

## EXECUTIVE OF COUNCIL

**Date:** 20 October 2022  
**To:** Executive of Council  
**From:** Glenys Sylvestre, Executive Director (University Governance) and University Secretary  
**Re:** Meeting of 26 October 2022

A meeting of Executive of Council is scheduled for 26 October 2022, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (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 28 October 2022 - *circulated with the Agenda***
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
  - 6.1 Council Committee on Undergraduate Admissions and Studies, Appendix I, pp. 2-12
  - 6.2 Council Committee on Research, Appendix II, pp. 13-14
7. **Graduand Lists**
  - 7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*
    - 7.1.1 Faculty of Graduate Studies and Research
    - 7.1.2 Faculty of Social Work
    - 7.1.3 Centre for Continuing Education
    - 7.1.4 La Cité universitaire francophone
8. **Other Business**
9. **Adjournment**

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

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**ITEM(S) FOR APPROVAL:****1. FACULTY OF ARTS AND FIRST NATIONS UNIVERSITY OF CANADA****1.1 Admission Suspension – Bachelor of Arts Honours in Linguistics**

**MOTION:** To suspend admission to the BA Honours in Linguistics, effective immediately.

Credit Hours	BA Honours in Linguistics Required Courses
BA Honours Major Requirements	
3-0	One of LING 100, ENGL 260, FRN 236, or an Indigenous Language course numbered 206. Only one of these courses may be included in the linguistics major.
3-0	LING 210
3-0	LING 211
3-0	LING 212
3-0	LING 213
3-0	LING 220
3-0	LING 230 (formerly LING 175)
3-0	LING 380
3-0	LING 325 or LING 327
12-0	Four LING courses at the 400 level; at least one of these must be chosen from LING 410-413
12-0	Four additional LING courses (which may include those listed as "Other Courses in Linguistics")
0-0	Honours paper which has been accepted by the Honours Committee. This may be a paper which has been submitted for a linguistics course numbered 400 or above.
<b>51-0</b>	<b>Subtotal: 75.00% major GPA required</b>

As of September 2022 we have the following student registered in the Bachelor of Arts Honours in Linguistics Program:

University of Regina – 0

Luther College – 0

Campion College – 0

First Nations University of Canada – 0

**Rationale:** The Indigenous Languages and Linguistics program does not have the capacity to maintain the program. We are also currently reviewing our course offerings in the Indigenous Languages and Linguistics program. Students who are enrolled in the Bachelor of Arts Honours in Linguistics will have two years to complete their program (completion date of 202510).

(end of Motion)

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## 2. FACULTY OF KINESIOLOGY AND HEALTH STUDIES AND FIRST NATIONS UNIVERSITY OF CANADA

### 2.1 New Certificate – Indigenous Birthing Support Worker Certificate

**MOTION:** To create the Indigenous Birthing Support Worker certificate program, effective 202320.

#### Indigenous Birth Support Worker Certificate (IBWC)

The Indigenous Health Program at First Nations University of Canada offers courses in Indigenous birth practices to prepare students to work within First Nations communities and with various allied health fields. This certificate offers information on Indigenous based birthing practices along with doula training to support and advocate for birthers and families before and after birthing. This certificate focusses on Indigenous cultural perspectives, understanding of the health care system, and incorporates birthing knowledge that are specific to local and place-based practices. The Indigenous Birthing Support Worker certificate includes 18-credits delivered online, face-to-face, or through remote synchronized methods. The program is offered through Northern Campus and to a variety of rural communities. All courses are developed collaboratively with Indigenous Kehte-ayak and Knowledge Keepers from various First Nations communities.

#### Indigenous Birth Support Worker Certificate required courses

Credit Hours	Indigenous Birth Support Worker Certificate required courses
3.0	INHS 100
3.0	INHS 200
3.0	INHS 140
3.0	INHS 145
6.0	INHS 149
18 Credits	60% Program GPA required

**Rationale:** The program will provide training in local and place-based Indigenous birthing and in pre- and post-natal care for Indigenous -mothers and families in First Nations communities; and to collaborate with primary care services to promote concepts of land-based birthing into western health practice. The Indigenous Birthing Support Worker Certificate includes 18-credits and could be delivered online or through synchronized delivery to rural and northern communities. The program is developed collaboratively with Indigenous Kehte-ayak and Knowledge Keepers from various First Nations communities.

Program Questionnaire can be found in Attachment A.

(end of Motion)

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## UNDERGRADUATE PROGRAM QUESTIONNAIRE

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### I. PROGRAM INFORMATION

Program Name: Indigenous Birthing Support Worker

Type of Program:

x	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): INHS

Expected Proposal Submission Date (Month/Year): April 27 2022

Expected Start Date (Month/Year): January 1, 2023

### II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Indigenous Services of Canada – First Nations and Inuit Health Branch funds Maternal Child Health home visiting programs on-reserve and has piloted a birthing program in Sturgeon Lake First Nations, Saskatchewan since 2016. ISC-FNIHB This initiative includes workshops and training sessions facilitated by an Indigenous midwife from Minnesota to promote traditional and home-based birth practices for community support workers.

This initiative has had a positive impact on the community and as a result, First Nations leadership and participants have initiated calls to move forward for a more formalized way to learn and practice teachings with traditional knowledge on birthing and childcare. As a result, First Nations University of Canada was approached to develop a proposal to create a certificate that could develop and deliver training opportunities featuring localized content and mentorship.

As a result, discussions have focused on implementing a local and land-based birthing certificate that would include 18 credits and could be delivered online or through synchronized delivery to rural and northern communities. All courses will be developed collaboratively with Indigenous Kehte-ayak and Knowledge Keepers from various First Nations communities.

Further discussions have identified that once established, this certificate could be offered to Corrections Services Canada, provincial corrections, various acute care centers and hospitals across Saskatchewan, social service agencies, Emergency Medical Technicians (EMT), RCMP, and Youth Centers. This certificate will create opportunities to teach and celebrate local and land-based health and healing practices and will include working alongside registered nurses, psychiatric nurses, midwives, and family physicians.

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

**Vision**

Support a safer transition between hospital and in community staff and bring back or strengthen land-based birthing preparation and follow-up, to community.

**Mission**

First Nation-based Indigenous support worker certificate program prepares students to provide birth, breastfeeding support, land-based practices before and following birth, and parenting support within community.

**Goals/Objectives**

The focus of this program is to enhance and support current and future health professionals to deliver culturally safe and wholistic services.

The intent is to provide training in the area of local and place-based Indigenous practices in childbirth and pre-and post-natal care for Indigenous birthers and families in First Nations communities within the province of Saskatchewan; and to work with primary care services to include aspects of land-based birthing into western health practice.

**Short Term Goal**

Develop and deliver an Indigenous Birthing Support Worker certificate that would include 18-credits and could be delivered online or through synchronized delivery to rural and northern communities. All courses will be developed collaboratively with Indigenous Kehte-ayak and Knowledge Keepers from various First Nations communities.

**Long Term Goal**

Create partnerships with Saskatchewan Health Authority's Jim Pattison Children's Hospital Saskatchewan First Nations communities, Tribal Councils, and Bands to hire and train in-hospital birth support workers.

Promote birthing support workers to ladder into midwifery training and to eventually bring or enhance safe birthing back home.

Create Indigenous Birthing Support Worker Network. Graduates will engage in a provincial then possibly a national Support Worker Network that supports continuing education, sharing informed-practices, collaboration, and connection.

Extend the training to Corrections Services Canada, provincial corrections, various acute care centers and hospitals across Saskatchewan, social service agencies, Emergency Medical Technicians (EMT), RCMP, and Youth Centers. And other allied birth adjacent professionals.

**Program Delivery**

This program is an 18- credit Indigenous Birth Support Worker certificate offered through the First Nations University of Canada, and will be piloted - located/based at the First Nations University's Northern Campus as a way to strategically situate the program within accessible rural communities. There are several First Nations communities located near Prince Albert that are accessible by road. The program will eventually be delivered face to face, online, or through synchronized delivery to rural and northern communities such as Fond du lac, Wollaston Lake, which cannot easily access Northern Campus. The practicum will be offered in community and hospital in and around Prince Albert, to start and then farther out as the student population grows.

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

This program is unique and one of kind in Canada. A similar program is offered through British Columbia Health

Services and First Nations Health Authority. They provide up to \$1000.00 to hire a doula trained worker that work to connect with First Nations communities and to better understand and incorporate local and land-based information. This relationship supports Doula practices, however they do not provide specific Indigenous Birthing Support Worker training. Additionally Wijiidiwag Ikwewag has partnered with the University of Winnipeg to conduct research on birther and newborn health when culturally based doulas are provided. This research and other partnerships are part of a two-year project. It is unclear how birth helpers are trained, however they are doula prepared. Other Indigenous birth helpers are nurses or midwives. The First Nations University and ISC partnership program will blend doula training with local and land-based theory and experiences to prepare the Indigenous Birthing Support Worker to work with First Nations communities in Saskatchewan. Our graduates will have both western based doula training along with local Indigenous ways of birthing theory and practice.

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

This program is offered through First Nations University of Canada. Students of First Nations University will be afforded opportunities to meet the vision and mission of the University by enhancing the quality of life and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations. Students will acquire and expand its base of knowledge and understanding in the best interests of First Nations and for the benefit of society by providing opportunities for quality bilingual and bi-cultural education.

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

This program is unique and does not overlap with any other existing University programming.

### III. STRATEGIC CONSIDERATIONS (CCAM)

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

The goals of the Indigenous Health Program (INHS) are to provide health education that focusses on wholistic and Indigenous epistemologies to address the contemporary and emerging health issues faced by Indigenous people today and to work towards creating both social and health practices that support Indigenous peoples' wellbeing. The INHS program is a critical component of nursing, health studies, social work, education, and the general health workforce. In this way, the INHS classes are a way to meet the needs of Indigenous people that requires Indigenous leadership and direction to ensure learning and to foster professional environments that are free of racism, by incorporating assessment procedures and services that integrate cultural safety knowledge and skills. The INHS program addresses widespread structural reforms and a commitment to working with all partners to implement Indigenous-led solutions in health care education and service delivery.

INHS has been developed through consultation and collaboration with Indigenous communities in Saskatchewan, leaders of successful Indigenous health programs at other Canadian universities, and with other First Nations University departments and programs. Three main objectives of INHS are: 1) community engagement; 2) Indigenous student recruitment and retention and 3) Indigenous health curriculum development. The focus of INHS is to enhance and support current and future health professionals to deliver culturally safe and wholistic services.

Since the inception of INHS, ongoing consultation and collaboration with Kehte-ayak, Knowledge Keepers, Indigenous scholars and community members has been the pedagogical foundation of both faculty and curricula. Specifically, INHS has created space for innovative programming based on community members contemporary and emerging needs. As a result, new teaching collaborations with Kehte-ayak and Knowledge Keepers have been developed within all or most of the INHS courses. Additionally, INHS has developed relationships with community members outside of the university. This includes addictions research in Prince Albert, traditional maternal-child practice research within FHQTC, and collaborate on with First Nations and Inuit Health Branch - Indigenous Services Canada.

In 2021 INHS began conversations with Indigenous Services Canada | Government of Canada, to develop a community-based birth support worker certificate that could be offered to potential students in northern and rural Indigenous communities. This program would primarily be offered at the Prince Albert (northern) campus to work with northern communities to develop their own birth support worker program. Graduates of the program would attain skills in community education, family and social dynamics, traditional birthing customs and practices and Indigenous health practices. They would be able to provide workshops and teaching circles on various topics to the community and to allied professionals. Their main skill will be to educate and assist licensed midwives and family physicians on traditional birthing and after-care as part of their primary care practice. This program would be an 18-course credit certificate offered through the First Nations University of Canada.

The intent is to provide training in the area of traditional practices in childbirth and pre- and post-natal care for Indigenous birthers and families in First Nations communities within the province of Saskatchewan and to work with primary care services to include aspects of traditional birthing into western health practice.

This program is a grass roots-based program that INHS was call upon to develop and in turn supports the INHS plan to enhance and support current and future health professionals to deliver culturally safe and wholistic services.

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

This program supports FNUniv's vision of "a First Nations owned post-secondary institution that aspires to have transformative impact by bridging our ceremonies, knowledge keepers, languages, and traditions with the delivery of high-quality education that will lead to the pride and success of all students, First Nations communities, and Canada" by offering graduates who will support local and land-based practices around birthing. This program bridges a western birthing process with traditional birthing ceremonies, customs, language, and traditions. Traditional Indigenous methodologies, research, and pedagogy are centered in each course. Graduates will learn from Kehte-ayak and Knowledge Keepers and learn to advocate for a develop Indigenous birthing practices process specific to the area they work within. This program was called upon by First Nations communities and FNUniv is responding to the call.

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

There are a number of studies and reports that suggest incorporating local and land-based birthing practices and wellness into health services for Indigenous birthers will improve health and wellness for the community (See the TRC, 2015). Wholistic wellness practices lead to better long-term results, not just for the health system but also for Indigenous birthers, families, communities, and nations. Therefore, communities and allied health personnel require conceptual understanding of how these traditional practices may improve access, services, and cultural safety for both the birther and their family, but to the wider collective of health practitioners as well.

Therefore, the creation of a community support certificate has the potential to improve service provider understanding, adapting, and transforming western birthing health practices into culturally relevant experiences for the birther and community. Graduates of the certificate will act as a resource for other allied health services as a way to ensure the incorporation of holistic approaches are included within birthing and life-giving experience.

A priority within INHS is to collaborate with Kehte-ayak and Knowledge Keepers to ensure place-based and contextual healing and wellness practices are integrated into all health courses. As the demand for understanding Indigenous practices in academic health pedagogy, local and land-based healing and wellness classes are becoming more important to Reconciliation initiatives across Canada. Therefore, the design and delivery of teaching culturally responsive birthing practice content also needs to be innovative and meaningful for both the student, the university, and the community.

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

Meetings with FSIN-STAG, IHAC, First Nations Communities, ISC, SHA, produced overwhelming support for FNUniv to develop and offer the Indigenous Birthing Support Worker Certificate program. FNUniv received funding from ISC to deploy this initiative. Funding is also allocated to support a collaborative relationship with Knowledge Keepers and Kehte-ayak, and human resources to ensure the program includes place-based insights, knowledges and practices.



#### IV. Program Plan

##### 1. What are the program admission requirements?

Students apply for admission to the Indigenous Birthing Support Worker Certificate through the Faculty of Kinesiology, Indigenous Health program, in partnership with First Nations University of Canada. Applicants are required to meet the admission requirements listed in the admissions section of the Undergraduate Calendar for the Faculty of Kinesiology and Health Studies.

##### 2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
<b>Core Requirements</b>	INHS 100	3
*Taken concurrently with INHS 100 with permission. See below.	INHS 200*	3
	INHS 140	3
	INHS 145	3
	INHS 149	6
<b>Elective Requirements</b>		
<b>Major Requirements (if applicable)</b>		
<b>Minor Requirements (if applicable)</b>		

\*Rational is that INHS 200 is a course on Indigenous Health concepts taught by an Kehte-ayak. The majority of students taking this program live in Indigenous communities and will be familiar with the content. This course might be eligible for PLAR.

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

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability
Introduction to Community Birthing Education	INHS 140	x		January 1, 2023
Introduction to Birthing Practices	INHS 145	x		January 1, 2023
Birthing Practices in Community	INHS 149	x		April 28, 2023

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

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

18 credits

Students must successfully complete all course requirements. In order to successfully complete INHS 145, students must be doula trained or complete the doula training within the course. To successfully complete INHS 149, students must fulfill registration requirements pertaining to observing live births as identify by DONA international. Students will receive doula training and meet requirements for registration, but it will be up to them to register and maintain membership.

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

There is an 60% overall program average required for this program. Within the program, students must successfully complete the doula training in INHS 145 and observe the number of required birth hours as set out by DONA international in INHS 149. If a student is already doula trained, they will receive credit for this portion of the courses, but they will be required to successfully complete the remaining components in those courses.

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

As per ISC recommendations, students will initially be First Nations community hired Family Support Workers and Community Health Representatives. After the program is successfully running then expansion to urban residents and other First Nations members can attend. The course may open to non-First Nations community members depending on funding and interest.

7. How will students be recruited to the program?

Word of mouth, community consults, advertising, relationship with Indigenous Services Canada.

8. What is the expected 5-year enrolment?

Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027
Winter 6 PA Fall 15 PA	Fall 20 (in person and remote)	Fall 20 (in person and remote)	Fall 30 (in person and remote)	Fall 40 (in person and remote)

Projected enrolment is dependent on interest and considers part-time students

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

Prospective students – Post-secondary coordinators, FNUniv Academic Advisors. Current students - Program coordinator and Academic advisors.

10. Will this program be delivered in a distance or distributed manner. That is, is it planned that the entire program or specific courses will be delivered:

Online

At a distance (in a specific community for example)

Video-conferenced or distributed.

Please provide details.

This program would be an 18- credit Indigenous Birth Support Worker certificate offered through the First Nations University of Canada, will be piloted - located/based at the FNUniv's Northern Campus as a way to strategically situate the program within accessible rural communities. There are several First Nations communities located near Prince Albert that are accessible by road. The program will then be delivered online or through synchronized delivery to rural and northern communities such as Fond du lac, Wollaston Lake, which cannot easily access Northern Campus. After the first few years of offering the program, Micro-credentials will also be available to graduates and allied professionals through a variety of means.

#### V. Needs and Costs of the Program (CCB)

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

Costs to develop the program are partially covered through Indigenous Services Canada until June 2023. Starting July 2023, costs for faculty and staff include:  
Program Coordinator stipend \$7981.00 to continue developing the program and two sessional stipends at \$7891.00 each.

Cost for new faculty resources – \$23,943.00. The other courses will be taught by current INHS faculty.

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

Faculty resources will be covered from INHS budget.

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

PPM, Reception, and IT may have a slight increased workload due to extra students onsite.

Library, Registrar, Student Success Services will have an increased workload due student need from the program. The student numbers for this program are small to start

3. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

The intention of this program is that it will be delivered on campus and remote. The head curriculum developer is designing the courses to be delivered in person and remote. The Program Coordinator will work with faculty teaching the course to ensure courses or kept up to date and meet remote requirements. The Program liaison will work with communities to advise them of infrastructure needs for academic success. No extra costs are incurred.

4. Proposed budget and revenue from the Program.

The tuition for this program is estimated at the low end and faculty costs are estimated to cover current enrolment. Increased faculty expenses should be covered by new funding.

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

Additional library holdings are estimated at 5000.00.

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

The program will be housed out of Northern Campus in Prince Albert. Recently, the shared tenants moved out, leaving room for a new program to start. The program will require one designated classroom and use of the Nursing Skills lab.

**VI. Faculty/Department/Academic Unit Contact Person**

Contact Person(s)	Email	Telephone
Carrie LaVallie	<a href="mailto:clavallie@fnuniv.ca">clavallie@fnuniv.ca</a>	306-765-33337505

**VII. Approvals**

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

**2021-2022 Report to Executive of Council  
From  
Council Committee on Research  
Submitted by Shela Hirani, CCR Chair 2021-2022  
October 2022**

**Preamble**

During the past year, the Council Committee on Research (CCR) welcomed a new chair and multiple new members, as well as continued its relevance as a committee, and engaged in activities within the University's research enterprise. CCR has dealt with actionable items and served as an advisory body to Council and to the Vice-President Research.

In 2021-2022 the main focus was on recommending on policies, initiatives and establishment of university-wide research centers and research chairs to the Executive of Council for recommendations to Senate. Due to continued waves of COVID-19, CCR held discussions on developing plans for a safe and measured return to research activity for Council members and affiliated researchers, including graduate students and undergraduate students; critical activities to re-establish research activities at the University. As a result of the COVID-19 pandemic and working from home, CCR made every effort to support the research enterprise at the University of Regina by continuing monthly meetings virtually and holding roundtable discussions in each meeting to seek strategic advice and recommendations on research initiatives, policy and matters at the University of Regina.

**Objectives for 2021-2022 Academic Year:**

In 2021-2022, CCR continued focusing on procedural activities and on activities of strategic importance to the University of Regina research community. During this year, the main goals for CCR were to advising Executive of Council on all matters related to research activities, involving all CCR members in decision making processes pertinent to research, strengthening the research visibility and productivity, and study the post-COVID-19 impact on research productivity, activities and outcomes.

**Summary of Activities for 2021-2022**

During the 2021-2022 academic year, supported by the CCR Chair (Shela Hirani), Associate Vice-President Research (Chris Yost), Research Office Director (Sally Gray) and the Research Office, the elected Council members (Jinkai Xue and Andrew Eaton) established the CCR's meetings agendas. CCR continued to hold monthly meetings as a way to ensure timely decisions to policy revisions and research chair proposals. CCR regularly initiated a call for agenda items from the various areas, the list below outlines agenda items between September 2021 and June 2022.

**Research Ethics Board (REB) updates and CCR engagement took place throughout the year:**

1. August 30, 2021
2. November 2, 2021
3. January 5, 2022
4. June 6, 2022

**Presentations brought forward to CCR consisted of:**

- Research Communications Strategy National Media (Erin Limacher, Paul Dederick)
- Institutional Research Data Management Strategy Working Group – Terms of Reference (Kaetlyn Phillips)
- Undergraduate Research Journal (URJ) Faculty Liaison Support (Keagan Lloyd)
- U of R Research web page (Shalyn Sawa, Therese Stecyk)

- Archer Library RDM Survey Report (Kaetlyn Phillips)
- NSERC & SSRHC Leaders report (Tanya Dahms, Raymond Blake)
- Professional Liability in Research (David Meldrum)
- Research Information Technology Support (RITS) Team Launch (Chris Yost)
- Social Policy Research Centre Name Change - Social Work Research Centre (Gabriella Novotna)
- Challenges with Honorariums & Financial Services - Canada Revenue Act (Chris Yost)
- CCR & Research Misconduct Policy (Kathy McNutt)
- Professional Liability in Research (David Meldrum)
- Updated O&M Plan for CFI-funded projects (Chris Yost)
- Research Ethics Board (REB) Review & Annual Update (Kim Dorsch, Ara Steininger)

**Motions brought forward to CCR for approval and/or to advance to Executive of Council:**

1. Dissolution of Collaborative Center for Justice & Safety (CCJS) & Merger with Canadian Institute for Public Safety Research & Treatment (CIPSRT) (Nick Jones)  
Aug 2021 CCR | Sept 2021 EOC – carried
2. SaskPower Chair in Cultural Heritage (Kathy McNutt)  
Aug 2021 CCR | Sept 2021 EOC – carried
3. To accept the report of the Saskatchewan Population Health and Evaluation Research Unit (SPHERU) review committee (Chris Yost) - Approved
4. CCR & Research Misconduct Policy (Kathy McNutt) – Approved
5. Proposed Research Chair - Child Trauma Research Centre (RTRC) (Nathalie Reid)  
Jan 2022 CCR | Jan 2022 EOC - carried
6. Proposal to Establish the Graduate Advanced Training and Entrepreneurship (GATE) Centre (Aziz Douai)  
Jan 2022 | Jan 2022 EOC - carried
7. Proposal to Establish the Centre for Socially Engaged Theatre (C-SET) Foundation (Taiwo Afolabi)  
June 2022 CCR | June 2022 EOC – carried

**Conclusion**

For the 2022-2023 year, CCR will continue its efforts to strengthen the research enterprise. CCR has identified several issues of strategic importance, such as improving avenues for collaborative and interdisciplinary research. As CCR Chair I am confident that the committee will continue to address issues of strategic importance at the University of Regina. I also want to thank Dr. Chris Yost, Ms. Sally Gray, the Research Office, and of the CCR members for their help and support in the past year.

Shela Hirani,  
Chair, Council Committee on Research