taking any five courses wouldn't necessarily provide any expertise in the field of management beyond what is in the core and thus the current name for the major is misleading. The revised name for the major, General Business Studies, more accurately describes the situation.

(end of Motion)

3. FACULTY OF EDUCATION

3.1 Bachelor of Education Elementary Program Revisions – Yukon Native Teacher Education Program

MOTION: That changes be made to the Yukon Native Teacher Education Program (YNTEP) Bachelor of Education Elementary (120 hours) program, effective 202220

Yukon Native Teacher Education Program (YNTEP) BEd Elementary (120 hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 110 (3) *_ENGL 100 (3) *First Nations Lang. Elective (3) *Media, Art, and Performance elective (3) *HIST 140 or First Nations Studies (3)	ECS 102 100 (3) *_ENGL 101 or ENGL 110 (3) *_MATH 101 or *MATH 130 (3) *Senior First Nations Lang. elective (3) *_Non-Education elective (3) ECCU 200 (3)
Term 3	Term 4
ELNG 200 (3) ECS 200 (3) <u>ECCU 200 (3)</u> <u>EINL 200 (3)</u> *_Natural Science elective or *ENVS 100 (3)	ELBP 215 (1.5 3) and <u>ELBP 225 (1.5)</u> *_EINL, ELBP or Approved Ed elective (3) ECCU 300 (3)

Yukon Native Teacher Education Program (YNTEP) BEd Elementary (120 hours)		
* Approved Non-Education elective outside Educ. (3) * Approved outside Educ. (3)	ECS 203 210 (3) EFLD 200 (0) (1 day/week and 2-week block) <u>*Non-Education elective (3)</u> <u>*Non-Education elective (3)</u>	
Term 5	Term 6	Term 7 (Spring/Summer)
EPE 310 (3) EHE 310 (3) EFLD 310 (0) ECS 303 410 (3) ESST 310 (3) ERDG 310 (3)	EAES 310 (3) EMTH 310 (3) ELNG 325 (3) ESCI 310 (3) ECS 401 311 (3) EFLD 311 (0)	(Spring) <u>EFLD 311 (Rural Placement)</u> (0) ECCU 390 or approved Ed elective (<u>Cultural Camp</u>) (3)
Term 8	Term 9	
EFLD 405 (<u>Internship</u>) (15)	EINL, ELBP or approved Ed elective (3) EPSY 400 (3) ERDG 425 (3) *Approved Non-Education elective outside Educ. (3) <u>Open elective (3)</u>	
<p>* Yukon <u>University College</u> courses-</p> <p>Notes:</p> <p>-Scheduling of courses may vary year to year.</p> <p>-39 credit hours must be approved electives.</p> <p>-12 of the 39 credit hours in approved electives must be senior-level courses in three teaching areas.</p> <p>-Students are required to complete YNTEP's cross-cultural component, composed of HIST 140, ECCU 300, ECCU 390, 3.0 credits of ELBP, 3.0 credits of EINL, and 6.0 credits of First Nations Languages electives.</p> <p>39 credit hours must be from approved elective outside Education.</p> <p>12 Credit hours must be senior course outside Education in three teaching areas.</p> <p>Students are required to complete a cross-cultural component which includes HIST 140, ECCU 300, ECCU 390, ELBP /EINL (3.0 credit hours), and First Nations Language 6.0 credit hours.</p>		

Rationale:

These revisions align the YNTEP templates with changes made to Faculty of Education course numbers and sequencing.

(end of Motion)

3.2 Program Revisions – Yukon Native Teacher Education Elementary Bachelor of Education After Degree

MOTION: That changes be made to the Yukon Native Teacher Education Program (YNTEP) Elementary Bachelor of Education After Degree (BEAD) Program (60 credit hours) program, effective 202220.

Yukon Native Teacher Education Program (YNTEP) Elementary BEd After Degree (BEAD) Program (60 credit hours)		
Term 1 (Fall)	Term 2 (Winter)	Term 3 (Spring/Summer)
EPE 310 or EHE 310 (3) EHE 310 (3) EFLD 310 (0) ECS 303 410 (3) ESST 310 (3) ERDG 310 (3) ECCU 200 (3)	EAES 310 (3) EMTH 310 (3) ELNG 325 (3) ESCI 310 (3) ECS 401 311 (3) ECCU 300 (3) EFLD 311 (0)	EFLD 311 (Rural Placement) (0) ECCU 390 or Approved Ed elective (Cultural Camp) (3) ECCU 200 (3)
Term 4	Term 5	
EFLD 405 (Internship) (15)	EPSY 400 (3) ERDG 425 (3) EAES 310 (3) *HIST 140 (3) ECCU 300 (3)	
* Yukon University College course. Notes: -Scheduling of courses may vary year to year. -Students are required to complete the YNTEP BEAD’s cross-cultural component, composed of HIST 140, ECCU 200, ECCU 300, and ECCU 390. HIST 140 is required upon program completion. Students must complete the cross-cultural component for the program which includes HIST 140, ECCU 200, ECCU 300, and ECCU 390.		

Rationale:

This aligns the YNTEP templates with changes made to Faculty of Education course numbers and sequencing and allows the YNTEP cross-cultural components of the Education degree to be completed within the 60 credit hours of the after degree.

(end of Motion)

3.3 Program Revisions – Elementary and Secondary Bachelor of Indigenous Education Program

MOTION: That the approved JS 300-level requirement be replaced with JS 351 in the Elementary Bachelor of Indigenous Education Programs and the Secondary Bachelor of Indigenous Education Programs, effective 202220.

Rationale:

First Nations University of Canada offers a specific JS course focused on Indigenous perspectives of justice. The template change reflects actual practice and facilitates student self-registration in the appropriate course offerings.

(end of Motion)

3.4 Program Revisions – Bachelor of Indigenous Education After Degree Secondary Program, Visual Arts Major

MOTION: That changes be made to the Bachelor of Indigenous Education After Degree (BEAD) Secondary Program, Visual Arts Major (60 credit hours) template, effective 202220.

Bachelor of Indigenous Education After Degree (BEAD) Secondary Program Visual Arts Major (60 Credit Hours) EIND 100 Required for Admission	
Term 1 (Fall)	Term 2 (Winter)
EIND 205 <u>EVIS 101 or EVIS 202</u> (3) EIND 200 (3) EVIS 326 (3) E (minor curriculum course) (3) Non-Education Elective (3)	EAES 201 (3) EAES 410 or 411 <u>EAE 350</u> (3) EIND 350 (3) EPSY 350 (3) EVIS 328 <u>EIND 205</u> (3)
Term 3	Term 4
ED 350 (3) EFLD 051 (0) EIEA 355 (3) EIND 305 (3) EPSY 322 (3) Approved JS 300 level (3) <u>JS 351</u> (3)	EFLD 400 (internship) (15)

Rationale:

These changes align with changes to arts education course offerings in the Faculty of Education.

(end of Motion)

3.5 Graduation Requirements – Distinction

MOTION: That the Faculty of Education Policy around Graduation with Distinction be updated to include the final Internship Placement Profile (IPP) rating of “Good”, effective 202220.

Graduation Requirements

Academic and Professional Requirements

For a definition of program grade point average (PGPA), see the Academic Regulations section.

A PGPA of at least 65.00% is required for graduation.

A PGPA of at least 80.00% and an overall rating of one of the top ~~two~~ **three** categories; ~~either~~ **Good**, Very Good or Outstanding is required on the internship placement profile for graduation with Distinction.

A PGPA of at least 85.00% and an overall rating of one of the top two categories; either Very Good or Outstanding is required on the internship placement profile for graduation with Great Distinction.

Professional competence is considered an integral element of a BEd degree.

Rationale:

Cooperating Teacher ratings are very subjective. The difference between a “good” rating and a “very good” rating is often indiscernible.

(end of Motion)

4. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

4.1 Residency Requirement Revision

MOTION: To change the residency requirement in the Faculty of Kinesiology and Health Studies’ programs, effective 202220.

~~Residency Requirement~~

~~Students must complete at least half of their program (60 credit hours) at the University of Regina.~~

Bachelor of Kinesiology, Bachelor of Sport and Recreation Studies, Bachelor of Sport and Recreation Studies Internship

Students must fulfill their program completion requirements with a minimum of 35% (42+ credit hours) with University of Regina coursework. Some programs may require the student to complete more than the minimum specified in this regulation but not less than the minimum specified.

Diploma or Certificate Programs

Students must fulfill their program completion requirements with a minimum of 50% of their credit hours, or at least 9 credit hours for those certificates with 18 credit hours or less, with University of Regina coursework.

PLAR and Transfer Credit

Credit for PLAR and Transfer Credit are not included or counted in University of Regina residency credit hours.

Rationale:

While not common, we do have students with more than 60 credit hours of post-secondary credit hours completed that could benefit from allowing additional transfer credit toward degree completion. While primarily used in the context of articulation agreements (either developing a 78 credit hour formal articulation – eg. Humber College 3 year diploma in Sport Management) it could also be possible for students who have a combination of university credit totaling more than the currently allowed 60 credit hours (eg. A SaskPolytech articulation student from THRC with additional credit earned from the UofS). In both cases, direct credit equivalents are assessed by faculty members if not in the system. This change would allow the limited number of students with this situation greater flexibility in their program completion, as well as will allow the faculty to explore articulation agreements greater than 60 credit hours.

(end of Motion)

5. FACULTY OF MEDIA, ART, AND PERFORMANCE**5.1 Program Rename – Bachelor of Arts in Theatre and Performance Studies**

MOTION: The Bachelor of Arts in Theatre and Performance studies be renamed Bachelor of Arts in Theatre and Drama Studies, effective 202220

Rationale:

The desired name Bachelor of Arts in Theatre and Drama Studies is the name approved by the Theatre Department in March 2021. However, by accident, the incorrect name was forwarded to the next committee and on and on it went. Unfortunately, no one in the Department caught the error until it was too late.

Like the recently approved BFA in Devised Performance and Theatre Creation, the revisions to the BA are a reflection of the (relatively) recent AUR. The external report noted, “Closing that BFA program and leaving a BA in Theatre with various specialization options may have 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.” These revisions seek to remedy the current situation with a focused curriculum that challenges students to intellectually engage with contemporary theatre and performance.

The new program title, Bachelor of Arts in Theatre and Drama Studies, echoes the wording of the BFA which connects the two programs and reflects the shared curricula and pedagogical goals of the two degrees.

As proposed, all students coming into the theatre department will enter into the BA program and at the end of the first year all students in the cohort will apply to move forward in either the BA program or the BFA program. Regardless of which program a student ultimately chooses, the cohort created during that common first year continues to be a strong connection to the department. Students in this program will have the opportunity for international travel with the theatre study course as well as coordinating and participating in an annual mini symposium which will be a showcase for theatre research. The department is currently in discussions around adding a BA Honours stream and this theatre research showcase will be foundational to that particular program.

The current degree tried to be “all things to all people” and failed almost everyone. With too many options and not enough structure students were challenged to stay engaged and to feel that they were connected to the department. The revised degree addresses these concerns but still maintains enough electives for students to pursue a double major if they wish.

(end of Motion)

5.2 Program Revision – Bachelor of Arts in Media, Art, and Performance Major, Creative Technologies Concentration

MOTION: To remove CTCH 203 and 303 from Research and Methodologies section of the Bachelor of Arts, Media Art and Performance Major, Creative Technologies Concentration as they are required courses for the Creative Technologies Concentration, effective 202220.

CURRENT		PROPOSED	
Bachelor of Arts in Media, Art, and Performance Major, Creative Technologies Concentration Required Courses	Credit hours	Bachelor of Arts in Media, Art, and Performance Major, Creative Technologies Concentration Required Courses	Credit Hours
MAP 001	0.0	MAP 001	0.0
Critical Competencies – 33 Credit hours		Critical Competencies – 33 Credit hours	
Communication in Writing		Communication in Writing	
Two of: ACAD 100, ENGL 100, 110	6.0	Two of: ACAD 100, ENGL 100, 110	6.0
Culture and Society		Culture and Society	
MAP 202	3.0	MAP 202	3.0
Any two 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.	6.0	Any two 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.	6.0
Natural or Social Science		Natural or Social Science	
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.	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.	6.0
Research Skills and Methodologies		Research Skills and Methodologies	
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.	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.	3.0
CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional		THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations.	

Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.		STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.	
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Rationale:

Removing these classes from the Research and Methodology area of the core requirements will provide clarity as CTCH 203 and 303 are already listed as major requirements.

(end of Motion)

5.3 Program Revisions – Visual Arts Major and Major Concentrations

Motion: That the majors and major concentrations in Visual Arts be revised, effective 202220.
--

a. Discontinue the Open Studio (OPST) Concentration in the Bachelor of Fine Arts in Visual Arts.

Rationale for a: Visual Arts no longer provides curriculum in Open Studio at the undergraduate level and there are no students currently taking courses in it.

b. Discontinue ceramics (CERM), drawing (DRAW), intermedia (INTM), painting (PNTG), printmaking (PRTM), and sculpture (SCLP) as Majors within the Advanced Certificate in Studio Arts.

Rationale for b: This change aligns with the structure of Certificates as set out in the Credential Framework (May 2021) approved by Senate.

c. Create a Photo-Based Media (PHBM) Concentration.

Rationale for c.: Visual Arts has provided curriculum in Photo-Based Media at all undergraduate levels for almost a decade. This is a housekeeping item.

d. Add ceramics (CERM), drawing (DRAW), photo-based media (PHBM), painting (PNTG), print-making (PRTM), and sculpture (SCLP) as Concentrations within the Bachelor of Arts in Visual Arts and the Bachelor of Arts Honours in Visual Arts.

e. Add photo-based media (PHBM) Concentration to the BFA Visual Arts.

Rationale for d and e.: This change reflects the Degree and Concentrations within these programs more accurately and clearly.

Credit hours	Bachelor of Fine Arts (Visual Arts) Required Courses
0.0	MAP 001
Critical Competencies – 18 credit hours	
Communication in Writing (at least six credit hours)	
3.0	Two of: ACAD 100, ENGL 100, 110
3.0	
Natural and Social Sciences (at least 6 credit hours)	
3.0	Two courses in the following areas: excluding courses in research/statistics, ECON, GEOG, PSCI, PSYC, SOC, and SOST, STS, other than Statistics or methodology. Any Science courses, including MATH and Computer Science
3.0	
Culture and Society (at least 6 credit hours)	
3.0	MAP 202
3.0	One course from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Indigenous Studies in Visual Arts	
3.0	INA/INAH course or approved elective
Media, Art, and Performance – 9 credit hours	
3.0	Three Media, Art, and Performance (chosen from courses designated as MAP, FILM, Music, Theatre)
3.0	
3.0	
Art – 78 credit hours	
3.0	ART 100 or INA 100
3.0	ART 220 or INA 220
3.0	ART 221 or INA 221
15.0	Five courses from ART 223,230,240,250,260,270 or Film 205
6.0	300-level ART courses
6.0	
3.0	ART 400
3.0	ART 401
12.0	Four 400-level studio ART courses Students who wish to declare a specific concentration within the Visual Arts major should consult with a program advisor.
3.0	ARTH 100
3.0	ARTH 301
12.0	Four ARTH courses at the 200- or 300-level

Credit hours	Bachelor of Fine Arts (Visual Arts) Required Courses
3.0	INAH 100
Open Electives – 15 credit hours	
15.0	Five Open Electives
120.0	Total

(end of Motion)

6. FACULTY OF SCIENCE

6.1 Eligibility Requirements Revision – Co-operative Education Program

MOTION: To update undergraduate co-op eligibility requirements, effective 202220.

Pg. 270 Undergraduate Calendar

Entrance Criteria

Students Must:

- ~~Have and maintain a GPA of 65.00%;~~
- ~~Be enrolled in a minimum of 12 credit hours per term;~~
- ~~Be registered in or have completed CS 115 or both CS 110 and CS 270 or CS 280;~~
- ~~Complete Math 110; and,~~
- ~~Complete a minimum of 30 credit hours.~~

To be eligible for the Computer Science (CS) Co-op program, a student must:

- Have successfully completed a minimum of 30.0 credit hours at the time of application.
- Have successfully completed CS 115.
- Have achieved a minimum undergraduate grade point average (UGPA) of 70%.

Note: Students who do not register in their first co-op term prior to completing 60.0 credit hours may not have time to complete the required number of co-op work terms necessary to achieve the Co-op designation on their official transcript.

To continue in the CS Co-op program, a student must:

- Maintain a minimum UGPA of 70% throughout their program. If a student's UGPA drops below 70%, permission of the Dept. Co-op coordinator will be required in order to continue in the Co-op program.
- Must enroll in at least 9.0 credit hours in fall/winter or at least 3.0 credit hours in spring/summer between work terms.
- Three Co-op work terms are required to achieve the Co-op designation on the student's official transcript. Additional two work terms are optional.

Note: A Co-op work term is typically defined as 4-months (one term). Double work terms may be considered at the discretion of the co-op coordinator.

Rationale:

The Faculty of Science is in the process of aligning the co-op programs to create more consistency across the Departments and to simplify the criteria for co-op eligibility for students.

(end of Motion)

6.2 New Major – Data Science

MOTION: To create the Bachelor of Science with a major in Data Science, effective 202220.
--

This is a joint program offered through both the Department of Mathematics and Statistics and the Department of Computer Science. Given the inter-disciplinary nature of the program, the intent is to have the program listed in the calendar sections of both departments.

BSc in Data Science

Refer to the faculty [Time Limits, Graduation Requirements, and Conferral of Degrees](#) and the BSc sections for additional important information.

Credit hours	BSc in Data Science Required Courses
3.0	CS 110
3.0	CS 115
3.0	CS 210
3.0	CS 215
3.0	CS 265
3.0	CS 280
3.0	CS/MATH 261
3.0	CS 310
3.0	CS 320
3.0	CS 340
3.0	CS 375
3.0	CS 412
3.0	CS 465
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 221
3.0	STAT 160
3.0	STAT 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 354
3.0	STAT 418

Credit hours	BSc in Data Science Required Courses
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	CS/STAT 496
84.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Natural Science electives
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
12.0	Four Open electives
120.0	Total: 65.00% Program GPA required

Rationale: Modern society is data-driven. Over the last ten years, the amount of data created and processed worldwide has grown exponentially by almost 5,000 %, from 1.2 trillion gigabytes in 2010 to 59 trillion gigabytes in 2020. As a result, data has become the most valuable resource in the world. Fast and optimal data processing to extract new knowledge is therefore of paramount importance.

Data processing and management are generally performed by Data Scientists using methods specific to Data Science, which is an interdisciplinary field that combines the rigour of Mathematics, Statistics, and Computer Science, with the purpose of deriving strategic decisions from data analysis. The Information and Communications Technology Council (ICTC) has identified the "Data Scientist" profession as one of the 15 top digital jobs that will be most needed in Canada, and predicted that the demand for qualified digitally-skilled talent in Canada would reach over 305k by 2023.

To respond to the growing demand for Data Scientists in Canada in general, and in our province in particular, the Department of Mathematics and Statistics and the Department of Computer Science are pleased to propose the creation of an Undergraduate Program in Data Science at the University of Regina. This program will be one of the few of its kind in Canada, and the only one in Saskatchewan. Due to the high interest and good qualifications in Data Science of the members of the two departments, as well as the high demand for data scientists, the proposed program has a real potential to become an attractive and sought after undergraduate program.

(end of Motion)

6.3 New Program – Bachelor of Science (Honours) in Statistics

MOTION: To create the Bachelor of Science (Honours) with a major in Statistics, effective 202220.
--

BSc (Honours) with a major in Statistics

Refer to the faculty Time Limits, Graduation Requirements, and Conferral of Degrees and the BSc sections for additional important information.

Credit hours	BSc (Hons) in Statistics Required Courses
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	MATH 217
3.0	MATH 221
3.0	MATH/CS 261
3.0	CS 110
3.0	CS 265
3.0	STAT 160
3.0	STAT 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 351
3.0	STAT 354
3.0	STAT 357
3.0	STAT 362
3.0	STAT 452
3.0	STAT 489
6.0	Two STAT courses at the 200-, 300- or, 400-level
9.0	Three STAT courses at the 400-level
0.0	STAT 497
0.0	STAT 498
75.0	Subtotal: Major Requirements 75.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Natural Science electives
9.0	Three Science electives
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
12.0	Four Open electives
120.0	Total: 70.00% Program GPA required

Rationale:

Statistics is the scientific discipline with the widest and richest spectrum of applicability. Statistical methods are used directly for collection, analysis and interpretation of data in virtually all disciplines, from Agriculture and Engineering to Health Sciences and Social Services. As a result, the profession of Statistician has been consistently ranked as one of the best and most attractive jobs in North America.

The Department of Mathematics and Statistics offers a variety of quality programs in Statistics, both at the undergraduate and graduate levels. As a clear expression of our commitment to strengthen these programs and further enhance excellence in the quality of education, learning and research, the Department of Mathematics and Statistics is thrilled to propose the creation of a BSc Honours in Statistics program at the University of Regina. The Honours in Statistics program will play an instrumental role in meeting the growing demand of the Canadian labour market for professional statisticians, and will ensure superior training and learning outcomes for all undergraduate students interested in pursuing postgraduate studies.

(end of Motion)

6.4 Admission Requirements – Computer Science Major

MOTION: To enable the Faculty of Science to require an admission average higher than the stated 70% minimum for high school applicants to the Computer Science major, in order to limit enrolment to ensure appropriate program delivery, effective 202220.

Revisions for the Undergraduate Calendar

PAGE 7: Faculty of Science, Computer Science Major

The admission average required for the Computer Science major may be higher than the minimum required for admission to the Faculty of Science, as enrolment limits may be required to ensure appropriate program delivery.

PAGE 12: High School Requirements - Science (U of R, Campion, FN Univ, or Luther)

Minimum Average 70%

- English Language Arts A30 and B30¹
- Pre-Calculus 30
- Two of:
 - Biology 30
 - Calculus 30
 - Chemistry 30
 - Computer Science 30
 - Physics 30
 - Earth Science 30

Science Qualifying:

Students that are missing one subject used for admission or have a high school admission average between 65.00% and 69.99% will be admitted as a Science Qualifying student with conditions placed on their admission. Computer Science does not accept qualifying students.

Additional Requirements:

For students planning to major in Mathematics, Statistics, Actuarial Science or other math intensive programs it is recommended that students complete one of the following two sets of high school courses:

- Set 1: Pre-Calculus 20 and 30, and Foundations of Mathematics 20 and 30; or
- Set 2: Pre-Calculus 20 and 30, Foundations of Mathematics 20, and Calculus 30

The minimum average cut-off for admission to the Computer Science major will be set on an annual basis based on enrolment capacity.

PAGE 15: Admission from a Non-Canadian High School - Science (U of R, Campion, FNUniv, or Luther)

Minimum Average: 70%

- One English literature course¹
- One Pre-Calculus
- Two of Biology, Calculus, Chemistry, Computer Science, Earth Science, or Physics

Science Qualifying:

Students that are missing one subject used for admission or have a high school admission average between 65.00% and 69.99% will be admitted as a Science Qualifying student with conditions placed on their admission. Computer Science does not accept qualifying students.

The minimum average cut-off for admission to the Computer Science major will be set on an annual basis based on enrolment capacity.

Rationale:

The number of students majoring in Computer Science has been growing steadily for the last several years, and there has become a need to limit capacity. In order to best meet demand, we would like to adjust the entrance average yearly based on the quality and quantity of the previous year's intake. The minimum required admission average will be set annually, no later than April 1, for the next year's fall term intake. The cut-off for the current intake may be lowered after April 1, as needed, based on application and enrolment statistics. Our research shows that high school entrance averages directly correlate to university GPAs for Computer Science students, and this same correlation was not found between post-secondary entrance averages and university GPAs.

(end of Motion)

7. FACULTY OF SOCIAL WORK

7.1 Suspension of Prior Learning and Assessment Recognition (PLAR)

MOTION: To temporarily suspend applications for PLAR credit toward SW 348 Practicum I, effective 202220.

From the 2021-22 Undergraduate Calendar, Faculty of Social Work Section, Page 283:

Policy on Prior Learning Assessment and Recognition (PLAR)

Effective May 16, 2022, application for PLAR credit toward SW 348 Practicum I will be suspended for a minimum of 12 months while the Faculty of Social Work undertakes a comprehensive review of PLAR for practicum. During this suspension period, students may continue to submit PLAR applications for any social work course except any practica. Students may submit a PLAR application for SW 348 by the Spring deadline of May 15, 2022.

Students applying for credit for SW 348, Practicum, must:

- Be fully admitted to the BSW program;
- Have a minimum of the equivalent of two (2) years of fulltime waged or unwaged human service experience, which has been completed in the past 10 years;
- Contact the appropriate Practicum Placement Coordinator prior to the relevant practicum application deadline to discuss their intent to apply for PLAR credit and, if needed, participate in the placement planning process; and,
- Clearly demonstrate in their PLAR application how they have met the objectives and competencies for SW348.

A student may apply for prior learning assessment and recognition (PLAR), based on learning obtained through employment experience in a social work setting, and/or completion of professional development activities, to be considered for social work course credit where their knowledge, skills and abilities meet the goals and objectives of that course. A supervised practicum from another educational institution may be considered if presented in combination with work experience and/or professional development activities. Note: Practicum may be eligible for transfer credit on its own.

Students may be granted a maximum of fifteen (15) credit hours for recognized prior learning towards each section in the BSW program (Social Work studies and General University studies), for a maximum total of thirty (30) possible credit hours for PLAR. An individual interested in seeking credit for prior learning is strongly encouraged to contact the PLAR Centre www.uregina.ca/cce/student-services/admitted/plar.html. The PLAR Mentor will assist students with the process to facilitate a focused application. The approval of credit is at the discretion of the Associate Dean.

Rationale:

The Faculty of Social Work would like to take time to review the PLAR process. Suspension of PLAR would allow an opportunity for a thorough review of both the purpose and process, ensuring sufficient resources are allocated to the review process. The objective of this review is to determine if PLAR for SW 348 should continue as an option for students, and if so, to identify changes to the PLAR model for SW 348 Practicum I that could better support BSW student learning, while recognizing prior and significant experience in human service. This review would include exploration into PLAR policies across social work programs nationally, integration of EDI principles and practice, and response to the critiques that have been raised about the current PLAR process. This review will also ensure that PLAR aligns with the Faculty's and University's strategic plans.

Concerns with the current PLAR model for SW 348 include:

- Several BSW students who apply for PLAR have significant human service experience, but are unable to demonstrate their learning (connecting social work theory to their experience) sufficiently to receive PLAR credit. They could perhaps benefit from partial credit toward SW 348 for their experience, while earning the remaining credit for practicum through participation in seminars.
- Our PLAR process may not be aligned with other social work programs across Canada.
- BSW students who are successful with their SW 348 PLAR application may not be adequately prepared for success in SW 448.

A suspension start date of May 16, 2022 will ensure that current BSW students who are considering applying for PLAR are given the opportunity. They may apply to meet the Jan. 15, 2022 deadline, or the May 15, 2022 deadline. Students who are admitted to the BSW for the 2022 intake beginning in Spring/Summer 2022 will also have an opportunity to apply for PLAR by the May 15, 2022 deadline, since offers of admission are made in March.

(end of Motion)

**REPORT FROM THE COUNCIL COMMITTEE ON RESEARCH
TO EXECUTIVE OF COUNCIL
26 JANUARY 2022**

ITEM(S) FOR APPROVAL:

1. RESEARCH CHAIR – CHILD TRAUMA RESEARCH CENTRE RESEARCH CHAIR

MOTION: That the proposal for the Child Trauma Research Centre (CTRC) Research Chair in Intervention and Prevention Approached Supporting Child and Youth Health and Well-Being be approved.

Background:

Please see Attachment A for the full proposal of the Child Trauma Research Centre Research Chair.

(end of Motion)

2. GRADUATE ADVANCED TRAINING AND ENTREPRENEURSHIP (GATE) CENTRE

MOTION: That the proposal for the Graduate Advanced Training and Entrepreneurship Centre be approved.

Background:

Please see Attachment B for the full proposal on the Graduate Advanced Training and Entrepreneurship (GATE) Centre.

(end of Motion)



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**CTRC Research Chair in Intervention and Prevention Approaches Supporting
Child and Youth Health and Well-being - A Proposal**

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Executive Summary

Tentative Chair Title	Research Chair in Intervention and Prevention Approaches Supporting Child and Youth Health and Well-being (title will be established pending consultation with successful candidate)
Institute	Child Trauma Research Centre (CTRC)
Purpose of the Chair	To support an innovative research program supporting children and youth while simultaneously to grow and expand the CTRC's scope, network, reach, and reputation.
External or Internal?	University of Regina - Internal Chair All Faculties/disciplines are eligible to submit a candidate
Funding Source and Purpose	Anonymous Donation to expand the operational capacity of the CTRC. Part of this growth includes establishing a Research Chair, and supporting the Chair's research activities
Resources available to the Chair	Office/research space, personnel, access to CTRC infrastructure and resources (communications, financial services, human resources). Other resource requirements will be negotiated with successful Chair
Alignment	Chair's research will directly support the University of Regina's Strategic Plan's commitment to Well-Being and Belonging, as well as the University of Regina's Research Action Plan which names Health and Well-being as a Signature Research Area
Candidate Profile	Assistant or Associate Professor Proven record of successful Tri-Council Funding Demonstrated research leadership in research including leading/co-leading nationally funded collaborations Demonstrated national/international network Demonstrated commitment to innovative knowledge mobilization initiatives
Duration	May 2022 - May 2025 (the CTRC is committed to securing additional funding to sustain the Chair)

Key Goals in Establishing the Chair

As part of its Strategic Plan and commitment to ongoing sustainable growth, the CTRC aims to establish a Research Chair. This chairship will satisfy these CTRC goals:

- 1) Expand the CTRC's disciplinary and national presence;
- 2) Conduct leading/innovative research that will expand the CTRC's network to include children's hospital foundations (e.g. Jim Pattison Children's Hospital Foundation), community organizations, and national collaboration networks;
- 3) Support innovative knowledge translation and mobilization initiatives extending the CTRC's research and scope and bridging research to new and ever-expanding audiences;
- 4) Increase and/or enhance institutional collaborations, thus fulfilling the requirements of the anonymous gift to increase the presence and relevance of the CTRC locally, provincially, and nationally;
- 5) Align with, and promote the University of Regina's 2020-2025 Strategic Plan's commitment to Well-Being and Belonging, as well as the University of Regina's Research Action Plan which names Health and Well-being as a Signature Research Area;
- 6) Train and support students; and,
- 7) Demonstrate the CTRC's viability for continued and increased research investment locally, provincially, and nationally

Please note: The Director will work alongside the Chair, offer participation and support when appropriate, and will oversee access to the CTRC's infrastructure and personnel to support the Chair's work.

Timeline & Process

Once institutional approval is secured at all administrative levels, an internal search will be conducted as per the University Policy [RCH-010-010](#): Research Chairs. The VP, Research will chair this search. This position will not require a new hire, and will be open to all disciplines.

December 2021: Gift Agreement finalized

January 5, 2021:	Presentation of Proposal to the Council Committee on Research *Motion passed - January 5, 2022*
January 26, 2022:	Presentation to Executive of Council
February 11, 2022:	(pending Executive of Council approval) Presentation to the University of Regina Senate
March 8, 2022:	(pending Senate approval) Presentation to the University of Regina Board of Governors
March, 2022:	Development criteria and metrics (VPR, Director CTRC) including UofR EDI Employment Policy EMP-010-010 , Put out a call/posting for candidates
April 2022:	Interviews and review of potential candidates Hiring of Research Chair
May 2022:	Funding term begins
May 2022 - May 2025:	In collaboration with the Chair, the Director will seek continued financial support for Chair.
May 2025:	Funding term ends

Funding & Resources

The CTRC has secured an anonymous 3-year donation to support its expansion. As per the Terms of Agreement, funds from the anonymous donation are to be used to expand the CTRC's operational, administrative, and research capacities.

Part of this money will be used to establish a Research Chair at the CTRC.

\$100,000 per year for each of the 3 years (with the possibility for extension should additional funding be secured) will be budgeted to support the work of the Chair as follows:

- \$25,000: to cover the cost of 2 course releases
- \$25,000: to support graduate student research assistants
- \$50,000: to provide the Chair support for the direct costs associated with their research

The CTRC will also offer the Chair a physical workspace and access to the CTRC's infrastructure and supports (communications, financial services, etc). Other resources, such as interview/gathering space will be offered based on the Chair's research program and needs.

Key Criteria for the Chair

The chair will be a highly qualified, experienced individual, and a proven leader who will be an agent of change. The successful Chair must have an established record of Tri-Council Funding and have demonstrated leadership in research activities- including leading/co-leading nationally-funded collaborations. The Chair will coordinate innovative investigations and forge collaborations to reconceptualize what trauma means in order to build resilience and change practices, to develop more person-centered and holistic services for children, families, and communities.

The Chair will develop a research program committed to:

- creating new evidence-based intervention and prevention approaches to better support and respond to emerging needs — and enhance community-level intervention and prevention;
- creating multidisciplinary relationships with individuals, groups, and centres across the province, as well as nationally and internationally to shape innovative research;
- translating research into practice in atypical and innovative ways, benefitting a wide audience, therefore leading to improved care through more responsive, longer-lasting intervention programs;
- developing innovative approaches targeting critical developmental periods;
- serving as a University of Regina faculty member, enabling students and colleagues to benefit from knowledge and expertise through teaching, collaborations, and program development and evaluation;
- advising government, as appropriate, on resilience policy development related to childhood trauma;
- training and supporting students and graduate students, and,
- supporting, growing, and promoting the CTRC and its work.

Research Chair Responsibilities

This research chair would offer the CTRC the opportunity to continue building its network, while expanding, as per our desire, from urban centers into rural, remote, northern, and Indigenous communities in order to strategically support child and youth through healthy and healing-oriented prevention and intervention initiatives in the province of Saskatchewan through community-based partnerships with cross-sectoral implications.

While the specifics of the research program would be determined by the Chair, it is the CTRC's intent that through the work, the Chair will

- a) function from a strength-based and healing/resilience-enhancing perspective that then moves understandings of trauma away from narratives of brokenness and toward wholeness, strength, and courage;
- b) draw from multiple perspectives regarding trauma including Indigenous perspectives;
- c) critically engage not only with the manifestations of trauma but also with the systemic structures and inequities that continue its perpetuation;
- d) focus on prevention and intervention;
- e) draw on their expertise to shape a program that contributes to the enhanced well-being of children through improved prevention strategies and comprehensive responses, with a focus on all aspects supporting more resilient children and youth, families, and communities; and,
- f) weave innovative knowledge translation and mobilization initiatives into all aspects of the program ensuring expanded access to research informing efficient, effective programs and services (including health, justice, education, and social services) that support children who have experienced trauma, and that can help keep children safe by preventing trauma from occurring in the first place.

While the Director, CTRC and Chair will work closely, the Chair will submit a report annually in April (2023, 2024, 2025) satisfying the Terms of Agreement of the donation.

Rationale for Chair

This section is divided into:

1. Background and Context
2. Need
3. Description of the Research Environment

Background and Context

On September 3, 2021 Children First Canada published a report entitled *Raising Canada 2021 - Top 10 Threats to Childhood in Canada: Recovering from the Impacts of COVID-19*. This report foregrounds the alarming and deleterious effects COVID-19 is having, and continues to have, and how those effects are exacerbating significant and severe pre-existing threats. They note that Canada now ranks 30th out of the 38 most affluent countries for childhood well-being.

They name the impacts of COVID-19 on children as “devastating” citing the unprecedented increases in suicide attempts, eating disorders, and substance-use disorders as evidence. They urgently call for “immediate policy action by all levels of government ... to address the short-, medium-, and long-term impacts of COVID-19, along with the systemic underlying factors related to the top 10 threats”(p. 4) children are currently facing.

Frontline agencies such as Kids Help Phone have seen a significant increase in children and youth accessing their services. There has been a 28% increase in conversations about physical abuse, a 42% increase in conversations about anxiety or stress, and a 48% increase in conversations about isolation (Kids Help Phone, 2020). Children First Canada’s fervent call aligns with research done at the Child Trauma Research Centre, thus positioning the Child Trauma Research Centre at the University of Regina as ideally suited to take timely action to effect significant and long-term change.

One aspect that is necessary is a Research Chair to create a research team and program that answers this call to respond to child and adolescent mental health concerns specifically in Saskatchewan. The most recent SAYCW 2019 report identified

depressive factors and self-harm in youth being reported in alarming rates prior to COVID-19, and that 32% of youth reported more than 3 hours/day on social media prior to the pandemic, compared to 77% during the pandemic (the majority of responses shifted from 30 min-5 hrs per day to 5-10 hrs). Increased stress (including anxiety and concern about COVID-19) was associated with depression and loneliness. Disordered eating and clinically diagnosed eating disorders have also grown at an exponential rate as a result of the pandemic with a 30% increase in SickKids and the Children's Hospital of Eastern Ontario each noting a 63% increase in eating disorder inpatient admissions, and inpatient intakes at St. Georges Hospital in London, UK increasing by 250% in cases (UBC Report, 2021). These increases are also being reported in Saskatchewan. (<https://www.cbc.ca/news/canada/saskatchewan/sask-covid-eating-disorders-1.5899418>)

The costs related to child and youth mental health issues in Canada are exorbitant, estimated at \$50 billion annually in Canada[1], impacting an alarming 1.2 million Canadian children, escalating to 7.5 million in young adulthood.[2] Specific areas of concern for Raising Canada (and many other agencies) are: depression, anxiety, ADHD, and post-traumatic stress, substance use, anger, eating disorders, self-harm, and suicidality. Furthermore, there exists an overrepresentation of Indigenous children within child welfare [3], particularly in the Prairies (80-90%), [4,5]. In addition to Indigenous children and youth, specific attention must also be paid to the mental health issues of newcomer, refugee and 2SLGBTQ+ children and youth [6].

Emerging research and cross-sectoral reports such as the Children First Canada Report, all foreground the dramatic and detrimental impacts COVID-19 is having on pre-existing issues, while simultaneously increasing isolation, decreasing access to services, interrupting schedules and outlets, etc. It is in this immediate and impending context that we wish to situate the research chair.

From the context named above, there is little disagreement or doubt that:

- a) children and youth have been extremely negatively affected by COVID-19
- b) immediate and significant evidence-based interventions are needed
- c) early intervention has long-term positive preventative effects and decreases contacts with health, social services, justice, and corrections
- d) the CTRC has proven itself a worthy investment, and has secured the capacity to grow.

The Need

The CTRC became an official University of Regina research centre on March 10, 2020. Since then, the CTRC has engaged in strength-based, resilience-enhancing, healing-oriented projects related its strategic priorities and to its commitment to



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innovative child trauma research mobilization, particularly in the midst of COVID-19 receiving Saskatchewan Health Research Foundation, McDowell Foundation, Canadian Institutes of Health Research, Social Sciences and Humanities Research Council, and University of Regina grant funding for our various projects. The CTRC's work to date has supported both children and youth, as well as those entrusted with their care.

We are, however, reaching our capacity. Not only do we wish to support an innovative, timely, and necessary research program, but we wish to hire the person with the expertise and experience to undertake the work to develop, implement, evaluate, and expand a research program focusing on the prevention and intervention approaches supporting mental health and well-being of children and adolescents in Saskatchewan, but with wide-spread potential. The needs of children and youth are growing in number and complexity and as such the CTRC needs to grow in order to continue, and enhance, its support of the children and youth in this province and beyond.

Description of the Research Environment

Only in its second year of existence, the CTRC has proven itself to be a viable entity for program evaluation, student training, research, and mobilization activities. We are committed to nurturing an equitable and just research environment. We work to actively shape the world in which we wish to live. Since its inception, the CTRC has functioned with a spirit of collaboration, working alongside stakeholder groups and across sectors to build the relationships necessary to create an innovative research agenda. Grounding ourselves in strength-based approaches, we continuously seek to mitigate the social and economic determinants of child trauma. The CTRC is rapidly becoming an innovative nexus for leading-edge child trauma research and for its dissemination with/in and for community. Our four pillars are: research, dissemination, advocacy, and community.

Our strategic research priorities include, but are not limited to:

1. Child and youth mental health and well-being
2. Perinatal health and resilience building
3. Trauma-informed/sensitive practices and pedagogies
4. Educator/practionner mental health and well-being
5. Developing innovative approaches to the field targeting critical development periods
6. Childhood trauma and climate change/ climate change migration

The CTRC has received funding from SSHRC, CIHR, SHRF, MHRC, the McDowell Foundation, the Presidents' Seed Grant, and two gifts for its various research projects. Currently we are committed to the following projects:

1. Resilience-enhancing Toolkits for Children in vulnerable contexts. SHRF Funded. The team is composed of the Director of Play YQR, play and art therapists, school support specialist, educational psychologists, youth, social workers, etc.
2. Understanding the Emotional Impact of C-19 on TAPS. Awarded McDowell Foundation funding. Partnership with the Faculty of Education's Dr. Jerome Cranston
3. "Take Up Space, You Matter!: Fostering (Re)Connection After the Pandemic through Trauma-Informed Community Arts Programming." Mental Health Research Canada funded. Partnership with Humanities Research Institute
4. Working with MAP on a dual-credit drama research project in Swift Current/ Cypress Hills.
5. Applied for SHRF funding for the development of a MicroCredential in Trauma-Sensitive Pedagogies and Practices. Partnership: STF Professional Learning.
6. A contract with the Ministry of Education, Saskatchewan to complete a pan-Canadian knowledge synthesis of trauma-informed best practices in Education.
7. Partner on a \$2.5M SSHRC Partnership grant entitled: *The Canadian Consortium on Child And Youth Trauma* with McGill's Centre for Research on Children and Families

These project are in addition to our ongoing commitment to the Digital Connections Hub, and to other events such as the From Awareness to Action: Supporting Systemic Responses to Sexual Violence Conference we co-hosted with the Regina Sexual Assault Centre.

We are also, currently, invested in looking at ways to support the families and children of public safety personnel. We have, however, reached our capacity to take on more. With its current personnel, the CTRC cannot grow, and cannot take on new work, which is why establishing the Chair is essential.

In addition to supporting the CTRC's commitment to its sustainable growth, the Chair will also support the CTRC's alignment with the University of Regina's Strategic Plan (2020-2025) and the University of Regina's Research Action Plan.

Alignment

The University of Regina's commitment to reconciliation--which inherently recognizes the need for trauma-informed care and services serves as a foundation for all that the CTRC does. The harm caused by colonization, residential schools and Crown policies and practices has negatively impacted generations of people in Saskatchewan and Canada. It is the reason that CTRC must address children as the focus, but also the entire caregiving/family circle entrusted with their care.

One of our priorities is to be front-of-mind in child trauma conversations and initiatives in the province of Saskatchewan. Already the CTRC has relationships with other UR research centres, various Ministries in Saskatchewan, the Saskatchewan Teachers' Federation Public Learning, RESOLVE, the Health Quality Council, the Roughriders Community Foundation, Girls Rock Regina, PlayYQR, and more.

Alignment with the University of Regina's Strategic Plan (2020-2025): The CTRC and this Chair align directly with the University of Regina's commitment to Well-being and Belonging. The pandemic has shown us how mental and physical health are inextricably woven. As such, the Strategic Plan's commitment to equity, diversity, and inclusion, to healthy living, to mental health literacy and research mirror the CTRC's commitments, and such directly connect with the research work of the Chair.

Alignment with the University of Regina's Research Action Plan: CTRC's work and the work of the Chair will serve to attend to mental health literacy, so as to break the harmful cycles of pain, anxiety, abuse, neglect and the other forms of trauma experienced by many across their life-cycles. Equally, the CTRC is committed to addressing the social and economic determinants of health through new and strengthened relationships with community.

Submitted by: Dr. Nathalie Reid, Director CTRC

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<https://www.mentalhealthcommission.ca/English/focus-areas/mental-health-strategy-canada>

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³Sinha, V., Trocmé, N., Fallon, B., & MacLaurin, B. (2013). Understanding the investigation-stage overrepresentation of First Nations children in the child welfare system. *Child Abuse & Neglect*, 37(10), 821-831.

⁴Government of Manitoba (2018). Transforming child welfare legislation in Manitoba: Opportunities to improve outcomes for children and youth. Report of the Legislative Review Commission.

⁵Global News (June 3, 2020).

<https://globalnews.ca/news/7020525/indigenous-children-saskatchewans-care-11-year-high/>

⁶Canadian Institute of Health Information (n.d.).

<https://www.cihi.ca/en/mental-health-of-children-and-youth-in-canada>

The Graduate Advanced Training and Entrepreneurship (GATE) Centre

The Faculty of Graduate Studies and Research

November 2021

The GATE Centre

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The GATE Centre

1. Vision

The University of Regina will become a catalyst for innovation and entrepreneurship in the Prairies through development of future talent and expansion/acceleration of start-up creation.

2. Rationale

The knowledge-based economy has incentivized universities to re-think their traditional academic mission (research and teaching) and advance innovation as their “Third Mission.” As a result, the University of Regina will play an increasing role in the region’s economic and social development as it attracts talented researchers and students, retains high-quality personnel, and produces novel research artifacts.

Henry Etzkowitz, a renowned scholar on the subject, argues that the mission of an entrepreneurial university is to promote regional development that translates research discovery into economic activity. The critical elements of an entrepreneurial university include a tech transfer office, an incubator, extensive entrepreneurship programming designed to develop an innovation ethos, and a research base with commercial potential. The UofR already possesses a solid research base with ample potential for commercialization activities. The institution is partnering with two Saskatchewan incubators to generate graduate student-led start-ups, and it is establishing a commercialization and technology transfer unit. To accelerate research and the translation of research innovations and ideas into commercial opportunities hinges on the following key pillars:

- 1) Commercialization and technology transfer unit ✓
- 2) Incubator ✓
- 3) Graduate Advanced Training and Entrepreneurship Centre

With the first two pillars established, the current goal is to integrate opportunities and support for translating research and innovation into economic activity and incentivize the pursuit of entrepreneurship and commercialization across campus activities.

Establishing a **Graduate Advanced Training and Entrepreneurship (GATE) Centre** will serve an important need for graduate student career development and entrepreneurship programming. The GATE Centre will help FGSR meet Graduate student demand for professional skills and career development, as well as cultivate an entrepreneurial mindset to position the University as a leader in graduate student career preparation and social innovation training (social R&D). Expanding the career paths is relevant to all graduate students, particularly PhD graduates, for whom traditional academic career paths are less certain. National statistics and graduate employment outcomes data indicate that the number of PhDs, particularly PhDs in the humanities and social sciences, pursuing tenure track academic careers continues to decline. A few institutions have been tracking graduate career outcomes and the diversity of the ways in which graduate students can contribute to the world broadening the scope of career-related training and social innovation.¹ In addition, the overt focus on holistic graduate student career development helps the U of R attract high quality graduate students who will in turn enhance our research enterprise.

¹ McAlpine, L., & Austin, N. (2018). Humanities PhD graduates: Desperately seeking careers? *Canadian Journal of Higher Education*. 48 (2), 1-19.

See also: Reithmeier, Reinhart, Liam O’Leary, Xiaoyue Zhu, Corey Dales, Abokor Abdulkarim, Anum Aquil, Lochin Brouillard et al. "The 10,000 PhDs project at the University of Toronto: Using employment outcome data to inform graduate education." *PLoS*

Importantly, the GATE Centre focuses caters to broader interests and needs of graduate students and emphasizes social innovation through partnerships with non-profit and community organizations, as well as with the City of Regina, to help graduate students acquire more experiential training while solving social and community challenges. The CityStudio initiative mentioned below, for example, offers a strong model for partnership and the need to provide graduate student social innovation and entrepreneurship training to help address community challenges. The GATE Center will serve the larger goal of brand-differentiation for the institution as a hub of innovation in the Prairies and will contribute to the university's efforts to attract high quality students as well. The GATE Centre will work closely the AVPR to develop a model of intellectual property co-creation that clearly recognizes the importance of the graduate student in the IP creation based on the new commercialization strategy.

The partnership-focused model of the Centre involves developing joint initiatives to identify synergies with units and organizations, such the Community Engagement and Research Centre (CERC) and ENACTUS Canada, among a list of potential partners who have already expressed readiness to work with GATE (see partnership list). Additionally, the Centre will work with the MITACS Development Officer to identify new community partners involved in the social innovation and social R&D spaces. The potential to locate the Centre in Innovation Place will increase opportunities for intersection with businesses and start-ups that are located in the Innovation Place space. The partnership with Innovation Place will provide to support the financial and long-term sustainability of the Centre.

3. Alignment with the U of R Strategic Priorities

The GATE Centre aligns with the U of R's strategic priorities that seek to promote student success. The Centre will deliver "supports to graduate career-ready students," and training programs to "ensure they develop the independence and agency to pursue their life and career goals."²

The University's Strategic Plan states: "We will discover and meet students' needs and provide them with the support they require to thrive in their programs and graduate in a timely manner." Graduate schools have increasingly recognized career readiness and entrepreneurship training constitute primary areas of professional development to ensure a successful transition of graduates from university to workplace. In addition, a significant number of our graduate students are increasingly taking the co-op option, which helps them transition into the workplaces in Saskatchewan.

The GATE Centre will streamline and coordinate graduate professional development and entrepreneurship activities. As a non-research centre, our primary mission is to promote career readiness of graduate students and postdoctoral fellows, and thus foster a culture of entrepreneurship and innovation in alignment with the strategic priorities of the University.

The five strategic priority areas, discovery, truth and reconciliation, wellbeing and belonging, environment and climate action, impact and identity, as well as the goals outlined in the plan, envision the university working very closely with

one 14, no. 1 (2019): e0209898. Available: https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/SGS_Overview_10KPhDsProject.pdf

² <https://www.uregina.ca/strategic-plan/>

internal and external partners to contribute to the economic and social development of the City of Regina and the Province.

The U of R goal of promoting entrepreneurship, innovation and career-readiness through training and mentorship is part of the VPR's concerted efforts to establish an entrepreneurial and innovation ecosystem at the University of Regina that is student-centric, partnership-focused and transformational. The ecosystem nurtures future talent and a start-up, entrepreneurial culture within the region and the province. Such a goal is also in synch with the Province's Growth Plan.

4. Advanced Training and Entrepreneurship Programming

The Centre focuses on overall graduate development and works with other units to develop essential skills programming that complements the academic/disciplinary training available in graduate programs at the master's and doctoral levels. In addition, a wide array of new programming and initiatives (already underway or under development) to foster an entrepreneurial mindset includes:

Grad program and Kickstart-U programming

The Centre will work with Faculty of Business Administration to promote entrepreneurship training and professional skills development for graduate students looking at commercializing the outcomes of their research. The program would involve skills development programming provided by the Faculty of Business Administration and would be followed up with a capstone project whereby the program participants would be led through the Kickstart-U program of Foresight (see partnership with Foresight Canada section).

e-Mentoring and networking programs

The Centre for Entrepreneurship and Graduate Development will be hosting networking events connecting graduate students and postdocs to match them with potential industry and community partners. The Centre will also help students develop effective pitch for their innovative ideas and new ventures through a number of workshops and events to build new companies. Another major goal of the e-mentorship is to connect students with successful entrepreneurs and mentors outside the University community to help expand student networks.

Start-Up services voucher

The Centre for Entrepreneurship and Graduate Development will work with the VPR Office to develop Start-Up Services Voucher. The voucher program will support emerging UofR entrepreneurs with up to \$5,000 worth of business services including business plan development and consulting services.

Competitive technology transfer/innovation grant

The FGSR will establish a limited pool of competitive scholarships to promote graduate student and postdoc innovation and help identify promising technologies and innovations. Modeled after NSERC Idea to Innovation program, the funding supports testing innovative ideas and new technologies with the goal of commercializing them.

Indigenous Entrepreneurship Unconference

Working with local Indigenous organizations and external partners, such as Grand Challenges Canada³ and the Toronto-based Indigenous Centre for Innovation and Entrepreneurship⁴ to launch an annual Indigenous Entrepreneurs

³ <https://indigenouinnovate.org/home>

⁴ <https://www.toronto.ca/business-economy/business-start-ups/incubators/indigenous-centre-for-entrepreneurship/>

Unconference to identify innovative ways of addressing the challenges Indigenous communities face and build sustainable enterprises.

Grand Challenges

Annual Grand Challenge event invites graduate students from across the Prairies to compete for prizes and recognition of their innovations.

CityStudio initiative

In partnership with the City of Regina, the CityStudio⁵ model presents an opportunity to further the visions of the City and the University through collaborative projects that help:

- Support a culture of social innovation and community engagement among students and Faculty
- Develop new experiential learning opportunities for students (e.g., support to graduate “career-ready” students)
- Create more collaboration opportunities between Students, faculty, and City Staff to address community challenges
- Retention of skilled graduate students to live in the City and the Province
- Pro-active engagement with the City of Regina and other community partners

5. Governance

Leadership and Accountability

The Dean of FGSR will oversee the Centre’s overall strategic direction and initiatives. An Advisory Board will be established to advise the Dean and an annual activities plan will be shared with the board for approval.

Policy Compliance

The Centre shall conform to University policies and procedures, available on the policy website:

[University of Regina Policy | Policy, University of Regina](#)

Reporting and Review

The Centre shall report annually to the VPR on its activities, membership, challenges and opportunities. The Manager of the Centre is responsible for preparing the annual report and for review and approval by the Dean of FGSR.

Equity, Diversity, and Inclusion

The Centre’s commitment to Equity, Diversity, and Inclusion (EDI) will be embodied in programming that supports diverse communities. The Centre will work with partners to deliver specialized programming to students from traditionally disadvantaged communities and students with disabilities. Through capacity building in Indigenous communities, as part of the University’s commitment to Truth and Reconciliation, or promotion of social innovation enterprise.

6. Funding

The Centre will not lead to any financial burden on students or risk for the university because it will receive internal funding from the FGSR and the VPR office for the pilot phase. FGSR will be working with UAC to raise external funding, in addition to generating sufficient revenue to offset fully or partially operating costs from other users such as: (1)

⁵ CityStudio Vancouver: <https://citystudiovancouver.com/launch-a-citystudio/>

undergraduate students, (2) students from outside of UofR, such as students in Saskatchewan Polytechnique, and (3) professionals. Current and former graduate students can register into any workshops and professional non-credit certificates/micro-credentials offered through the Center and FGSR without the need to pay additional fees.

The workshops offered through the Centre could also be made available for undergraduate students at UofR as well, FGSR is considering to charge a fee of \$25 per workshop. For students from outside of UofR, a higher fee will be charged, compared with U of R undergraduate students.

The Centre will also seek funding from external sources such as credit unions and industry partners whose mission aligns with the goal of promoting entrepreneurship, innovation and career-readiness in postsecondary higher education. The Centre offers the U of R a naming fundraising opportunity to partner with external donors and to create a sustainable funding stream for student entrepreneurship training and support.

Financial sustainability and the revenue generation potential of the Centre can be gauged from the tremendous interest we have already received. For instance, FGSR is exploring a partnership with Innovation Place to provide free or deeply discounted rates to locate the Centre in the future. Saskatchewan Polytechnique has already expressed interest in partnering with the Centre and providing financial support. FGSR will be working with our alumni to support the new programming because it will provide a new and free service to alumni. Other private donors and organizations will very likely be more encouraged to fund the Centre once it's launched.

The Centre's expenses will be mainly staff, workshop materials, and potentially hiring instructors. Once the Centre is fully operational and sustainable, one full-time out of scope position and a co-op graduate student will be needed. The annual cost for staff will be about \$100,000, and another \$50,000 will be required to hire instructors for workshops to provide consistent programming. The Centre should be able to recover these costs through the above potential revenues.

7. Physical Resource Requirements

The GATE Centre will request temporary on-campus space (preferably Faculty neutral space such as the Riddell Centre) from the Space Allocation Committee. If the Centre proves viable and successful, there could be a potential to partner with Innovation Place to negotiate office and meeting room space.

8. Staffing

The Manager of Graduate Engagement and Special Projects at FGSR will be working half time managing the day-to-day operations in the first year until a permanent Centre manager/director is hired. Contingent upon sustainable funding, the permanent director/manager will be a person with a proven track record experience in the innovation/entrepreneurship sector who will oversee and expand the initiatives outlined above.

A co-op graduate student will be hired to assist the manager/director. This position will be funded by FGSR to create an experiential co-op opportunity for graduate students.

9. Partnerships

The GATE Centre will work with a number of internal partners such as the Faculty of Business, Career Services, and UR International. In addition, the Centre will establish strong relationships and collaboration with a number of external partners such as:

City of Regina: Work with the City on identifying innovative solutions that build our communities. The Social Development Grants offers a funding opportunity for the Centre to build capacity in the non-profit sector: <https://www.regina.ca/about-regina/grants-scholarships/community-investment-grants/social-development-grants/>

Conexus Venture Capital: Founded by Conexus Credit Union, Conexus Venture Capital invests time, knowledge and capital in Saskatchewan and Canadian high-growth start-ups, helping to fuel growth in the local innovation economy. Conexus Venture Capital currently has two venture capital funds: the Conexus Venture Capital Fund #1 and Emmertech. See: <https://www.conexus.ca/Business/Resources/VentureCapital/>

Co.Labs: Partner with Saskatoon-based Co.Labs on training and initiatives that help students launch their careers in tech. For example, the Co.Lab’s semi-annual summits for future founders and tech employees connects students with “experts about what it takes to be a founder + opportunities to work in development, marketing, sales, product, and much more.” See <https://www.co-labs.ca/co-learn>

Economic Development Regina (EDR): The Centre will seek to partner with EDR to capitalize on the synergies between the two partners as they seek to “support industry growth and diversification through retention, development and attraction of industry and tourism;” and find “innovative ways to promote sustainable growth while effectively addressing the challenges associated with it.” See: <https://economicdevelopmentregina.com/about>

Foresight Canada: FGSR has partnered with Foresight Canada to pilot the Kickstart-U program, an Entrepreneurship training pilot. The pilot provides fundamental training and resources to succeed in evaluating a business opportunity. The program is tailored to the U of R student experience by lengthening the period of programming so students can manage the program and their student responsibilities at the same time. The program will run from Feb to May with recruitment to begin in December.

Innovation Place: The Centre will reside at Innovation Place to capitalize on proximity to its “collaborative community that helps emerging and established technology companies thrive through flexible space and supportive partnerships.” The Crown organization supports the advancement and success of Saskatchewan’s technology sector through the development and operation of research parks: <https://www.innovationplace.com/>

The Regina Open Door Society (RODS): A non-profit organization that provides settlement and integration services to refugees and immigrants in Regina. RODS is committed to meeting the needs of newcomers by offering programs and services that enable them to achieve their goals and participate fully in the larger community.

10. Other Resources

TBD

**REPORT FROM THE FACULTY ARTS
TO EXECUTIVE OF COUNCIL
26 JANUARY 2022**

ITEM FOR DECISION**1. FACULTY OF ARTS RENAMING**

MOTION: That the decision to rename the Faculty of Arts to the Faculty of Humanities and Social Science be rescinded, effective 202120.

Rationale:

The Faculty of Arts' decision to change its name to Faculty of Humanities and Social Sciences was taken before the pandemic began. We have learned that completing that process could cost in the neighbourhood of \$2M. The further expenditure is untenable in the context of the University's current financial challenges. From the outset, Arts planned to use its budgetary carry-forward to pay the costs associated with the name change. However, due to the budgetary challenges caused by the pandemic, the Arts carry-forward is at its lowest level in many years.

Further, the primary motive for the name change was to make the academic mission of the Faculty more legible to prospective students. However, layering a name-change on top of the many changes to the higher education sector caused by the pandemic risks creating confusion rather than clarity for prospective students.

For both of these reasons, it is now prudent to cease the process of the name change. The Dean of Arts is deeply grateful to all of the colleagues, both within Arts and across the university (in particular, in the Registrar's Office and Enrolment Services), who worked so hard on the name change. It is with regret and considerable heaviness that we undo the careful, forward-thinking work they have done.

Background:

- Between May 2018 and March 2019, the Faculty of Arts commissioned a number of internal and external surveys to explore changing the Faculty's name and to assess the comparative effectiveness of and stakeholder preferences among several potential new names.
- In May of 2019, Arts held an electronic plebiscite in which 54.6% of the votes cast supported renaming the Faculty to "Faculty of Humanities and Social Sciences." [Note: In September, 2019, the percentage of positive votes was erroneously reported to Executive of Council as 61%. This error was due to a misinterpretation of Faculty of Arts policy on abstentions.]
- On September 18, 2018, Executive of Council voted to recommend the name change to Senate.
- Senate approved the name change October 18, 2019.
- The name change was originally scheduled to take effect May 1, 2021, but this was delayed by the arrival of the COVID-19 pandemic.
- In September 2021, the Dean's Office leadership decided to halt the name change. The Dean announced the decision verbally to Deans' Council and Faculty of Arts Council later that month, with a promise to bring a corresponding motion to Faculty of Arts Council in November, 2021.
- On November 17, 2021 Faculty of Arts Council passed the following motion: "That the Faculty of Arts cease the process of changing its name to 'Faculty of Humanities and Social Sciences'."

**REPORT FROM THE FACULTY OF SOCIAL WORK
TO EXECUTIVE OF COUNCIL
26 JANUARY 2022**

ITEM FOR INFORMATION

1. CHANGE IN NAME - FACULTY BASED RESEARCH CENTRE

Effective September 1, 2021, the Social Policy Research Centre (SPRC), housed within the Faculty of Social Work (FSW), was renamed the *Social Work Research Centre (SWRC)*.

This change reflects the Faculty of Social Work development over the past five years, and the wide range of research themes the Centre's Research Associates have conducted. The new name, Social Work Research Centre, better represents the Faculty's commitment to social work-based research to inform education, policy, and practice for a sustainable future. The Centre aims to provide supports and resources to Research Associates and students, such the opportunities to share their work with the academic community and knowledge users, assisting with data management and recruitment of research project staff, knowledge dissemination events, and engaging undergraduate and graduate students in research activities and training. Dr. Kara Fletcher (Associate Professor of Social Work) is the Director of the Centre.