AGENDA

UNIVERSITY OF REGINA SENATE

Date: October 9, 2020
To: Members of Senate
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: October 16, 2020 Meeting of Senate

A meeting of Senate is scheduled for October 16, 2020 from 9:00 a.m. to 12:00 p.m. by Video Conference.

1. Call to Order

2. Approval of the Agenda

3. Approval of the Minutes of June 3, 2020 - *circulated with the Agenda*

4. Business Arising from the Minutes

5. Optional Reports
   5.1   Chancellor
   5.2   President
   5.3   University Secretary, Appendix I, p.2
       5.3.1   2021 Senate Election, *For Information*

6. Items from Executive of Council, *For Approval/Information*, Appendix II, pp.3-26

7. Briefs, Submissions or Recommendations from Elected or Appointed Representatives of Senate
   7.1   Board Members Elected by Senate, Verbal Update

8. Academic and Administrative Reports
   8.1   "Continuous Learning and Micro-credentials", presentation by Dr. Christie Schultz, Director of the Centre for Continuing Education and Dr. Nilgün Önder, Associate Vice-President (Academic)
   8.2   Fall 2020 In-progress Report of Registrations, *For Information*, Appendix III, pp.27-37

9. Other Business
   9.1   Next Meeting of Senate – 9:00 a.m., February 5, 2021

10.   Adjournment

Glenys Sylvestre
Executive Director (University Governance) and University Secretary

UNIVERSITY OF REGINA
<u>Senate</u>

Item for Information 5.3.1

<u>**Subject**</u>:   2021 Senate Election

Background and Description:

The 2021 Senate election date is set for **Thursday, May 27th, 2021.**   Nominations will be called in late fall 2020 through the Degrees magazine.

Nominations will be received by the University Secretariat until **4:00 p.m. on Thursday, April 15th, 2021.** More information will be provided at the February 2021 Senate Meeting. Please consider nominating alumni that you may know in these districts.

Nominations will be called for the following:

District 3 (Assiniboia-Bengough)
John Bumbac (2nd term ends 2021) – not eligible for re-election

District 4 (Swift Current – Gravelbourg)
Ralf Aman (2nd term ends 2021) – not eligible for re-election

District 7 (Melfort-Wynyard-Davidson)
Marsha Barteski-Hoberg (2nd term ends 2021) – not eligible for re-election

District 11 (Regina)
1 (New) -Vacant

Information on the election of Senate members can be found in Section III of the Senate Bylaws https://www.uregina.ca/president/governance/senate/bylaws.html

For more information, or to access nomination forms, visit our website at https://www.uregina.ca/president/governance/senate/elections.html or email preeti.daniels@uregina.ca

Prepared by:
Preeti Daniels, Administrator (Board and Senate)
On Behalf of:
Glenys Sylvestre, Executive Director (University Governance)
and University Secretary
Date: October 1, 2020

REPORT TO THE UNIVERSITY OF REGINA SENATE
FROM THE EXECUTIVE OF COUNCIL MEETINGS OF
17 JUNE 2020 AND 23 SEPTEMBER 2020

LEGEND:
202110 - WINTER 2021 TERM
202120 - SPRING/SUMMER 2021 TERM
202130 - FALL 2021 TERM

1.   FACULTY OF GRADUATE STUDIES AND RESEARCH

   1.1   FACULTY OF ARTS

      1.1.1   Graduate Record Examination (GRE) Requirement

MOTION: That the requirement of scores from the Graduate Record Examination (GRE) test for applicants applying to the Clinical Psychology and Experimental and Applied Psychology Masters and PhD programs be suspended, effective 202120 and 202130.

RATIONALE:

The COVID-19 pandemic has created significant hardships for prospective applicants who are unable to travel to testing centres to take the GRE. In line with the majority of graduate programs in psychology in Canada, the Department of Psychology wishes to suspend this requirement for the upcoming admissions cycle, to ensure applicants who are unable to meet this requirement are not unduly penalized in the admissions process.

(end of Motion)

   1.2   FACULTY OF EDUCATION

      1.1.2   New Program - Master of Education in Teaching, Learning and Leadership

MOTION: That the Master of Education in Teaching, Learning and Leadership (MEd TLL) course route be created, effective 202130.

Master of Education in Teaching, Learning and Leadership (course route)

Approved research methods course*	3
EC&I 804	3
EDL 819	3
One course from the Anti-oppressive Ed/Indigenous Ed suite of courses**	3
8xx elective	3
8xx elective	3
8xx elective	3
8xx elective	3
8xx elective	3
EFDN 899	3
Total	**30**

*__Approved Research Methods Courses include, but are not limited to__, one of ED 800, 801, 810, 815, 816, or 817

**__Anti-oppressive Education / Indigenous Education Suite of Courses:__
EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC

RATIONALE:

Replacing the course-based routes for the Master of Education (MEd) in Educational Leadership (EDL) and the Master of Education (MEd) in Curriculum & Instruction (C&I) with the Master of Education (MEd) in Teaching, Learning and Leadership (TLL) would move these two programs toward a common theme of teaching, learning, and leadership by contributing courses from both the EDL and EC&I subject areas. The resulting course-based program would be flexible enough to suit the needs of students from either area while providing a coherent program of study. The course route as a coherent program (instead of an assortment of courses) is further emphasized as the program culminates with the completion of a Capstone seminar which requires the student to reflect and synthesize their learnings from the coursework.

Management of Transition (from old program to new program)

The new MEd in TLL course-based route will come into effect 202130:

- new applicants will be accepted to the new program route
- current students may request to transfer to the new subject area
- any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new degree program

(end of Motion)

1.3 FACULTY OF ENGINEERING AND APPLIED SCIENCE

1.3.1 Course Change - ENSE 883

MOTION: That ENSE 883 - Software Systems Architecture credit hours and grading mode be changed, effective 202110.

Current	Proposed
Credit Hours:3	Credit Hours:*1-6*
Lecture Hours: 3	Lecture Hours: *1-6*
Lab Contact Hours: 0	Lab Contact Hours: *0-6*
Grade Mode: Normal, Credit/No-Credit	Grade Mode: *Pass/Fail*

RATIONALE:

The ENSE 883 lab component provides essential learning for graduate students with respect to back-end server set-up and administration that can only be provided in a lab component as it includes setting up individual servers, configuration of back-end server software and connection/service to the public Internet network.

(end of Motion)

1.4 **FACULTY OF MEDIA, ART, AND PERFORMANCE**

1.4.1 Course Change - FA 899

MOTION: That FA 899 - Grad Level Professional Placement course description be changed and credit hours be modified, effective 202110.

Current	Proposed
FA 899 – Grad Level Professional Placement (3-15) The Professional placement course serves as a more practical path towards completing their degree and will provide a research environment for case study investigation. It reflects a move in similar programs throughout North America to offer opportunities for practical experience at an advanced level and to develop links with professional arts organizations.	FA 899 – Grad Level Professional Placement (*3*) *The Professional placement course offers a practical opportunity for experiential research or case study investigation.*

RATIONALE:

The current credit hour designation is inaccurate. The revised description is more succinct.

(end of Motion)

1.4.2 Course Change - ART 902

MOTION: That ART 902 Research and Exhibition Preparation credit hours be changed, effective 202110.

Current		Proposed	
FA 800	3	FA 800	3
FA 803	3	FA 803	3
ART 8XX	9	ART 8XX	*12*
ART 801-804	12	ART 801-804	12
Elective	3	Elective	3
ART 902	12	ART 902	*9*
FA 903	0	FA 903	0
Total	42	Total	42

RATIONALE:

Students will benefit from one more studio course in their program in order to prepare for moving into ART 902 credits. The 3 remaining ART 902 are more than adequate for students to complete their projects.

(end of Motion)

1.5   JOHNSON-SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

1.5.1   New Certificate – Masters Certificate in Indigenous Nation-building

MOTION: That the Master Certificate of Indigenous Nation-building be created, effective 202130.

Master Certificate of Indigenous Nation-building

JSGS 893 – Foundations of Indigenous Governance	3
JSGS 894 – Indigenous Nation-building	3
JSGS 895 – Community Residency	0
JSGS 8xx or approved elective subject to approval by graduate chair	3
Total	**9**

RATIONALE:

The Masters Certificate in Indigenous Nation-building is a partnership program offered through First Nations University of Canada (FNUniv) and Johnson Shoyama Graduate School of Public Policy (JSGS). The program will fill a much-needed educational gap in Saskatchewan and Canada, while simultaneously creating unique educational value on matters of Indigenous traditional knowledge of governance and nationhood in the Saskatchewan context.

The Masters Certificate in Indigenous Nation-building program is steeped in practical skills and based on Indigenous-centred and informed approaches to governance and nationhood. The Certificate in Indigenous Nation-building will offer graduate-level training that incorporates both the conceptual and the practical.

(end of Motion)

2.   COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1   FACULTY OF ARTS

2.1.1   Revision to the High School Admission Average

MOTION: To raise the Faculty of Arts high school admission average to 70.00% for domestic and international students, effective 202120.

1. Raise the Arts high school admission average from 65.00% to 70.00% for both domestic and international students.
   a. Students with high school graduation averages between 60.00-69.99% will be offered conditional admission via the Arts Qualifying Year.
   b. Students with high school graduation averages below 60.00% would not be admissible to Arts.
2. Leave the Arts transfer admission average (i.e. students from other Faculties or post-secondary institutions) unchanged at 60.00%.

    a. Students with GPAs1 50.00-59.99% will be offered conditional admission via the Arts Transition Program.

    b. Students with GPAs[1] below 50.00% would not be admissible to Arts.

3. Prerequisite course requirements for high school students will not change.

    a. Students who are missing a course are not admissible to Arts. They will be directed to other resources to help them make up the missing courses.

The existing course requirements are:

- English Language Arts A30 and B30
- One math or science course chosen from:

    ° Biology 30
    ° Calculus 30   ° Pre-calculus 203
    ° Chemistry 30   ° Pre-calculus 30
    ° Computer Science 30   ° Physics 30
    ° Earth Science 30   ° Workplace and Apprenticeship Math 30
    ° Foundations of Mathematics 30

- One language, social science, or fine/performing arts course chosen from:

    ° Arts Education 30   ° Law 30
    ° Catholic Studies 30   ° Mandarin 30
    ° Christian Ethics 30   ° Music 30
    ° Cree 30   ° Native Studies 30
    ° Drama 30   ° Psychology 30
    ° Economics 30   ° Social Studies 30
    ° French 30   ° Spanish 30
    ° Geography 30   ° Theatre Arts 30
    ° German 30   ° Ukrainian 30
    ° History 30   ° Ukrainian Language Arts 30
    ° Latin 30   ° Visual Art 30

- One of:

    ° Accounting 30   ° Photography 30
    ° Catholic Studies 30   ° Theatre Arts 30
    ° Entrepreneurship 30   ° Wildlife Management 30
    ° Graphic Arts 30   ° One additional course from
    ° Information Processing 30   the Math/Science OR the Language, Social Science or Fine/Performing Arts blocks listed above

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[1] GPA can be either:
- Admission GPA (AGPA): used when students have attempted less than 15.0 credit hours at the U of R; calculated on all recognized post-secondary courses attempted; or
- Undergraduate GPA (UGPA): used when students have attempted 15.0 credit hours or more at the U of R calculated using only U of R grades.

RATIONALE:

Student tracking data shows that students who are admitted to Arts with averages below 70.00% continue to do poorly at university. In 2018 (the last year with complete data) there were 239 students admitted to Arts with high school averages below 70.00%. Of these, 86 (36%) came from domestic high schools and 140 (59%) came from international high schools. To date, 158 (66%) of the 239 students have never registered.

Of the remaining 81 students that did register:

- 57 (70%) currently have UGPAs < 60.00%
- 24 (30%) currently have UGPAs > 60.00%

Thus, nearly 2/3 of the high school students who come to the U of R with averages < 70.00% end up on academic probation.

We are committed to helping those students who are just below (within 10%) of our admission averages to succeed by offering them extra supports by way of the Arts Qualifying Year and Arts Transition Program (ATP). These two-term programs give students directed study skills, dedicated tutoring, and focused reading and writing courses (ACAD 100/RDWT 120 and ENGL 100).

We consider this to be a moral issue: We are not denying access to an Arts education for these students, rather we are saying that we want to help them raise their chances of success.

Raising our admission average to 70.00% puts Arts in line with most other Faculties at the university (Business Administration, Engineering & Applied Science, Kinesiology & Health Studies, Nursing, Science, and Social Work).

(end of Motion)

2.1.2   Creation of the Faculty of Arts Qualifying Year

MOTION: To create the Faculty of Arts Qualifying Year for domestic and international students with a high school graduation average between 60.00% and 69.99%, effective 202120.

Arts Qualifying Year (AQY)

Students with high school graduation averages between 60.00-69.99% will be admitted to the Faculty of Arts and are required to complete the Arts Qualifying Year in their first two terms, as follows:

Term 1	Term 2
ACAD 100 or RDWT 120 (3.0 credit hours)	ENGL 100 (3.0 credit hours)
SSW ACT – Student Success Workshops (non-credit 6.0 credit hours equated credit)*	SSW ACT – Student Success Workshops (non-credit 6.0 credit hours equated credit)*
Faculty of Arts course (3.0 credit hours)	Faculty of Arts course (3.0 credit hours)
ARTS 099 (0.0 credit hours)	Faculty of Arts course (3.0 credit hours) (optional)
*Additional program fees are required above standard registration and course fees.	

To proceed to Term 2, students must successfully complete and pass each requirement in Term 1. Failure to do so will result in the student being Required to Discontinue (RTD) from studies in the Faculty of Arts for a minimum of three terms.

To successfully complete the Arts Qualifying Year, students must:

- Receive a 50% (pass) in ACAD 100 or RDWT 120, ENGL 100, and all other courses completed in the program;
- Receive a "P" (pass) in ARTS 099; and
- Receive a "P" (pass) in SSW ACT in both terms.

Unsuccessful completion of the Arts Qualifying Year will result in the student being required to discontinue studies in the Faculty of Arts for a minimum of three terms.

Students who have completed the Arts Qualifying Year will not be accepted to the Academic Recovery Program (ARP) in the Faculty of Arts in future terms.

RATIONALE:

The Faculty's intention to not accept students to the Academic Recovery Program after completion of the Arts Qualifying Year is to avoid students from having similar supports for a potential of four consecutive terms without notable progression toward good academic standing. Failing the AQY will result in students being required to discontinue (RTD) from the Faculty of Arts for a minimum of three terms.

Students who have been away from the university for three terms or more require readmission to the Faculty of Arts. Since ATP is a condition of admission for students with a UGPA <60.00%, we trust the mandatory time away and the supports provided in the ATP will guide them down the path for academic success upon return.

(end of Motion)

2.1.3   Discontinue the Faculty of Arts Pathway Program

MOTION: To discontinue the Faculty of Arts Pathway Program, effective 202120.

RATIONALE:

The proposed Arts Qualifying Year (AQY) supersedes the Pathway Program, therefore students currently directed apply to the Pathway Program will have the option for the AQY. Students that are missing one of the five high school subjects for admission can be forwarded to the Faculty of Arts for discretionary review.

(end of Motion)

2.1.4   Suspension of Admission to the Major, Minor, and Certificate in Chinese

MOTION: To suspend admissions to the major, minor, and certificate in Chinese, effective 202110.

RATIONALE:

These changes are being made in order to reduce the financial footprint of the Chinese program, given the current teaching resources and student demand. The revised certificate will require three fewer Chinese language courses than the current certificate. Reducing the language courses required will affect the course rotation and allow students to complete their requirements more quickly.

Currently the numbers of declared students are as follows:

- Bachelor of Arts in Chinese: 11
- Minor in Chinese: 3
- Certificate in Chinese: 4

The Department of International Languages and the Arts Student Services Office will work with these students through to completion.

Objectives:

- The major, minor, and current certificate would be discontinued
- To maintain some Chinese programming at the University of Regina, but to reduce its financial footprint, given the reality of current teaching resources and student demand
- To increase interest in the programme
- To address the issue of course minima

BA in Chinese

Credit hours	BA Chinese major Required Courses
Major Requirements	
3.0	CHIN 111
3.0	CHIN 112
3.0	CHIN 211
3.0	CHIN 212
3.0	CHIN 311
3.0	CHIN 312
3.0	CHIN 411
3.0	
3.0	
3.0	Six approved electives, one of which must be at
3.0	the 300- or 400-level
3.0	
3.0	
39.0	Subtotal: 65.00% major GPA required

Minor in Chinese

Credit hours	Chinese minor Required Courses
3.0	CHIN 111
3.0	CHIN 112
3.0	CHIN 211
3.0	CHIN 212
3.0	CHIN 311

3.0	CHIN 312
18.0	Total: 65.00% GPA required

Certificate in Chinese

Credit hours	Certificate in Chinese Required Courses
0.0	ARTS 099
3.0	ENGL 100
3.0	CHIN 111
3.0	CHIN 112
3.0	CHIN 211
3.0	CHIN 212
3.0	CHIN 311
3.0	CHIN 312
3.0	CHIN 411
3.0	Approved elective
3.0	Approved elective
30.0	Total: 65.00% PGPA required

Approved Electives for the Major and Certificate in Chinese (to be modified)

- ANTH 230, 233
- ARTH 270, 370
- BUS 408AA
- CHIN 290AA-ZZ, 390AA-ZZ, 490AA-ZZ
- 6.0 credit Spring/Summer course in China
- GEOG 316
- HIST 250, 252, 352, 356, 450
- IS 210, 410
- LING 100
- PSCI 240, 323, 340, 342, 343
- RLST 181, 207, 211, 307, 311, 313, 363, 390AT 363, 407AA-ZZ (approved topics), 411AA-ZZ (approved topics)
- SOC 201
  Students should check printed or web listings and/or consult with the Program Coordinator to determine if other Selected Topics courses are approved electives.

(end of Motion)

2.3.5 Creation of the Certificate in Chinese Language and Culture

MOTION: To create the Certificate in Chinese Language and Culture, effective 202120.

RATIONALE:

- The old Certificate in Chinese has been redesigned to make it more attractive. It would require three fewer Chinese language courses than the current certificate and two fewer than the current minor.
- The number of Chinese "language" courses in the programme would be reduced by 42.8 % (from seven to four). This would affect the course rotation substantially. Because language courses must be taken in sequence, requiring would allow students to complete their programme more quickly.
- The language courses offered would be: CHIN 111, 112, 211, and 212.
- To preserve balance in the certificate, one additional Chinese course would be required. Language learning would not be the focus of such a course.
- By reducing the number of language-centred courses to four and increasing the number of approved electives to four, less emphasis is placed on attaining fluency in Chinese and more emphasis placed on breadth of knowledge in related subject matter.

- International experience (e.g. Hunan programme) would be strongly encouraged to satisfy requirements of the programme and address the objective of international experience. The Department would seek recognition for students going abroad in terms of enrollment (or lack thereof) in our own classes. In other words, if a student obtains credit abroad, and uses it in completing a certificate, the credit obtained abroad and ultimately transferred could be counted in our enrollment statistics.
- More advanced-level courses could be offered as directed reading courses if there is demand.
- Outstanding and motivated students would still have the possibility of applying to complete an Individual Arts Major in Chinese, subject to approval by the Department and Faculty of Arts.

Certificate in Chinese Language and Culture

Credit hours	Certificate in Chinese Language and Culture Required Courses
0.0	ARTS 099
3.0	ENGL 100
3.0	CHIN 111
3.0	CHIN 112
3.0	CHIN 211
3.0	CHIN 212
3.0	CHIN 2xx, 3xx, or 4xx
12.0	Four Chinese Language and Culture Approved Electives
30.0	**Total: 65.00% PGPA required**

Approved Electives for the ~~Major and~~ Certificate in Chinese Language and Culture (to be modified)

- ANTH 230, 233
- ARTH 270, 370
- CHIN 290AA-ZZ, 390AA-ZZ, 490AA-ZZ
- 6.0-credit Spring/Summer course in China
- GEOG 316
- HIST 250, 252, 352, 356, 450
- IS 210, 410
- LING 100
- PSCI 240, 323, 340, 342, 343
- RLST 181, 207, 211, 311, 313, 363, 363
- SOC 201

Students should check printed or web listings and/or consult with the Program Coordinator to determine if other Selected Topics courses are approved electives.

(end of Motion)

2.3.6   Suspension of Admission to the Major, Minor, and Certificate in Spanish

MOTION: To suspend admissions to the major, minor, and certificate in Spanish, effective 202110.

RATIONALE:

These changes are being made in order to reduce the financial footprint of the Spanish program, given the current teaching resources. Reducing the language courses required will affect the course rotation and allow students to complete their requirements more quickly.

Objectives:

- The major, minor, and current certificate would be discontinued.
- To maintain some Spanish programming at the University of Regina, but to reduce its financial footprint, given the reality of current teaching resources
- To increase interest in the programme

- To address the issue of course minima

Currently the numbers of declared students are as follows:

- Bachelor of Arts in Spanish: 2
- Minor in Spanish: 3
- Certificate in Spanish: 4

The Department of International Languages and the Arts Student Services Office will work with these students through to completion.

BA in Spanish

Credit hours	BA Spanish Major Required Courses
Major Requirements	
6.0	SPAN 110, or SPAN 111 and 112
3.0	SPAN 211
3.0	SPAN 212
3.0	SPAN 214
3.0	SPAN 215
3.0	SPAN 311
3.0	SPAN 312
6.0	Two SPAN 300- or 400-level courses
3.0	SPAN 411
6.0	Two approved electives
39.0	Subtotal: 65.00% major GPA required

Minor in Spanish

Credit hours	Spanish Minor Required Courses
3.0	SPAN 110, or SPAN 111 and 112
3.0	
3.0	SPAN 211 and 212
3.0	
3.0	SPAN 214
3.0	SPAN 215
18.0	Total: 65.00% GPA required

Certificate in Spanish

Credit hours	Certificate in Spanish Required Courses
0.0	ARTS 099
3.0	ENGL 100
3.0	SPAN 110, or SPAN 111 and 112
3.0	
3.0	SPAN 211 and 212
3.0	
3.0	SPAN 214
3.0	SPAN 215
3.0	SPAN 311
3.0	SPAN 312
3.0	SPAN 300- or 400-level
30.0	Total: 65.00% PGPA required

~~Approved Electives for the Major, Minor and Certificate in Spanish~~

- ~~ANTH 239, 261~~
- ~~HIST 348~~
- ~~IDS 200AA~~
- ~~INAH 200~~
- ~~INDG 300~~
- ~~Any SPAN course numbered 300- or higher~~
- ~~Any Hispanic culture course at an intermediate or advanced level taken in a Spanish-speaking country (all such courses must be approved in advance by the Spanish Coordinator)~~
- ~~A maximum of one course taught in English and related to Hispanic culture~~
- ~~Students should consult with the Program Coordinator regarding other possible approved Spanish electives.~~
- ~~Students who, due to prior experience, start their Spanish studies at a level higher than SPAN 111 should consult the Spanish Coordinator regarding alternate courses to fulfill the major, minor and certificate requirements.~~

(end of Motion)

2.3.7   Creation of a Certificate in Spanish Language and Hispanic Cultures

MOTION: To create the Certificate in Spanish Language and Hispanic Cultures, effective 202120.

RATIONALE:

- The old Certificate in Spanish has been redesigned to make it more attractive for students, requiring five fewer Spanish courses, to be replaced by four approved electives.
- The number of Spanish language courses in the program would be reduced to SPAN 111, 112, 211, and 212. This would allow students to complete the language requirements in only four semesters.
- SPAN 111 and 112 would be modified to cover fewer grammatical concepts and emphasise greater mastery of the four language skills.
- By the end of SPAN 212 students will have achieved sufficient linguistic proficiency in order to take content-based courses in Spanish. In order to reinforce their Spanish language skills and broaden their knowledge in Hispanic cultures, in addition to the four language courses the certificate would include one approved content-based course. Examples (depending on teaching resources):
  o Introduction to Hispanic Culture
  o Introduction to Hispanic Literatures
  o Spanish-American Civilization
  o Spanish and Spanish-American Film

- International students from Spanish speaking countries or students who are fluent in Spanish would be encouraged to take these content-based courses as electives for their respective programs at the U of R.
- The Department would promote and encourage those students who have some knowledge of the Spanish language or are heritage speakers of Spanish to renew contact with their language and culture and improve / broaden their knowledge. In this manner the Department / Spanish Program would contribute to maintaining or developing their linguistic and cultural literacy.
- By reducing the number of language courses to four and increasing the number of electives, the emphasis is placed on students' attaining language competency and at the same time developing cultural knowledge of the Spanish-speaking world.
- As in the German certificate, studying abroad would be encouraged to satisfy requirements of the certificate and address the U of R / FA objective of international experience. The Department would seek recognition in terms of enrollment in our own classes for students who receive transfer credit for courses successfully completed abroad.
- More advanced-level courses could be offered as directed reading courses if there is demand.

Certificate in Spanish Language and Hispanic Cultures

Credit hours	Certificate in Spanish Language and Hispanic Cultures Required Courses
0.0	ARTS 099
3.0	ENGL 100
3.0	SPAN 110, or SPAN 111 and 112
3.0	
3.0	SPAN 211 and 212
3.0	
3.0	One SPAN 200-, 300-, or 400- level course
12.0	Four Approved electives
30.0	**Total: 65.00% PGPA required**

Approved Electives for the Major, Minor and Certificate in Spanish

• ANTH 202, 237, 239, 261
• ARTH 213, 290AO, 490AG
• CATH 290AG, 390AB
• CLAS 150, 151
• ENGL 322AB, 367, 372AA, 390, 395
• FILM 350, 380AG, 380AQ
• GEOG 316, 414
• HIST 278, 290AJ, 348, 370, 390AF, 390DE, 390DH
• IDS 200AA
• INAH 200, 204, 300
• INDG 200, 300, 395AA
• IS 230, 390AE
• Any SPAN 300- or 400- level
• Any Hispanic culture course at an intermediate or advanced level taken in a Spanish-speaking country (all such courses must be approved in advance by the Spanish Coordinator)

Note: Students should consult with the Program Coordinator regarding other possible approved Spanish electives.

Students who, due to prior experience, start their Spanish studies at a level higher than SPAN 111 should consult the Spanish Coordinator regarding alternate courses to fulfill the certificate requirements.

(end of Motion)

2.2   FACULTY OF ARTS AND FIRST NATIONS UNIVERSITY OF CANADA

2.2.1   Revision to the Admission Requirements for the Bachelor of Arts in Resource and Environmental Studies

> **MOTION:** To revise the admission requirements for the Bachelor of Arts in Resource and Environmental Studies program to include Saskatchewan Polytechnic's Integrated Resource Management Diploma, effective 202120.

RATIONALE:

Currently, the Resource and Environmental Law Diploma is the only diploma accepted as a requirement for admission to the Bachelor of Arts in Resource and Environmental Studies (BARES) degree program. This motion would allow students from Saskatchewan Polytechnic to enter the Bachelor of Arts in Resource and Environmental Studies degree program with a choice of two diplomas instead of just one. Students who have

completed either the Integrated Resource Management Diploma or the Resource and Environmental Law Diploma will receive 60 credit hours of block transfer credit.

The addition of the Integrated Resource Management Diploma as a requirement for admission to the Bachelor of Arts in Resource and Environmental Studies degree program will offer more degree options for students with this diploma. It will also increase the number of students who are eligible to register to the Bachelor of Arts in Resource and Environmental Studies program. Each year, Saskatchewan Polytechnic, Woodland Campus graduates around 20 students in each of these diplomas. Between 1 and 4 students apply to the Bachelor of Arts in Resource and Environmental Studies degree program each year. Adding the Integrated Resource Management Diploma to the Bachelor of Arts in Resource and Environmental Studies program will increase the number of Bachelor of Arts in Resource and Environmental Studies students but this increase will add minimal pressure on existing Bachelor of Arts in Resource and Environmental Studies required courses.

Note:

The University of Regina already has a partnership with the Integrated Resource Management Diploma as this diploma is a requirement for admission to these programs:

- BSc in Environmental Biology (Joint Program with Saskatchewan Polytechnic and Lethbridge College)
- BSc Honours in Environmental Biology (Joint Program with Saskatchewan Polytechnic and Lethbridge College)

Information about the Resource and Environmental Law Diploma and the Integrated Resource Management Diploma offered at the Saskatchewan Polytechnic, Woodland Campus in Prince Albert.

Resource and Environmental Law (REL)	Integrated Resource Management (IRM)
Resource and Environmental Law is a two-year diploma program that specializes in conservation and environmental law enforcement. You'll develop solid skills in environmental protection, enforcement and investigation. You'll learn about: • Indigenous resource rights • Canadian criminal justice system • control tactics • courtroom procedures • environmental and field investigations • environmental legislation and compliance • environmental sampling • investigative techniques • park services and enforcement • wildlife and fisheries management	Integrated Resource Management is a two-year diploma program that gives you a unique perspective on balancing the environmental, economic and social factors of natural resource development. You'll learn how to collect and analyze data, enforce regulations and monitor resource use. You'll develop knowledge and skill in: • air-photo use and interpretation • applying Global Positioning Systems (GPS) and Geographical Information Systems (GIS) to resource management situations • applying statistics to resource management problems • fish, wildlife, forestry and parks management • implementing quality control • mapping, compassing and remote sensing • operating and maintaining vehicles, boats and all-terrain vehicles • research design, analysis and technical reporting • surviving in the wilderness
Turn your diploma into degree. Resource and Environmental Law grads can transfer into the third year of the Bachelor of Arts Resource and Environmental Studies (BARES) program at First Nations University of Canada.	Ladder your Integrated Resource Management diploma into a degree at the University of Regina (Bachelor of Science in Environmental Biology). Integrated Resource Management grads can transfer into the third year of the Bachelor of Arts Resource and Environmental Studies (BARES) program at First Nations University of Canada.
Length: 70 weeks	Length: 70 weeks
List of Courses: CAMP 102 RLAW 107 CAMP 305 RLAW 108 CAMP 402 RLAW 109 CAMP 413 RLAW 200	List of Courses: CAMP 102 GIS 101 CAMP 305 GPS 110 CAMP 412 MAPS 101 CAMP 415 HORT 400

CLTR 119	RLAW 201	CAMP 416	PARK 400
COM 106	RLAW 202	CLTR 119	PROJ 401
ENVR 101	RLAW 203	COM 106	RLAW 104
ENVR 401	RLAW 204	ENVR 101	RLAW 105
ENVR 402	RLAW 205	ENVR 401	RSRC 101
FISH 301	RLAW 206	EQPT 401	RSRC 102
FISH 404	RLAW 207	FEMT 301	SFTY 106
FORE 102	RLAW 403	FIRE 101	STAT 122
FTNS 100	RLAW 406	FISH 301	STAT 403
FTNS 101	RSRC 101	FISH 402	SYST 401
FTNS 200	SFTY 106	FISH 403	TAXO 100
GIS 101	SFTY 300	FISH 404	WILD101
GPS 110	WILD 101	FISH 405	WILD 301
MAPS 101	WILD 301	FORE 102	WILD 404
PR 401	WILD 411	FORE 200	WILD 405
RLAW 104	WORK 126	FORE 400	WILD 406
RLAW 105	WORK 402	FORE 405	WILD 409
			WORK 126
			WORK 403

(end of Motion)

2.3   FACULTY OF SCIENCE

2.3.1   Admission Requirements to the Science Qualifying Program

MOTION: To update the admissions requirements for the Science Qualifying Students as listed in the Admissions section of the Calendar to align with those approved in the Science section of the Calendar, effective 202120.

Pg. 13 Online 2020-2021 Undergraduate Calendar (Admission from a Canadian High School)

Science (U of R, Campion, Luther, or FNUniv)

High School Requirements

Science Qualifying:

Students that are missing one subject used for admission ~~and/or~~ or have a high school admission average between 65.00% and 69.99% will be ~~placed in the Science Qualifying program~~ admitted as a Science Qualifying student with conditions placed on their admission.

Pg. 15 Online 2020-2021 Undergraduate Calendar (Admission from a Non-Canadian High School)

Science (U of R, Campion, FNUniv, or Luther)

Minimum Average: 70%

~~65% for Science Qualifying~~

• One English literature course[1]
• One Pre-calculus
• Two of Biology, Calculus, Chemistry, Computer Science, Earth Science, or Physics

~~Students who are missing one or more of the requirement as listed above may be admitted to the Science Qualifying Program~~

Science Qualifying:

Students that are missing one subject used for admission ~~and/or~~ 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.

Pg. 17 Online 2020-2021 Undergraduate Calendar (Admissions from Universities and Colleges)

Science (U of R, Campion, FNUniv, or Luther)

Applicants who have attempted 24 credit hours or more of approved post-secondary courses with a minimum UGPA of 65% will be admitted directly to their major in the Faculty of Science.

~~Applicants who have attempted 24 credit hours or more of approved post-secondary courses with a UGPA of 60-64.99% will be admitted to the Science Qualifying Program or who have not completed the course requirements~~

Applicants must provide evidence of having completed course work in math and sciences at either the post-secondary or secondary school level. ~~Applicants who have not completed this requirement, will be admitted to the Science Qualifying Program.~~

Science Qualifying:

Applicants who have attempted 24 credit hours or more of approved post-secondary courses with a UGPA of 60-64.99% OR who have not completed the indicated course requirements may be admitted as a Science Qualifying student.

RATIONALE:

Currently the Admission section of the Calendar is unclear regarding the Science Qualifying Admissions standards. These amendments promote consistency with previous motions and with the process as outlined in the Science section of the Calendar. In addition, this language aligns with the language surrounding Science Qualifying as a "Student type" rather than an academic program.

(end of Motion)

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3.   **COUNCIL COMMITTEE ON RESEARCH**

   3.1   **University of Regina Research Chair - SaskPower Chair in Artificial Intelligence**

> **MOTION:** That Senate approve the creation of a new University of Regina Research Chair titled the "SaskPower Chair in Artificial Intelligence" and as detailed in pages 24-26 of the Agenda material.

BACKGROUND AND DESCRIPTION:

Information technology is at the heart of nearly every aspect of the modern world. With the explosive growth in information gathering, the ability of human beings to efficiently access the wealth of information available to them, and to make evidence-based decisions from that information, is growing harder each day. The importance of an educated and sophisticated population to be well versed in fields such as artificial intelligence, machine learning, and data science, has never been greater than it is now. This importance is acutely understood by the youth of this province, with enrolments in computing science skyrocketing in Saskatchewan and across Canada as a whole. The need for a workforce that is well educated in information science is also plainly understood by non-academic employers, with many provincial companies now strongly advocating to the Government of Saskatchewan to make greater investments in postsecondary information-technology education.

With these needs in mind, SaskPower and the University of Regina signed a sponsorship agreement on March 10, 2020, that included $690,000 to be directed toward a Research Chair in Artificial Intelligence. As stated in the Agreement, the purpose of the Chair is "provide leadership and enhance research activity and knowledge transfer in the fields of artificial intelligence, machine learning, or deep learning, with a focus on industrial applications and areas to be explored by SaskPower."

The SaskPower Chair in Artificial Intelligence is proposed to be mainly titular, a title to be bestowed upon a faculty member currently employed by the University of Regina, accompanied by a modest stipend and substantial research funds to recruit and support a variety of highly qualified personnel (students, postdoctoral researchers) to work under the direct supervision of the Chair. The major portion of the funding associated with the SaskPower Chair is to be used to recruit a tenure-track Assistant Professor in the field of artificial intelligence to build capacity in AI, to develop their own independent research program, and to partially support the activities of the SaskPower Research Chair.

The term of the Chair is three (3) years. Renewal or continuation of the Chair beyond three years would be contingent on renewed or continued funding from SaskPower. However, the tenure-track Assistant Professor recruited in connection with this Chair would become a permanent faculty member at the University of Regina, conditional upon the granting of tenure.

(end of Motion)

ITEM(S) FOR INFORMATION

The following items were approved at Executive of Council and are listed for information to Senate. If you would like further information about a particular motion, please see https://www.uregina.ca/president/governance/council/eofc-meetings.html or contact the University Secretariat.

1.   COUNCIL COMMITTEE ON ACADEMIC MISSION

1.1   Annual Report

The annual report was received for information.

2.   COUNCIL COMMITTEE ON STUDENT APPEALS

2.1   Annual Report

The annual report was received for information.

3.   COUNCIL DISCIPLINE COMMITTEE

3.1   Annual Report

The annual report was received for information.

4.   OTHER BUSINESS

4.1   Change in Name - Faculty Based Research Centre

Effective 1 July 2020, the Community Research Unit (CRU) within the Faculty of Arts was renamed the Community Engagement and Research Centre (CERC).

5.   UNIVERSITY SECRETARY

5.1   Results of the 2020 Council Elections

The results of the 2020 Council Elections were received for information.

6.   COUNCIL COMMITTEE ON UNDERGRADUATE AWARDS

6.1   Governor-General's Academic Silver Medal for the 2020 Spring Convocation

Executive of Council approved that the Governor-General's Academic Silver Medal for the 2020 Spring Convocation be awarded to Joseph Ashworth from the Faculty of Science.

6.2   University Medal for the 2020 Spring Convocation

Executive of Council approved that the University Medal for the 2020 Spring Convocation be awarded to Nigel Olesen from the Faculty of Science.

6.3   President's Medal for the 2020 Spring Convocation

Executive of Council approved that the President's Medal for the 2020 Spring Convocation be awarded to Tara Nicole Racette White from the Faculty of Social Work.

6.4   President's Medal for the 2020 Fall Convocation

Executive of Council approved that the President's Medal for the 2020 Fall Convocation be awarded to Ryan Hamilton from the Faculty of Business Administration.

7.   **FACULTY OF GRADUATE STUDIES AND RESEARCH SCHOLARSHIPS AND AWARDS COMMITTEE**

7.1   President's Distinguished Graduate Student Award

Executive of Council approved that Dr. Melissa Anne Wuerch (Doctor of Philosophy in Clinical Psychology) be awarded the President's Distinguished Graduate Student Award.

8.   **CONSENSUS ITEMS**

8.1   Faculty of Arts

Revision to the Faculty of Arts Transition Program (ATP)

Executive of Council approved to revise the Faculty of Arts Transition Program, effective 202120.

8.2   Faculty of Education

Revision to the Secondary Education Program French Minor

Executive of Council approved that changes be made to the French minor in the Four-Year Bachelor of Education Secondary Education program and the Bachelor of Education After-Degree (BEAD), effective 202110.

8.3   Faculty of Science

Revision to the Bachelor of Science in Computer Science with a Concentration in Creative Technologies

Executive of Council approved to change two open electives in the BSc in Computer Science with a Concentration in Creative Technologies to two natural science electives, effective 202120.

Revision to the Bachelor of Science in Computer Science with a Concentration in Creative Technologies

Executive of Council approved to replace "CTCH 300- or 400-level from list in handbook" to "CTCH 300- or 400-level from the list available in the MAP and Science Advising offices," effective 202120.

Revision to the Bachelor of Science in Computer Science with a Concentration in Creative Technologies

Executive of Council approved to replace "Capstone Project" with CTCH 499 – Creative Tech Capstone Project, and to delete the associated note, effective 202120.

Revision to the Minor in Geography

Executive of Council approved to revise the Minor in Geology, effective 202120.

9.   **COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH**

9.1   Faculty of Education

Program Change – Master of Education (MEd) in Educational Psychology (EPSY)

Executive of Council approved that the Master of Education (MEd) in Educational Psychology (EPSY) course-based route be modified, effective 202130.

9.2   Faculty of Media, Art, and Performance

Program Change – Master of Fine Arts (Studio Art Practice)

Executive of Council approved that the Master of Fine Arts (Studio Art Practice) program be modified, effective 202110.

10.   COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

10.1   Registrar's Office

Revision to the Undergraduate Calendar - Academic Performance Standards and Good Academic Standing

Executive of Council approved to approve changes to the Academic Regulations - Academic Performance Standards and Good Academic Standing section of the Undergraduate Calendar, effective 202120

Revision to the Undergraduate Calendar – Good Academic Standing Definition

Executive of Council approved to add the definition of Good Academic Standing to the Glossary & Abbreviations section of Undergraduate Calendar, effective 202120.

Revision to the Fresh Start Program

Executive of Council approved to revise the Fresh Start Program, effective 202120.

Research Chair Proposal

Submitted by Douglas Farenick, Dean of the Faculty of Science

June 29, 2020; revised August 14, 2020

Chair Title:	SaskPower Chair in Artificial Intelligence
Field of Expertise:	Artificial intelligence, machine learning, or deep learning, with a focus on industrial applications
Faculty:	Science

Background

On March 10, 2020, SaskPower and the University of Regina signed a sponsorship contract that included $690,000 to be directed toward a Research Chair in Artificial Intelligence. The purpose of the Chair is "provide leadership and enhance research activity and knowledge transfer in the fields of artificial intelligence, machine learning, or deep learning, with a focus on industrial applications and areas to be explored by SaskPower."

The term of the Chair is three years. The Chair is largely titular, intended to be held by a faculty member currently employed by the University of Regina. The major proportion of the funding is to be used to recruit:

a) a tenure-track Assistant Professor in artificial intelligence to partially support the Chair's activities, to build additional capacity in the field, and to develop their own independent research program; and

b) a variety of highly qualified research personnel (students, postdoctoral researchers) to work under direct supervision of the Chair.

Candidate Profile

The SaskPower Chair in AI is open to any individual in the Department of Computer Science who

- holds the rank of Professor, and
- has an active research program in artificial intelligence, machine learning, or deep learning.

In accordance with University of Regina policy (RCH-010-010) on Research Chairs, the principles of equity, diversity, and inclusion will be considered in the recruitment and evaluation of the Chair.

Rationale for the Research Chair Allocation

There has been strong advocacy from non-academic sectors of Saskatchewan to enhance the research and postsecondary educational opportunities in the fields artificial intelligence, machine learning, and deep learning. The demands within the Canadian economy for expertise in these areas has never been higher; nor can one imagine a future in which AI or related fields do not have a major role. To assist the University of Regina in building intellectual capacity in this area of computational science, and to engage highly qualified

personnel in computational problems with real-world applications, SaskPower has made a significant commitment of funds to support a senior professor in a titular and supervisory role and to support a young researcher for three years in a tenure-track faculty position.

Potential Impact of the Research Chair

The SaskPower Chair in Artificial Intelligence will:
- enhance the development of local expertise through the direct supervision of undergraduate and graduate students and/or postdoctoral researchers;
- build capacity at the University of Regina in artificial intelligence, machine learning, or deep learning.

Although the term of the Chair is fixed at three years, the possibility for renewals or recommitments should be explored prior to the end of term, thereby extending (potentially) the impact of the present Chair to a longer time horizon.

Research Environment

The University of Regina is already strong in the fields of artificial intelligence, machine learning, and deep learning, as a significant proportion of the current Computer Science Department has expertise in these areas, including a current Tier 2 Canada Research Chair. Enrolments in both undergraduate and graduate programs in Computer Science are very large, providing a deep pool for the recruitment of HQP.

Alignment with the University of Regina Strategic Plan, 2020-2025

Of the five strategic priorities articulated in the University of Regina's Strategic Plan, *All Our Relations,* for 2020-2025, the activities of the SaskPower Chair will contribute to the University's strategic priority in Discovery, not only in terms of excellence in teaching and research with community connections, but also in terms of student success (for example, in developing career-ready students). The SaskPower Chair will be strongly encouraged by leadership in the Faculty of Science to recruit young scholars and students with diverse backgrounds, as well as Saskatchewan indigenous students, to the Chair's research teams and projects.

Budget

SaskPower: $690,000
1. Annual salary stipend for the Chair: $15,000 per year.
2. Annual salary, market supplement, and benefits of the tenure-track Assistant Professor: $150,000 per year. Annual expenditures exceeding $150,000 toward salary, market supplements, and benefits will be the responsibility of the Faculty of Science. After three years, the Faculty of Science will assume responsibility for the Assistant Professor's salary, benefits, and market supplements in full. After three years, the tenure-track Assistant Professor will assume the first available base-budgeted faculty position in the Department of Computer Science (created through a retirement or resignation); however, until that time, the Faculty of Science will be responsible for using its discretionary budget to fund the position.
3. Support for postdoctoral researchers, graduate students, and/or undergraduate students working under the direct supervision of the Chair: $65,000 per year.

Faculty of Science: $57,000
1. Start-up grant for the Assistant Professor: $25,000.

2. $16,000 per year, in each of years two and three, to support one, or at most two, high-quality graduate student(s) under the direct supervision or co-supervision of the Assistant Professor.

Reporting

The SaskPower Chair shall submit to the Dean of Science an annual report of at most five pages in length describing the activities of the Chair, the Assistant Professor, and the highly qualified research personnel during the previous 12 months. Copies of this report shall be forwarded to the Vice President (Research), the Research Office, University Advancement and Communication, and the sponsor, SaskPower.

UNIVERSITY OF REGINA
Senate

Item for Information

Subject: Fall 2020 In-progress Report of Registrations

Background and Description:

The following is a summary status report of the in-progress fall 2020 term as compared to fall 2019.

Unless otherwise specified, the data in this report are based on information that is pulled at the end of the day of the fifth weekday of classes in each term. These counts are made early in the term to accommodate the meetings of Senate. However, this early date makes the counts volatile. Counts made at the end of each term are published on the University's web site by the Office of Institutional Research at: https://www.uregina.ca/orp/statistics/registration/index.html.

Headcount (Graphs 1, 2, & 3)

Headcount represents the number of registered students in full and part time studies.

The University system fifth day of class headcount for the fall 2020 term was 16,921, up 243 students or 1.5% from the fall 2019 term. The Undergraduate headcount was 14,794, an increase of approximately 1%, and the Graduate headcount was 2,127 also an increase of approximately 4.5%.

Increases in headcount can be seen at U of R Proper (0.6%) Luther College (4.9%), and First Nations University of Canada (11.8%). Luther College has a slight decline of 20 students (-2%).

Faculties with notable increases in headcount year over year include Media, Art, and Performance (11%), Education (10%), Science (7%), and Kinesiology and Health Studies (5%).

The headcount in the fall term of 2016 was 14,994. From 2016 to the present, we see a five-year increase of 12.9%. Areas of notable increases include Science (75%), Media, Art, and Performance (50%), Kinesiology and Health Studies (30%), and Continuing Education (23%).

Graph 1 - University Headcount by Level
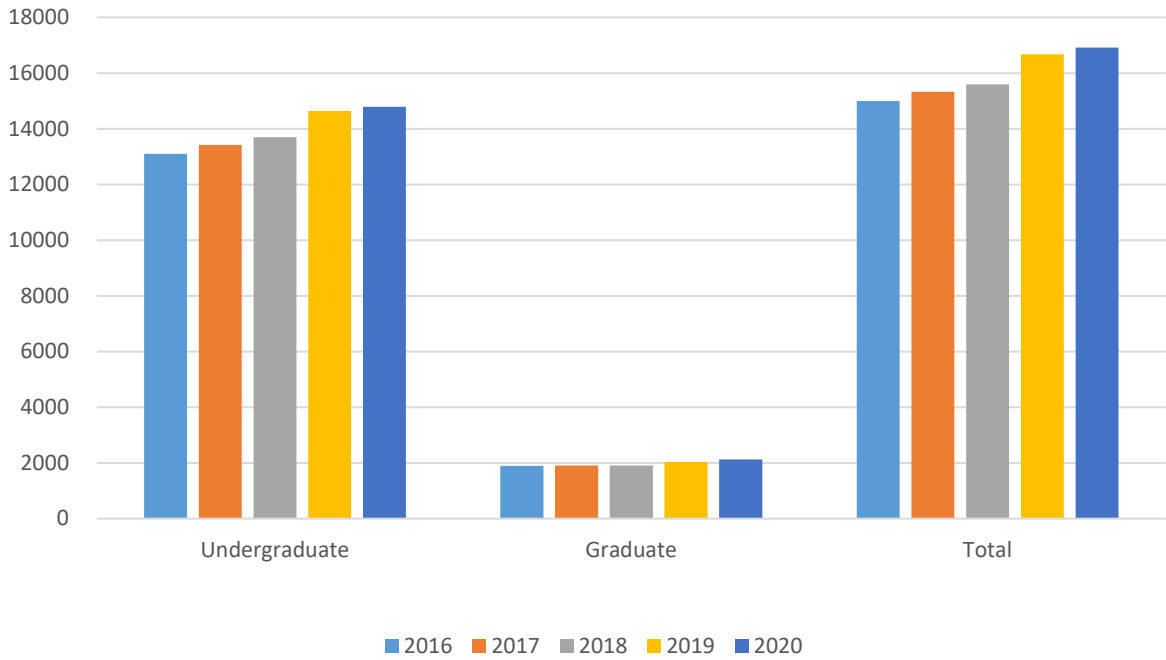
Graph 2 - Undergraduate Headcount by Faculty

Graph 3 - University System Headcounts
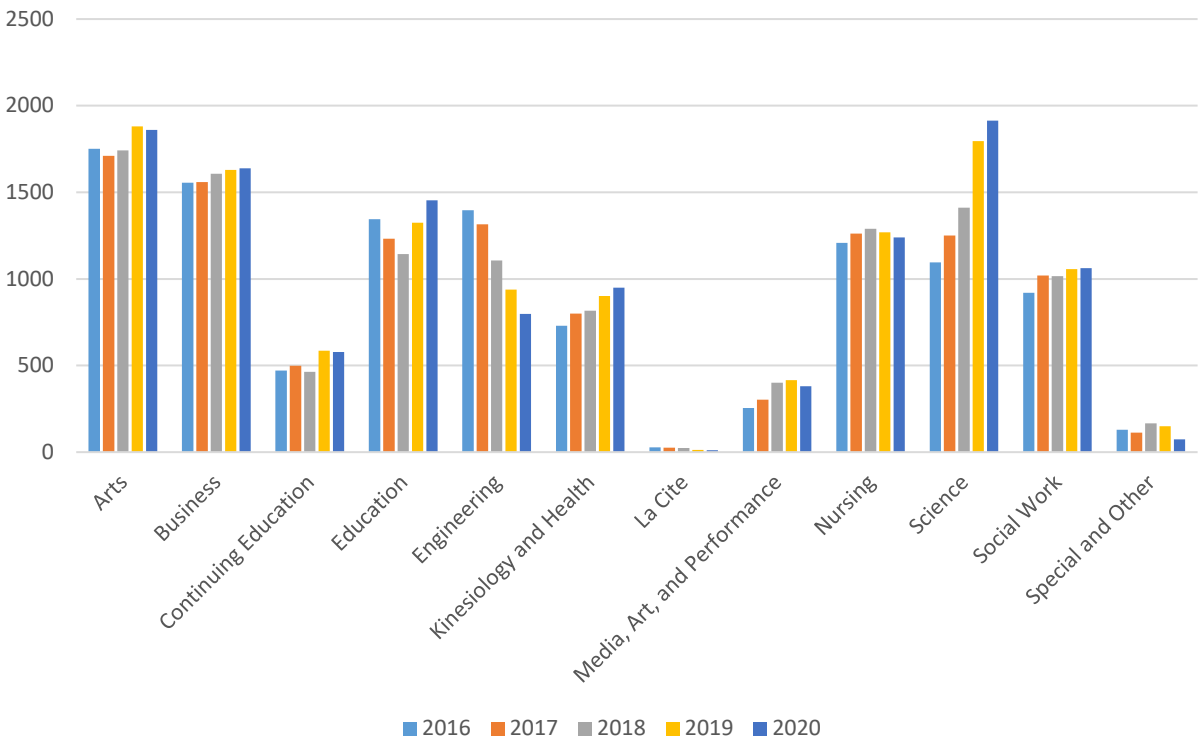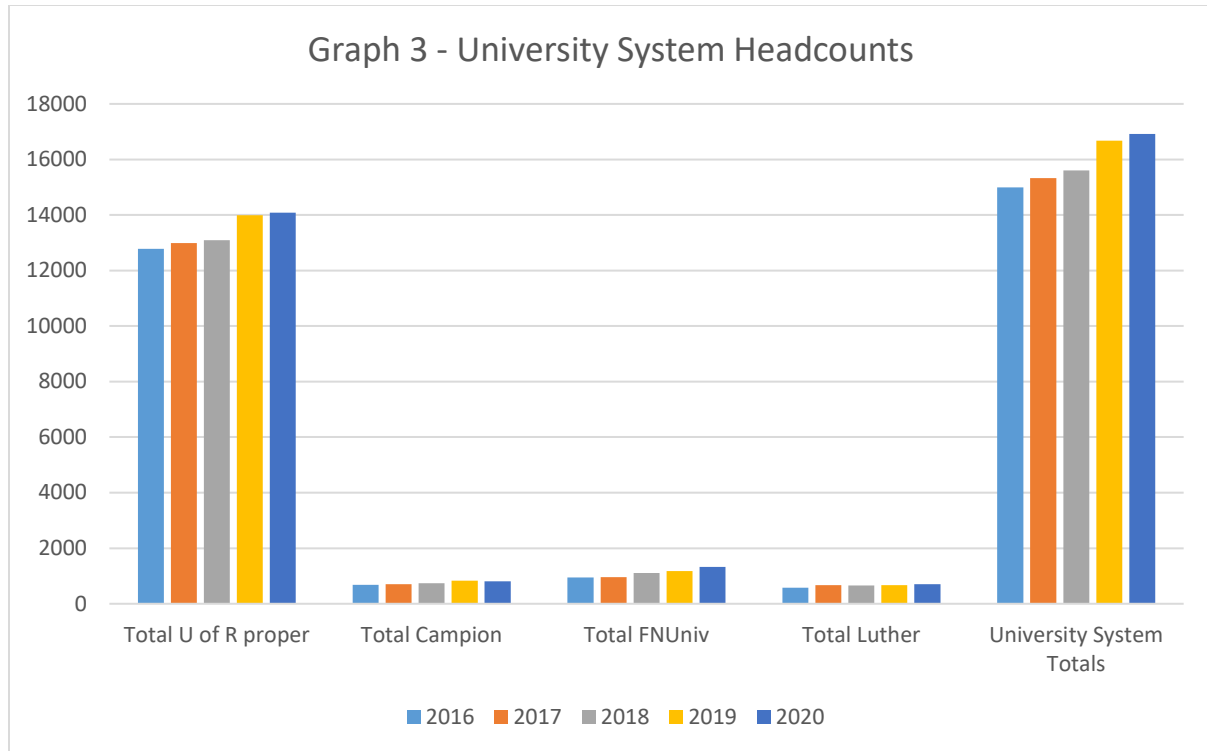
Registered Credit Hours and Credit Hours Taught (Graphs 4 & 5)

Registered credit hours represent the credit hours that students within a given faculty register in. Credit hours taught represents the number of credit hours that the instructional staff within a faculty teach.

The total number of registered credit hours and credit hours taught for the fall 2020 term is 169,422. This represents an increase of approximately 1,588 credit hours (1%) year over year.

Notable increases in registered credit hours include Science (5%) and registered credit hours via First Nations University of Canada students (9%).

Notable increases in credit hours taught include Arts (7%), Education (8%), and the credit hours taught via the First Nations University of Canada (8%).

Full Load Equivalents (FLE)

Full load equivalents (FLE) are determined by taking the total number of registered credit hours and dividing by 15, which is considered to be the 100% course load of a full-time student at the undergraduate level. The FLEs generated by undergraduate students are equivalent to 10,696 FLEs which is up by 73 FLEs (1%) from fall 2019.

Graph 4 - Registered Credit Hours (total 169,422)

Graph 4 - Registered Credit Hours (total 169,422)
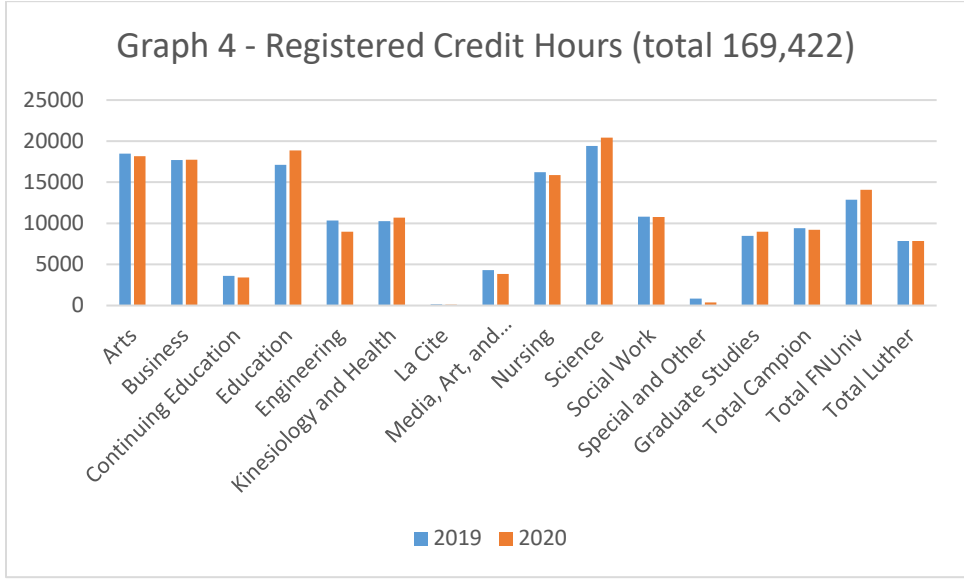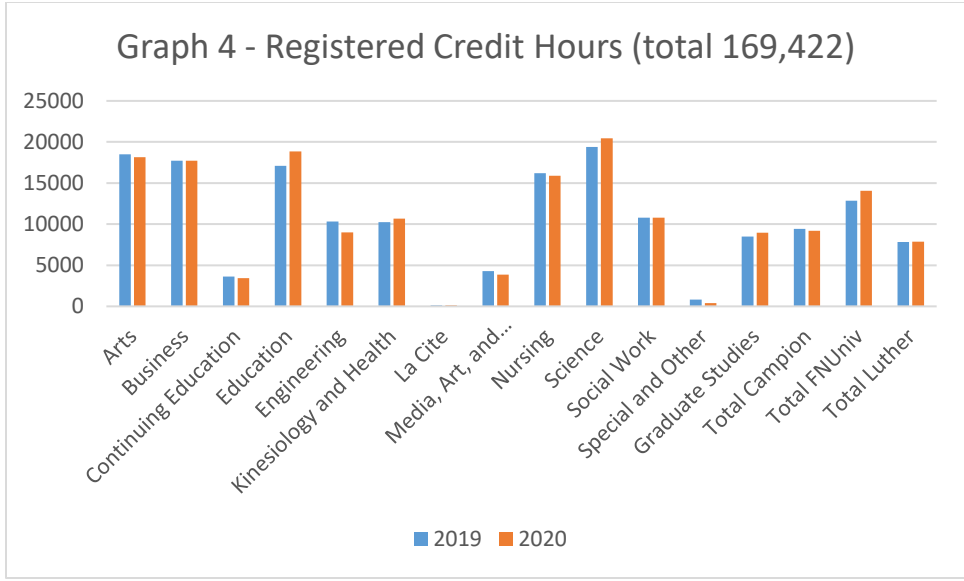
Population Segments

Self-Declared Indigenous Students (Graph 6 & Appendix A)

A snapshot of the census date is not available for self-declared Indigenous students for 2020 at this time however the preliminary headcount of self-declared indigenous students on the fifth day of classes in the fall 2020 term was 2,517. This is an increase of about 300 students over the fall 2019 term. The census date data prepared by the Office of Institutional Research (OIR) shows that for the fall 2019 term the University system had a 6% increase in self-declared Indigenous headcount from the fall 2018 term (see Graph 6). The total five year growth in the self-declared Indigenous student population from the fall 2015 term to the fall 2019 term was 32% (see Appendix A).

Official numbers are reported by OIR after the fall census date. More details on the self-declared Indigenous student population can be found on the OIR Website at https://www.uregina.ca/orp/statistics/registration/fall-2019.html.

Graph 6 - Self-declared Indigenous Headcount
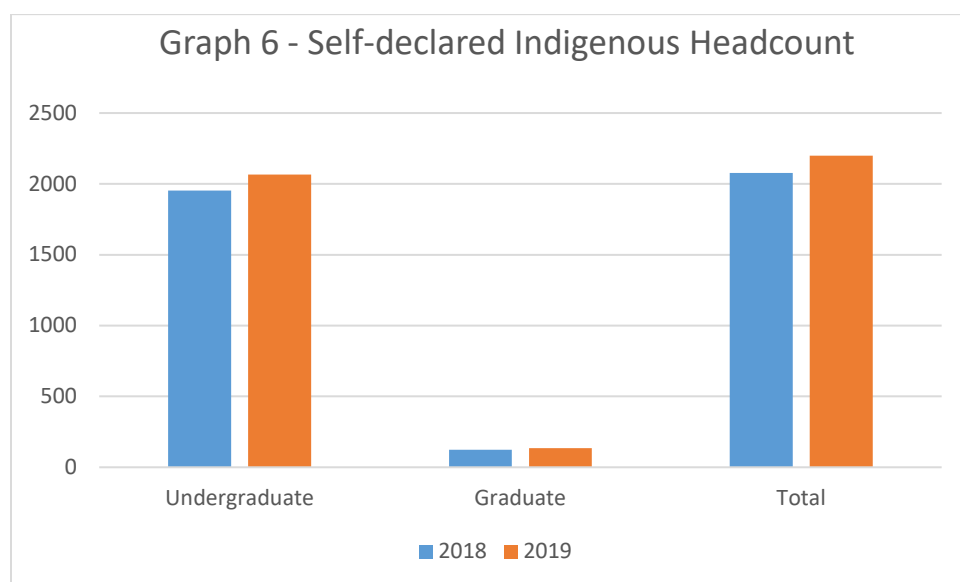
International Students (Graphs 7 and 8 & Appendix B)

A snapshot of the census date data is not available for international students at this time however the preliminary headcount of international students on the fifth day of classes was 3,136. This represents an increase of approximately 672 students.   The data prepared by OIR shows that on the census date for the fall 2019 term the University system had a 27% increase in international student headcount over the fall 2018 term (see Graph 7). The total five-year growth in the international student population from the fall 2014 term to the fall 2019 term was 60% (see Appendix B).

Official numbers are reported by OIR after the fall census date. More details on the international student population can be found on the OIR Website at https://www.uregina.ca/orp/statistics/registration/fall-2019.html.

Graph 7 - International Student Headcount
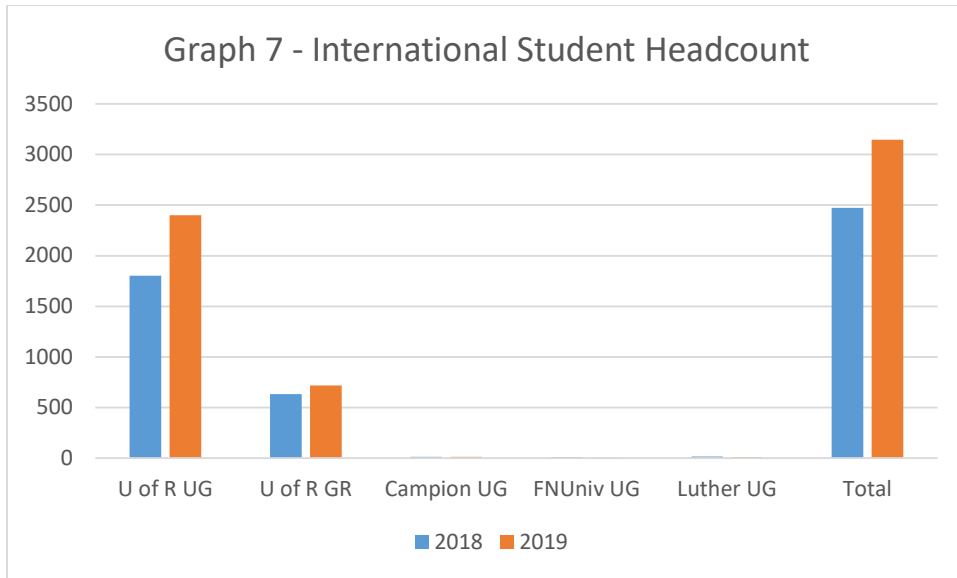
Top International Nations (Graph 8)

India has again surpassed all as the top sending nation with a headcount of 1,600 on the fifth day of classes. This is an increase of 31 students from India.

Graph 8 - International Top 10
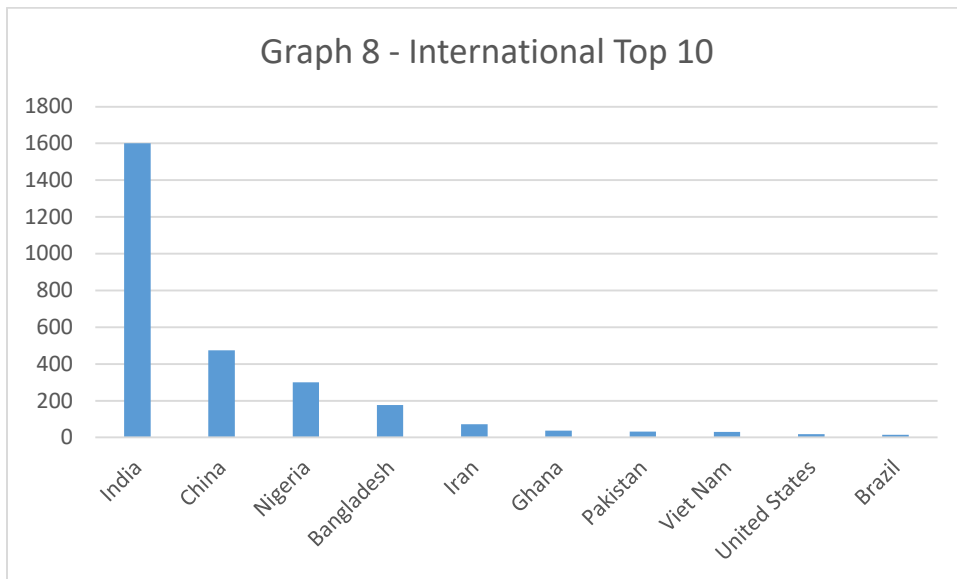
<u>Alternate Delivery and Off Campus Course Activity</u>

Comparative data are not available for off campus and online course activity. The information provided below is to provide a general idea of the type and volume of course registration activity that students engage in at the U of R.

Web, Televised, and Blended Delivery (Table 1)

On the fifth day of classes there were 10,658 course registrations in courses offered via the web, televised, or through blended deliveries. This is up about 3,500 course registrations from last fall most likely as a result of an increased availability of web based courses and increases in web based course section capacities.

Table 1 - Web, Televised, & Blended	Total
Arts	4804
Business Administration	376
Continuing Education	434
Education	496
Grad School of Public Policy	296
Kinesiology & Health Studies	1567
La Cite universitaire francophone	36
Media, Art, and Performance	616
Nursing	674
Science	774
Social Work	585
Total	**10658**

Off Campus Registration Activity (Table 3)

The U of R continues to have strong course registration activity outside the Regina main campus with a total of 7,985 course registrations. This is down about 1,700 course registrations from last fall most likely because of the increased availability of course sections via remote delivery which allow students to take most U of R courses while remaining in their home community.

Table 2 - Off Campus Course Activity	# of Reg
ARCOLA	1
BUFF NARRW	21
CLRWATER R	209
CONCOURSE	773
CREIGHTON	4
ESTEVAN	38
FT QUAPPLE	48
ILEALACROS	3
IND HEAD	8
LA LOCHE	14
LA RONGE	291
LLRIB	61
MASKWACIS	8
MEADOW LK	5
MELFORT	235
MOOSE JAW	10
MOOSOMIN	5
NIPAWIN	71
NORTH BTFD	57
PINEHOUSE	152
PRINCE ALB	2498
SASKATOON	2560
SWIFT CURR	140
TISDALE	6
WEYBURN	35
WHITEHORSE	229
YELLOWKNFE	3
YORKTON	395
YOURHOME	105
Total	**7985**

Graduation and Convocation: Cycle ending spring 2019 (Graph 9)

The University graduated 2,605 students in the spring of 2020. This is up by 390 students over the previous spring and mostly attributed to the number of certificate completers.

Graph 9 - Number of Credentials Awarded - Spring Ceremony
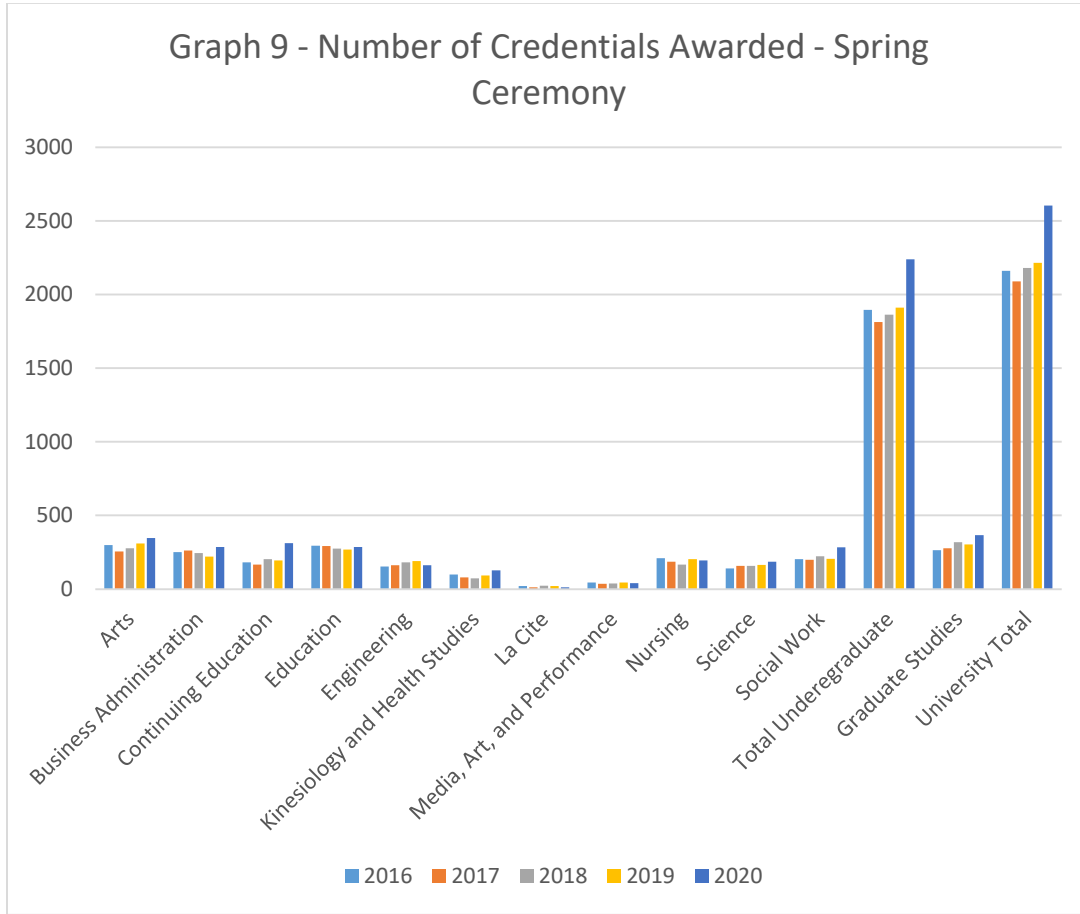
Submitted by the Office of the Associate Vice-President (Student Affairs) and the Office of the Registrar on September 15, 2020.

Appendix A – Self-declared Aboriginal Students – As at the fall 2019 census date

INDIGENOUS	Fall Terms						
University of Regina proper	2015	2016	2017	2018	2019	2019 % +/-	5 year %+/-
Arts	187	200	192	220	224	2%	20%
Business	53	62	64	64	60	-6%	13%
Continuing Education	26	34	29	18	53	194%	104%
Education	218	255	150	175	134	-23%	-39%
Engineering	23	23	26	27	22	-19%	-4%
Kinesiology and Health	42	46	49	42	50	19%	19%
La Cite	1	0	1		1		0%
Media, Art, and Performance	22	27	30	38	41	8%	86%
Nursing	104	103	96	102	112	10%	9%
Science	35	39	57	57	58	2%	66%
Social Work	140	146	180	184	189	3%	35%
Special and Other	46	63	67	53	43	-19%	-7%
Total Undergraduate	**897**	**998**	**941**	**980**	**987**	**1%**	**10%**
Graduate Studies	104	121	123	124	134	8%	29%
Total Constituent	**1001**	**1119**	**1064**	**1104**	**1121**	**2%**	**12%**
Federated Colleges							
Campion	26	39	32	39	48	23%	85%
First Nations	624	750	812	905	1003	11%	61%
Luther	15	24	35	29	28	-3%	87%
University System Total	**1666**	**1932**	**1943**	**2077**	**2200**	**6%**	**32%**

Appendix B – International Students – As at the fall 2019 census date

INTERNATIONAL HEADCOUNT (for credit)	2015	2016	2017	2018	2019	Headcount Change	% Change	5 year % +/-
University of Regina proper								
Arts	247	283	258	272	331	59	22%	34%
Business	302	291	286	345	396	51	15%	31%
Continuing Education	71	85	137	191	263	72	38%	270%
Education	7	6	7	14	17	3	21%	143%
Engineering	464	470	428	333	282	-51	-15%	-39%
Kinesiology and Health	50	46	49	67	104	37	55%	108%
La Cite	1	1	0	1	1	0	100%	n/a
Media, Art, and Performance	24	29	34	81	111	30	37%	363%
Nursing	13	17	13	14	14	0	0%	8%
Science	232	256	295	450	859	409	91%	270%
Social Work	8	18	18	13	14	1	8%	75%
Special and Other	15	4	16	20	9	-11	-55%	-40%
Total Undergraduate	**1434**	**1506**	**1541**	**1801**	**2401**	**600**	**33%**	67%
Graduate Studies	500	530	584	634	718	84	13%	44%
Total Constituent	**1934**	**2036**	**2125**	**2435**	**3119**	**684**	**28%**	61%
Federated College								
Campion	15	18	22	14	14	0	0%	-7%
First Nations	5	4	5	9	3	-6	-67%	-40%
Luther	17	14	16	15	9	-6	-40%	-47%
University System Total	**1971**	**2072**	**2168**	**2473**	**3145**	**672**	**27%**	**60%**